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

December 12, 2012  
1:40 p.m.  
630T

I. Adoption of the Agenda

II. Minutes of the November 20, 2012 College Council (attachment A), Pg. 4

III. Report from the Undergraduate Curriculum and Academic Standards Committee  
(attachment B1 –B69) – Dean Anne Lopes

New General Education Courses (Approved at the November 16, 2012 UCASC Meeting)

B1. ECO 1XX  Understanding US Economic Data (US Exp), Pg. 8
B2. HIS 1XX  Topics in the History of Science, Technology and Medicine (SciWld), Pg. 20
B3. HIS 1XX  Reacting to the Past (COM), Pg. 34
B4. HIS 1XX  Criminal Justice and Popular Culture (JCI), Pg. 47
B5. HIS 3XX  History of Islamic Law (JCII), Pg. 61
B6. ISP 2XX  Getting Even: Forgiveness and Revenge for Individuals and Societies (GE-I&S), Pg. 76
B7. ISP 3XX  Moral, Legal, and Ethical Dilemmas that Shape the U.S.A. (JCII), Pg. 89
B8. LLS 1XX  Latina/os and Justice in New York: Freshman Year Seminar (JCI), Pg. 109
B9. MHC 1XX  Macaulay Honors Seminar 1: The Arts of NYC (CE), Pg. 123
B10. MHC 1XX  Macaulay Honors Seminar 2: The Peopling of NYC (US Exp), Pg. 138

New General Education Courses (Pending approval at the December 7, 2012 UCASC Meeting)

B11. ART 1XX  Latin American Art (CE), Pg. 152
B12. SSC 1XX  Education and Justice (JCI), Pg. 171
B13. AFR 3XX  Practicing Community-based Justice in the Africana World (JCII), Pg. 188
B14. GEN 1XX  Gender, Activism and Social Change (JCI), Pg. 208
B15. SPA 3XX  Themes of Justice in Latin American Literature and Film (JCII), Pg. 226
B16. ISP 1XX  Alternate Worlds (CE), Pg. 239
B17. ISP 1XX  Life Stories (I&S), Pg. 248
B18. ISP 2XX  Apples and Oranges: Form and Meaning in the Arts (CE), Pg. 262
B19. ISP 2XX  Technology and Culture (SciWld), Pg. 279
B20. ISP 1XX  The Twentieth Century: A Decade in Depth (LP), Pg. 296
B21. ISP 1XX  Sickness and Health (SciWld), Pg. 309
B22. ISP 3XX  Violence and Evolution of Justice (JCII), Pg. 321
B23. LIT 2XX  Literary Perspectives on Culture and Globalization (WCGI), Pg. 333
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<th>Course Code</th>
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<tbody>
<tr>
<td>B24</td>
<td>LIT 2XX Literature as Witness (LP)</td>
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<td>B25</td>
<td>HIS 1XX Historical Perspectives on Justice and Inequality (JCI)</td>
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<td>HIS 2XX Exploring Global History (WCGI)</td>
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<td>HIS 3XX History and Justice in the Wider World (JCII)</td>
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<td>HIS 3XX Premodern Punishment (JCII)</td>
<td>391</td>
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<tr>
<td>B29</td>
<td>ARA 2XX (201) Intermediate Arabic I (WCGI)</td>
<td>404</td>
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<td>B30</td>
<td>CHI 2XX (201) Intermediate Chinese I (WCGI)</td>
<td>423</td>
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<td>B31</td>
<td>GER 2XX (201) Intermediate German I (WCGI)</td>
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<td>B32</td>
<td>JPN 2XX (201) Intermediate Japanese I (WCGI)</td>
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<td>B33</td>
<td>POR 2XX (201) Intermediate Portuguese I (WCGI)</td>
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Revised General Education Courses (Approved at the November 16, 2012 UCASC Meeting)

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<tr>
<td>B34</td>
<td>HIS 201 American Civilization - From Colonialism through the Civil War (GE-US Exp)</td>
<td>495</td>
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<tr>
<td>B35</td>
<td>HIS 202 American Civilization – From 1865 to the Present (GE-US Exp)</td>
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Revised General Education Courses (Pending Approval at the December 7, 2012 UCASC Meeting)

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<td>B36</td>
<td>ART 101 Introduction to World Art (revised title: Intro to Art) (CE)</td>
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<td>ART 104 Art of Africa, Oceania and the Americas (revised title: Non-Western Art &amp; Visual Culture) (CE)</td>
<td>530</td>
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<td>B38</td>
<td>ART 201 Art and Architecture in New York (revised title: Art in New York) (CE)</td>
<td>544</td>
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<td>B39</td>
<td>MAT 105 Modern Mathematics (revised title: College Algebra) (MQR)</td>
<td>556</td>
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<tr>
<td>B40</td>
<td>PED 110 Contemporary Health Problems (revised title: Personal Health in Society) (I&amp;S)</td>
<td>571</td>
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<tr>
<td>B41</td>
<td>PHI 102 Introduction to Ethics (revised title: Ethical Foundations of the Just Society) (JCI)</td>
<td>586</td>
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<tr>
<td>B42</td>
<td>PHI 231 Knowing, Being, Doing: Philosophical Method and Its Applications (revised title: The Big Questions: An intro to Philosophy) (I&amp;S)</td>
<td>596</td>
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<tr>
<td>B43</td>
<td>ETH (AFR) 123 Race and American Society: The African American Experience (revised title: Justice, the Individual, and Struggle in the African American Experience (JCI)</td>
<td>616</td>
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<tr>
<td>B44</td>
<td>ETH (AFR) 125 Race and Ethnicity in America (USExp)</td>
<td>627</td>
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<tr>
<td>B45</td>
<td>DRA/LLS/SPA 217 Latino/a Theater in the U.S. (Theater of the Americas since 1600) (CE)</td>
<td>640</td>
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<tr>
<td>B46</td>
<td>ANT/PSY/SOC 110 Drug and Alcohol Use and Abuse in American Society (revised title: Drug Use and Abuse) (I&amp;S)</td>
<td>651</td>
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<tr>
<td>B47</td>
<td>LLS 241 The Puerto Rican Latina/o Experience in Urban U.S. Settings (revised title: Latina/os and the City) (US Exp)</td>
<td>662</td>
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<tr>
<td>B48</td>
<td>LLS 247 Growing Up Latina/Latino: From the 1940s to the Present (revised title: Growing Up Latina/o) (I&amp;S)</td>
<td>674</td>
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<tr>
<td>B49</td>
<td>LLS/AFR/HIS 263 African Heritage in the Caribbean (revised title: Blacks in Latin America (WCGI)</td>
<td>685</td>
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<tr>
<td>B50</td>
<td>LLS 322 Civil Rights and Civil Liberties in Urban Latina/o Communities (revised title: Latino/a Struggles for Civil Rights and Social Justice (JCII)</td>
<td>702</td>
</tr>
<tr>
<td>B51</td>
<td>HIS 217 Three Hundred Years of New York City: A History of the Big Apple</td>
<td></td>
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</table>
Courses Mapped to Gen Ed Learning Outcomes Only (Approved at the November 16, 2012 UCASC Meeting)

B52. AFR 150 Origins of Contemporary Africa (LP), \textit{Pg. 737}
B53. MUS 103 American Popular Music from Jazz to Rock (CE), \textit{Pg. 746}
B54. MUS 140 Introduction to Guitar (COM), \textit{Pg. 754}

Courses Mapped to Gen Ed Learning Outcomes Only (Pending Approval at the December 7, 2012 UCASC Meeting)

B55. ART 105 Modern Art, \textit{Pg. 763}
B56. MAT 108 Social Science Mathematics (SciWld), \textit{Pg. 771}
B57. MUS/LLS 110 Popular Music of the Caribbean (CE), \textit{Pg. 776}
B58. POL 318 Law and Politics of Sexual Orientation (JCII), \textit{Pg. 784}
B59. SPA 112 Introductory Spanish II for Heritage Students (COM), \textit{Pg. 791}
B60. FRE 201 Intermediate French I (WCGI), \textit{Pg. 799}
B61. ITA 201 Intermediate Italian I (WCGI), \textit{Pg. 811}
B62. SPA 201 Intermediate Spanish I (WCGI), \textit{Pg. 823}

New Courses

B63. POL 3XX Politics of International Security, \textit{Pg. 836}
B64. SEC 3XX Private Security: Trends and Movements, \textit{Pg. 848}
B65. SEC 3XX Retail and Commercial Security, \textit{Pg. 859}

Course Revisions

B66. SOC 301 Penology, \textit{Pg. 870}
B67. SOC 309 Juvenile Delinquency, \textit{Pg. 873}

Program Revisions

B68. Proposal to Revise the B.S. in Economics, \textit{Pg. 877}
B69. Proposal to Revise the B.S. in Security Management, \textit{Pg. 891}

IV. Report from the Committee on Graduate Studies (attachments C1 – C3) – Dean Jannette Domingo

New Courses

C1. SEC 7XX Risk Threat and Critical Infrastructure, \textit{Pg. 901}

Course Revisions

C2. FCM 740 Data Communications and Forensic Security, \textit{Pg. 911}
C3. FCM 745 Network Forensics, \textit{Pg. 914}

V. New Business

VI. Administrative Announcements – President Jeremy Travis

VII. Announcements from the Faculty Senate – Professor Karen Kaplowitz

VIII. Announcements from the Student Council – President Mehak Kapoor
The College Council held its third meeting of the 2012-2013 academic year on Tuesday, November 20, 2012. The meeting was called to order at 1:50 p.m. and the following members were present: Emiliya Abramova, Schevaletta Alford, Zeeshan Ali, Andrea Balis, Warren Benton, Adam Berlin, Jane P. Bowers, Nicholas Calabro, Katarzyna Celinska, Elise Champeil, Kinya Chandler, Shu-Yuan Cheng, Nana Akuba Chinebuah, Maria DCruze, Jannette Domingo, Maki Haberfeld, Jay Hamilton, Shumaila Jameel, Charles Jennings, Karen Kaplowitz, Mehak Kapoor, Ammarah Kaarim, Hashemul Khan, Kwando Kinshasa, Maria Kiriakova, Tom Kucharski, Angelos Kyriacou, Anru Lee, Ma’at Lewis, Anne Lopes, Yue Ma, Amie Macdonald, Vincent Maiorino, Waqas Majeed, Marisol Marrero, Nancy Marshall, Roger McDonald, Jean Mills, Brian Montes, David Munns, Robert Pignatello, Carina Quintian, Raul Romero, Richard Saulnier, Francis Sheehan, Thomas Stafford, Amanda Stapleton, Staci Strobl, Jeremy Travis, Michelle Tsang, Antonio Welch and Kathryn Wylie-Marques.

Absent were: Jeffrey Aikens, Salahdine Baroudi, Erica Burleigh, Anthony Carpi, James Cauthen, John Clarke, Margaret Escher, Robert Terry Furst, Lior Gideon, Veronica Hendrick, Janice Johnson-Dias, Shaobai Kan, Katherine Killoran, Cyriaco Lopes, Evan Mandery, Michael Maxfield, Richard Ocejo, Nicholas Petraco, Melinda Powers, and Shonna Trinch.

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 October 18, 2012 College Council Meeting

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

III. Changes to the College Council Committees Membership List

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

In Favor: 49  Oppose: 0  Abstentions: 1

IV. Report from the Middle States Reaccreditation Steering Committee

A report was given by Associate Provost James Llana.
V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 – D47)

A motion was made to present New General Education Courses marked D1-D12 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt New General Education Courses marked D1-D12:

D1. SCI 1XX (112) Environmental Science: A Focus on Sustainability (GE-L/NS)
D2. ISP 1XX When Nature Roars: Global Catastrophe and Human Responsibility (GE-WCGI)
D3. ISP 2XX Constructions of Difference in the USA (GE-USExp)
D4. ISP 1XX “Those” People: Stereotypes in the U.S.A. (GE-USExp)
D5. ISP 1XX Justice: Who’s In, Who’s Out (GE-JCI)
D6. LIT 2XX Foundations of U.S. Latino/a Literature (GE-USExp)
D7. CHE 1XX Chemistry of Cooking (GE-SW)
D8. ISP 2XX Revolutions (WCGI)
D9. ISP 1XX Why Gender Matters? (I&S)
D11. HIS 1XX Microhistories: A Lens into the Past (LP)
D12. HON 2XX Intellectual Foundations I: What is the Common Good? (I&S)

The motion was seconded and approved unanimously.

A motion was made to present Revised General Education Courses marked D13-D27 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt Revised General Education Courses marked D13-D27:

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

The motion was seconded and approved unanimously.

A motion was made to present Courses Mapped to Gen Ed Learning Outcomes Only marked D28-D40 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt Courses Mapped to Gen Ed Learning Outcomes Only marked D28-D40:

<table>
<thead>
<tr>
<th>Number</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>D28.</td>
<td>ENG 101</td>
<td>Composition I (GE-EC)</td>
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<tr>
<td>D29.</td>
<td>ENG 201</td>
<td>Composition II (GE-EC)</td>
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<td>D30.</td>
<td>PSY 101</td>
<td>Introduction to Psychology (GE-I&amp;S)</td>
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<tr>
<td>D31.</td>
<td>ANT 208</td>
<td>Urban Anthropology (GE-WCGI)</td>
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<tr>
<td>D32.</td>
<td>DRA 110</td>
<td>Introduction to Theatre (GE-CE)</td>
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<tr>
<td>D33.</td>
<td>MUS 101</td>
<td>Introduction to Music (GE-CE)</td>
</tr>
<tr>
<td>D34.</td>
<td>ART 222</td>
<td>Body Politics (GE-I&amp;S)</td>
</tr>
<tr>
<td>D35.</td>
<td>POL 101</td>
<td>American Government</td>
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<tr>
<td>D36.</td>
<td>GEN 101</td>
<td>Introduction to Gender Studies</td>
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<tr>
<td>D37.</td>
<td>MUS 120</td>
<td>Piano (Com)</td>
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<tr>
<td>D38.</td>
<td>MUS 130</td>
<td>Chorus (Com)</td>
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<td>D39.</td>
<td>Foreign Language 101 courses (GE-WCGI)</td>
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<tr>
<td>a.</td>
<td>ARA 101</td>
<td>Elementary Modern Standard Arabic I</td>
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<td>b.</td>
<td>CHI 101</td>
<td>Elementary Chinese</td>
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<td>c.</td>
<td>FRE 101</td>
<td>Introductory French I</td>
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<td>d.</td>
<td>ITA 101</td>
<td>Introductory Italian I</td>
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<td>e.</td>
<td>JPN 101</td>
<td>Elementary Japanese, Level I</td>
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<td>f.</td>
<td>POR 101</td>
<td>Elementary Portuguese I</td>
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<td>g.</td>
<td>SPA 101</td>
<td>Introductory Spanish I</td>
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<td>h.</td>
<td>SPA 111</td>
<td>Introductory Spanish for Bilingual Students</td>
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<td>D40.</td>
<td>Foreign Language 102 courses (GE-Com)</td>
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<td>a.</td>
<td>ARA 102</td>
<td>Elementary Modern Standard Arabic II</td>
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<td>c.</td>
<td>FRE 102</td>
<td>Introductory French II</td>
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<td>d.</td>
<td>ITA 102</td>
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<td>e.</td>
<td>JPN 102</td>
<td>Elementary Japanese, Level II</td>
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<td>f.</td>
<td>POR 102</td>
<td>Elementary Portuguese II</td>
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<td>g.</td>
<td>SPA 102</td>
<td>Introductory Spanish II</td>
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</table>
The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “D41. CJBA 3XX (340) Research Methods in Criminal Justice.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “D42. LIT 3XX Violence of Language: U.S. Latino/a Literature.” The motion was seconded and approved unanimously.

In Favor: 49  Oppose: 0  Abstentions: 1

It was moved to adopt the new course proposal marked “D43. LIT 4XX Seminar in U.S. Latino/a Literature.” The motion was seconded and passed.

In Favor: 49  Oppose: 0  Abstentions: 1

It was moved to adopt the new course proposal marked “D44. POL 3XX Supervised Research Experience in Political Science.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “D45. SEC 3XX Energy Industry Security.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “D46. SOC 3XX Advanced Social Statistics.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “D47. ECO 405 Seminar in Economics and Crime (proposed title: Seminar in Economics).” The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments E1-E3)

It was moved to adopt the new course proposal marked “E1. SEC 7XX Private Security: Function and Role in Homeland Defense.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “E2. SEC 7XX Privatization Models and Application for Private Justice.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “E3. FOS 730 Molecular Biology for Forensic Students.” The motion was seconded and approved unanimously.

The meeting was adjourned at 2:50 p.m.
John Jay College of Criminal Justice
The City University of New York

Date Submitted_________August 6, 2012___________

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

1. a. Department(s) or program(s) proposing this course __Economics___________
   
   b. Name and contact information of proposer(s)___ Catherine Mulder & Jay Hamilton __
      Email address(es) cmulder@jjay.cuny.edu jhamilton@jjay.cuny.edu
      Phone number(s) 212-484-1309

2. a. Title of the course__Understanding US Economic Data____
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____Under Econ Stats
   
   c. Level of this course__x__100 Level  ____200 Level  ____300 Level  ____400 Level

   This course is offered at the 100 level because it is a basic introduction to understanding economic statistics, such as Gross Domestic Product (GDP), unemployment rates, labor force participation rates, poverty rates, interest rates, levels of inequality, wage discrimination, and international statistics, to name a few. How these statistics are calculated and the problems associated with the calculations will be addressed. While this course is geared to the novice student, it will also be advantageous for many students to understand how statistics are often used in the media, by public policy makers, and even just in passing. No prior knowledge of statistics is required for this course. The department believes that such a basic class will add to our quest of “scaffolding” our classes. This class will be beneficial to students for all upper-level economics classes.
   
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____ECO____

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

   This course provides basic economic literacy that will help all students understand what is being said in the press and in other venues. It will also assist our students to a critique the often skewed or misleading way some of the economics statistics are discussed. It will help John Jay students to be active and critical citizens, within the college, university, and society. This course will be an important option in the CUNY PATHWAYS Flexible Core bucket B: US Experience in its Diversity because it describes the United States using statistics with special emphasis on how those statistics can highlight or obscure the country’s diversity.

   The course is imperative for students planning to take higher levels of economics courses or to major or minor in economics, because it will provide them with a basic foundation of how the discipline measures economic phenomena. However, even if more economics classes are not in a
student’s plans, the course will provide them with a general knowledge of the numbers talked about in their daily lives.

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 studies how economic data describe the United States and its diversity. The course provides hands-on experience with finding and collecting economic data; then analyzing that data and generating graphs and other useful information. This course critically evaluates common sources of economic data and information. Particular emphasis is placed on macroeconomic statistics used in policy debates such as income, wealth, inequality, poverty, growth, inflation and productivity.

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

   **No Prerequisites**

6. Number of:
   a. Class hours  __3__
   b. Lab hours  ___0__
   c. Credits  ___3__

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

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

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

   **Upon completion of this course students are expected to be able to:**
   - Demonstrate an understanding of the varying statistics often used by the economics discipline to describe the US economy.
   - Demonstrate an understanding of the way economic statisticians can highlight and obscure the diversity of the United States.
   - Find and collect economics data
   - Analyze economic data
   - Generate graphs and other useful information
• Critically evaluate the sources of economic data and information; including but not limited to: The Bureau of Economic Analysis; the Bureau of Labor Statistics; the Federal Reserve Bank; Federal Statistics; and the Economic Policy Institute.
• Interpret public policy issues and how individuals and institutions use particular statistics to achieve their desired ideological goals.

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

___No
_x__Yes

The course will be a pre-requisite for the BS in Economics Major and an elective in the Economics Minor.

10. How will you assess student learning?
• Quizzes
• 3 exams (2 midterms and 1 final)
• Problem sets (Homework)
• Class Participation and current events. Students will be expected to come to class ready to apply what they learn in class to a “real world” event/issue.

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

Yes_x___ ___

• If yes, please state the librarian’s name _____Karen Okamoto____
• Are there adequate resources in the library to support students’ work in the course

Yes__Yes_____ No________

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

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

12. Syllabus (Attached)

13. Date of Department curriculum committee approval ____May 14, 2012____

14. Faculty - Who will be assigned to teach this course? ____All of our faculty are qualified to teach this course____
15. Is this proposed course **similar to or related to** any course, major, or program offered by any other department(s)? How does this course **differ**?

   ___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

   **Jay P. Hamilton**

   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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ECO 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Understanding US Economic Data</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Economics</td>
</tr>
<tr>
<td>Discipline</td>
<td>Economics</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course studies how economic data describe the United States and its diversity. The course provides hands-on experience with finding and collecting economic data; then analyzing that data and generating graphs and other useful information. This course critically evaluates common sources of economic data and information. Particular emphasis is placed on macroeconomic statistics used in policy debates such as income, wealth, inequality, poverty, growth, inflation and productivity.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended (Attached)</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.)

**Required**
- [ ] English Composition
- [ ] Mathematical and Quantitative Reasoning
- [ ] Life and Physical Sciences

**Flexible**
- [ ] World Cultures and Global Issues
- [x] US Experience in its Diversity
- [ ] Individual and Society
- [ ] Scientific World
- [ ] Creative Expression

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

A Flexible Core course must meet the three learning outcomes in the right column.
Students will be taught how a variety of economic data are collected, used, and the problems associated with such data. Nearly every week they will have a “hands-on” opportunity in a computer laboratory setting to gather data, interpret its uses, and to critically analyze it from a variety of economic perspectives.

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

Students will be introduced to common data-based policy positions such as minimum wage laws in weeks 5 and 6 and health care programs in week 14. Students will critique both the policies and the empirical methodology used to support the policies. Particular emphasis will be placed on disparate outcomes based on income and wealth distribution.

- Evaluate evidence and arguments critically or analytically.

In their exams and lab projects students will present what they find in the data being analyzed and critically assessing those sources of information. Students will propose their own alternatives for collecting, presenting and analyzing economic information. In week 15 Students will propose alternative measures for the value of the environment.

- 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>Understand various economic indicators/statistics, how they are gathered and how they are used and interpreted to affect public policies and how various disciplines use such data.</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>International comparisons will be critically analyzed. Of particular interest will be how the US both influences and is influenced by the global economy. Comparisons such as wage differentials, GDP per capita, poverty rates, and many others will be assessed.</td>
<td>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
<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>
<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>

In week 2 students access and work with census data, including controversial questions such as race and ethnicity. Specifically how the census changed to allow multiple selections for race.

In week 4 students access and work with data from the Federal Reserve Bank, including data on wealth and income dispersion.
UNDERSTANDING US ECONOMIC DATA
SYLLABUS

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

Professor: Joan Q. Professor
Semester: Fall/Spring 0000
Professor’s office: 0000
Course Code: 1XX:000
Office Hours: M/W or T/Th @ 00.00-00.00
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s phone and e-mail: (212) 237-8000: jproff@jjay.cuny.edu

Course Prerequisite: None

This course studies how economic data describe the United States and its diversity. The course provides hands-on experience with finding and collecting economic data; then analyzing that data and generating graphs and other useful information. This course critically evaluates common sources of economic data and information. Particular emphasis is placed on macroeconomic statistics used in policy debates such as income, wealth, inequality, poverty, growth, inflation and productivity.

Learning Objectives:

Upon completion of this course students are expected to be able to:

• Demonstrate an understanding of the varying statistics often used by the economics discipline to describe the US economy.
• Demonstrate an understanding of the way economic statisticians can highlight and obscure the diversity of the United States.
• Find and collect economic data
• Analyze economic data
• Generate graphs and other useful information
• Critically evaluate the sources of economic data and information; including but not limited to: The Bureau of Economic Analysis; the Bureau of Labor Statistics; the Federal Reserve Bank; Federal Statistics; and the Economic Policy Institute.
• Interpret public policy issues and how individuals and institutions use particular statistics to achieve their desired ideological goals.

Required Texts:

There will also be various readings posted on Blackboard.

Optional Text: Understanding Economic Statistics, by Enrico Giovannini
ISBN: 978-92-6403312-2 (This is a free OECD publication available at:
http://www.oecd.org/document/27/0,3746,en_2649_33715_41686235_1_1_1_1,00.html,

ATTENDANCE POLICY:
The attendance regulations of the college as stated in the John Jay College of Criminal Justice Undergraduate Bulletin are as follows:

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitutes excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.

**EXAMS:**
1. The first midterm exam will be held in class in week 5. This is subject to change, however I will make every attempt to keep this exam as scheduled.
2. The second midterm exam will be held in class in week 10. This is subject to change, however I will make every attempt to keep this exam as scheduled.
3. The final exam will be held at the scheduled time given by the Registrar’s office.

   The exam will be held in our regular classroom.

   Please note that there will be NO MAKE-UPS WILL BE GIVEN FOR UNEXCUSED, MISSED EXAMS, UNLESS APPROVED BY THE PROFESSOR.

**QUIZZES:**
There will be occasional quizzes. They be announced or not, so please come prepared. Typically, there will be no make-ups for missed quizzes, excused or not. Therefore, the lowest quiz grade will be dropped.

**LABS/PROJECTS:**
Students will be expected to do in-class labs and homework assignments to gather data and examine economic statistics from a critical perspective.

**ASSESSMENT:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st MID SEM EXAM</td>
<td>10%</td>
</tr>
<tr>
<td>2nd MID SEM EXAM</td>
<td>15%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>20%</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>25%</td>
</tr>
<tr>
<td>LABS/PROJECTS</td>
<td>30%</td>
</tr>
</tbody>
</table>

**GRADING:**

- A 93.0-100.0
- A– 90.0-92.9
- B+ 87.1-89.9
- B 83.0-87.0
- B– 80.0-82.9
- C+ 77.1-79.9
- C 73.0-77.0
- C– 70.0-72.9
- D+ 3.67.1-69.9
- D 1.0 63.0-67.0
- D– 60.0-62.9
- F BELOW 60.

**EXPECTATIONS**

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

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

- Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.
Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom or if you take notes on your computer.

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

Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Undergraduate Bulletin. If caught cheating or plagiarizing on any assignment, quiz or test, you will fail that particular assignment. If there is a second violation, you will fail the course. See: http://www.jjay.cuny.edu/academics/762.php or see below.

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

Any homework assignments should be typed.

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

My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

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

Good Luck and let’s have a wonderful semester.

John Jay College’s Policy on Academic Integrity
http://www.jjay.cuny.edu/academics/762.php

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

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

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

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

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

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
• Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
• Intentionally obstructing or interfering with another student’s work.

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

• Forging signatures of authorization
• Falsifying information on an official academic record;

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document.

**Understanding U.S. Economics Data Agenda**

Subject to Change

Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Interpreting Economic Indicators and review of the syllabus</td>
<td>Guide: Chapter 1: Pages 1-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FG: The Bottom Line: Pages xiii-xv</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Guide/Chapter(s)</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3</td>
<td>Measuring Economic Activity</td>
<td>Guide: Chapter 3 Pages 28-40 Omissions, Output (expenditure and income), Prices, Putting it in Context, Reliability</td>
</tr>
<tr>
<td>5</td>
<td>1st Midterm Exam</td>
<td>In Class Chapters 1-4 (Guide) Chapter 9 (FG)</td>
</tr>
<tr>
<td>9</td>
<td>Investment &amp; Savings</td>
<td>Guide: Chapter 8: Pages 95-104 Fixed Investment, Inventories, and National Savings</td>
</tr>
<tr>
<td>10</td>
<td>2nd Midterm Exam</td>
<td>In Class Chapters 5-8 (Guide) and Chapters 2, 5, 6, 3, 4 (FG)</td>
</tr>
</tbody>
</table>
| Week 12 | Exchange Rates  
Foreign Direct Investment, Have Profits  
Will Travel, Global Assistance | Guide: Chapter 11: Pages 147-164  
Terms of Trade  
FG: Chapter 10: Pages 174-182 (The Global Economy) |
|---|---|---|
Interest Rates  
BB Readings: What is the Fed?; What is Money?; and TBA |
| Week 14 | Prices & Wages  
Spend More—Live Less, Unhealthy costs of  
health care, Too Poor for Care, African and  
Native American children at greater risk,  
Mental Health, HIV/AIDS, Health around  
the world. | Guide: Chapter 13: Pages 186-219  
FG: Chapter 7: Pages 109-126 (Health) |
| Week 15 | The Environment  
Gifts of Nature, Jobs and the Environment,  
Toxic Neighbors, Environmental Health,  
Environmental Racism, Upper-Class  
Benefits, Sprawl, Radiation, Biodiversity | FG Chapter 8: Pages 127-144  
Additional Material on BB. |
| **FINAL EXAM** | **In Class, 2 hours, per the official John Jay College Final Exam Schedule.** |
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 13, 2012

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

1. a. Department(s) or program(s) proposing this course: History
   
   b. Name and contact information of proposer: Dr. David Munns
      
      Email address: dmunns@jjay.cuny.edu
      Phone number: 646-557-4496

   i. a. Title of the course: Topics in the History of Science, Technology, and Medicine

      b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Topics Hist Sci & Med

      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:

      These topics’ courses introduce basic concepts related to the competing ideas of discovery in science, technology, and medicine. These courses are intended to help students become aware of the claims made via science in any future courses, their professional lives, and the modern world, a well known pedagogical model to give students an excellent introduction to the concept of science, its principles, and how they impact the world, is the historical “case study.”

      d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): HIS1XX

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 world our students will inherit is, like it or not, dominated by science and technology. For most, the ability to be informed about the principles of science and to speak and think coherently about the impact of scientific and technological discoveries must be one of the truly foundational skills in the modern world. Our history department at John Jay possesses a particular strength in the history of science among New York City universities and colleges.
‘Topics in the History of Science, Technology, and Medicine’ offers John Jay’s students—science students and non-science students alike—unique opportunities to identify and demonstrate the basis upon which so much of modern science, technology, and medicine was founded. By studying the origins of scientific theories and practices, new technologies, and/or medical theories and practices, students will gain an introductory ability to articulate and evaluate scientific evidence. Once they can articulate and evaluate, students can begin to speak coherently about the basis of scientific claims and the social issues related to science, technology, and medicine in the modern world.

Because this is a general education course at an introductory level which would precede students’ explorations of current scientific disciplines, an effective pedagogical tool is to use major turning points as exemplars. Thomas Kuhn’s “paradigm shifts,” for example, emerged from a pedagogical move at Harvard to illustrate the theoretical structure and methods of science from exemplary case studies. The shifts may have been called into dispute, but the pedagogical value of the approach remains sound. Indeed, in subsequent science courses and textbooks, an historical introduction serves to situate more recent science. Science is cumulative; we must crawl before we can walk. Introductory science courses teach, in effect, 18th and 19th century science! For example, one’s general education physics textbook does not begin with recent advances in quantum electrodynamics because to understand it a student must first review the necessary background in mechanics, statics, electromagnetism, thermodynamics, and relativity. If one charts these chronologically, one finds that Galileo and statics are from the 16th century; Newton and mechanics the 17th, Maxwell and E-M the 19th, laboratories and experimentation from the late-19th, theoretical sciences in the 20th, etc.

By fully grasping the origins of the theories and methods of well-established sciences historically, the student can more fully and readily grasp the issues when they come to study modern sciences. One of the faults of the philosophy of science is to grasp at a universal method of science be it Mach’s logical positivism from the late 19th century, Popper’s falsification of the early 20th, or Feyerabend’s anarchists or, especially, Thomas Kuhn’s paradigmatic revolutions of the 1960s. Of course, the history of the philosophy of science is a great topic, but not as an introduction but rather as a capstone class after a science major has done much work. It is the use of historical case studies which focuses students’ attention upon, and clearly reveals, the competing notions of “the” “scientific method,” correctly and obviously called into question in the course description via quotation marks, and during the first class period where students are asked “What IS science?”

To conclude, this introductory course seems especially relevant at John Jay as so many of our students will pursue the study of subjects that produce careers in fields that rely strongly on the claims of science, for example legal cases involving any kind of evidence revealed by science seemingly a case in point. Our students need critical thinking skills about how science reaches its conclusions which this course introduces through a series of coherent and established cases of scientific discovery.

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 will introduce students to the scientific world. Each section will focus on a different topic in the History of Science, Technology, and Medicine to introduce students to the development of scientific methods, theories, and thinking. Each section will use a variety of historical case studies covering several scientific, technological, and medical disciplines to illustrate the creation of scientific ideas, inventions, and cures. Students will engage both primary documents and modern texts to gain the ability to speak coherently about the basis of scientific, technological, and medical claims and, moreover, their social issues in the modern world.

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):

5. Number of:
   a. Class hours  __3__
   b. Lab 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?

   - 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 scientific world, including, in this case, the history of science, and the life and physical sciences.
   - 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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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)

   History elective (BA and Minor)

10. How will you assess student learning?

   Assessment will be done through written papers, classroom discussions, and exams. The final grade will reflect the degree to which students comprehend the material, critically form arguments and opinions, participate in discussion, and write well. Grading rubrics and comments are given on all submitted work to challenge students, to guide their writing development, and to shape their spoken and written responses.

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__Jeffrey Koessler ________
   • Are there adequate resources in the library to support students’ work in the course
     Yes_X___  No________

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

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

12. Syllabus – see attached

13. Date of Department curriculum committee approval ___March 15, 2012__________

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
14. **Faculty** - Who will be assigned to teach this course? ___Dr. David Munns, Dr. Allison Kavey, Dr. Israel Rosenfield______

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

   Allison Kavey, 8/13/12
   
   Chair, Proposer’s Department

   ____Sara McDougall 8/13/2012
   
   Major or Minor Coordinator
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>HIS 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>History of Science, Technology, and Medicine</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History of Science</td>
</tr>
<tr>
<td>Subject Area</td>
<td>History of Science</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>X In-person</td>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>☐ Freshman Seminar</td>
</tr>
<tr>
<td></td>
<td>☐ Honors College</td>
</tr>
<tr>
<td></td>
<td>☐ Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>☐ Writing Intensive</td>
</tr>
</tbody>
</table>

Catalogue Description
This course will introduce students to the scientific world. Each section will focus on a different topic in the History of Science, Technology, and Medicine to introduce students to the development of scientific methods, theories, and thinking. Each section will use a variety of historical case studies covering several scientific, technological, and medical disciplines to illustrate the creation of scientific ideas, inventions, and cures. Students will engage both primary documents and modern texts to gain the ability to speak coherently about the basis of scientific, technological, and medical claims and, moreover, their social issues in the modern world.

Syllabus
Syllabus must be included with submission, 5 pages max

Indicate the status of this course being nominated:
☐ current course ☐ revision of current course XX ☐ a new course being proposed

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ 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>X 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.
### E. Scientific World

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

**In His1xx students read from primary and secondary sources that include books and academic journals. They will learn the diverse ways scientific theories and methods are constructed, displayed, and legitimated. In the model syllabus, for example, as early as week 3, students will have interpreted and assessed quotes from Galileo and Thomas Hariot, interpreted their drawings, and assessed their conclusions. For paper 3, students will assess and interpret the sources of Watson and Crick’s determination of the structure of DNA, from organic chemistry, to crystallography photographs, to aesthetic beauty in the building of scientific models.**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td></td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td></td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td></td>
</tr>
</tbody>
</table>

**Students are expected to critique their readings and each others’ claims during class discussions. Students are expected to critically examine scientific claims, and cite their sources. They will be exposed to several different modes of “the” scientific method, including observation, abstraction, and theorizing from a variety of pivotal moments when these modes are clearly and usefully articulated. In the model course, for example, paper 1 (week 3) asks students to comprehend and explain the two dramatically different representations of the moon by the first two users of the telescope. In paper 2, students must evaluate the arguments Darwin puts forward for his theory of natural selection, including pigeon breeding and earthquakes.**

**Students will participate in in-class discussions, constantly evaluated by the professor. All sections also have a series of short papers, evaluated by a grading rubric by the professor. For example, in the model syllabus, a set of three papers builds layers of complexity about “the” scientific method through observation, abstraction, and theorizing. A paper on each theme builds overall comprehension. Paper 1 (week3) confronts students’ established expectations about science as observation, while paper 3 (week 14) confronts the idea of ‘discovery’ itself.**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
<td></td>
</tr>
<tr>
<td>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
<td></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:**

**Students will be introduced to theories and concepts from a variety of disciplines in the scientific world including the history of science, and the life and physical sciences. In the model syllabus, for example, students will identify and learn of the fundamental concepts and methods of physics, optics, linear perspective, mechanics, statics, plant and animal breeding, navigation, specimen collection, evolutionary biology, molecular biology, nuclear physics, crystallography, and phytotronics. In the model syllabus, for example, paper 2 expects students to articulate the rationale behind, and evidence for Darwin’s theory of natural selection.**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write essays and engage in discussions regarding the formation of scientific ideas and methods and their historical context. Students will understand how new scientific methods, new technologies, and new medical practices emerge as the legitimate solution to individual questions and social problems. In the model syllabus, for example, introductory experiments on perspective, and demonstrations of light, and the construction of a molecule will guide to students towards an understanding of the principles science rests upon to make its claims. The added advantage of a historical account shows that these standards change over time, and so the critique of “the” scientific methods emerges as a process of historicizing legitimating claims to knowledge and the formation of knowledge.</td>
<td></td>
</tr>
<tr>
<td>Students will write essay and engage in discussions to understand how various scientific methods have veracity. In the model syllabus, for example, students will engage with Galileo’s critique of Catholic church sanctioned beliefs.</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, Nov 16, 2012
| Aristotelian world view and demonstrate how an understanding of the scientific principle of uniformitarianism and of perspective allows Galileo to make earth-like claims about the celestial realm. Likewise, in paper 2, Darwin’s witnessing of an earthquake convinces him of the power of gradual change uniform over time to make claims about natural selection. | • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
445 W. 59th St., New York NY 10019

COURSE: TOPICS IN THE HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE:  
SECTION XX:  
The Discovery of the Scientific Method.

Professor: Dr. David Munns  
Professor’s office: New Building, 8th floor: 8.65.10  
Semester: Fall 2013  
Course Code: HIS: 1xx  
Course Section: zz  
Classroom: TBA  
Class time: TBA  
Office Hours: TBA  
Professor’s phone and e-mail: (646) 557-4496: dmunns@jjay.cuny.edu

Course Description: This course will introduce students to the scientific world. Each section will focus on a different topic in the History of Science, Technology, and Medicine to introduce students to the development of scientific methods, theories, and thinking. Each section will use a variety of historical case studies covering several scientific, technological, and medical disciplines to illustrate the creation of scientific ideas, inventions, and cures. Students will engage both primary documents and modern texts to gain the ability to speak coherently about the basis of scientific, technological, and medical claims and, moreover, their social issues in the modern world.

Section Description: From the Enlightenment until the present day, “the scientific method” (as the process is commonly referred to) has emerged permitting people to understand and control their world. This course introduces students to an understanding of modern scientific methods through a series of case studies. Here are a selection of the most pivotal moments in the creation of the theories and methods of science: Galileo, Newton, Darwin, and Watson & Crick. Each case study illustrates the creation of theories and practices within a field of science. By studying the origins of scientific theories and practices the student will gain an introductory ability to articulate and evaluate scientific evidence. By assembling the case studies, the student will gain the ability to both speak coherently about the basis of scientific claims and their social issues in the modern world.

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 scientific world, in this case, the history of science, life and physical sciences.
• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

**Course Prerequisite:** None.

**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 for any reason 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, and few 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.

N.B.: The only valid reasons for requesting an extension to a coursework deadline are illness or a serious personal problem. Please produce any supporting documentation such as a medical certificate. Workload pressures, including examinations in the student’s home department, are not judged to be a valid reason. Apart from in very exceptional circumstances, the maximum extension period will be two weeks. Students submitting late assignments without arranging an extension will be subject to a mark penalty of 5% per day, including weekends. As a friend of mine in PR says, you look irresponsible, disorganized, and unreliable if you cannot meet deadlines. If you miss a deadline, you miss an opportunity.

**Required Text/s:**

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.

Plagiarism is theft, pure and simple. This issue has become most apparent in recent years with access to the Internet. All written work for this course is based upon the texts assigned. Any student found to paraphrased or used materials from the internet in their assignment will receive a zero grade for that assignment. Under no circumstance will any case of plagiarism be given any chance to rewrite. If you do use internet sources, and they are not FULLY cited (author, title, publisher, date, location), and properly referenced (see the John Jay APA Style guide), you will also receive a zero grade for the assignment. The upshot of this, for example, is that if there is no author for your internet source, even if you use it correctly, it is still invalid. At least in this course, do not go to the internet for your assignments. Any student found having plagiarism in both assignments will be reported to the academic board for expulsion from the university.

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)

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

A. Incomplete Grade Policy

B. Extra Work During the Semester: the only extra work that may be offered, must be offered to the entire class.

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 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)
English Language Support: The John Jay community includes many students whose second language is English. To seek benefit from help in writing academic English, students are advised to visit the Center for English Language Support (CELS). The Center, which has a staff of nine instructors with MA's in ESL, offers a variety of services, including one-on-one tutoring, workshops, and online tutorials. CELS is open from 9:30 am to 7:00 pm Monday-Thursday and 9:30 am to 5:00 pm on Friday. For more information, visit their website: http://web.jjay.cuny.edu/~esl/

The Writing Center: The Writing Center 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.

Assessment:

- Assessment Formula:
  - 20% Class Participation
    - Any class readings for in-class discussions are available on Blackboard and the library reserve. You are expected to have read the assignment before class, and will be graded on your participation, not simply your attendance.
  - 20% First Paper
  - 20% Second Paper
  - 20% Midterm
  - 20% Final Exam.

NB: Please deliver essay to my door or dept mailbox (8.65.10) a physical printed copy of your essay, length 1000-words ±10%. TNR; 12-pt; double-spaced, single sides; page numbers and your name. Pay attention to footnoting and referencing.

A, A- Excellent
B+,B,B- Very Good
C+,C Satisfactory
C-,D+,D,D- Poor
F Failure (not erased when course is retaken and passed)
WU Withdrew 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 carefully note the following:
- TBA Last Day to Withdraw without Academic Penalty.
- Final Exam on TBA.

LECTURE SCHEDULE

Week 1 (M): Introduction. Syllabus, Course structure
  (W): What IS ‘science’ and how does it work?
Week 2 (M): Galileo: Learning to Observe, Samuel Edgerton, *The Heritage of Giotto: science and art on the eve of the scientific revolution*, 1-12. {This Reading is on BLACKBOARD: you are expected to have read it before class, and actively participate in the class discussion.}


Week 3 (M): Science as Art: drawing perspective!

**Paper One:** Galileo and Hariot looked at the same object, yet drew different conclusions. In 1-2 pages, argue why Galileo produced shaded diagrams while Hariot produced costal charts.

(W): Lecture – Introduction to Isaac Newton


(W): Demonstration: Looking at colors- showing that white light has colors.

Week 6 (M) Lecture – Introduction to Charles Darwin.


Week 9 (M): **Paper Two:** Articulate Darwin’s argument for evolution by natural selection. Outline what “scientific principles” he founded his theory upon, and make an argument that explains why he found natural selection convincing.


(W Mar 28): Lecture – Flies, viruses, primroses: Introduction to the history of genetics in the twentieth century.


Week 12: (M): SPRING BREAK

(W): SPRING BREAK


Week 14(M): Experiment: Building the double Helix.

(W) Paper Three: Did Watson and Crick “discover” DNA?.

Week 15: (M Apr 30): Lecture: Genes + Environment = Plant: The history of research into the biological effects of climate change

(W May 2):– Finale and Exam Review

- **Final Exam** on TBA.
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 killoran@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 __Reacting to the Past____________________________  
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____Reacting to the Past____________________________  
   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 to focus on analytic and communication 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 help students build their communication skills by placing them in historical “role playing” scenarios. By assigning students different roles, they will be required to develop context-specific arguments that illustrate diverse points-of-view. The Reacting to the Past pedagogy provides a vibrant and intellectually provocative environment for promoting and developing communication skills.  

Prepared for UCASC, Nov 16, 2012
In most classes students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. “Reacting to the Past” courses employ a different pedagogy. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. That is because Reacting roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and students must also pursue a course of action they think will help them win the game (http://reacting.barnard.edu/curriculum).

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 employs a historical “role playing” format to help students build communication skills and gain a better understanding of the complexities and significance of historical events. Each section will explore different historical scenarios, in which students will make speeches, engage in debates, and write position papers, both individually and collaboratively.

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?

Prepared for UCASC, Nov 16, 2012
In this course, 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

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:  Communications

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

   **College Option**: Communications

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

This course prioritizes oral and written communication within historical “role play” scenarios.

11. How will you assess student learning?

   Class Participation/Discussion
   Formal Writing Assignments

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

   No _XX_  Yes ___  If yes, please state the librarian’s name__________________________

   Course was e-mailed to Jeffrey Kroessler for library approval (11/8/2012)

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

Prepared for UCASC, Nov 16, 2012
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](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 __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>Reacting to 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 employs a historical “role playing” format to help students build communication skills and gain a better understanding of the complexities and significance of historical events. Each section will explore different historical scenarios, in which students will make speeches, engage in debates, and write position papers, both individually and collaboratively.</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.)

- [ ] 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
- [x] Communication

### 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>I. Communications - Please explain how your course meets these learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>Students will make speeches, engage in debate, and write position papers.</td>
</tr>
<tr>
<td>Students will be assigned specific historical roles and will be expected to craft evidence-based arguments appropriate to those roles.</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Nov 16, 2012
Students will work together in teams/factions to strategize, craft debate arguments, and write some position papers.

<table>
<thead>
<tr>
<th>Each scenario contains multiples roles/factions, each with different backgrounds and goals. Students will be required to listen to, discuss, and rebut arguments made by individuals with different points-of-view. Moreover, each section of the course will incorporate two different scenarios, necessarily requiring students to alter their own position and point-of-view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work collaboratively</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>
John Jay College of Criminal Justice, CUNY
899 Tenth Avenue, New York, NY 10019

Reacting to the Past
HIS 1XX
Fall 20xx

Professor Matthew Perry
Office: 8.65.14 New Building
E-mail: mperry@jjay.cuny.edu
Office Phone: 212.237.8814

Reaction Hours: Monday/Wednesday 1:30-2:30 PM
(also by appointment)

Course Description: This course employs a historical “role playing” format to help students build communication skills and gain a better understanding of the complexities and significance of historical events. Each section will explore different historical scenarios, in which students will make speeches, engage in debates, and write position papers, both individually and collaboratively.

Section Description:
This section of Reacting to the Past will focus on the themes of citizenship and political revolution by exploring issues related to the American Revolution of 1776 CE and the Athenian Revolution of 508/7 BCE.

Learning Outcomes: In this course, 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.

Course Requirements: The following requirements will determine students’ final grades:

Class Participation (40%): Students are expected to attend all class meetings as scheduled and to participate in the role playing sessions (see class participation rubric at the end of this syllabus). 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.

Position Papers (60%, 15% each): Students will complete FOUR 4-5 page papers. Papers will be due in class on Class #8, Class #13, Class #22, and Class #27. Students will submit an electronic copy of their paper to Turnitin.com and a paper copy to the instructor in class.
Late papers 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 paper 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.

**A Note on Grades:** Failing to take an exam or submit an essay will result in a grade of “F (Zero),” which is a significantly lower grade than a standard “F” issued for a completed assignment.

**Final Deadline for Late Assignments:** In order to receive credit, an assignment must be submitted by the date/time of the scheduled final exam.

**Policy on “Incompletes”:** Students who wish to receive a grade of “Incomplete” must petition the instructor before the date/time of the scheduled final exam. Incompletes will only be granted at the instructor’s discretion (see official John Jay policy on page 9 of this syllabus).

**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.**

**Classroom Policies:**
Please turn off all cell phones before entering the classroom. Please do not text or use other electronic devices while class is in session.

**Required Texts:**

**Schedule and Readings:**

Prepared for UCASC, Nov 16, 2012
Class #1  Introduction to Course

Class #2  Reading Primary Source Documents
Reading Assignment: Offutt 1-47

Scenario 1- Patriots and Loyalists in NYC, 1775-1776

Class #3  Introduction to Revolutionary Era New York City
Reading Assignment: Offutt 48-78

Class #4  Discussion: Locke and Government
Reading Assignment: Offutt 84-105

Class #4  Discussion: Locke and Government
Reading Assignment: 105-125

Class #5  Faction Meetings
Reading Assignment: Offutt 126-190

Classes #6-12  Debate and Vote

Classes #6-7  Joining the Continental Association

Class #8  Reopening the New York County Courts
Paper #1 Due

Classes #9-10  Military Preparation and Funding
Petition by Women for Additional Political Rights
Petition by Slaves for Freedom

Classes #11-12  Declaration of Independence OR Reconciliation with Britain
Final Petitions by Crowd

Class #13  Recap Discussion
Reading Assignment: Carnes 1-50
Paper #2 Due

Scenario 2- The Threshold of Democracy: Athens in 403 BCE

Class #14  Introduction to Athens
Reading Assignment: Plato 3-40

Class #15  Discussion: Plato’s Republic

Prepared for UCASC, Nov 16, 2012
Reading Assignment: 40-66

Class #16  Discussion: Plato’s Republic
Reading Assignment: 67-85

Class #17  Faction Meetings
Reading Assignment: Carnes 51-118
Reading Assignment: Plato 85-156

Classes #18-26  Debate and Vote

Classes #18-19  Reconciliation Agreement (Amnesty to Oligarchs)

Classes #20-21  Policy on Athenian Leadership Selection (Electing/Choosing Magistrates)
Extent of Electorate and Jury Pool

Classes #22-23  Social Welfare (Taxes, Stipends, and/or Redistribution)
Paper #3 Due (Class #22)

Classes #24-25  Education of Young
Maintenance of Core Religious Beliefs
Socrates: A Threat?

Class #26  Trial (Oligarchs or Democrats or Tyrants or Socrates)

Class #27  Recap Discussion
Paper #4 Due

Reminder: All assignments must be submitted by the date/time of the scheduled final exam.
Class Participation

Students’ class participation grades are based primarily on their comments in debates. Students are expected to contribute to each game (although this does not necessarily mean speaking every day) and will be evaluated on the quality of their comments (not simply the quantity).

Guide to Daily Comments

**A level**
- Factual
- Appropriate for faction
- Outstanding (demonstrates creativity, insight, nuance)

**C level**
- Factual (possibly slight misinterpretation)
- Not appropriate for faction
- Vague or speculative
- Reiterative (“I agree with X”)

**B level**
- Factual
- Appropriate for faction

**D level**
- Incorrect
- Off-topic

Guide to Final Participation Grades

**A**
You speak frequently, your comments demonstrate creative thinking and mastery of course materials (even better, your comments demonstrate that you have thought critically about the comments of your peers in the class and want to contribute to creating a pointed debate or consensus interpretation about an issue), you offer compelling examples to support your claims, you raise interesting questions, you attend every debate session.

**A-**
The above, except you are a bit lacking in one category. Sometimes attendance is the issue. Sometimes the student starts slowly, but becomes a top-notch participator by the end of the quarter.

**B level**
B students tend to talk a fair amount on some topics but less on others, suggesting that they have not completed the reading and/or do not always prepare for debate sessions. They tend to use evidence less precisely, or miss nuance, and have some trouble explaining why quotations or ideas are important. Alternatively, this might describe someone who is solid in class but has more absences.

**C level**
They typical C level student is someone who attends all classes but rarely talks. Sometimes a student receives a C level grade because their comments are vague, speculative, or reiterative, and thus don’t really demonstrate preparation.

**D level**
You don’t often talk and you miss many classes. This is also the highest class participation grade that can be given to a student who regularly attends class but falls asleep, surfs the internet/sends text messages, or engages in other activities that impair the collaborative learning process.
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 16, 2012  

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

1. a. Department(s) or program(s) proposing this course____HISTORY________________  
b. Name and contact information of proposer(s)____Fritz Umbach________________  
   Email address(es): _gumbach@jjay.cuny.edu, Fritzumbach@gmail.com  
   Phone number(s)_646 734 7823________

2. a. Title of the course: Criminal Justice and Popular Culture in America, 1900 - Present  
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) His Crim Jus & Pop Cult  
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:  

   Educational research argues strongly that students acquiring time management skills do better with short, frequent assignments followed by timely feedback. This class, accordingly, adopts such a course architecture. Additionally, the class is pitched at the 100 level because it introduces students to the foundational mechanics of evidence-driven writing and comprehending academic texts. Readings are short (roughly 25 pages per week) and always coupled to a tangible student product such as reading questions, a quiz, or an evidence chart.  

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 has both content-based and pedagogy-based rationales. First, criminal justice specialists have increasingly recognized that “thinking about crime” is produced not only by scholars in the academy but also participants in popular culture. Shifts in public policy and academic theories both reflect and are shaped by popular culture. Criminal justice
professionals, accordingly, must be attentive to the ongoing historical relationships between their field and popular culture. Second, for students, popular culture provides an unusually compelling entry point into academic topics. Such an approach moves students from the familiar (say, crime films) to the unfamiliar (theoretical models).

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 surveys the relationship between criminal justice and popular culture in America since 1900. The course addresses the ways in which mass media both influence and are shaped by public policy and practice, public understandings of crime and law enforcement and public faith in institutions of justice. We will also examine the social, historical, and cultural contexts in which particular ways of thinking about crime developed. In doing so, students will develop a deeper understanding of their own relationships to significant issues of justice as potential future criminal justice professionals.

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): NA

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___ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s): Fritz Umbach
   c. Enrollment(s): 30
   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 be able to describe their own relationship to significant issues of justice

• Students will be able to identify problems and propose solutions through evidence-based
inquiry
• Students will be able to assess the effectiveness of their own role in collaborations with people of diverse backgrounds
• Students will be able to demonstrate effective planning and reflection to accomplish specific course outcomes
• Students will engage with co-curricular activities to develop academic goals and personal growth

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

_X__ No
___Yes

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

10. How will you assess student learning?

Assessing Content Knowledge: six reading question assignments; three short essay assignments; two quizzes; screencasting video documentary; optional final essay

Assessing Skill Knowledge: The scaffolded writing assignment—written in stages over several classes and employing several pre-writing activities—makes possible an assessment of students’ writing and critical thinking skills.

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

Yes_____ No_X__

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

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
12. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](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 __August 15, 2012__

14. **Faculty** - Who will be assigned to teach this course? Prof. Fritz Umbach

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?

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

    Prof. Maki Haberfeld, the chair of Law, Police Science and Criminal Justice Administration was consulted.

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**

    **Allison Kavey**

    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><strong>Course Title</strong></td>
<td>Criminal Justice and Popular Culture in America, 1900 - Present</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses) NA</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>NA</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course surveys the relationship between criminal justice and popular culture in America since 1900. The course addresses the ways in which mass media both influence and are shaped by public policy and practice, public understandings of crime and law enforcement and public faith in institutions of justice. We will also examine the social, historical, and cultural contexts in which particular ways of thinking about crime developed. In doing so, students will develop a deeper understanding of their own relationships to significant issues of justice as potential future criminal justice professionals.</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

## 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><strong>Justice Core</strong></th>
<th>[X] Justice &amp; the Individual (100-level)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
</tr>
<tr>
<td></td>
<td>[ ] Justice in Global Perspective (300-level)</td>
</tr>
<tr>
<td></td>
<td>[ ] Learning from the Past</td>
</tr>
<tr>
<td></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
I. 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...</th>
<th>...to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will craft a final short video documentary using screencasting software examining their own relationship to a popular culture artifact that address or is informed by criminal justice in America</td>
<td>• Describe one’s own relationship to significant issues of justice</td>
</tr>
<tr>
<td>Students will use textual evidence to support arguments in 3 papers</td>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will engage in informed discussions about the role of race and ethnicity in popular culture and criminal justice. Moreover, significant portions of two classes will be devoted to peer review of writing.</td>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>Students will produce three scaffolded projects (two essays and one final project) that break large endeavors into structured and manageable units. In particular, early in the writing process for essay assignments students will submit evidence charts that will oblige them to not only identify relevant textual evidence but also reflect upon the relevance of their evidence to their claims. Finally, the video documentary project at the end of the class fosters sustained student reflection on the semester’s themes</td>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>Continuing a practice from my writing intensive classes, the course obliges students to visit the writing center during one multi-stage writing project (10/08 – 10/21). Such mandatory visits de-stigmatize the writing center, encouraging students to see such sessions as a useful resource not punitive remediation. Finally, students will attend talks on campus or in NYC related to the topics of the course for extra-credit (details, obviously, tbd)</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>
Criminal Justice and Popular Culture in America, 1900 - Present
His 10x

Professor Fritz Umbach
Office: 8.65.18 NB
Contact hours: Friday 8 - 10 AM
Phone 646 781 2823
E-mail address: gumbach@jjay.cuny.edu

Course description
This course surveys the relationship between criminal justice and popular culture in America since 1900. The course addresses the ways in which mass media both influence and are shaped by public policy and practice, public understandings of crime and law enforcement and public faith in institutions of justice. We will also examine the social, historical, and cultural contexts in which particular ways of thinking about crime developed. In doing so, students will develop a deeper understanding of their own relationships to significant issues of justice as potential future criminal justice professionals.

Learning outcomes
• Students will be able to describe their own relationship to significant issues of justice
• Students will be able to identify problems and propose solutions through evidence-based inquiry
• Students will be able to assess the effectiveness of their own role in collaborations with people of diverse backgrounds
• Students will be able to demonstrate effective planning and reflection to accomplish specific course outcomes
• Students will engage with co-curricular activities to develop academic goals and personal growth

Course pre-requisites: none

Required Texts
All readings for this course will be available through the library’s electronic reserves
**Course Drop Date:**

Thursday, November XX Last day to drop without the grade of 'W'

**Attendance and Lateness:**

- 3 absences (for whatever reason) equals a final course grade of 'F'
- 3 late arrivals (more than 5 minutes) equals 1 absence
- Over 20 minutes late or missing more than 20 minutes during class equals 1 absence
- Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with me early in the semester

**Email and Blackboard use:**

Professor Umbach will respond **ONLY** to e-mails from John Jay e-mail accounts; emails from other accounts will likely not make it through our spam filters.

YOU MUST CHECK YOUR JOHN JAY EMAIL EVERY 24 HOURS DURING THE WEEK AND EVERY 36 HOURS ON WEEKENDS.

I will only accept homework submitted through blackboard (see below).

**Assignments:**

All assignments must be submitted by Blackboard as demonstrated in class; e-mailed assignments will **not** be accepted. **Papers not submitted in .doc, .rtf, or .pdf format will not be considered as turned in.** Students with questions about technical issues should contact DoIT (212 237 8200) well BEFORE assignment deadlines.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>questions 9/03</td>
<td>5</td>
</tr>
<tr>
<td>evid chart 9/09</td>
<td>5</td>
</tr>
<tr>
<td>2-page <strong>essay</strong> 9/14</td>
<td>7</td>
</tr>
<tr>
<td>questions 9/24</td>
<td>5</td>
</tr>
<tr>
<td><strong>quiz</strong> 10/01</td>
<td>5</td>
</tr>
<tr>
<td>evid chart 10/08</td>
<td>4</td>
</tr>
<tr>
<td>evid chart 10/11</td>
<td>5</td>
</tr>
<tr>
<td>outline 10/15</td>
<td>5</td>
</tr>
<tr>
<td>3-page <strong>essay</strong> 10/21</td>
<td>7</td>
</tr>
<tr>
<td>questions 10/29</td>
<td>5</td>
</tr>
<tr>
<td><strong>quiz</strong> 10/29</td>
<td>5</td>
</tr>
<tr>
<td>questions 11/05</td>
<td>5</td>
</tr>
<tr>
<td>evid chart 11/12</td>
<td>5</td>
</tr>
<tr>
<td>2.5 page <strong>essay</strong> 11/19</td>
<td>7</td>
</tr>
</tbody>
</table>

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

END OF CLASS NOTES AND OPTIONAL FINAL EXAM

Four times in the semester, I will present a short, formal lecture on a topic that will be useful for understanding an upcoming reading and succeeding on the paper associated with that reading. Before the start of the lecture I will distribute two pages of blank paper to everyone. You will use those sheets to craft lecture notes. I will scan these notes and return them to you. On the last day of class there will an optional final exam that can raise your grade by as many as 10% points. You, however, will be allowed to take this exam only if you have submitted notes on three of the four lecture days. At the final, I will return your notes to you on special paper. You will be allowed to use these notes and no others at the final exam. YOU DO NOT NEED TO TAKE THIS FINAL EXAM. I OFFER IT ONLY FOR THOSE STUDENTS WHO WISH TO RAISE THEIR GRADE.
PART 1: Looking Backwards from the Present: Popular Culture and the History of Forensic Science

CLASS 1: Friday, 8/27

Introductions; signing of student contracts

assigned viewing due 9/03: The Real CSI: FRONTLINE (PBS, 4/27/2012) (58 min.) available on-line here: http://www.pbs.org/wgbh/pages/frontline/real-csi/; but look at the questions from the assigned writing below BEFORE watching the video. We will watch some of this documentary in class as well.


assigned writing due 9/03 by blackboard by the start of classtime: questions on video and reading. To help you, a full transcript of the video is available on the BLACKBOARD course website, under “course documents.”

PREPARE FOR OPEN-NOTE QUIZ ON 9/03

----------------------------------------------------------------------------------------------------------------------------------

CLASS 2: Friday, 9/03

Short Lecture: Marshaling textual evidence effectively to support an argument: Claim/Evidence/Warrant

assigned writing due 9/09 AND 9/14 (no class 9/10, Tuesday 9/14 follows Friday schedule; note you have TWO writing deadlines)

ASSIGNMENT 1. DUE 9/09 AT CLASSTIME THROUGH BLACKBOARD: Evidence chart of quotations and details from video & reading to use in your 2-page paper due 9/14. I will provide feedback by e-mail for all of your charts by 9/11. Instructions and a downloadable template for your chart are available on Blackboard under “course documents.”

ASSIGNMENT 2. DUE 9/14 AT CLASSTIME THROUGH BLACKBOARD: two-page paper; instructions on blackboard:

----------------------------------------------------------------------------------------------------------------------------------

PART 2: Popular Culture, Police Reform, and the Making of Criminal Justice Institutions 1920 - 1940

CLASS 3: Tuesday, 9/14

Short Lecture: scientific policing, masculinity, and law enforcement reform

assigned writing due 9/24 by blackboard by the start of classtime: questions on reading

SUBMISSION OF IN-CLASS NOTES AT END OF CLASS

----------------------------------------------------------------------------------------------------------

PART 3: Popular Culture and The Chicago School of Criminology

Short Lecture: The classical Chicago School of criminology and its historical moment

CLASS 4: Friday, 9/24


assigned viewing due 10/01: excerpts on DVD at JJ’s library reserves of the following films: Dead End (1937) Angels with Dirty Faces (1938) West Side Story (1961) (The entire films are also available)

SUBMISSION OF IN-CLASS NOTES AT END OF CLASS

PREPARE FOR QUIZ NEXT CLASS!

----------------------------------------------------------------------------------------------------------

CLASS 5: Friday, 10/01

In-class quiz (see 9/24)

assigned reading due 10/08: edited excerpts from Shaw and McKay, “Juvenile Delinquency and Urban Areas” (University of Chicago, 1942)

assigned writing due 10/08 by blackboard by the start of classtime: Evidence chart for upcoming paper that will analyze how and why the three films from 9/24 illustrates the Chicago School of criminology’s theoretical perspective(s). Instructions and a downloadable template for your chart are available on Blackboard under “course documents.”

----------------------------------------------------------------------------------------------------------

CLASS 6: Friday, 10/08

assigned writing: 3-page essay due 10/21 at 11:59 PM through blackboard

You've got two weeks and NO class on 10/15 to write this 2.5 - 4 page paper-- so you've got PLENTY of time.
You’ll also see that you will be doing the paper in a series of manageable steps, taken in turn, that each build upon the other.

Here are those steps and their due dates, staggered out across two weeks.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Revised Evidence Chart</td>
<td>10/11, Monday 11:59 pm through blackboard</td>
</tr>
<tr>
<td>B) Outline of paper</td>
<td>10/18, Monday 11:59 pm through blackboard</td>
</tr>
<tr>
<td>C) Paper due</td>
<td>10/21, Thursday 11:59 pm through blackboard</td>
</tr>
</tbody>
</table>

SCHEDULING WRITING CENTER VISITS: I WILL BRING IN A SCHEDULING SHEET FROM THE WRITING CENTER TO CLASS SO THAT YOU CAN RESERVE TIME AT THE CENTER TO GO OVER YOUR PAPER WITH A WRITING MENTOR. YOU WILL HAVE NO CLASS NEXT WEEK IN ORDER TO GIVE YOU TIME FOR THIS VISIT.

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CLASS 7: Friday, 10/15 NO CLASS/MANDATORY VISIT TO WRITING CENTER

We have no class this week in order to allow you to make your visit to the writing center.

SEE DEADLINES UNDER Friday, 10/08

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PART 4: Popular Culture, Criminology, and the Rise and Fall of the Welfare State

CLASS 8: Friday, 10/22


assigned writing due by blackboard by classtime on 10/29: questions on reading

SUBMISSION OF IN-CLASS NOTES AT END OF CLASS

PREPARE FOR QUIZ NEXT CLASS!

----------------------------------------------------------------------------------------------------------------------------------

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
CLASS 9: Friday, 10/29

**In-class quiz and peer review of excerpts from your papers**


**assigned writing due by blackboard by classtime on 11/05:** questions on reading

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CLASS 10: Friday, 11/05

**Short Lecture:** “NOTHING WORKS”: Robert Martinson and the Punitive Turn in Criminology

**assigned viewing due 11/22:** Dirty Harry (1971) We will start this film in class

**assigned writing due by blackboard by classtime on 11/12:** evidence chart for your upcoming paper relating Dirty Harry to the collapse of rehabilitative, professional criminology

SUBMISSION OF IN-CLASS NOTES AT END OF CLASS

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CLASS 11: Friday, 11/12

**assigned writing due 11/19:** 2.5-page-paper on Dirty Harry and the Punitive Turn in Criminology

----------------------------------------------------------------------------------------------------------------------------------

CLASS 12: Friday, 11/19


**assigned writing due by blackboard 12/03:** questions on reading

----------------------------------------------------------------------------------------------------------------------------------

CLASS 13: Friday, 12/03


**assigned writing due by blackboard by classtime on 12/10:** questions on reading

YOU MUST ALSO SUBMIT YOUR TOPIC PROPOSAL OUTLINE AND RATIONALE FOR THE FINAL VIDEO PROJECT

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
CLASS 14: Friday, 12/10

In class workshop on screencasting and peer critique of topic proposal outlines. You will be making your own short video documentary analyzing an aspect of the relationship between popular culture and criminology. You may choose to share your video documentary by youtube.

OPTIONAL FINAL EXAM: Friday, 12/17

In our classroom, 9:40 - 12:20

Remember, I will return to you from the lockbox the handwritten notes you have been writing all semester. Remember, that you must have turned in 3 of the 4 set of notes to be able to take the optional final exam. YOU DO NOT NEED TO TAKE THIS FINAL EXAM. I OFFER IT ONLY FOR THOSE STUDENTS WHO WISH TO RAISE THEIR GRADE. See discussion under “END OF CLASS NOTES AND OPTIONAL FINAL EXAM” above.

FINAL PROJECT DEADLINE: Friday, 12/22
New Course Proposal Form

Date Submitted__February , 2011

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

1. a. Department(s) or program(s) proposing this course____HISTORY________________

   b. Name and contact information of proposer(s)____Fritz Umbach___________________________

   Email address(es) gumbach@jjay.cuny.edu, Fritzumbach@gmail.com

   Phone number(s) 646 734 7823________

2. a. Title of the course: History of Islamic Law

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

   Requires mastery of detailed reading and rigorous research

   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.)

   Increasingly, public discussions of Islam—and Muslim diasporas in the West—center on the concept of Shari’aa-Islamic law. But the Shari’aa is often poorly understood by its detractors and defenders alike. Islamaphobes and Islamists, for instance, both insist upon the unchanging nature of the Shari’aa; accordingly, this class addresses both audiences by charting the many transformations of Islamic Law over time. In doing so, this course aims to broaden narrow definitions of what it means to be Muslim both in traditionally Islamic lands and in the Muslim diaspora in the West. Similarly, the course makes possible a more global understanding of justice and its role in human affairs. The course, however, offers more tangible benefits for John Jay students. For

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
undergraduates pursuing careers in international criminal justice, intelligence, and domestic law enforcement, a familiarity with Islamic law has become invaluable. Indeed, graduates of previous, experimental iterations of this course have already found employment in those fields by capitalizing upon their knowledge of Shari’a.

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 surveys the history and practice of law in the Islamic World. In doing so, it explores the history and development of Islamic legal theory, particularly the complex and shifting relationship between political and religious authority in the theory and practice of Islamic law. We will conclude by looking at the current diversity of legal systems that claim affiliation with the classical Islamic tradition.

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**

6. Number of:
   a. Class hours  3
   b. Lab hours  NA
   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):  2008 Spring; 2010 Spring
   b. Teacher(s): Fritz Umbach
   c. Enrollment(s): 30
   d. Prerequisites(s): His 204 and/or 205; Engl 102/201

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:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
• Analyze how struggles for justice have shaped societies and cultures throughout the world

• Differentiate multiple perspectives on the same subject

9. Will this course be part of any major(s), minor(s) or program(s)?
   ___ No
   ___ X Yes
   If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

         HISTORY MAJOR, HISTORY MINOR

10. How will you assess student learning?

Assessing Content Knowledge: Each student will be called upon without notice to present—using notes—to the class one chapter of the reading (see attached syllabus for details). This presentation will be graded for accuracy, completeness, and clarity according to a rubric provided to the students. Similarly, the comprehensive final exam will require mastery of the material (see attached syllabus for details regarding weekly “lockbox” notes). Finally, students must apply their knowledge of the workings of Islamic Law in a concrete fashion when they adopt the role of Islamic jurisconsult and write their own hypothetical legal opinion, drawing upon a digital database of the Qur’an and sayings (hadith) of the Prophet Muhammad and his companions.

Assessing Skill Knowledge: The article review assignment both requires and refines database-research skills. Similarly, this assignment—written in stages over several weeks and employing several pre-writing activities—makes possible an assessment of students’ writing and critical thinking skills.

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

      Yes X___  No____

• If yes, please state the librarian’s name______Ellen Sexton___________

• Are there adequate resources in the library to support students’ work in the course  Yes X_______  No_________

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

      — The library catalog, CUNY+
      X EBSCOhost Academic Search Complete
      — Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
12. **Syllabus**

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

13. Date of **Department curriculum committee** approval __February, 2011__

14. **Faculty** - Who will be assigned to teach this course? Prof. Fritz Umbach

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?

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

   Prof. Maki Haberfeld the Chair of Law, Police Science and Criminal Justice Administration was consulted.

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**

   Allison Kavey
   Chair, Proposer’s Department
# John Jay General Education College Option

## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS 3XX (399)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>History of Islamic Law</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>ENG 201</td>
</tr>
</tbody>
</table>

### Co-requisites

This course surveys the history and practice of law in the Islamic World. In doing so, we will explore the history and development of Islamic legal theory, particularly the complex and shifting relationship between political and religious authority in the theory and practice of Islamic law. We will conclude by looking at the current diversity of legal systems that claim affiliation with the classical Islamic tradition.

### 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

- [ ] Justice & the Individual (100-level)
- [ ] Struggle for Justice & Inequality in U.S. (300-level)
- [x] Justice in Global Perspective (300-level)

- [ ] Learning from the Past
- [ ] Communication

---

## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
### I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Course traces the development of Islamic conceptions of justice with attention to change across time and diversity across and within societies. Class readings and student presentations reinforce the struggles and debates—from Spain to Central Asia—that shaped the construction of classical Islamic Law. Likewise, the class explores modern debates and divisions within Muslim communities globally over the interpretation and implementation of Islamic Law—emphasizing the extent to which the practice of Islam is more a mosaic than a monolith. The hypothetical Islamic jurisconsult’s opinion assignment obliges students to understand an issue of justice from the perspective of a classically trained Islamic scholar.</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course charts divergent interpretations and struggles to define justice in Islamic terms amid changing social, economic, and political conditions. The course, accordingly, looks at the various political and social consequences of differing interpretations of Islam across different Muslim lands.</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
<tr>
<td>The required research paper obliges students to identify in the scholarly literature different or expanded interpretations of a critical issue addressed by the course’s central text and explore the significance of the multiple perspectives for understanding Islamic Law. This assignment fosters critical reflection on multiple perspectives on the same topic in Islamic law as chosen by the student.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
The History of Islamic Law

His 3XX

Professor Fritz Umbach
Office: 8.65.18 NB
Contact hours: Friday 8 - 10 AM
Phone 646 781 2823
E-mail address: gumbach@jjay.cuny.edu

Course description
This course surveys the history and practice of law in the Islamic World. In doing so, we will explore the history and development of Islamic legal theory, particularly the complex and shifting relationship between political and religious authority in the theory and practice of Islamic law. We will conclude by looking at the current diversity of legal systems that claim affiliation with the classical Islamic tradition.

Learning outcomes
Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

- Analyze how struggles for justice have shaped societies and cultures throughout the world

- Differentiate multiple perspectives on the same subject

Course pre-requisites: ENG 201

Required Texts
Available at the John Jay College bookstore and www.amazon.com


Course Drop Date:
Thursday, November XX Last day to drop without the grade of ‘W’

Attendance and Lateness:

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
- 3 absences (for whatever reason) equals a final course grade of ‘F’
- 3 late arrivals (more than 5 minutes) equals 1 absence
- Over 20 minutes late or missing more than 20 minutes during class equals 1 absence
- Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with me early in the semester

**Email and Blackboard use:**

Professor Umbach will respond **ONLY** to e-mails from John Jay e-mail accounts; emails from other accounts will likely not make it through our spam filters.

**YOU MUST CHECK YOUR JOHN JAY EMAIL EVERY 24 HOURS DURING THE WEEK AND EVERY 36 HOURS ON WEEKENDS.**

I will only accept homework submitted through Blackboard (see below).

**Assignments:**

All assignments must be submitted by Blackboard as demonstrated in class; e-mailed assignments will **not** be accepted. **Papers not submitted in .doc, .rtf, or .pdf format will not be considered as turned in.** Students with questions about technical issues should contact DoIT (212 237 8200) well BEFORE assignment deadlines.

**Grading**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions on video</td>
<td>8</td>
</tr>
<tr>
<td>Quiz on map and audio tour</td>
<td>7</td>
</tr>
<tr>
<td>Article review</td>
<td>12</td>
</tr>
<tr>
<td>Pre-writing elements for article review (research program &amp; outline)</td>
<td>7</td>
</tr>
<tr>
<td>Class participation</td>
<td>3</td>
</tr>
<tr>
<td>Hypothetical Islamic Jurisconsult’s Opinion</td>
<td>9</td>
</tr>
<tr>
<td>Chapter presentation / Final Exam (see “grading of presentations” below and appendix re: grading mix for these two elements depending on week your reading team presents)</td>
<td>54</td>
</tr>
</tbody>
</table>

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...

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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)

This course employs plagiarism detection software

PRESENTATIONS

In the third week of the course, I will divide the class into “reading teams” of two students each. Every reading team will get called on once during the semester to present the week’s chapter; you will not know in advance when you will be called upon to present.

When presenting a chapter, you will write a BRIEF outline of the chapter on the board to make your points clear. You will not have to write the LIST OF ARABIC TERMS, as I will provide a handout for the class for that. BUT, you will have to provide the relevant definitions of the terms for the class. So, I’ll provide the list, you will have to give the definition of the terms as you go along.

You can declare at the start of class (before I’ve chosen the day’s presenters) that you are not ready, and I won’t call on you. You get, however, only one “I’m not ready” chance for the semester.

GRADING OF PRESENTATIONS

I will call on two students a week to present the chapter (see above). The first two students to present a chapter will have their presentation worth 27% of their semester grade; the next pair will have their presentation worth one less point (26%), and so on. The points removed from the weight of the chapter presentation will get added to the value of the final for that student. So, if you are on the fifth week to present, your presentation will be worth 23% (instead of 27%) while your final will be worth 31% (rather than 27%); likewise, if you are part of the pair to present 10th your presentation will be 20% while your final will be worth 36%.

SEE APPENDIX AT END OF SYLLABUS.
YOUR PRESENTATIONS WILL BE GRADED ON: (A) ACCURACY 40% (B) COMPLETENESS 40% AND (C) CLARITY 20%. SEE DETAILED RUBRIC AND EXAMPLE ON BLACKBOARD.

READING NOTES “LOCKBOX” AND THE FINAL EXAM

You are required to take notes on each chapter of the textbook. I will collect your notes on each chapter from you at the start of class, except for whoever will be presenting that day. Presenters will hang on to their notes until the end of their presentation. I will place all notes in a “lockbox” for your use on the final exam.

THAT IS, AT THE FINAL EXAM, I WILL RETURN ALL OF YOUR NOTES TO YOU FOR USE ON THE FINAL. SO, THE MORE CARE YOU PUT INTO YOUR NOTES, THE MORE LIKELY YOU WILL DO WELL ON THE FINAL. THE NOTES YOU HAVE SUBMITTED TO ME WILL BE THE ONLY NOTES YOU WILL BE ALLOWED TO USE ON THE FINAL.

If you take good notes, doing well on the final will be straightforward. In contrast, without good notes, you will have to have an excellent grasp of the semester’s material (and a photographic memory), to do well. In particular, my phrasing of the questions on the final exam will employ Arabic terms, so if you don’t have the glossary of terms in your notes from each chapter, you will need to have a far better memory than I have.

Twice during the semester you will be able to submit digital version of notes—but only if you are absent from that class and only within 96 hours of the end of class time that you missed.

ADDITIONAL POLICIES ON NOTES:

1) YOUR NOTES MUST BE HANDWRITTEN; I WILL NOT ACCEPT TYPED NOTES.

2) YOU SHOULD PHOTO COPY YOUR NOTES BEFORE THE START OF CLASS SO THAT YOU HAVE A VERSION FOR YOUR OWN REVIEW.

3) IF DURING CLASS DISCUSSION, YOU REALIZE THAT YOU MADE A MISTAKE IN YOUR NOTES, YOU HAVE 48 HOURS TO SEND ME AN E-MAIL THAT EXPLAINS HOW AND WHY YOU MISUNDERSTOOD THE TEXT AS WELL AS YOUR NEW UNDERSTANDING. IF THE MISUNDERSTANDING IS LEGITIMATE—THAT IS, NOT THE OBVIOUS PRODUCT OF A SUPERFICIAL READING—I WILL ATTACH YOUR CORRECTIONS TO THE NOTES I RETURN TO YOU ON THE DAY OF THE FINAL.

PART 1: CONTEXTS: ISLAM’S BIRTH, SPREAD, AND CURRENT DIVERSITY

CLASS 1: Friday, 8/27

Introductions; signing of student contracts

assigned viewing due 9/03: Inside the Koran (1 hr. 32 min.) available at the library’s 3-hr. reserve; but look at the questions from the assigned writing below BEFORE watching the video.

THIS VIDEO WILL INTRODUCE YOU TO NOT ONLY ISLAM’S BIRTH IN THE ARABIAN PENINSULA, BUT ALSO ITS RAPID EXPANSION AND CURRENT GLOBAL DIVERSITY. THE VIDEO WILL ALSO
INTRODUCE YOU TO THE MAJOR SCHOOLS AND DOCTRINAL DIVISIONS IN THE MANY INTERPRETATIONS OF ISLAM BOTH HISTORICALLY AND TODAY, INCLUDING SHI’ISM.

assigned writing due 9/03 by blackboard by the start of class time: questions on video (2 hr. 28 min.) To help you, a full transcript of the video is available on the BLACKBOARD course website, under “course documents.”

If you don’t recall much about the rise of Islam from your previous history courses, you will want to watch the very short video on our website.

CLASS 2: Friday, 9/03

assigned reading due 9/14 (no class 9/10, Tuesday 9/14 follows Friday schedule)

Vikør, 1-19 (“Does Islamic Law Exist?”), prep the chapter for both your notes and the possibility of being called on to present the chapter. See blackboard for detailed instructions.

You must take, at a time convenient to you, my audio tour of the Metropolitan Museum of Art’s new Galleries for the “Art of Arab Lands, Turkey, Iran, Central Asia, and Later South Asia” (an awkward title that reflects Islam’s global reach and internal diversity) in time for the quiz on. All of the downloadable materials (mp3, maps, sample questions) for this tour or on our blackboard website. Contact me by 9/04 if you do not have access to an mp3 player and I will make alternative arrangements for you to take the tour. THIS TOUR WILL EXPOSE YOU TO THE CREATIVE WORKS OF ISLAMIC CIVILIZATION FROM SPAIN TO CHINA.

quiz next class: prepare for the map/audio tour quiz.

PREPARING FOR THE MAP QUIZ WILL REINFORCE YOUR KNOWLEDGE OF THE MANY LOCATIONS REFERRED IN THE TEXTBOOK THAT FIGURE PROMINENTLY IN THE DEVELOPMENT OF CLASSICAL ISLAMIC LAW, FROM THE IBERIAN PENINSULA TO CENTRAL ASIA.

PART 2: The Theory of the Law

CLASS 3: Tuesday, 9/14

assigned reading due 9/24 (no class on 9/17): Vikør, 20-52 (this is 2 chapters). Prep 20-30 as you would normally, but the day's presenters will not be expected to discuss pp. 20-30.

CLASS 4: Friday, 9/24

assigned reading due 10/01: Vikør, 53-72 (“Elaborating the Sources: Qiyas and Ijtihad”). Prep the chapter.
By **10/01** you must choose an article or a topic for your paper exploring **different scholarly perspectives on issues addressed by the textbook**. (see paper assignment on blackboard). Notice that you must e-mail me your proposed topic/question (see **Friday, 10/01**) by class time on 10/01.

---

**CLASS 5: Friday, 10/01**

**DEADLINE FOR SENDING ME AN E-MAIL IDENTIFYING THE TOPIC OR QUESTION YOU ARE GOING TO RESEARCH**

**assigned reading due 10/08**: Vikør, 73- 88 (“Getting Social Sanction: Ijma’ Authorization”)

Prep the chapter

---

**CLASS 6: Friday, 10/08**

**assigned reading, due**: the article of you have identified from your research program (see written assignment (A) below).

**assigned writing:**

You’ve got two weeks and **NO class on 10/15** to write this 2.5 - 4 page paper-- so you’ve got PLENTY of time.

You’ll also see that you will be doing the paper in a series of manageable steps, taken in turn, that each build upon the other.

Here are those steps and their due dates, staggered out across two weeks.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) <a href="#">one paragraph description</a> of your research program</td>
<td><strong>10/11, Monday 11:59 pm through blackboard</strong></td>
</tr>
<tr>
<td>B) Outline of article review with 8 quotations identified</td>
<td><strong>10/18, Monday 11:59 pm through blackboard</strong></td>
</tr>
<tr>
<td>C) article review essay 700 - 1150 words (250 words = 1 page, double-spaced, 12 pt. font of text)</td>
<td><strong>10/21, Thursday 11:59 pm through blackboard</strong></td>
</tr>
</tbody>
</table>

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**CLASS 7: Friday, 10/15 OPTIONAL IN-CLASS WRITING WORKSHOP**

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
You do NOT have to come to class today, but I will be in our classroom to answer questions you might have about the assignment.

SEE DEADLINES UNDER Friday, 10/08


CLASS 8: Friday, 10/22


CLASS 9: Friday, 10/29


CLASS 10: Friday, 11/05

assigned reading due Vikør, 168-184 (“The Court and its Judge: The Role of the Qadi”). Prep the chapter.

PART 4: Areas of the Law: Gender and Family

CLASS 11: Friday, 11/12


PART 5: THE SHARI’A AND ISLAMISM IN THE MODERN PERIOD: DIVERSITY AND CHANGE ACROSS TIME AND GEOGRAPHY

CLASS 12: Friday, 11/19

assigned reading due next class: Vikør, 254-279 (“Implementing the Shari’a”). Prep the chapter.

View the clip from the BBC on blackboard and be prepared to discuss it:

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
YOU MUST GIVE ME THE BROAD TOPIC FOR YOUR HYPOTHETICAL JURISCONSULT OPINION BY BLACKBOARD BY 11:59 12/02. I'LL PROVIDE YOU WITH THE HYPOTHETICAL QUESTION WITHIN YOUR GENERAL TOPIC WHEN WE MEET 12/10.

In this assignment, you will mimic the legal reasoning of an Islamic jurisconsult, using the legal principles we have studied, in response to a hypothetical question (a form that has structured featwa for centuries). But whereas a real jurisconsult would refer to their memory of ahadeth or collections of them, you will employ a database. In completing this assignment, you will more deeply understand one aspect of how the majority of classically-trained Muslim scholars have understood what they believed to be an Islamic perspective of justice.

PART 6: Areas of the Law: Criminal Law

CLASS 13: Friday, 12/03

assigned reading due next class: Vikør, 280-298 (“Criminal Law”) Prep the chapter

CLASS 14: Friday, 12/10

In class discussion of the hypothetical jurisconsult’s opinion assignment due by blackboard on 12/21 at 11:59 pm.

FINAL EXAM: Friday, 12/17

In our classroom, 9:40 - 12:20

Remember, I will return to you from the lockbox the handwritten notes you having been prepping all semester.

Appendix:

As noted above under “Grading of Presentations,” the relative percentage of your semester grade for your presentation and final exam depend on the date you are called upon to present. Together, these two items will always represent 54% of your semester grade, but the relative mix of those change by date.

<table>
<thead>
<tr>
<th></th>
<th>Presentation</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Week 2</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Week 3</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
<table>
<thead>
<tr>
<th>Week</th>
<th>24</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>Week 6</td>
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<td>32</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>week 12</td>
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<td>38</td>
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<tr>
<td>Week 13</td>
<td>15</td>
<td>39</td>
</tr>
</tbody>
</table>
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 ______ ISP

   b. Name and contact information of proposer(s) Prof. Amy S. Green

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

      Phone number(s) x8352

2. a. Title of the course Getting Even: Forgiveness and Revenge for Individuals and Societies

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

   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 challenging; 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 a reasoned 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 “Individual and Society” requirement in the Pathways flexible core. The emphasis in this course on the ways that ideologies concerning forgiveness and revenge mediate individual and societal conflict is consonant with the mission of the College. This course introduces students to a variety of texts and perspectives on forgiveness and revenge in the humanities and social sciences and invites them both to critique those analyses and to challenge their own understanding of and inclinations toward forgiveness and revenge in their private, civic, and professional lives.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

In the playground, bedroom, and battlefield, the values of forgiveness and revenge are fundamental to formal and informal resolutions of conflict in different times and places. This interdisciplinary General Education course in the “Individual and Society” area will draw on a variety of texts in the humanities and social sciences to explore the ethical imperatives, social and cultural effects, and practical costs and benefits of seeking justice through forgiveness, revenge, or a combination of the two.

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, 2007, and Spring, 2008  
   b. Teacher(s): multiple ISP full-time and adjunct faculty  
   c. Enrollment(s): 30 per section  
   d. Prerequisites(s): ENG 101

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

   Students will:
   - Gather information from, discuss, and compare/contrast differing perspectives on forgiveness and revenge in a variety of humanities and social science texts in written and oral assignments;
   - Identify, debate, and evaluate arguments about the cultural origins, ethical justifications, and practical consequences of forgiveness and revenge for both the individual and society in oral and written assignments;
   - Use evidence from their reading and research to devise and support written and oral arguments about the personal and social costs and benefits of forgiveness and revenge.
   - Define, compare/contrast, and defend/criticize the ethical premises underlying multiple positions on forgiveness and revenge as expressed by individuals and societies.
   - Track in their journals and then analyze and explain local, national, and global patterns and ideologies relating to forgiveness and revenge and their personal reactions to them.
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)

   **General Education Program, “Individual and Society” area; Theme B in ISP**

10a. Will this course be part of JJ’s **general education program**?

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

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

   **Flexible Core**:

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

10b. 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 exploring the ethical dimensions and practical costs and benefits of forgiveness and revenge for individuals in their social context. By examining a variety of humanities and social science texts that consider forgiveness and revenge from diverse theoretical, empirical, ethical, and imaginative perspectives, students will gain understanding of themselves as agents, objects, and critics of forgiveness and revenge.

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:
• summarize, compare, and evaluate arguments about forgiveness and revenge through an independently researched case study of a historical or contemporary example of forgiveness and/or revenge. This project will be assessed using a rubric measuring students’ achievement in identifying and summarizing the facts about the case, and using the information as evidence for an argument about forgiveness and/or revenge;

• identify, debate, and evaluate arguments about the cultural origins, ethical justifications, and practical consequences of forgiveness and revenge will be assessed through a series of three-page papers analyzing the main arguments in at least three of the assigned readings. The assessment rubric will evaluate the students’ ability to summarize and compare/contrast these different arguments in a well-organized, thesis-driven essay that cites appropriate textual evidence.

• define, compare/contrast, and defend/criticize the ethical premises underlying multiple positions on forgiveness and revenge through participation in a debate on the merits of Orestes’ acquittal a public policy question that exemplifies the tension between forgiveness and revenge. Debate performance will be assessed using a rubric that evaluates student achievement in identifying ethical and practical issues and using evidence from the readings to argue a position about the policy. The rubric will also assess students’ ability to state, develop and defend their arguments orally in clear, concrete, and effective language that engages their audience.

• analyze and explain local, national, and global patterns and ideologies relating to forgiveness and revenge through a current events journal in which they record and reflect upon their own responses to personal, national, and global situations. Journals will be assessed based on the students’ ability to identify such situations and to define the ethical, cultural, and practical considerations these situations raise.

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.

   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) __________________________

13. **Syllabus** – see attached

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**?

   _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. **Signature/s of Endorsement**

   ASGreen
   __________________________
   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</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>Getting Even: Forgiveness and Revenge for Individuals and Societies</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>In the playground, bedroom, and battlefield, the values of forgiveness and revenge are fundamental to formal and informal resolutions of conflict in different times and places. This interdisciplinary General Education course in the “Individual and Society” area will draw on a variety of texts in the humanities and social sciences to explore the ethical imperatives, social and cultural effects, and practical costs and benefits of achieving justice through forgiveness, revenge, or a combination of the two.</td>
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<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
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<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.)

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

D. Individual and Society

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

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

Students will read, discuss, and compare/contrast differing perspectives on forgiveness and revenge in a variety of humanities and social science texts and in an independently researched case study. Weeks 5 and 9. They will also keep current events journals in which they record and identify local, national, and global patterns and ideologies relating to forgiveness and revenge. Installments due Weeks 3, 7, 14.
Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the cultural origins, ethical justifications, and practical consequences of forgiveness and revenge. They will, for example, conduct a mock trial of Orestes in which they defend or challenge the arguments presented by different characters in *The Oresteia*. Week 8.

<table>
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<tr>
<th>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 comparative costs and benefits of recompense and reconciliation and their implications for justice in African conflicts, as presented by Wole Soyinka in <em>Burden of Memory</em>. Week 6.</th>
</tr>
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<tbody>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</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>
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<tr>
<th>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 forgiveness and revenge. They will, for example, re-write Hamlet’s story, imagining him not as a prince but as a peasant. Week 12.</th>
</tr>
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<tbody>
<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>
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<tr>
<td>• Examine how an individual's place in society affects experiences, values, or choices.</td>
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<tr>
<th>Students will define, compare/contrast, and defend/criticize the ethical premises underlying multiple positions on forgiveness and revenge. Students will write a 5-page paper in which they make the strongest possible case for the position on forgiveness and revenge espoused by each of the religions in the readings and then make the argument for the one they personally think most valuable. Week 3.</th>
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<tr>
<td>• Articulate and assess ethical views and their underlying premises.</td>
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<tr>
<td>• Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
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<tr>
<th>Students will examine local, national, and global decision-making and ideologies relating to forgiveness and revenge 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. Installments due Weeks 3, 7, 15</th>
</tr>
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<tbody>
<tr>
<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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</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
899 Tenth Avenue  
New York, NY 10019

Course title and section: GETTING EVEN: FORGIVENESS & REVENGE FOR INDIVIDUALS AND SOCIETIES. ISP 2XX

Professors' names and office locations:
Professor Amy S Green, Interdisciplinary Studies Program, 6.10.03 NB  
Professor Professor Abby Stein, Interdisciplinary Studies Program, 6.65 .10NB

Contact hours:  
Phone Professor Green, 212 237-8352; M, W, Th, 3-5 pm and by appointment.  
Professor Stein, 212-237-8453; T, W, 1-3 and by appointment.  
E-mail address agreen@jjay.cuny.edu; astein@jjay.cuny.edu

Course description  
In the playground, bedroom, and battlefield, the values of forgiveness and revenge are fundamental to formal and informal resolutions of conflict in different times and places. This interdisciplinary General Education course in the “Individual and Society” area will draw on a variety of texts in the humanities and social sciences to explore the ethical imperatives, social and cultural effects, and practical costs and benefits of seeking justice through forgiveness, revenge, or a combination of the two.

Learning outcomes  
Students will:
- Gather information from, discuss, and compare/contrast differing perspectives on forgiveness and revenge in a variety of humanities and social science texts in written and oral assignments;
- Identify, debate, and evaluate arguments about the cultural origins, ethical justifications, and practical consequences of forgiveness and revenge in oral and written assignments;
- Use evidence from their reading and research to devise and support written and oral arguments about the personal and social costs and benefits of forgiveness and revenge.
- Define, compare/contrast, and defend/criticize the ethical premises underlying multiple positions on forgiveness and revenge.
• Track in their journals and then analyze and explain local, national, and global patterns and ideologies relating to forgiveness and revenge.

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

  http://www.seruv.org.il/morearticles/english/frankenthaleng_1.htm
• Moucarry, Chawkat. The Search for Forgiveness: Pardon and Punishment in Islam and Christianity, Inter-Varsity Press (2004), selections. (Blackboard)
- Nietzsche, Friedrich. Excerpts from *The Genealogy of Morals*, selections. (In-class handout)

**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**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class preparation and participation</td>
<td>20 pts</td>
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<tr>
<td>Hamlet monologue (3 pages)</td>
<td>10 pts</td>
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<tr>
<td>Mock trial preparation (3 pages and performance)</td>
<td>10 pts</td>
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<td>Case study (4-6 page report and poster)</td>
<td>15 pts</td>
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<td>Religious perspectives paper (5 pages)</td>
<td>15 pts</td>
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<tr>
<td>Reconciliation in South Africa paper (5 pages)</td>
<td>15 pts</td>
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<tr>
<td>Journal</td>
<td>15 pts</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
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</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)

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 to the Personal and Social Dimensions of Forgiveness and Revenge


Religious and Ethical Imperatives for Forgiveness

Week 2: Judeo-Christian: Dorff and New Testament
Week 3: Buddhism and Islam: selections from Lama & Chan and Moucarry, available on Blackboard.

Paper Due: In a 5-page paper, make the strongest possible case for the position on forgiveness and revenge espoused by each of the religions in the readings, then develop and defend an argument for the one that you find most valuable for individuals and societies.

First Journal Entries Due: Bring your journal entries from weeks 1-3
Gathering Under the Tree: African Ways of Forgiveness and Reconciliation

Week 4: Soyinka, Burden of Memory pp 23-93.

Case Study Proposal Due: Submit a one to two-page statement of the case you are going to investigate for your case study (due Week 9). Your statement should include a brief overview of the situation, why it interests you, and the major characters, perspectives, and possible outcomes.

Week 5: Soyinka, pp 93-195

Week 6: Film: Fambul Tok

Paper Due: Soyinka challenges us to consider how we might “reconcile reparations, or recompense, with reconciliation or remission of wrongs” and how those seemingly opposite strategies might lead to community justice. What possible answers to that question does his book suggest and how can the approaches he describes help us to reflect critically on Western ideas and practices of forgiveness? Write a 5-page essay that responds to Soyinka’s foundational question and compares and contrasts African and Western concepts and methods of forgiveness in pursuit of justice.

Breaking the Cycle of Revenge: The Oresteia

Week 7: Revenge repeated: Agamemnon

Second Journal Entries Due: Bring your journal entries from weeks 4 through 7.

Week 8: Blood revenge and the gods: The Libation Bearers

Week 9: Vengeance overcome: The Eumenides

Debate preparation due: We will conduct a mock trial of Orestes. Students will defend or challenge the arguments for and against him as presented by different characters in The Oresteia. To prepare, develop a 3-page document in which you summarize the positions of the Furies, Apollo, and Athena and make the best arguments you can make for and against each one. Feel free not only to summarize the arguments presented in the play, but also to add your own thoughts. In class, roles and positions will be assigned randomly. You must be prepared to defend your character’s position and argue against your opponents.

Revenge and the “Rotten State”: Hamlet

Week 10: The Tradition of Blood Revenge. Acts I & II

Week 11: Revenge and Political Disorder. Acts III & IV

Week 12: The End(s) of Revenge. Act V, and Chakrabarti, “The Moral Psychology of Revenge”

Paper due: What impact does Hamlet’s aristocratic status have on his dilemma? What if he were not a prince but a peasant? Write a 3-page monologue (iambic pentameter optional) in which Hamlet explains his predicament and considers how his situation and options would be different if he belonged to the peasantry and which status he would choose if he could.
Forgiveness and Revenge Today

Week 13:  Benditt, “Revenge”

Week 14:  Frankenthal, “The Ethics of Revenge”
In-class screening: *The Closure Myth* (produced and directed by Erika Street, LogIn Productions, 2005), 43 mins.

Final journals due: Journals should include at least ten entries, including at least four from weeks 8-14.

Week 15:  (In lieu of a final exam, class will meet.)
Case Study Papers and Poster Session Due: Write a 4-6-page investigative report based on your research into the case study you proposed in Week 5. Your report should cover the topics from the proposal in greater detail, cite the sources of your information (interviews, media accounts, personal observations, historical documents, etc.), and apply one or more ideas from at least three of our readings to the case. To share your reporting with the class, create a poster that graphically, visually, and verbally represents the most important facts and consequences of the story for the individuals and Reports from student journals.
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: Moral, Legal, and Ethical Dilemmas that Shape the USA

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

   c. Level of this course ___100 Level ___200 Level ___X_300 Level ___400 Level

      The reading and writing assignments are challenging, and presuppose that students have acquired proficiency with reading texts, articulating arguments, performing basic research tasks, and writing papers. This course, with its emphasis on multiple perspectives, critical analysis, research, and sophisticated philosophical/historical/psychological/legal context, is appropriate for upper-division, 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 course in the John Jay College Option that satisfies the “Struggles for Justice and Equality in the U.S.” requirement. The emphasis in this course on the ways that the moral and ethical frames we employ 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 ethics and morality in the humanities and social sciences, applies those insights to American struggles for justice and equality, and invites them both to critique those analyses and to investigate their own ways of resolving moral questions.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course examines the merits of different arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the impact of these beliefs on the administration of justice in the U.S. We will use art, social science, legal, historical, and religious texts to explore struggles for animal rights, civil rights, reproductive rights, patient rights, the rights of suspects, defendants, and prisoners; and economic justice 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): 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?

   i. Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the practical consequences of our beliefs about what is moral or ethical on justice and equality in the U.S. Students will work with a range of material around the most critical struggles for justice in the U.S.: animal rights; civil rights; reproductive rights; patient rights; rights of suspects, defendants, and prisoners; and struggles for economic justice.

   ii. In their reading, written work, and class activities, students will analyze the specific strategies that have been used to advance various sides of the great moral and ethical debates facing American society. Not only will they examine
how struggles shape culture but how culture-particularly in its determination and enforcement of norms-shapes our definitions of the problems that need to be addressed. They will grapple with these issues interactively, by investigating social hierarchies; writing essays on civil disobedience; playing the role of a defense attorney for Lt. William Calley; compiling a scrapbook of different media takes on police use of fatal force; and writing a diary entry on cheating.

iii. Through discussions, debates, class presentations, photo essays, 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 moral dilemmas facing American society. Because the course is interdisciplinary, virtually every week’s reading and activities require students to compare and contrast different disciplinary perspectives and, ultimately, to synthesize multiple points of view into a coherent articulation of how philosophers’, legal scholars’, psychologists’, journalists’, and even satirists’ views on morality and ethics have informed decision making processes in the U.S.

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)
General Education Program, “Justice Core II” area; Theme A in ISP

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

No _____ Yes __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>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
</tr>
<tr>
<td>C. Creative Expression</td>
</tr>
<tr>
<td>D. Individual and Society</td>
</tr>
<tr>
<td>E. Scientific World</td>
</tr>
</tbody>
</table>
10b. Explain why and how this course should be part of the selected area.

This course fulfills the learning goals of the College’s ”Struggles for Justice and Equality in the U.S.” area by introducing students to the struggles around civil rights, animal rights, the beginning and end of life, law and order, and private morality. By examining a variety of humanities and social science texts that consider morality from diverse theoretical, empirical, legal and philosophical perspectives, students will gain understanding of the compromises and costs associated with moral decision making.

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 moral issues through scaffolded assignments that include weekly photo essays, writing legal arguments, archival research, and short essays and presentations that apply theories to actual events. 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 nature of moral decision making in American society and the process of resolving issues through struggles in the courts, on the streets, and through
personal reflection. For example, they will compile a book of photo essays based on pictures they have taken of moral dilemmas in their communities and homes. They will also work in groups to do archival research on cases about police use of deadly force, and will debate whether the civil rights movement fits Rawl’s definition and justification for civil disobedience. These 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.

- read, comprehend, discuss, and compare/contrast differing conceptions of morals and ethics in a variety of humanities and social science texts and reflect on their own relationship to moral injunctives. They will deconstruct satirical pieces by Swift and Herzog and extend their arguments to explain how we set up moral hierarchies. Students will be graded with a rubric that measures their ability to understand, generalize, and apply broad arguments to particular personal, social, and political issues. Students will also write anonymous personal reflections about times they have broken rules and consider their actions within a moral framework. These will be assessed by their classmates, also anonymously.

- define, compare/contrast, and defend/criticize the premises underlying multiple theories about morality and ethics through the presentation of a culminating photo essay book in which they demonstrate an ability to identify key moral issues for their generation and propose solutions for them. Students’ photo essays will be assessed with a rubric designed to measure their ability to identify relevant problems, place them in a moral context using the course materials, demonstrate facility with an analysis of various problem solving strategies and their possible unintended consequences, and discuss the broader implications of their research.

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.

  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

Prepared for UCASC, Nov 16, 2012
13. **Syllabus** – see attached

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**?

   ___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.

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. **Signature/s of Endorsement**

   Amy S. Green
   Chair, Proposer’s Department
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 3XX (300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Moral, Legal, and Ethical and Dilemmas that Shape America</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary Studies</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>Prerequisites</td>
<td>ENG 201</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course examines the merits of different arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the impact of these beliefs on the administration of justice in the U.S. We will use art, social science, legal, historical, and religious texts to explore struggles for animal rights, civil rights, reproductive rights, patient rights, the rights of suspects, defendants, and prisoners; and economic justice in the U.S.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

- [ ] current course
- [ ] revision of current course
- [XX] 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)
  - [XX] Struggle for Justice & Inequality in U.S.
  - [ ] Learning from the Past
  - [ ] Communication

---

Prepared for UCASC, Nov 16, 2012
### Learning Outcomes

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

**I. Justice Core II: Struggle for Justice and Inequality in the U.S.** - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the practical consequences of our beliefs about what is moral or ethical on justice and equality in the U.S. Students will work with a range of material around the most critical struggles for justice in the U.S.: animal rights (week 2); civil rights (weeks 4 and 5); reproductive rights (week 7); patient rights (week 8); rights of suspects, defendants, and prisoners (weeks 10 and 11); and struggles for economic justice (week 13).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</td>
</tr>
<tr>
<td>In their reading, written work, and class activities, students will analyze the specific strategies that have been used to advance various sides of the great moral and ethical debates facing American society. Not only will they examine how struggles shape culture but how culture-particularly in its determination and enforcement of norms-shapes our definitions of the problems that</td>
</tr>
<tr>
<td>• Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
</tbody>
</table>
need to be addressed. They will grapple with these issues interactively, by investigating social hierarchies (week 2); writing essays on civil disobedience (weeks 4 and 7); playing the role of a defense attorney for Lt. William Calley (week 6); compiling a scrapbook of different media takes on police use of fatal force (week 10); and writing a diary entry on cheating (week 12).

Through discussions, debates, class presentations, photo essays, 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 moral dilemmas facing American society. Because the course is interdisciplinary, virtually every week’s reading and activities require students to compare and contrast different disciplinary perspectives and, ultimately, to synthesize multiple points of view into a coherent articulation of how philosophers’, legal scholars’, psychologists’, journalists’, and even satirists’ views on morality and ethics have informed decision making processes in the U.S.

- Differentiate multiple perspectives on the same subject
Moral, Legal, and Ethical and Dilemmas that Shape America
Theme B
ISP 3XX

Prof. Abby Stein
astein@jjay.cuny.edu
212-237-8453
Room 06.65.10 NB

Course description: This course examines the merits of different arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the impact of these beliefs on the administration of justice in the U.S. We will use art, social science, legal, historical, and religious texts to explore struggles for animal rights, civil rights, reproductive rights, patient rights, the rights of suspects, defendants, and prisoners; and economic justice in the U.S.

LEARNING OUTCOMES

1. We will identify, debate, and evaluate the merits of arguments about the bases of morality and ethics, the sources of our ideas about right and wrong, and the practical consequences of our beliefs about what is moral or ethical on justice and equality in the U.S.

2. Students will articulate their understanding, orally and in writing, of a range of material around the most critical struggles for justice in the U.S.: animal rights; civil rights; reproductive rights; patient rights; rights of suspects, defendants, and prisoners; and struggles for economic justice.

3. We will analyze the specific strategies that have been used to advance various sides of the great moral and ethical debates facing American society. We will examine how struggles shape culture and also how culture shapes our definitions of the problems that need to be addressed. Toward this end, you will engage in role play activities, compile media scrapbooks on police use of fatal force and analyze them in a research paper; and journal in other voices.

4. We will use evidence from our reading and research to devise and support (as well as compare and contrast) different arguments about the origins and impact of moral dilemmas facing American society.

5. We will become photographers and photojournalists, depicting and analyzing moral dilemmas in our everyday lives and on the streets of our city.
Photo essays

Throughout the semester, you will be taking photographs that present moral dilemmas surrounding different issues. You are responsible for writing a two page essay for each picture that you take. Essays must be scholarly in nature, with appropriate citations from text. At the end of the semester you will compile these into a book. Each photo essay must contain

1) Photo you have taken of a dilemma relating to the topic;
2) Date the picture was taken;
3) Location where the picture was taken;
4) Description of the photo scene;
5) The nature of the dilemma presented;
6) What you think the subjects in the photo were thinking or feeling;
7) Discussion of the possible resolutions of the dilemma, framed in relationship to specific course materials we have read up until that point. So, for example, in week 3 when you have a photo essay on “Developing Morality” you must explain your photo in the terms set forth by Kant, Rogoff, Kohlberg and Gilligan. How might the different theorists view the dilemma? Whose theory of morality does your photo best illustrate and why? In what ways does your scenario argue against-or hold irrelevant-some of the theories of moral development we have presented?
8) APA formatted references.

Grading:

8 photo essays and analyses, each worth 5 points 40 points
4 short written assignments (Choose any 4 from weeks 1, 4, 7, 12, 14) worth 5 points each 20 points
Group scrapbook project and presentation 10 points
Research paper component of scrapbook project 10 points
Final project and presentation 10 points
Class participation 10 points

Course materials:

Camera (students must be able to take photographs for the assignments)
All materials available on EReserve:


Prepared for UCASC, Nov 16, 2012
Kant, I. (1785). *Fundamental principles of the metaphysics of morals* (T. Kingsmill Abbot, Trans.).


Prepared for UCASC, Nov 16, 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

Prepared for UCASC, Nov 16, 2012
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
What is the difference between morals and ethics? What are the different ethical frameworks? Comparisons of Virtue, Pragmatism, Utilitarianism, Deontology, Postmodern ethics.

MORAL HIERARCHIES

Week 2


**Assignment:** How many “moral dilemmas“ can you identify in the situation that Herzog sets up? How many can you identify in the Swift piece? Briefly describe each dilemma, telling us what the problem is and why you think it qualifies as a *moral* problem. (One or two sentences for each dilemma.) In your own words, explain what you think Herzog and Swift are saying about the typical way that human beings make moral decisions (two paragraphs)? Is this similar of different than Patterson’s argument (two paragraphs)?

**In class group exercise:** arrange the following in a descending order list with those whose life is most valuable on top: cat, bird, man, insect, dog, horse, woman, immigrant, cockroach, child, tree. Be prepared to explain your choices.

**PHOTO ESSAY DUE: MORAL HIERARCHIES**

**DEVELOPING MORALITY**

**Week 3**  
Immanuel Kant’s “categorical imperative”, trans. By T. Kingsmill Abbott (short handout)

Moral stages and moralization by Lawrence Kohlberg In T. Lickona (Ed.), *Moral development and behavior* (pp. 31-32)

Carol Gilligan Concepts of Self and Morality. *In a different voice: Psychological theory and women’s development* (pp. 64-105).


**In class group exercise**  
Part 1: Each group will be given two moral dilemmas to solve. Decide how to resolve the dilemmas and be prepared to describe how you came to your decision.  
Part 2: After listening to other groups report on their findings, decide at which moral stage of development Kohlberg would put them. Be prepared to explain your answer.

**PHOTO ESSAY DUE: DEVELOPING MORALITY**
OBEDIENCE/DISOBEDIENCE

Week 4


I’ve been to the mountaintop by Martin Luther King, Jr. 
http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm

*Video: MLK’s “I have a dream”/*Open Mind
(T.V. interview) 1957

Assignment: Write a two page essay answering the following questions: How does Rawls define civil disobedience? What does he say are justifications for civil disobedience? In what ways did the non-violence workshops in the 1960s use the theory?

In class debate:
1) The civil rights movement fits the definition of civil disobedience and is justified
2) The civil rights movement fits the definition of civil disobedience and is NOT justified

Week 5


Dillon, S. (2011), U.S. Urges Creativity by Colleges to Gain Diversity.


Readings on the Other Side of Racism (117-128).

Listening:

http://www.npr.org/2011/10/03/141010946/berkeley-bakes-cupcakes-but-no-fresh-ideas

Week 6

My Lai by Wayne Greenshaw (Chapter on Thompson)


Robert Jay Lifton, Numbing and derealization, In: The Nazi Doctors  (handout)
Pretend that you are Lt. William Calley’s defense attorney. Write a three page closing argument that uses Lifton’s theory and Milgram’s research to explain the events that happened in My Lai and to exonerate Calley.

PHOTO ESSAY DUE: OBEDIENCE/DISOBEDIENCE

LIFE AND DEATH

Week 7
*Video: God’s Army*

Write a two page essay about whether the pro-life movement fits the definition of civil disobedience put forth by Rawls. Which, if any, pro-life movement tactics would Rawls think are justified?

Week 8


*Watch: Dr. Jack Kevorkian's "60 Minutes" interview*

PHOTO ESSAY DUE: LIFE AND DEATH

PERSONAL RESPONSIBILITY

Week 9
37 who saw murder didn’t call the police
by Martin Gansberg. NY Times.

Study of the sickness called apathy by A.M. Rosenthal. NY Times.


Kitty: Forty years later by Jim Rasenberger. NY Times.

PHOTO ESSAY DUE: PERSONAL RESPONSIBILITY

Prepared for UCASC, Nov 16, 2012
LAW AND ORDER

Week 10


GROUP SCRAPBOOK PROJECT DUE: For this assignment, each group must assemble and turn in a scrapbook of their case (Gideon Busch, Patrick Dorismond, Elenor Bumpurs, Amadu Diallo, Anthony Baez). The scrapbook should include pictures, headlines, articles with highlighted passages, etc. The scrapbook must include coverage from a variety of media, a variety of sources, and a variety of types of coverage including editorials, news analyses, journalistic reports, entertainment, etc.

RESEARCH PAPER DUE: Your paper must analyze the coverage you have collected. Discuss the following: the frequency and longevity of coverage, the prominence of coverage, the different styles and details of different coverage. Answer the question: Did different sources draw different conclusions about the meaning of the incident in the larger context of police-community relations? Explain.

Week 11


Charles Dickens, Philadelphia and Its Solitary Prison. American notes for general circulation (pp. 233-270).

PHOTO ESSAY DUE: LAW AND ORDER

CHEATING

Week 12


PHOTO ESSAY DUE: CHEATING

Assignment: Write a diary entry about a time that you cheated on something. Why did you do it? How did it make you feel? Were you caught/punished? Do you think you deserved to be? Discuss your behavior in light of the theories of morality we have discussed: Choose two theorists and say how they might evaluate your choices.

ECONOMIC INEQUALITY


David Hilfiker, “Justice and the Limits of Charity” (handout)

PHOTO ESSAY DUE: ECONOMIC INEQUALITY

TERROR


Assignment: How does Nachman compare state to individual terrorism? What does he say the role of media is in fostering/preventing various kinds of violence: political assassination, war, dictatorship, liberation movements? How does he assess the morality of the media’s role? What is his two stage view?

Week 15
Book of photos and accompanying one page essays due.

PHOTO EXHIBIT
Take a new photo, or use one you have already taken, that portrays something you would describe as an important moral dilemma confronting your generation. Remember that in order to qualify as moral or ethical; the situation must deal with an important matter of conscience concerning rightness; fairness; or equality.
**Photos:** Blow your picture up to 8 x 10 size; mat it using an 11x 14 mat; come up with a brilliant title; place the typewritten title and your name along the bottom of the mat (i.e. “Starving New York” by J.J. Empathy).

**Presentation:** Come to class prepared to discuss what motivated you to take the picture; which moral question you are confronting; why you think the problem is important; the historical or social context of the dilemma; what the possible solutions and their consequences would be; how you understand the dilemma in terms of any of the materials we have discussed in class.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

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: Latin American and Latina/o Studies
   
b. Name and contact information of proposer(s): Isabel Martínez
      
      Email address(es): __imartinez@jjay.cuny.edu/jroure@jjay.cuny.edu
      Phone number(s): ___713.320.3421/____________

2. a. Title of the course Latina/os and Justice in New York: First Year Seminar
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Latina/os & Justice NY
   
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 is a survey course that introduces students to broad concepts that shape the study of Latina/os in the United States while orienting them to college culture and John Jay.
      
      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.)
   
   The success of first year students depends not only on effective teaching of discipline-based content, but also on the “hidden” culture and practices of college life. This course, First Year Seminar: Latina/os and Justice in New York integrates content-based knowledge particular to Latina/o Studies, experiential-based learning, and best practices for student success and retention. By integrating these knowledge-bases in both classroom and field-based environments, individual students can understand how/where justice occurs, such as a NYC court room, a homeless shelter, a local, sustainable farm, etc. As such, students are able to experience the theoretical and methodological rigors of discipline, understand their relationship to Latina/os and justice through the space of New York City, and observe these
understandings in action. Through this, students will be able to realize the connections between course content, their immediate contexts, their individual college courses and activities and their future career paths and begin to plan accordingly. By providing a holistic approach to student development via intellectual, personal and social growth, this course provides a stronger foundation for student success, student retention and individual understandings of 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 is an interdisciplinary and comparative study of Latina/os and their experiences of justice and injustice in New York City. The course will focus on the relationships between Latina/os in New York City (Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America) and concepts that impact justice such as assimilation, discrimination, integration, pluralism, racism and segregation. Students will take fieldtrips to various sites in which Latina/os experience injustice, such as the courtroom, food banks, etc. Students will also develop an understanding of the college experience, academic processes and expectations.

5. **Course Prerequisites or co-requisites** None

6. **Number of:**
   a. Class hours $\underline{3}$
   b. Lab hours $\underline{\phantom{1}}$
   c. Credits $\underline{3}$

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

   $\underline{\text{X}}$ No  $\underline{\text{Yes}}$. 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?

   - Describe one’s own relationship to significant issues of justice affecting Latina/o communities
   - Identify problems facing Latina/o communities and propose solutions through evidence-based inquiry
   - Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
   - Demonstrate effective planning and reflection to accomplish specific outcomes related to the course
   - Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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)
May be taken by the student as an elective in the Latin American and Latina/o Studies Minor and prospective major

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                 |

College Option:

<table>
<thead>
<tr>
<th>Justice core:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual  X</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 seminar examines the development and integration of the Latina/o population in New York City through a lens of different types of social justice. The myriad of ways/areas in which in/justice continue to impact Latina/os in New York will be grounded in theoretical examinations of colonization, immigration, assimilation, discrimination as well as practical explorations based in field trips and experiential learning.
Student relationships to in/justice will constantly be explored and challenged through classroom discussions, experiential, field-based learning, and reflections through discussions, short writings and papers.

11. How will you assess student learning?

- Midterm essay exam
- Final Paper Plan of Action (Strategic Plan)
- Digital Story: Latina/o Justice in New York City
- Final oral research paper presentation
- Final paper
- ePortfolio, Class attendance, participation, homework and short writing assignments

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 & Marta Bladek consulted on a prior version of this course created by Profs Martinez and Roure.
- 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 _X___
   - PsycINFO _____
   - Sociological Abstracts ___
   - JSTOR __X__
   - SCOPUS ____

13. Syllabus attached

14. Date of Department curriculum committee approval  August 24, 2012

15. Faculty: Who will be assigned to teach this course? Dr. Jodie Roure/Dr. Isabel Martinez/Dr. Brian Montes

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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:

   Lisandro Pérez
   August 26, 2012
   Chair, Proposer’s Department
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Latina/os and Justice in New York: First Year Seminar</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Latin American and Latina/o Studies</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>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>This course is an interdisciplinary and comparative study of Latina/os and their experiences of justice and injustice in New York City. The course will focus on the relationships between Latina/os in New York City (Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America) and acts that affect justice such as assimilation, discrimination, integration, pluralism, racism and segregation. Students will take fieldtrips to various sites in which Latina/os experience in/justice, such as the courtroom, food banks, etc. Students will also develop an understanding of the college experience, academic processes and expectations.</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>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>

Approved by UCASC, Nov 16, to College Council, Dec 12, 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>1. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>Please explain how your course meets each of these 5 learning outcomes:</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>Students will write reflection papers after readings/discussions and site visits related to Latina/os and Justice in New York that will include discussions of their own positions/relationships to the specified issues of justice.</td>
</tr>
<tr>
<td>Students will produce a 3-5 minute digital story focusing on an issue of justice that disproportionately impacts Latina/o communities and provide recommendations to resolve the issue. The digital story (statement of problem, recommendations) will be research and evidence-based.</td>
</tr>
<tr>
<td>Students will evaluate the process undertaken in creating their group digital stories. Students will be asked to reflect on the roles taken, challenges/successes encountered, and ways in which the process could have been improved.</td>
</tr>
<tr>
<td>Students will submit a written plan of action which includes a timeline detailing resources and dates for steps to complete oral research presentation project.</td>
</tr>
<tr>
<td>Students will engage in site visits and lectures related to Latina/os and justice and learn about ways in which they may become individually involved with these sites through volunteering, internships, etc. Students will write reflection papers after each visit and document ways in which the site visit/lecture impacted their career/personal goals.</td>
</tr>
</tbody>
</table>
Contact Information:
Prof. XXXXXX
Office Hour: Tuesdays 1:30 to 2:30pm or by appointment
Tel.: (212) 237-8672
Email: jroure@jjay.cuny.edu
Room: 08.63.05 NB
Ronald H. Brown Room: 08.62.02 NB
Wordpress site: http://rourespring2012.wordpress.com/

Course Description:
This course is an interdisciplinary and comparative study of Latina/os and their experiences of justice and injustice in New York City. The course will focus on the relationships between Latina/os in New York City (Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America) and acts that affect justice such as assimilation, discrimination, integration, pluralism, racism and segregation. Students will take fieldtrips to various sites in which Latina/os experience in/justice, such as the courtroom, food banks, etc. Students will also develop an understanding of the college experience, academic processes and expectations.

Required Readings:
All readings can be found on our course WordPress site unless otherwise noted. I will designate the readings in the syllabus by <W> Wordpress, <H> Handout, or <O> Available On-line. Students are responsible for all readings, not only those found on WordPress and must bring a copy to class in print. Failure to do so will result in a negative grade.

If you bring a laptop to class, you are not allowed to use media/email communications during class including Facebook. You must silence your cell phones during class. Your laptop must be used solely to take notes.

LEARNING OUTCOMES
Students in this course are expected to:

- Describe one’s own relationship to significant issues of justice affecting Latina/o communities
- Identify problems facing Latina/o communities and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific outcomes related to the course
• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

COURSE REQUIREMENTS AND GRADING: This course will require extensive writing and reading assignments. Please note that there will be no makeup exams, late paper or late assignments. NO EXCUSES.

1. Midterm in-class essay examination: 20%

2. Final Paper Presentation Plan of Action (Strategic Plan): 10%:
Must include a timeline detailing resources and dates for steps to complete an oral final research presentation project and one-page paper proposal (using APA Style) of final paper presentation

3. Digital Story: Imagining Latina/o Concepts: 15%
Groups will create a 3-5 minute digital story focusing on particular issues related to concepts learned in class. An assignment sheet and a complete explanation will be provided in class. Each group will upload their digital story to the Wordpress website and individually submit a reflection paper for full credit.

4. Final research paper and presentation: 35%
Working in pairs of two, you must conduct one interview of a scholarly or professional Latina/o (your proposal must be approved by Professor before you can complete this step) for this paper project that examines justice in the life of the individual (the same person cannot be interviewed by more than one student). Drawing from the interview, you must both choose a topic to present and write on and it too must be approved by the professor. The topic should discuss issues relating to Latina/os and justice as we have discussed this semester. A handout with details will be provided in class. All topic proposals must be submitted to the professor for prior approval early.

Students must present before the class (oral paper presentation) and post their presentations on our class blog (presentation and blog posting): 15%. You will receive feedback and must write a paper using APA style on your topic incorporating the feedback : 20%.

There may be an Undergraduate Research Week Presentation opportunity available to students, details to be announced in class.

4. ePortfolio, Class attendance, participation, homework and short writing assignments: 20%
• A hard copy of all assignments must be turned in on the due date. The following day, all students are required to post their handed-in assignments on your ePortfolio in order to receive credit for the assignment. No late assignments will be accepted.

• The minimum word limit on homework, prompt, and in-class assignments is 500 words or more if you choose. Your limit page number on your final paper will be explained in class.

• ePortfolio: You must check your ePortfolio DAILY! We will host a workshop to help you create your own professional public space. For later assistance setting up your student blog, check http://fyeteachingcommons.wordpress.com/blogging-faqs for details. Your ePortfolio is your public professional space. There will be no profanity, rude behavior, or unprofessional postings of any type allowed and your postings/blogs (or lack thereof) will count towards your final grade, therefore it is
IMPERATIVE that you post ALL assignments on your blog the day after you hand in your hard copy. Failure to do so will negatively affect your grade.

- Students are expected to attend every class, complete all reading and writing assignments on time, and actively participate in class discussions and ALL fieldtrips/activities. Written assignments must be submitted on the scheduled due dates or students will receive an “F” grade for the assignment, even if that date is not a class meeting date.

- Pop quizzes will be given on readings and films, etc., at the professor’s discretion.

- Lateness, early departures, absences, walking in and out of class, eating in class, and any other form of disruptive behavior will negatively affect your final grade.

- **NOTE:** MORE THAN FOUR ABSENCES (EACH DOUBLE PERIOD CLASS COUNTS AS TWO ABSENCES) WHICH MEANS THAT MISSING TWO TUESDAY DOUBLE PERIOD SESSIONS WILL RESULT IN AN AUTOMATIC “F” GRADE. THREE LATENESSES OR EXTENDED CLASS ABSENCES (this means you arrive to class and decide to step out of class for more than a bathroom break or leave early/arrive late) WILL BE COUNTED AS AN ABSENCE.

- The class format will consist of Socratic Method/critical thinking lectures, films (film dates are subject to change based on equipment availability) guest speakers, and discussions based on required readings. **Students will be called on daily at random to give short presentations on assigned readings.**

- **NO EXCUSE POLICY:** Students will be selected at random daily to present on the readings. Unprepared students or absent students selected to present will receive an “F” grade for the assignment. You cannot pass on your turn, so please be present and be prepared. NO EXCUSES OR MAKEUPS ALLOWED.

- Students in this class are expected to be familiar with and to follow the APA format, including the information placed on http://rourefsy125.wordpress.com to assist students: Lester, Sr., J.D. & Lester, Jr., J.D. (2005). *The essential guide: Research and writing across the disciplines* (2nd ed.). New York: Pearson/Longman. An APA in class workshop will be announced.

- **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. The Library also has free guides designed to help students with problems of documentation.

- **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
your professor 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.

- **Extra Credit:** Up to ten points, students may earn extra credit by attending any lecture, book reading/talk that is approved by the professor. Upon attendance, the student must submit a one page summary of the event. Each submission is worth one point on the student’s midterm grade.

**HOMEWORK ASSIGNMENTS AND PROMPTS**

All Homework must be turned in on the due date, no late homework assignments accepted. Any homework that receives less than a C must be redone. If student would like to discuss written feedback with the professor, s/he must visit the professor during office hours or by appointment.

**Homework 1:**
- Edit your About Me Home Page on your Wordpress account.
- What is justice? What is Latino Justice? What issues has the organization Latino Justice tackled over its history? Which issues are of most interest to you? Why?

**Homework 2:** Select two majors from the undergraduate bulletin that interest you. Read the curriculum descriptions of each. In at least two pages, explain why you selected each of these and how each major will help you obtain your career goal.

**Homework 3:** Write a two page reflection on your ePortfolio of the fieldtrip to the LatinoJustice. What did you learn? What is your relationship to the issues that LJ focuses on?

**Homework 4:** (to be discussed in class in detail): Compile a list of academic goals. Read all contents in the folder handout given in class from the Manhattan DA and prepare two questions to ask during the fieldtrip.

**Homework 5:** Make an appointment to speak with your major advisor. Provide me with proof the appointment was made. After your appointment take five minutes immediately after your meeting and write a reflection on your experience. What did you gain from the conversation? Evaluate the advice you were given. Explain how the advice has altered your academic plan, if at all. Please post proof that you met with your advisor on your ePortfolio.

**Homework 6:** Write a reflection about the visit to Food Bank and the readings. What did you learn? What surprised you? Closer to home, discuss the results from the CUNY report about hunger. What do these results mean to you?

**Homework 7:**
- Go to https://www.citiprogram.org/Default.asp? and complete the Collaborative Institutional Training Initiative (CITI) certificate training. Bring a print out of the completion certificate to the next class. WARNING: This exam is lengthy. Do not wait until the night before to complete it.
Homework 8: Write a two page reflection of your fieldtrip to the Manhattan District Attorney’s Office on your ePortfolio.

PROMPTS

Prompt 1: Review the statement you made at the beginning of the semester. Are you keeping up with your plan? Have you changed/modified any aspect of what you are hoping to achieve? What have you not been able to do? Identify the reasons. What do you plan to do about it? What do you plan to do in the second part of the semester to make sure you achieve what you are hoping to?

Prompt 2: Have you developed a Time Management Plan as per the workshop? Are you following your plan? If so, explain if you find it useful. If not, explain why you are not following it. How can you improve your plan? What steps have you taken to change or improve your study habits?

Prompt 3: Briefly describe a project or activity that you collaborated on with at least one peer. What strategies were successful? What challenges did you encounter, how did you overcome them and what did you learn from that experience? In groups, people often take on different roles, such as leader, recorder, data collector/researcher, writer, conflict negotiator, organizer, presenter/spokesperson, technical director, graphic/artistic director, or a combination of many of these and others. What role[s] did you take on in your group, and what did that teach you about yourself?

Prompt 4: Identify an assignment that included peer review. What were your initial expectations about peer review? How did you feel in the role of reviewer and why? What benefits and drawbacks did you find to receiving feedback from a peer? What strategies will you use in the future to make peer review sessions more effective?

Prompt 5: Describe your experience of completing the Oral Paper Presentation assignment. How does this assignment exemplify what someone can expect from a Latino Studies/Social Justice college course? What did you learn about Latino Studies/Social Justice and yourself from the process? How might the experience that you had and/or what you learned from completing this assignment/activity be relevant to your future coursework or professional goals? How have the concepts that you learned about in this class prompted you to look at the world around you differently?

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    | Introductions, What is Justice? What is Latino Justice? | Syllabus  
<0> Four Decades of Protecting Latino Civil Rights, http://latinojustice.org/about/history/ | HW#1 |
| 2    | Who are Latina/os in New York? |  
<W> Haslip-Viera, The Evolution of the Latino Community in NY, pg. 33-56  
<W> CHCF, The State of Latino Families in New York, pg. 1-44 | HW #2 |
| 3    | Defining Latino Justice |  
<W> CSS, New York City’s Future Looks Latino, pg. 1-16  
<W> Denis-Rosario, Asserting their Rights: Puerto Ricans Quest for Social Justice, pg.TBA  
*Visit LatinoJustice | HW#3 |
|   | Latina/os and Educational Justice | <W> Stone, Latino Educational Attainment in NYC, pg. 1-13  
    <W>Schott Foundation, The Rotting Apple, pg. 1-19  
    <W> De Jesus and Perez, From Community Control to Consent Decrees, pg. 7-32 | HW#4; Prompt #1 |
|---|-------------------------------|-------------------------------------------------|-----------------|
| 5 | Latina/os and Educational Justice | <W> Jimenez, Puerto Rican and Educational Rights, pg. 159-176  
    <W>CSS, Unintended Consequences, Fewer Blacks and Latinos, pg. 1-28 | HW #5; Prompt #2; Digital Story |
    <W> Food Insecurity at CUNY, pg. 1-8  
    *Visit Food Bank* | HW#6 |
    <W>Fuentes, The Immigrant Experiences of Dominican and Mexican Women, pg. 95-119 | HW#7 |
| 8 | Midterm Exam | Midterm Exam | Midterm Exam |
| 9 | Latina/os and Criminal Justice | <W> 2011 Stop and Frisk NYCLU Briefing, pg. 1-27  
    <W>Hing, Report: Blacks and Latinos, pg. 1-3  
    *Visit District Attorney’s Office* | HW#8 |
| 10 | Latina/os and Housing Justice | <W> On the Brink: Homelessness in South Bronx, pg. 1-8  
    <W> Davila, Dreams of Place, pg. 112-125  
    *Film: Whose Barrio?* | Prompts 3 and 4 |
| 11 | Latina/os and Immigrant Justice | <W> Insecure Communities, Devastated Families, pg. 1-29  
    <O> What the Dream Act means,  
    http://www.thirteen.org/metrofocus/2012/05/what-the-dream-acts-mean-for-undocumented-students/ | Prompt 5 |
| 12 | Latina/os and Reproductive Justice | <W> Lopez, Agency and Constraint, pg. 299-323  
    <O> The Politics of Women’s Health,  
    Guest Speaker: National Institute of Latina Reproductive Health | Presentations |
| 13 | Latina/os and Health Justice | <W> Health Disparities impacting Latinos, pg. 1-30  
    <W> Weiss, et. al, Language as a Barrier to Health Care, pg. 1-14 | Presentations |
| 14 | Latina/os and Health Justice | <W> Das, The Asthma Crisis, pg. 1-42  
    <W>Varra, Public Health Insurance Utilization, pg. 1-14 | Presentations |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: October 5, 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: Macaulay Honors College at John Jay

   b. Name and contact information of proposer(s): Dara N. Byrne

      Email address(es): dbyrne@jjay.cuny.edu
      Phone number(s): (212) 237-8179

2. a. Title of the course: Macaulay Seminar 1: The Arts in New York City

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): MHC 1XX Arts in NYC

   c. Level of this course: __x__ 100 Level  ____200 Level  ____300 Level  ____400 Level

This first seminar in the Macaulay Honors College curriculum introduces students to issues, concepts, principles, and positions in the context of the arts. The focus is on acquiring experience with the arts in New York and developing the ability to question, critique, and interpret artistic performance. Readings introduce students to the role that criticism plays in academic life and provide students with an understanding of the socio-cultural importance of artistic expression. Students also learn to read, write, and think analytically about while also explaining their own opinions about the performances they have experienced. The course research project makes use of students’ real-world experiences and encourages them to reflect on the issues and concepts discussed in class. This course prepares students for more advanced work at the 200 and 300 levels.

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

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

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 first seminar of four seminars introduces Macaulay students to the arts in New York City and the Cultural Passport, which provides free or discounted access to the cultural riches of New York City.
New York City. During the semester students attend theatrical, operatic, and musical performances, exhibitions of visual art, and other highlights of the current cultural season. In addition to experiencing these art forms as an audience, students are encouraged to examine performances and exhibitions from the multiple perspectives of scholarship, creativity, and production. The seminar begins with an arts-related event for all students at the beginning of the semester. Visits to exhibits, performances, and artist encounters continue throughout the semester, on the campuses and at Macaulay central. The seminar’s culminating activity is the annual, collaborative, photographic “Snapshot of New York,” a student-curated multi-media exhibit of “a day in the life of New York City” through the eyes of the Macaulay freshmen.

This course is interdisciplinary; students are introduced to at least three artistic disciplines from the visual arts and performing arts and learn to apply the critical discourse and methods of these disciplines in evaluating their responses to different art forms. Students further investigate relationships across art forms and analyze similarities and differences in the critical approaches employed by different disciplines. They also learn to 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 discuss in class and in their written responses to artistic works the ways that artists can serve as political and social voices for their communities. Students will also evaluate the ways that artists preserve and reflect important cultural values and events for the wider human population. Students will write about and reflect on the work they see as well as create their own original work that reflects their views of the current cultural moment in New York City.

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

This course introduces you to performances and exhibitions in the arts, using New York City’s cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. This course examines intersections among cultural events in the city and academic readings and writings. We will look at the nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms.

*This class is the first of the interdisciplinary New York City-based seminars that make up the curriculum of the Macaulay Honors College.*

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
b. Lab hours ______
c. Credits ______

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

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

8. 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?

   • 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 creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
   • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
   • Use appropriate technologies to conduct research and to communicate.

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

_____ No ______ Yes

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

Macaulay Honors College at John Jay – Freshman 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:

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

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

This course is taught by faculty from Art, Music, Theatre, Dance, or other disciplines that focus on the visual or performing arts. During the semester, students attend various theatrical, operatic, and musical performances, exhibitions of visual art, and other highlights of the current cultural season in New York. In addition to experiencing these art forms as an audience, students are encouraged to examine performances and exhibitions from the multiple perspectives of scholarship, creativity, and production. By writing frequently about these and other examples of the visual and performing, students develop their critical, analytical and communication skills. To enhance their appreciation of these artistic experiences, students investigate the social, historical, and aesthetic content of the cultural work being performed and exhibited. Produce well-reasoned written or oral arguments using evidence to support conclusions.

Students are required to develop arguments concerning their interpretation of an artistic production. These arguments are supported by reference to the artistic text (art work, play, opera, photograph, etc.) and by reference to research they have conducted into the social, historic, and artistic contexts of selected works of art or performance. Class debates and discussions provide additional opportunities for students to gain skills in presenting arguments and using evidence to support conclusions. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.

11 . How will you assess student learning?

Reviews posted on the site -- 33% of final grade
Students must submit at least five multimedia reviews of artistic events attended in this course. All reviews are to be uploaded to the class site and included in the Cultural Passport portfolio before the end of the semester.

Participation -- 33% of final grade
This class combines experiential learning and class discussion. Students are assessed on how their contributions shape the class. Attendance is required in class and for all outside events. Participation is evaluated through discussions in class, events, and the website postings.
Final Project -- 33% of final grade

The culminating project for the course is Snapshot NYC in which students use a range of technologies to take photographs that reflect their relationship to their community. The photographs from this event are then mounted as a photography exhibition. Students meet at the exhibit to discuss with each other and faculty the varieties of visual and social experiences presented by the photographs. Students are required to use both library and internet resources to conduct their research. They are encouraged to use digital cameras for the Snapshot NYC project. They are also encouraged to develop e-portfolios of their work and to blog about their experiences of the various art performances and art works they engage in the class.

The extra 1% in this course is awarded for conscientious observance of the class activities, including punctuality at all outside events.

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 Bladék_____________________
   - 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 _____
     ➢ SCOPUS _____
     ➢ Other (please name)

13. Syllabus – see attached

14. Date of Department curriculum committee or Interdisciplinary Program Advisory Committee approval ___ October 5, 2012 ______

15. Faculty - Who will be assigned to teach this course? ___Qualified John Jay Faculty TBD____
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

Approved by UCASC, Nov 16, to College Council, Dec 12, 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>MHC 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Macaulay Seminar 1: The Arts in New York City</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Macaulay Honors College at John Jay College</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>MHC Program Code</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Interdisciplinary study based on performances and exhibitions in the arts, using New York City's cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. Intersections among cultural events in the city and academic readings and writings. The nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms.</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>[ ] Individual and Society</td>
</tr>
<tr>
<td></td>
<td>[x] 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.

| This course is taught by faculty from Art, Music, Theatre, Dance, or other disciplines that focus on the visual or performing arts. During the semester, students attend various theatrical, operatic, and musical performances, exhibitions of visual art, and other highlights of the current cultural season in New York. In addition to experiencing these art forms as an audience, students are encouraged to examine performances and exhibitions from the multiple perspectives of scholarship, creativity, and production. | ● Gather, interpret, and assess information from a variety of sources and points of view. |
| By writing frequently about these and other examples of the visual and performing, students develop their critical, analytical and communication skills. To enhance their appreciation of these artistic experiences, students investigate the social, historical, and aesthetic content of the cultural work being performed and exhibited. | ● Evaluate evidence and arguments critically or analytically. |
| Students are required to develop arguments concerning their interpretation of an artistic production. These arguments are supported by reference to the artistic text (art work, play, opera, photograph, etc.) and by reference to research they have conducted into the social, historic, and artistic contexts of selected works of art or performance. Class debates and discussions provide additional opportunities for students to gain skills in presenting arguments and using evidence to support conclusions. | ● 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:

| This course is interdisciplinary; students are introduced to at least three artistic disciplines from the visual arts and performing arts and learn to apply the critical discourse and methods of these disciplines in evaluating their responses to different art forms. Students further investigate relationships across art forms and analyze similarities and differences in the critical approaches employed by different disciplines. | ● 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 discuss in class and in their written responses to artistic works the ways that artists can serve as political and social voices for their communities. Students will also evaluate the ways that artists preserve and reflect important cultural values and events for the wider human population. Students will write about and reflect on the work they see as well as create their own original work that reflects their views of the current cultural moment in New York City. | ● 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. |
| The culminating project for the course is Snapshot NYC in which students use a range of technologies to take photographs that reflect their relationship to their community. The photographs from this event are then mounted as a photography exhibition. Students meet at the exhibit to discuss with each other and faculty the varieties of visual and social experiences presented by the photographs. | ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| Students are required to use both library and internet resources to conduct their research. They are encouraged to use digital cameras for the Snapshot NYC project. They are also | ● Demonstrate knowledge of the skills involved in the creative process. |
| ● Use appropriate technologies to conduct research and to communicate. |
| **encouraged to develop e-portfolios of their work and to blog about their experiences of the various art performances and art works they engage in the class.** |  |

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
MHC XXX Seminar 1:
The Arts in New York City

Professor Dara N. Byrne
Office: 8.64NB
Office Hours: T/Th 1-3:30 & by appointment
Phone: (212) 237-8179
Email: dbyrne@jjay.cuny.edu

COURSE DESCRIPTION

This class is the first of the interdisciplinary New York City-based seminars that make up the curriculum of Macaulay Honors College. This is your first (and best!) opportunity to think about what it means to be a college student, especially an honors college student, in your era and your place. This course introduces you to performances and exhibitions in the arts, using New York City's cultural institutions as resources for aesthetic experiences and opportunities for research, interpretation, and creative work. This course examines intersections among cultural events in the city and academic readings and writings. We will look at the nature of narrative as it is expressed in literature as well as in various other media: opera, popular music, dance, theater, and pictorial art; high as well as folk art, classical as well as contemporary forms.

All the Macaulay seminars share some basic philosophical commonalities—and we really want to introduce them, and have you understand them, here from the start.

1. We want these courses to help you learn actively—not just passively receiving information, but creating and sharing and developing ideas of your own.
2. These courses will ask you to commit to presenting your work to a larger audience—including your classmates in the seminar and in all of Macaulay, but also to the world beyond the classroom. You will be taking your place and sharing your voices in the wider community of scholars, explorers, inventors and creators throughout the world.
3. We will be asking you to work collaboratively, fulfilling different roles in different kinds of teams, and finding ways to fit your own individual strengths and abilities into a bigger picture.

These courses will be interdisciplinary in nature—meaning that we will ask you to think about what makes the traditional academic disciplines separate, and what unites them. How does the distinction between (for example) English and History, or Chemistry and Physics, help us to understand the world…or how do these distinctions hinder us?

The bulk of the class work will be thinking—but of course we’ll do plenty of reading, and even more writing, as well. And talking, too. Throughout the course we’ll try to be reflective not just about what we’re learning…but also about how we’re learning.

COURSE PREREQUISITES

Macaulay Honors College -- Freshman Cohort

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
LEARNING OUTCOMES

In the seminar, 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 creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Use appropriate technologies to conduct research and to communicate.

REQUIRED TEXTS: All texts will be available on the Macaulay Honors College website for Seminar 1.

COURSE POLICIES

Your grade for this course should not come as any surprise. This is a course that you will shape. As honors students, your challenge is not to fulfill requirements—that’s easy and that’s what you’ve already done to get here. As honors students your challenge is to go beyond what is required, to design your own pathways, and to work with your classmates to create new knowledge.

You are required, in this class, to:

- Be an honorable student, online and offline.
- Attend at least one of the Macaulay “Meet the Artist” Common Events and post about it here on the class site.
- Shoot a photo of New York City on Snapshot Day (October 11) upload it to the online gallery, post about it here on the class site, and take part in the Snapshot Event on December 4 and link to your re-curation of the show here on the class site.
- Attend the events and site visits we have scheduled and post about them here on the class site.
- Go with some of your classmates to at least one other event or institution and post about here on the class site (all together, at least five reviews including your extras and the scheduled ones).
- Do all the readings (even when they’re not texts).
- PARTICIPATE in class discussions.
- Create and post an Aesthetic Interaction as your final project (much more about that later).

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.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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)

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. 93-312 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.

Reviews posted on the site -- 33% of final grade
Students must submit at least five multimedia reviews of artistic events attended in this course. All reviews are to be uploaded to the class site and included in the Cultural Passport portfolio before the end of the semester.

**Participation -- 33% of final grade**
This class combines experiential learning and class discussion. Students are assessed on how their contributions shape the class. Attendance is required in class and for all outside events. Participation is evaluated through discussions in class, events, and the website postings.

**Final Project -- 33% of final grade**
The culminating project for the course is Snapshot NYC in which students use a range of technologies to take photographs that reflect their relationship to their community. The photographs from this event are then mounted as a photography exhibition. Students meet at the exhibit to discuss with each other and faculty the varieties of visual and social experiences presented by the photographs. Students are required to use both library and internet resources to conduct their research. They are encouraged to use digital cameras for the Snapshot NYC project. They are also encouraged to develop e-portfolios of their work and to blog about their experiences of the various art performances and art works they engage in the class.

The extra 1% in this course is awarded for conscientious observance of the class activities, including punctuality at all outside events.

**COURSE SCHEDULE**
The course schedule is subject to adjustment as needed. Each week we’ll be assigning reflections to post here on the site—so beyond the readings (and videos) listed below, there are also writing assignments (usually brief and informal) which we will develop in class.

**Week 1 (August 30, September 1) -- Who are We?**
Introductory Exercises and Photobooth Profiles (posted by September 5)

**Week 2 (September 6 and September 8) -- What is Art? What is an Artist?**

Why Look at Art?
Art:21 – Jeff Koons (video)
Art:21 – Yinka Shonibare (video)
Duchamp and the Ready-Mades (video)
Levine, Untitled (After Edward Weston, ca. 1925) (video)

**Week 3 (September 13 and September 15) -- What is Beauty?**

Polykleitos, Diadoumenos (video)
Botticelli, Birth of Venus (video)
Gérôme, Pygmalion and Galatea (video)
Degas, Woman Bathing in a Shallow Tub (video)
Beautiful Music. Find it and tell us how

**Week 4 (September 20 and September 22) -- Context Matters: Churches, Museums, and the Function of Art**

Borromini’s San Carlo alle Quattro Fontane (video)
The Museum
Solomon R. Guggenheim Museum (video)
The First Impressionist Exhibition
Smithson, Spiral Jetty (video)
Justinian and His Attendants (video)
Selections from Trauma At Home: After 9/11
Andrea D. Fitzpatrick, “The Movement of Vulnerability: Images of Falling and September 11”

Week 5 (September 27.  No class on September 29) -- Art for memory and memorial

Visit to September 11 Memorial (directions)

Week 6 (October 6) -- Continuing Memory and Memorial

Maya Lin on Art21 (and read this)
What does photography tell us?
“Viewfinder” by Ethan Canin and “The Photograph” by N. Scott Momaday (these are on a password-protected page. I will give you the password in class).
American Memory Project

Week 7 (October 11 and October 13) -- Telling stories and more on Photography

Visit to ICP (on Thursday, October 13, we will meet at ICP–the International Center of Photography at 4:30 PM. DO NOT BE LATE! Meet in front–1133 6th Avenue and 43rd Street. Directions are on this page. We will stay until 5:30 or 6 PM when the museum closes. BRING YOUR CULTURAL PASSPORT (otherwise you will have to pay for admission).

Week 8 (October 18 no class October 20, since we will be traveling all day on October 23) -- Performing the Body (finishing up photography and preparing for Dia Beacon)

Lewis W. Hine’s Powerhouse Mechanic Eastman House podcast.
Trip to Dia Beacon for Contemporary Art and Dance/Performance–October 23 all day.
Meet at 915 SHARP at the clock in Grand Central Terminal (it looks like this). If you are not there by 940, we WILL leave without you.

And before you go, look at the “No Manifesto.”

We will return to Grand Central at around 4:30 PM.

Week 9 (October 25 and October 27) -- The Body and Gender

Gentileschi’s Self Portrait (video)
Ingres, La Grand Odalisque (video)
Manet, Olympia (reading and video)
Cassat, The Loge (video)
Some Male and Female Body Beauty Thoughts

Week 10 (November 1 and November 3) -- Why the Arts in New York City? Urban Art and Art of the Urban

Courbet, The Meeting or, Bonjour M. Courbet
Haussmann and the Creation of Modern Paris

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Manet, *The Railway* (video)
Monet, *Gare St. Lazare* (video)
Kirchner, *Street, Dresden* (video)

**Week 11 (November 8 and November 10) -- Pulling it Together. What do we value, what do we love?**

EB White’s “Here is New York” (on the password protected page)

**Week 12 (November 15 and November 17) -- Art and conflict and conflicts over art. The Art of War**

Picasso, *Guernica* (video)

**Week 13 (November 22. No class on November 24) -- Preparing for the Opera. Who watches? Who doesn’t? What can Faust say to us?**

**Week 14 (November 29 and December 1) -- Art, Science, and Opera**

Faust at the Metropolitan Opera on November 29. No class that afternoon

**Week 15 (December 6 and December 8) -- Aesthetic Interactions completed and shared**

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

New Course Proposal Form

Date Submitted: October 5, 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: Macaulay Honors College at John Jay

   b. Name and contact information of proposer(s) Dara N. Byrne

       Email address(es) dbyrne@jjay.cuny.edu
       Phone number(s) (212) 237-8179

2. a. Title of the course MHC 1XX Seminar 2: The Peopling of New York

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) MHC 1XX Peopling of NY

   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 second seminar in the Macaulay Honors College curriculum gives students an interdisciplinary introduction to immigration in New York. Students are introduced to theoretical perspectives from a range of scholarly disciplines including, for example, political science, sociology, urban studies, anthropology, history, and ethnic studies. Students are asked to synthesize concepts from different disciplinary approaches, and to use selected methods, both quantitative and qualitative, to formulate arguments within debates over the immigration, assimilation, and ‘Americanization’ concerning diverse groups in New York City. Ethnography, oral history, media criticism, survey research or analyses of statistical data drawn from the US Census Bureau are amongst the tools used in class assignments and the final research project. Students learn to evaluate competing arguments and evidence and develop critical thinking skills by reading scholarly works that exemplify techniques of critical analysis. Class lectures and discussions also model critical and analytical thinking by working through competing arguments, evaluating the logic and evidence on which these arguments are based, and identifying their strengths and weaknesses. This course prepares students for work at the 200 and 300 level.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): MHC
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 geared toward enhancing students’ understanding of the role of immigration and migration in shaping New York City’s identity—past, present, and future. Taking the history of immigration in New York City as its major theme, the course examines debates over such issues as: (i) immigrant labor markets and economies; (ii) racial and ethnic relations; (iii) neighborhood formations and ethnic incorporation; and (iv) ethnic communities and subcultures. The scholarly perspectives that students draw on include historical analyses, sociological and demographic studies, and urban politics and policies.

Topics may include factors that have driven and drawn people to New York since the 17th century; ethnic and racial encounters within the city; the formation and social organization of immigrant communities in such neighborhoods as, Five Points, the Lower East Side, Harlem, Little Italy, Chinatown, Jackson Heights, Astoria, and Flushing; the impact of successive waves of newcomers on US urban culture and politics; and the continuing debate over assimilation and Americanization.

Issues of difference are at the forefront of this course. Although focusing on the role of immigration and migration in shaping communities and ethnic subcultures in New York City, lectures and course readings are designed to also the following patterns of life in contemporary U.S. society: (i) the ways religion, race, ethnicity, and gender influence immigrant experiences; (ii) the formation and social organization of various communities; and (iii) the impact of newcomers on urban culture and politics in New York City.

Students are required to write essays in the form of take-home papers or in-class exams. These assignments require that students draw on information from class and readings to address important issues in immigration, urban, and ethnic politics. Students are also asked to develop “neighborhood projects” employing methods such as, ethnographic fieldwork, demographic data analysis, media or archival research. These projects require students to develop written arguments about the impact that interest groups or legislative or adjudicatory bodies have had on the selected neighborhoods. These assignments all require that students are able to formulate coherent arguments and draw reasoned conclusions concerning diverse stakeholder positions.

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

In this seminar students investigate the role of immigration and migration in shaping the New York City’s identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as
the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Stapleton; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive reading and writing assignments are enriched by visits to the Lower East Side Tenement Museum, Ellis Island, and other important sites. The culminating project of this seminar is the collaborative construction of websites that deal with immigrant communities, exhibited at a final common event.

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?

   - 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.
   - 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.
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)

   Macaulay Honors College at John Jay – Freshman 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  | X       |
   | C. Creative Expression              |         |
   | D. Individual and Society           |         |
   | E. Scientific World                 |         |

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

   The second seminar in the Macaulay Honors College curriculum is taught by faculty from disciplines such as urban studies, political science, anthropology, sociology, history or media studies. It covers demographical, spatial, economic, political, and cultural dimensions of immigration, assimilation, and Americanization as they have impacted New York City. This course introduces a variety of theories and methodologies, including, for example, ethnography, oral history, media criticism, survey research or analysis of statistical data drawn from the US Census Bureau. This course is geared toward enhancing students’ understanding of the role of immigration and migration in shaping New York City’s identity—past, present, and future.

   Class readings consider the history of immigration and ethnic diversity in New York City as it has been shaped by successive waves of newcomers to the city. Discussions and graded assignments focus on debates over urban labor markets, neighborhood and community formations, migrant economies, and political incorporation and coalition building. In order to engage in these debates students must learn to evaluate competing arguments and evidence. Students develop critical thinking skills by reading scholarly works that exemplify techniques of critical analysis; for example, how does the metaphor of the “melting pot” relate to public opinion about immigrants, as well as the political culture of struggles over immigration in New
York City. Class lectures and discussions also model critical and analytical thinking by working through competing arguments, evaluating the logic and evidence on which these arguments are based, and identifying their strengths and weaknesses.

11. How will you assess student learning?

**Research Paper Homework: 10%**
There are 5 relatively brief pieces of research homework that are due during the term. Each one of these assignments will be folded in to the final paper.

**Short Papers: 10%**
Four short papers are due during the semester based on the reading and specific questions that the professor poses. Papers are to be no less than 500 words (2 double spaced pages), though longer is fine.

**Class Participation: 10%**
This is a highly interactive class and students are expected to contribute. It is simply not enough to sit quietly through the entire term. If students have difficulties with public speaking, they are encouraged to speak to the professor right away.

**Individual Research Papers: 50%**
The research paper is based on primary and secondary source materials. It will be at least 12 pages long – though longer is fine. Both oral history and data drawn from the US Census Bureau must be used. The focus for the paper is on the people who have come to New York City to live in the 20th and/or 21st centuries. The research paper may be revised and resubmitted once, but the resubmitted paper can earn no grade higher than a B.

**Group Web Project: 20%**
The class will build a web-based presentation of some kind that will be displayed at a Macaulay common event at the end of the term. Each student’s personal research will fold into this broader project. This portion of a student’s grade is assessed collectively, based on the performance of the group. Everyone in a group gets the same grade.

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.
13. **Syllabus – see attached**

14. Date of **Department curriculum committee or Interdisciplinary Program Committee** approval ______ October 5, 2012 ______

15. **Faculty** - Who will be assigned to teach this course? ______ Qualified John Jay Faculty TBD ______

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:**

   Chair, Proposer’s Department

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Approved by UCASC, Nov 16, to College Council, Dec 12, 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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</strong></td>
<td>MHC 1XX</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Macaulay Seminar 2: The Peopling of New York City</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Macaulay Honors College at John Jay College</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>MHC Program Code</td>
</tr>
</tbody>
</table>

**Catalogue Description**

In this seminar students investigate the role of immigration and migration in shaping the New York City’s identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Stapleton; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive reading and writing assignments are enriched by visits to the Lower East Side Tenement Museum, Ellis Island, and other important sites. The culminating project of this seminar is the collaborative construction of websites that deal with immigrant communities, exhibited at a final common event.

**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
- [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></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
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</tbody>
</table>
### 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>This course is taught by faculty from disciplines such as urban studies, political science, anthropology, sociology, history or media studies. It covers demographical, spatial, economic, political, and cultural dimensions of immigration, assimilation, and Americanization as they have impacted New York City. Introducing a variety of theories and methodologies, including, for example, ethnography, oral history, media criticism, survey research or analysis of statistical data drawn from the US Census Bureau, the course is geared to enhancing students' understanding of the role of immigration and migration in shaping New York City’s identity—past, present, and future.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class readings consider the history of immigration and ethnic diversity in New York City as it has been shaped by successive waves of newcomers to the city. Discussions and graded assignments focus on debates over urban labor markets, neighborhood and community formations, migrant economies, and political incorporation and coalition building. In order to engage in these debates students must learn to evaluate competing arguments and evidence. Students develop critical thinking skills by reading scholarly works that exemplify techniques of critical analysis; for example, how does the metaphor of the “melting pot” relate to public opinion about immigrants, as well as the political culture of struggles over immigration in New York City? Class lectures and discussions also model critical and analytical thinking by working through competing arguments, evaluating the logic and evidence on which these arguments are based, and identifying their strengths and weaknesses.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students are required to write essays in the form of take-home papers or in-class exams. These assignments require that students draw on information from class and readings to address important issues in immigration, urban, and ethnic politics. Students are also asked to develop “neighborhood projects” employing methods such as, ethnographic fieldwork, demographic data analysis, media or archival research. These projects require students to develop written arguments about the impact that interest groups or legislative or adjudicatory bodies have had on the selected neighborhoods. These assignments all require that students are able to formulate coherent arguments and draw reasoned conclusions concerning diverse stakeholder positions.</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>This course is interdisciplinary; students are introduced to theoretical perspectives from a range of scholarly disciplines including, for example, political science, sociology, urban studies, anthropology, history, and ethnic studies. Students are asked to synthesize concepts from different disciplinary approaches, and to use selected methods, both quantitative and qualitative, to formulate arguments within debates over the immigration, assimilation, and ‘Americanization’ concerning diverse groups in New York City.</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>Taking the history of immigration in New York City as its major</td>
<td>• Analyze and explain one or more major themes of U.S. history from...</td>
</tr>
</tbody>
</table>
theme, the course examines debates over such issues as: (i) immigrant labor markets and economies; (ii) racial and ethnic relations; (iii) neighborhood formations and ethnic incorporation; and (iv) ethnic communities and subcultures. The scholarly perspectives that students draw on include historical analyses, sociological and demographic studies, and urban politics and policies.

<table>
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<tr>
<th>more than one informed perspective.</th>
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</table>

The course asks students to investigate the role of immigration and migration in shaping New York City’s identity—past, present, and future. Topics may include factors that have driven and drawn people to New York since the 17th century; ethnic and racial encounters within the city; the formation and social organization of immigrant communities in such neighborhoods as, Five Points, the Lower East Side, Harlem, Little Italy, Chinatown, Jackson Heights, Astoria, and Flushing; the impact of successive waves of newcomers on US urban culture and politics; and the continuing debate over assimilation and Americanization.

<table>
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<tr>
<th>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</th>
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</table>

Issues of difference are at the forefront of this course. Focusing on the role of immigration and migration in shaping communities and ethnic subcultures in New York City, lectures and course readings are designed to examine the following patterns of life in contemporary U.S. society: (i) the ways religion, race, ethnicity, and gender influence immigrant experiences; (ii) the formation and social organization of various communities; and (iii) the impact of newcomers on urban culture and politics in New York City.

<table>
<thead>
<tr>
<th>Explain and evaluate the role of the United States in international relations.</th>
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<thead>
<tr>
<th>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
MACAULAY HONORS COLLEGE
524 W 59TH STREET, 8.64NB
NEW YORK, NY 10019

MHC 1XX Seminar 2:
The Peopling of New York

Professor Dara N. Byrne
Office: 8.64NB
Office Hours: T/Th 1-3:30 & by appointment
Phone: (212) 237-8179
Email: dbyrne@jjay.cuny.edu

COURSE DESCRIPTION

In this seminar students investigate the role of immigration and migration in shaping the New York City’s identity, past, present, and future. Seminar topics include: the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with and within the city; the formation and social organization of immigrant communities in such neighborhoods as the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, Flushing, and Stapleton; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive reading and writing assignments are enriched by visits to the Lower East Side Tenement Museum, Ellis Island, and other important sites. The culminating project of this seminar is the collaborative construction of websites that deal with immigrant communities, exhibited at a final common event.

COURSE PREREQUISITES: Macaulay Honors College -- Freshman Cohort

LEARNING OUTCOMES

In the seminar, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the 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.
REQUIRED TEXTS

Frederick M. Binder and David. M. Reimers, All the Nations Under Heaven: An Ethnic and Racial History of New York
Leslie M. Harris, In the Shadow of Slavery: African Americans in New York City, 1626-1863

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

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)

Incomplete
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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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. 93-311) 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.

**Research Paper Homework: 10%**

In an effort to help you write an effective research paper, there are 5 relatively brief pieces of research homework that are due to me during the term. Each one of these assignments will be folded in to your paper.

**Short Papers: 10%**

Four short papers are due during the semester based on the reading and specific questions that I pose. Papers are to be no less than 500 words (2 double spaced pages), though longer is fine. See Appendix IV for the grading rubric.

**Class Participation: 10%**

Please note that class participation counts for 10% of your grade. I teach a highly interactive class and you are expected to contribute. It is simply not enough to sit quietly through the entire term. If you have difficulties with public speaking, come see me right away and we will work something out. Additionally, if I feel students are not doing the assigned readings, I will give quizzes and count them as part of your class participation grade.

**Individual Research Papers: 50%**

You will complete a research paper for this course, based on primary and secondary source materials. It will be at least 12 pages long – though longer is fine. You must use both oral history and data drawn from the US Census Bureau. This will shape the topics you can research. You will focus on the people who have come to New York City to live in the 20th and/or 21st centuries. The research paper may be revised and resubmitted once, but the resubmitted paper can earn no grade higher than a B.

**Group Web Project: 20%**

As a class we must build a web-based presentation of some kind that will be displayed at a Macaulay common event at the end of the term. You will fold your personal research into this broader project. This section of your mark is assessed collectively, based on the performance of the group. Everyone in a group gets the same grade.

**COURSE SCHEDULE**
Monday, January 30: Introduction to the Course

Wednesday, February 1: Approaches to the Study of Immigration (I)

Monday, February 6: Approaches to the Study of Immigration (II)
Short paper #1 due. Which of the 6 historiographical approaches to immigration that we have read seems most persuasive to you and why?

Wednesday, February 8: Colonial New York
Research Paper Homework #1: Each individual must complete the CITI on-line research ethics course, print the completion certificate and bring it to me. The course can be found here: http://www.citiprogram.org. Your institution is “City University of New York,” and your ‘learner group’ is ‘undergraduate.’ This should take 45 minutes, and is good for 2 years.

Wednesday, February 15: 19th Century New York

Tuesday, February 21 (Conversion day): Irish and German
Research Paper Homework #2: Each individual must submit a written paragraph indicating the specific topic they intend to research.

Wednesday, February 22: Research Talk: Using the US Census

Monday, February 27: African Americans

Wednesday, February 29: Collecting Oral Histories I
Research Paper Homework #3: Each individual must submit an annotated bibliography of not less than 5 items concerning their research topic. Only books and peer-reviewed journal articles are acceptable. Web sites and newspaper article are not.

Monday, March 5: Collecting Oral Histories II

Wednesday, March 7: Immigration at Flood Tide I

Monday, March 12: Immigration at Flood Tide II
Short Paper #3 due. What are the advantages/disadvantages in using Riis as an historical source?

Wednesday, March 14: Ellis Island
Research Paper Homework #4: Individuals must hand in copies of the raw census information they have collected.

Monday, March 19: New York City with the Immigration Door Shut

Wednesday, March 21: The Arrival of Puerto Ricans
Research Paper Homework #5: Individuals must submit one completed oral history, along with the signed informed consent form and a 1 page interpretation.

Monday, March 26: Global City after 1965

Wednesday, March 28: Violence I

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Short paper #4 due about Shapiro. Is Shapiro biased for or against one community or the other?

**Monday, April 2: Violence II**

**Wednesday, April 4: Transnationalism**
Research Paper Homework #5: Individuals must submit one completed oral history, along with a signed informed consent form and a 1 page interpretation.

**Monday, April 16: Immigration on film**
Individual research papers are due.

**Wednesday, April 18: Immigration on Film**

**Wednesday, April 25: In class web work**

**Monday, April 30: Group web site presentation**

**Wednesday, May 2: Group web site presentation**

**Monday, May 7: In class web work**

**Wednesday, May 9: Macaulay Group Presentation**

**Monday, May 14: Wrap Up**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __July 5, 2012__

1. a. Department(s) or program(s) proposing this course: **ART & MUSIC**
   
b. Name and contact information of proposer(s) **LISA FARRINGTON**

   Email address(es) ___________________________ Lfarrington@jjay.cuny.edu ___________________________
   Phone number(s) ____________________________ 212-237-8329 ____________________________

2. a. Title of the course ________________ LATIN AMERICAN ART ________________
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ________________ LATIN AMERICAN ART ________________
   
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 course is an introductory survey of Latin American Art. While appropriately rigorous, no prerequisites are required and neophyte students have been well able to comprehend the material and meet the course requirements during the experimental course trial period.

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

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 was specifically designed to broaden the art history curriculum to address subject matter relevant to our John Jay students, more than half of whom are of Latin America descent. Further, as the Department of Art & Music moves toward submission of an art major, as suggested to us by the Provost, we are developing a curricular program which replicates (and when possible surpasses) the inclusion of the diverse subject matter beyond the European tradition. Latin American art is a staple in the best art major programs in the
U.S. Finally, logically, and in furtherance of our preparation of the art major, we are submitting experimental courses for permanent scheduling.

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 survey explores Latin American art from a historical point of view, from the Aztec civilization to contemporary art. It analyzes the reception of Latin American art in the United States and its representation in cultural institutions as well as the growing presence of Latinos in the U.S. Topics include: The Aztec empire, Casta painting, 19th century academic art, twentieth-century modernism, the search for identity, Frida Kahlo and Surrealism, geometric abstraction, the Mexican Muralists, the diaspora and exile, political art under military dictatorships; and art and violence in Latin American art today.

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?**
   
   XX Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall 2011
   b. Teacher(s): CLAUDIA CALIRMAN
   c. Enrollment(s): 15
   d. Prerequisites(s): None

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

   Students will gather, interpret, and assess information from a variety of sources and points of view by writing a research paper based on a museum field trip to El Museo Del Barrio (20% of grade). Students will choose one work of art from the permanent collection of El Museo del Barrio and discuss it in terms of context, style, and visual literacy. Students will be expected to make an argument and to present evidence to support it. They will be asked to have a central point/thesis/research question guiding their paper (topics will be discussed in advance with the professor). They should engage the work of art in their discussion. They will be asked to include in their paper, the artist’s name, title of the work of art, medium,
and date of the work that is being examined. The assignment should be three–page length (minimum). Students are expected to include bibliography and footnotes.

2. Students will learn how to evaluate evidence and arguments critically or analytically.
   Students will produce a well-reasoned short written assignment reflecting an understanding of one of their readings assigned in class (available on e-reserve). They will begin this written assignment with a brief introduction of the critical issues presented by the article, and will provide a summary of the article synthesizing its main arguments and describing how the author supports them. They will comment on the works of art mentioned in the article explaining how they discussed and are framed. Students may choose among any of the articles assigned in class which are available on e-reserve (10% of grade).

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   Students will learn how to evaluate evidence and arguments critically and analytically through their oral presentations. Each student will be given a visual comparison of two works of art related to different periods and countries from Latin America. They should contrast and compare them in terms of style and subject matter, engaging art historical terms and critical related issues based on evidence that they gathered through their readings and lectures (10% of grade).

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 theatre.
   Students will be required to take a midterm and a final exam (30% of their grade each) comprised of identification, interpretation, and formal critical analysis of Latin American artworks. In their exams, students will be required to write short essays evaluating the social, political, and historical issues related to each period in which the artworks belong.
   Topics included in their exams are: why the Aztecs committed human sacrifices, what was the predominant style of the Academy of San Carlos, what were the subject matters explored by the traveller-reporters in the Spanish colonies, what were the main ideas stated by Brazilian poet Oswald de Andrade in his “Anthropophagite Manifesto” (1928), what was the Mexican Muralist Movement about, and what was the controversy involving Diego Rivera’s fresco Man at the Crossroads (1933) at the Rockefeller Center in New York City. Students will also learn fundamental concepts related to Latin American art such as syncretism, hybridization, cultural cannibalism, cultural identity, and neo-colonialism, among others.

5. 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 their scholarly required readings and lectures, students will learn from past cultures such as the Aztec civilization students will learn how it influenced works by Mexican Muralists such as Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco. They will also understand how modernist ideas and concepts such as Oswald de Andrade’s “Anthropophagite Manifesto” (1928) was a response to the conservative ideas and styles from 19th century academic art and a rejection of Eurocentric art. They will understand the legacy of Frida Kahlo’s self-portraits in contemporary artistic trends.

Prepared for UCASC, Dec 7, 2012
related to feminist art, among many other relevant discussions to the field of Latin American art.

6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.  
   Based on their field trip to El Museo del Barrio, students will learn how the display of the permanent collection in an institution such as El Museo del Barrio tells us about the Museum’s institutional history and the development of Latin American art. They will understand how the physical disposition of the space and the arrangement of the collection in the galleries create definitions, hierarchies, and influence visitor trajectories and experiences. What are the criteria used by the El Museo to display art: thematic, geographical, gendered, chronological, media-specific? What are the pros and cons? We will discuss how museum curators and the collection displays they create shape our experience and interpretation of works of art.

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)   ART MINOR

10. How will you assess student learning?

    • Students will be assessed on their research paper assignment based on a museum field trip (20%), short paper assignment based on article on e-reserve (10%); midterm based on analytical analysis of works of art (30%); final exam (30%); and oral presentation (10%).

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__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. YES FOR ITEMS “CHECKED” BELOW

      - ✓ The library catalog, CUNY+
      - ✓ EBSCOhost Academic Search Complete
      - ✓ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
      - ✓ LexisNexis Universe
      - Criminal Justice Abstracts
      - PsycINFO
12. **Syllabus - attached**

13. Date of **Department curriculum committee** approval: 5/4/12

14. **Faculty** - Who will be assigned to teach this course? CLAUDIA CALIRMAN, THALIA VRACHOPOULOS, LISA FARRINGTON

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?
   - **XX** 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?
   - **XX** No
   - ____ Yes. If yes, number and name of course(s) to be withdrawn.

18. **Signature/s of Endorsement**

   Chair, Proposer’s Department

Prepared for UCASC, Dec 7, 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</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>ART 1XX</td>
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<tr>
<td>Course Title</td>
<td>LATIN AMERICAN ART</td>
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<tr>
<td>Department(s)</td>
<td>ART &amp; MUSIC</td>
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<tr>
<td>Discipline</td>
<td>ART</td>
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<tr>
<td>Subject Area</td>
<td>ART HISTORY</td>
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<td>Credits</td>
<td>3</td>
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<td>Contact Hours</td>
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<tr>
<td>Pre-requisites</td>
<td>NONE</td>
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<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td>in-person  hybrid</td>
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<tr>
<th>Course Attribute</th>
<th>Select from the following:</th>
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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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| Catalogue Description | This survey explores Latin American art from a historical point of view, from the Aztec civilization to contemporary art. It analyzes the reception of Latin American art in the United States and its representation in cultural institutions as well as the growing presence of Latinos in the U.S. Topics include: The Aztec empire, Casta painting, 19th century academic art, twentieth-century modernism, the search for identity, Frida Kahlo and Surrealism, geometric abstraction, the Mexican Muralists, the diaspora and exile, political art under military dictatorships; and art and violence in Latin American art today. |

| Syllabus         | Syllabus attached       |
**Indicate the status of this course being nominated:**

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

**CUNY COMMON CORE Location**

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

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

**C. Creative Expression**

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

| Students will gather, interpret, and assess information from a variety of sources and points of view by writing a research paper based on a museum field trip to EL MUSEO DEL BARRIO (20% of grade). Students will choose ONE work of art from the permanent collection of El Museo del Barrio and discuss it in terms of context, style, and visual literacy. Students will be expected to make an argument and to present evidence to support it. They will be asked to have a central point/thesis/research question guiding their paper (topics will be discussed in advance with the professor). They should engage the work of art in their discussion. They will be asked to include in their paper, the artist’s name, title of the work of art, medium, and date of the work that is being | • Gather, interpret, and assess information from a variety of sources and points of view. |
|                                                                                     |                                                                                     |

Prepared for UCASC, Dec 7, 2012
examined. The assignment should be three–page length (minimum). It should be typed; double spaced, font size 12 and should follow the rules on the *Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian or any other academic-oriented reference book with guidelines for research papers. Students are expected to include bibliography and footnotes.

<table>
<thead>
<tr>
<th>Students will produce a well-reasoned short written assignment reflecting an understanding of one of their readings assigned in class. They will begin this written assignment with a brief introduction of the critical issues presented by the article, and will provide a summary of the article synthesizing its main arguments and describing how the author supports them. They will comment on the works of art mentioned in the article explaining how they discussed and are framed. Students may choose among any of the articles assigned in class which are available on e-reserve (10% of grade).</th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
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<tbody>
<tr>
<td>Students will learn how to evaluate evidence and arguments critically and analytically through their oral presentations. Each student will be given a visual comparison of two works of art related to different periods and countries from Latin America. They should contrast and compare them in terms of style and subject matter, engaging art historical terms and critical related issues based on evidence that they gathered through their readings and lectures (10% of grade).</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.C) must meet at least three of the additional learning outcomes in the right column. A student will:

| Students will be required to take a midterm and a final exam (30% of their grade each) comprised of identification, interpretation, and formal critical analysis of Latin American artworks. In their exams, students | • 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 |

Prepared for UCASC, Dec 7, 2012
will be required to write short essays evaluating the social, political, and historical issues related to each period in which the artworks belong. Topics included in their exams are: why the Aztecs committed human sacrifices, what was the predominant style of the Academy of San Carlos, what were the subject matters explored by the traveller-reporters in the Spanish colonies, what were the main ideas stated by Brazilian poet Oswald de Andrade in his “Anthropophagite Manifesto” (1928), what was the Mexican Muralist Movement about, and what was the controversy involving Diego Rivera’s fresco *Man at the Crossroads* (1933) at the Rockefeller Center in New York City. Students will also learn fundamental concepts related to Latin American art such as syncretism, hybridization, cultural cannibalism, cultural identity, and neo-colonialism, among others.

<table>
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<tr>
<th><strong>Through their scholarly required readings and lectures</strong>, students will learn from past cultures such as the Aztec civilization students will learn how it influenced works by Mexican Muralists such as Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco. They will also understand how modernist ideas and concepts such as Oswald de Andrade’s “Anthropophagite Manifesto” (1928) was a response to the conservative ideas and styles from 19th century academic art and a rejection of Eurocentric art. They will understand the legacy of Frida Kahlo’s self-portraits in contemporary artistic trends related to feminist art, among many other relevant discussions to the field of Latin American art.</th>
<th>• 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.</th>
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<tr>
<td><strong>Based on their field trip to El Museo del Barrio, students will learn how the display of the permanent collection in an institution such as El Museo del Barrio tells us about the Museum’s institutional history</strong></td>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
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and the development of Latin American art. They will understand how the physical disposition of the space and the arrangement of the collection in the galleries create definitions, hierarchies, and influence visitor trajectories and experiences. What are the criteria used by the El Museo to display art: thematic, geographical, gendered, chronological, media-specific? What are the pros and cons? We will discuss how museum curators and the collection displays they create shape our experience and interpretation of works of art.

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- Demonstrate knowledge of the skills involved in the creative process.

- Use appropriate technologies to conduct research and to communicate.
Syllabus for: Latin American Art — Art 198

Professor:

Office: Department of Art, Music & Philosophy, Suite 325T
Office Hours: By Appointment

COURSE DESCRIPTION: This survey explores Latin American art from a historical point of view, from the Aztec civilization to contemporary art. It analyzes the reception of Latin American art in the United States and its representation in cultural institutions as well as the growing presence of Latinos in the U.S. Topics include: The Aztec empire, Casta painting, 19th century academic art, twentieth-century modernism, the search for identity, Frida Kahlo and Surrealism, geometric abstraction, the Mexican Muralists, the diaspora and exile, political art under military dictatorships; and art and violence in Latin American art today.

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:

1. Gather, interpret, and assess information from a variety of sources and points of view.
   Students will gather, interpret, and assess information from a variety of sources and points of view by writing a research paper based on a museum field trip to EL MUSEO DEL BARRIO (20% of grade). Students will choose ONE work of art from the permanent collection of El Museo del Barrio and discuss it in terms of context, style, and visual literacy. Students will be expected to make an argument and to present evidence to support it. They will be asked to have a central point/thesis/research question guiding their paper (topics will be discussed in advance with the professor). They should engage the work of art in their discussion. They will be asked to include in their paper, the artist’s name, title of the work of art, medium, and date of the work that is being examined. The assignment should be three-page length (minimum). It should be typed; double spaced, font size 12 and should follow the rules on the Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian or any other academic-oriented reference book with guidelines for research papers. Students are expected to include bibliography and footnotes.

2. Students will learn how to evaluate evidence and arguments critically or analytically.
   Students will produce a well-reasoned short written assignment reflecting an understanding of one of their readings assigned in class. They will begin this written assignment with a brief introduction of the critical issues presented by the article, and will provide a summary of the article synthesizing its main arguments and describing how the author supports them. They will comment on the works of art mentioned in the article explaining how they discussed and are framed. Students may choose among any of the articles assigned in class which are available on e-reserve (10% of grade).

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   Students will learn how to evaluate evidence and arguments critically and analytically through their oral presentations. Each student will be given a visual comparison of two
works of art related to different periods and countries from Latin America. They should contrast and compare them in terms of style and subject matter, engaging art historical terms and critical related issues based on evidence that they gathered through their readings and lectures (10% of grade).

STUDENT LEARNING OBJECTIVES FROM CATEGORY C: 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 theatre.

   Students will be required to take a midterm and a final exam (30% of their grade each) comprised of identification, interpretation, and formal critical analysis of Latin American artworks. In their exams, students will be required to write short essays evaluating the social, political, and historical issues related to each period in which the artworks belong. Topics included in their exams are: why the Aztecs committed human sacrifices, what was the predominant style of the Academy of San Carlos, what were the subject matters explored by the traveller-reporters in the Spanish colonies, what were the main ideas stated by Brazilian poet Oswald de Andrade in his “Anthropophagite Manifesto” (1928), what was the Mexican Muralist Movement about, and what was the controversy involving Diego Rivera’s fresco Man at the Crossroads (1933) at the Rockefeller Center in New York City. Students will also learn fundamental concepts related to Latin American art such as syncretism, hybridization, cultural cannibalism, cultural identity, and neo-colonialism, among others.

5. 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 their scholarly required readings and lectures, students will learn from past cultures such as the Aztec civilization students will learn how it influenced works by Mexican Muralists such as Diego Rivera, David Alfaro Siqueiros, and José Clemente Orozco. They will also understand how modernist ideas and concepts such as Oswald de Andrade’s “Anthropophagite Manifesto” (1928) was a response to the conservative ideas and styles from 19th century academic art and a rejection of Eurocentric art. They will understand the legacy of Frida Kahlo’s self-portraits in contemporary artistic trends related to feminist art, among many other relevant discussions to the field of Latin American art.

6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

   Based on their field trip to El Museo del Barrio, students will learn how the display of the permanent collection in an institution such as El Museo del Barrio tells us about the Museum’s institutional history and the development of Latin American art. They will understand how the physical disposition of the space and the arrangement of the collection in the galleries create definitions, hierarchies, and influence visitor trajectories and experiences. What are the criteria used by the El Museo to display art: thematic, geographical, gendered, chronological, media-specific? What are the pros and cons? We will discuss how museum curators and the collection displays they create shape our experience and interpretation of works of art.
REQUIRED READINGS: can be purchased from Barnes & Noble, Amazon.com, or at the John Jay College Library Reserves:


ADDITIONAL READINGS: At John Jay College Library Reserves


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: No incomplete will be accepted.

- Research Paper Assignment: (20%)
- Short Paper Assignment based on article (10%)
- Midterm: (30%)
- Final Exam: (30%)
- Oral Presentation: (10%)

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).

Prepared for UCASC, Dec 7, 2012
OUTLINE:

Week 1- Introduction: Background on Latin American Art/Collecting and Exhibiting Latin American Art
Readings:

Week 2- The Aztec Empire
Reading:
- Educational Work Study guideline from The Aztec Empire Exhibition at the Solomon Guggenheim Museum (2004). (on e-reserve).

Week 3-Colonial Times: Casta Painting
Reading:

Week 4-Nineteenth Century
- Short Paper Assignment based on e-reserve article (Due on Week 6)

Independence and its Heroes/ Academies and History Painting
Readings:
- Dawn Ades, Art in Latin America: The Modern Era, 1820-1980 (Chapters 1 & 2)
- Traveller-Reporter Artists
- Nature, Science and the Picturesque

Week 5- The Modernist Legacy: The Search for Roots and Identity
Readings:
- Dawn Ades, Art in Latin America: The Modern Era, 1820-1980 (Chapter 6)

Week 6- The Mexican Muralists
Short Paper Assignment Due (10% of grade)
Artists discussed: Diego Rivera, José Clemente Orozco and David Alfaro Siqueiros.
Readings:
- Dawn Ades, Art in Latin America: The Modern Era, 1820-1980 (Chapters 7& 9)
**Week 7- Midterm** (30% of grade)
**Screening:** Diego Rivera in America (PBS Documentary)

**Week 8-Surrealism in Latin America/The Cult of Frida Kahlo**

**Research Paper Assignment (Due on Week 12)**

**Artists discussed:** Frida Kahlo, Remedios Varo, Maria Izquierdo, Leonora Carrington, Wifredo Lam, Xul Solar.

**Readings:**

**Week 9- FIELD TRIP TO EL MUSEO DEL BARRIO**

Address: 1230 5th Avenue, between 104 and 105 streets

**Week 10- Geometric Abstraction**

**Artists discussed:** Joaquim Torres-Garcia, Gyule Kosice, Tomás Maldonado, Juan Melé Alejandro Otero, Carlos Cruz-Diez, and Jesus Rafael Soto.

**Readings:**

**Week 12- Arts and Politics: Brazil, Argentina, and Chile**

**Research Paper Assignment Due** (30% of grade)

**Artists discussed:** Antonio Manuel, Artur Barrio, Cildo Meireles, Carlos Leppe, Diamela Eltit, Lotty Rosenfeld, Eugenio Dittborn.

**Readings:**

**Week 13- Art in Cuba and Latinos in New York**

**Artists discussed:** Felix Gonzalez Torres, Los Carpinteros, Carlos Garaicoa, Kcho, José Bedia, Tania Bruguera, Coco Fusco.

**Readings:**

Prepared for UCASC, Dec 7, 2012
Week 14- Oral Presentations (10% of grade)

Week 15-Final Exam (30% of grade)

Articles on E-Reserve

- Educational Work Study guideline from The Aztec Empire Exhibition at the Solomon Guggenheim Museum (2004). (on e-reserve).

Selected Bibliography:

Amor, Mónica, Yve-Alain Bois, Guy Brett, Gego. Defying Structures, exhibition catalogue, (Barcelona: Museu D'art Contemporani, 2006)

Barnitz, Jacqueline, Twentieth Century Art of Latin America (Austin: University of Texas Press, 2001)


Chadwick, Whitney, Women Artists and the Surrealist Movement (New York: Thames and Hudson, 1985)


Lygia Clark. Exhibition catalogue (Barcelona: Fundació Antoni Tàpies, 1997)


New Course Proposal Form

Date Submitted August 27, 2012

1. a. **Department(s) or program(s)** proposing this course: Percy Ellis Sutton SEEK Department
   
b. **Name** and contact information of proposer(s): Cheryl L. Franks, PhD
      Email address(es): cfranks@jjay.cuny.edu
      Phone number(s): (646) 557-4489

2. a. **Title of the course:** Education and Justice
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Education & Justice
   
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, assignments and activities are consistent with an introductory, freshman course for students in opportunity programs. The focus on educational inequality across contexts from micro to macro, and ending with strategies for hope and change will serve to enhance critical thinking and promote academic success. The course will help prepare students for more challenging college work.

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

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 supports both the justice core outcomes and John Jay’s option for Justice and the individual as well as the College’s core mission, educating for justice. “Education and Justice,” is specifically designed to develop the knowledge and skills SEEK students need for academic success. The course not only teaches about justice, but is justice in action through education, through the very pedagogy it employs. The course examines the relationship of education to questions of justice in the U.S. across contexts. It explores educational inequality from both a micro and macro perspective. It then provides a basis for hope and change in even the most challenging of situations. Students read about the experiences of others through the literature assigned but are
also encouraged to reflect on their own educational experiences and begin to understand what’s needed for success in college and how to access resources and support.

The course provides an opportunity for students to learn a youth development model of justice influenced by Paulo Freire and his teachings emphasizing the connection between critical consciousness, reflection and social action. Students develop an understanding of justice and their own relationship to it. In doing so they understand the critical role of education in ensuring justice. During one week in the course students are encouraged to engage in the activities the college community puts forth that will support their success at John Jay and beyond. Many of the classroom activities promote the development of collaborative relationships across dimensions of diversity. The course enhances student’s reading, writing, planning and critical thinking skills and prepares them for more advanced level coursework. It increases the capacity for student’s academic success and their role as future leaders, contributors and John Jay graduates.

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

This course examines the relationship of education to questions of justice as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts in which young people receive their schooling and analyzes the nature, causes, and effects of educational inequality. In the process of studying these issues, students will reflect on their own educational experiences and gain an understanding of the processes and expectations of college.

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, but restricted to students in the Percy Ellis Sutton SEEK Program

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

7. **Has this course been taught on an experimental basis?**
   ____ No  ___X___ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Spring, 2011: Fall, 2011
   b. Teacher(s): Cheryl L. Franks; Melissa Bessaha
   c. Enrollment(s): 25-30 students
   d. Prerequisites(s): None; Students in the SEEK Program

Prepared for UCASC, Dec 7, 2012
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

By the end of the course students will know and be able to:

- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop 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)

Restricted to students in the SEEK Program; required of all Freshman SEEK Students.

10. Will this course be part of JJ’s **general education program?**

    No ____  ____X____ Yes  If yes, please indicate the area:

**College Option:**

<table>
<thead>
<tr>
<th>Justice core:</th>
<th>Justice &amp; the Individual</th>
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<tr>
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<td>Struggle for Justice &amp; Equality in U.S.</td>
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<td>Justice in Global Perspective</td>
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<td>Learning from the Past</td>
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<td>Communication</td>
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**Please explain why this course should be part of the selected area.**

The course is about justice and the individual in that SEEK is justice in action, expanding opportunities for students to complete college; this course helps ensure students’ academic
success while teaching about justice, fairness, educational inequalities and the processes and strategies for individuals to overcome those inequalities.

11. How will you assess student learning?

Ten reflective journal entries; midterm paper; final paper; observation of class participation and collaborative group projects, activities and presentations.

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

  Yes_X___ No___(the course syllabus emphasizes the use of the John Jay College of Criminal Justice, Lloyd Sealy Library proxy server)

  • If yes, please state the librarian’s name: Maureen Richards
  • 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) X Sage Premier 2010

13. Syllabus - attached

14. Date of Department curriculum committee approval  May 3, 2012

15. Faculty - Who will be assigned to teach this course? __Cheryl L. Franks, LMSW, PhD, and other SEEK Counseling 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?

   ____No
   _x__Yes. If yes, number and name of course(s) to be withdrawn. **FRC 101**

19. Approvals:

   **Nancy Velasquez Torres**
   Chair, Proposer’s Department
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SSC 1xx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Education and Justice</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Percy Ellis Sutton SEEK Department</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>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course examines the relationship of education to questions of justice as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts in which young people receive their schooling and analyzes the nature, causes, and effects of educational inequality. In the process of studying these issues, students will reflect on their own educational experiences and gain an understanding of the processes and expectations of college.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>See Attached</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>x Justice &amp; the Individual (100-level)</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>x 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.

**I. 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>Overall the course supports this learning outcome</th>
<th>• Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>in that it is about the relationship between justice</td>
<td></td>
</tr>
<tr>
<td>and the individual through one’s role as student and</td>
<td></td>
</tr>
<tr>
<td>participator in the educational system. The readings,</td>
<td></td>
</tr>
<tr>
<td>assignments and activities throughout the course</td>
<td></td>
</tr>
<tr>
<td>help students develop an understanding of this</td>
<td></td>
</tr>
<tr>
<td>relationship. The reflective journal is a mechanism</td>
<td></td>
</tr>
<tr>
<td>for students to examine this relationship with 10</td>
<td></td>
</tr>
<tr>
<td>entries in total. Specifically, students are asked to</td>
<td></td>
</tr>
<tr>
<td>recall an incident of unfairness in the classroom, to</td>
<td></td>
</tr>
<tr>
<td>reflect on it in their writing and then to share their</td>
<td></td>
</tr>
<tr>
<td>stories with the class. Both the midterm and final</td>
<td></td>
</tr>
<tr>
<td>require students to reflect on issues of justice,</td>
<td></td>
</tr>
<tr>
<td>fairness and education and one’s relationship to</td>
<td></td>
</tr>
<tr>
<td>these issues through the assigned literature. In</td>
<td></td>
</tr>
<tr>
<td>“The hope and the unseen,” students are asked to</td>
<td></td>
</tr>
<tr>
<td>compare themselves to the main character in the</td>
<td></td>
</tr>
<tr>
<td>forces that pull them down and the pressures they</td>
<td></td>
</tr>
<tr>
<td>experience.</td>
<td></td>
</tr>
</tbody>
</table>

| Part of the pedagogy of the course is that students | • Identify problems and propose solutions through evidence-based inquiry |
| will read stories in the literature of problems and | | |
| obstacles toward a successful education and the | | |
| processes and strategies employed to overcome those | | |
| obstacles. Specifically, the required reading of | | |
| Douglas, Suskin, Kozol and the unit on bi-lingual | | |
| education supports this outcome. All the writing | | |
| students engage in is a reflection toward problem | | |
| solving. In Ginwright and Cammarota students are | | |
| exposed to a youth development model and Freire’s | | |
| work, presenting the connection between critical | | |
| consciousness, awareness and social action, | | |
| identifying and solving social problems that impact | | |
| urban youth. | | |

| The course itself is rooted in issues of identity, | • Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
| diversity and collaboration with others from the | | |
| readings, the authors and main characters | | |
| themselves through to the classroom exercises and | | |
| small group experiences. | | |

| The course utilizes the reflective journal as a major | • Demonstrate effective planning and reflection to accomplish specific course outcomes |
| tool to encourage self-reflection. The mid-term and | | |
| final papers require the same reflection and self- | | |
| assessment. In the career development unit and | | |
| during the last two weeks of the course, students are | | |
| asked to develop a career development plan and to | | |
| evaluate themselves and the course, planning next | | |
| steps and continued work for school success. | | |

| The course itself encourages students’ use of | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |
| resources and supports and academic goal setting | | |
| and personal growth. In Week 14 students are | | |
| specifically asked to attend any career planning | | |
| activity at John Jay or in the CUNY system, i.e., | | |
| career fair, workshop, appointment with career | | |
| development counselor, pre-law boot-camp. During | | |
| the final weeks students are engaged in academic | | |
| goal setting and evaluation. | | |
Welcome to “Education and Justice”

“Injustice anywhere is a threat to justice everywhere”  Martin Luther King Jr

“Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be maintained”  James A. Garfield

“Education is not the filling of a pail but the lighting of a fire”  William Butler Yeats

“The function of education is to teach one to think intensively and to think critically…intelligence plus character – that is the true goal of education”  Martin Luther King Jr

Course Description:

This course examines the relationship of education to questions of justice as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts in which young people receive their schooling and analyzes the nature, causes, and effects of educational inequality. In the process of studying these issues, students will reflect on their own educational experiences and gain an understanding of the processes and expectations of college.

Justice Core Learning Outcomes, Justice and the Individual:

By the end of the course, students will be able to:

- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth
Required Readings (Online and Library Reserve and Blackboard):


SEEK Legislation, Education Law 6452 (1966) (handout)


Other Resources

Film: Stand and Deliver

Video: Second Chances, the History of SEEK

Course Requirements & Instructor Expectations

Below is a list of requirements and expectations necessary for the successful completion of the course:

Participation and Preparation: Class attendance is mandatory, as is class participation. Students are expected to attend every class on time. At the beginning of class, students must turn off all cell phones. Students are permitted four (4) excused absences without penalty and must communicate with the instructor before class regarding the absence. Subsequent absences will impact student’s grade (see “Grade Assignment” below). Arriving late twice equals one absence. It is expected that all students be prepared for each class. It is also expected that students have a pen/pencil and paper at the ready for note-taking, and be ready
to actively participate in the class discussion having done the reading. If absent from class, it is the student’s responsibility to get notes from classmates or the instructor. Your educational experience and success is important so please be sure to communicate with the instructor regarding any difficulties that arise.

**Assignments:** All papers must be typed APA style (double-spaced in Times New Roman 12-point font), and submitted on time. All papers must include a heading with student’s name, date, and assignment title. Only late papers negotiated with the instructor prior to the due date will be accepted. If an assignment is due and the student is absent from class, contact instructor as soon as possible.

**E-mail:** Students are expected to use their John Jay email address and check emails at least once a day, as professors will use it to inform you of important information on any assignments and syllabus changes.

**Blackboard:** Students are required to check their Blackboard accounts on a daily basis for updates on class assignments, projects, discussion questions, and/or any changes in the course syllabus.

**Tutoring:** Students are required to see a SEEK tutor for all class assignments and projects at the Student Academic Support Center. To see a tutor students must make appointments in advance.

**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)*

**Americans with Disabilities Act (ADA) Policies:** 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) 237-8031, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

**Assessment (Grading)** Assessment and Grades will be discussed in more detail in the course. Below is a description of the assignments and evaluation of students for the class.
Class Participation 25%
Writing Assignments (Reflective Journal Entries) 35%
Mid-Term Exam 20%
Final Exam 20%
------------------------------------------------------------------------
Total Grade 100%

1) **Writing Assignments**: Students will keep a reflective journal (10 entries throughout the course). All journal assignments are described under each week on the course schedule.

2) **Midterm Paper: From Despair to Hope through Awareness and Change**
Students will write a 4 page paper, APA format, based on the work of Kozol and Ginwright and Cammaro answering the following questions: what are the 3 most significant obstacles to education the authors discuss (3 pages) and who do you agree with, in what ways and why? (1 page)

3) **Final Paper: Education and Justice**
Students will write a 5 page paper, APA format, on, “The Hope in the Unseen.” Students will spend class time in small groups developing questions for their final paper on what the author is communicating and arguing and the connection to the course title, “Education and Justice” and the theme of “Working for Change.” **Due:**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Equivalent</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>4.0</td>
</tr>
<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)
COURSE SCHEDULE

WEEK 1: Justice in the Classroom
Date Introduction to the Course
  o Defining justice
  o Justice and fairness in the classroom
  o Class agreements and rules: What’s fair in the classroom?
  o What’s different about college?
  o Introduction to reflective journaling

Writing Assignment: A reflective journal entry on a memory of classroom unfairness


Date Justice and Fairness: Forms and Definitions
  o Reviewing the many forms of justice
  o Our focus on justice for the course
  o The relationship between justice and fairness

Activity: Bearing witness to each other’s stories of unfairness

WEEK 2: Justice in the Classroom
Date Righting past wrongs: SEEK as Justice and Fairness

Reading (handout): SEEK Legislation, Education Law 6452 (1966)

Date SEEK: a Historical Perspective
Activity: Video, “Second Chances,” The History of SEEK

Writing Assignment: A reflective journal entry on the meaning of SEEK historically and in one’s life today

WEEK 3: Justice in the Classroom
Date The Power of Literacy
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Date Reading as Privilege

Prepared for UCASC, Dec 7, 2012

Writing Assignment: A reflective journal entry on the privilege and power of reading

WEEK 4: Injustice in the System
Date Life on the Mississippi
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Date Other People’s Children
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Writing Assignment: A reflective journal entry on what is Kozol arguing in these 2 chapters, what is he saying, what is he saying to you

WEEK 5: Injustice in the System
Date The Savage Inequalities of Public Education in New York City
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Date Children of the City Invincible
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Writing Assignment: A reflective journal entry on what is Kozol arguing in these 2 chapters, what is he saying, what is he saying to you

WEEK 6: Injustice in the System
Date The Equality of Innocence
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.

Date The Dream Deferred
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


Writing Assignment: A reflective journal entry on what is Kozol arguing in these 2 chapters, what is he saying, what is he saying to you

WEEK 7: Injustice in the System: Moving toward Hope and Change
Date A Youth Development Model of Justice
- The influence of Paulo Freire
- The role of self and social awareness
- Critical consciousness and social action


Date Social Awareness
Examining the Roots of Oppression and Inequality

“Social Awareness places an emphasis on community problem solving through critical thinking that raises questions about the roots of social inequality.”

-Ginwright & Cammarota


Writing Assignment: A reflective journal entry on what are Ginwright and Cammarota arguing in this chapter, what are they saying, what are they saying to you

WEEK 8: Pre-Writing Week
Date Writing as Privilege

Date Preparing for the Midterm

Activity: Class role play on Kozol, Freire, Ginswright and Cammarota having a dialogue with each other on education and justice. What would they argue? What would they say to each other? To you as a class? To you as students in the SEEK program?

Midterm Paper: From Despair to Hope through Awareness and Change

Prepared for UCASC, Dec 7, 2012
Students will write a 4 page paper, APA format, based on the work of Kozol and Ginwright and Cammarota answering the following questions: what are the 3 most significant obstacles to education the authors discuss (3 pages) and who do you agree with, in what ways and why? (1 page) Due:

**WEEK 9: Working for Change**

**Date**  Stand and Deliver  
View Film

**Date**  Stand and Deliver  
Discussion on how the film supports the movement toward hope and change

**WEEK 10: Working for Change**

**Date**  Bi-Lingual Education  


**Date**  Language and Self and Social Identity  
Defining language and exploring its link to identity, bi-culturalism, migration, assimilation


**Writing Assignment:** A reflective journal entry on the message these two authors were communicating/arguing regarding bi-lingual education, language, self and social identity and the link to hope and change

**WEEK 11  Working for Change: The Hope in the Unseen**

**Date**  Something to push against; Don’t let them hurt your children, Rise and shine  
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.


**Date**  To him who endureth, The pretender  
Activities include: Class discussion in large and small groups, role plays, sharing journal entries, etc.

**Writing Assignment:** A reflective journal entry on what is Suskin is arguing in these chapters, what is he saying, what is he saying to you

**WEEK 12  Working for Change: The Hope in the Unseen**

**Date**  Good-bye to yesterday, Fierce intimacies, Bill payers on parade  
**Activities include:** Class discussion in large and small groups, role plays, sharing journal entries, etc.


**Date**  A bursting heart, Back home  
**Activities include:** Class discussion in large and small groups, role plays, sharing journal entries, etc.


**Writing Assignment:** A reflective journal entry on what is Suskin is arguing in these chapters, what is he saying, what is he saying to you

**WEEK 13  Working for Change: The Hope in the Unseen**

**Date**  Let the colors run, A place up ahead, Meeting the man  
**Activities include:** Class discussion in large and small groups, role plays, sharing journal entries, etc.


**Date**  Epilogue, Author’s note  
**Activities include:** Class discussion in large and small groups, role plays, sharing journal entries, etc.

**Final Paper Activity:** In small groups, students will develop questions for their final paper


**Writing Assignment:** A reflective journal entry on what is Suskin is arguing in these chapters, what is he saying, what is he saying to you

---

**Final Paper: Education and Justice**

---

Prepared for UCASC, Dec 7, 2012
Students will write a 5 page paper, APA format, on, “The hope in the unseen.” Students will spend class time in small groups developing questions for their final paper on what the author is communicating and arguing and the connection to the course title, “Education and Justice” and the theme of “Working for Change.” Due:

---

WEEK 14: Evaluating Oneself

Date  Leaving with a Clear Assessment of Your Goals and Dreams


Date  Career Development and Goal Setting

Activities: Attend any career planning activity at John Jay or in the CUNY system, i.e., Career fair, workshop, appointment with career development counselor, pre-law boot-camp.

Complete the career assessment worksheet and RIASEC Test.


http://www.hawaii.edu/cte/publications/RIASEC.pdf

WEEK 15: Evaluating the Course

Date  Looking back on your first semester
   Lessons learned

Date  Looking Forward
   Discussion on next steps, next semester, endings, group closure
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted___8/25/12_(revised November 4, 2012)_

1. a. Department(s) or program(s) proposing this course__Africana Studies________
   
b. Name and contact information of proposer(s)__Jessica Gordon Nembhard______
       Email address(es__jnembhard@jjay.cuny.edu_________________
       Phone number(s)____646-557-4658______________________

2. a. Title of the course “Practicing Community-based Justice in the Africana World”
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____AFR ComJust Practice____________________
   
c. Level of this course  ____100 Level  ____200 Level  ____XXX__300 Level  ____400 Level
       Please provide a brief rationale for why the course is at the level:

   This is an upper level General Education course in the Justice Core. The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage or of relevance to Africana Peoples. It requires comparative analysis, critical thinking and increasingly complex research papers. As part of the Justice core it is aimed at transfer students that are exempted from taking our 100 and 200 GEN ED courses, and also who may have missed opportunities to take our 100 and 200 level courses in community-based justice and peace making.

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

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

   John Jay College specializes in Criminal Justice and increasingly in justice of all kinds. The Africana Studies Department is creating new courses at the 300 level that reflect the college’s focus on justice and connect with the College Option Justice Core in the General Education offerings. The Africana Studies Department currently offers two 200 level courses (AFR 227 “Introduction to Community-based Approaches to Justice” and AFR 229 “Restoring Justice: Making Peace and Resolving Conflict”)
which introduce students to these concepts, but are not General Education courses. In addition, there is no upper-level course for transfer students or upper undergraduates to take if they are interested in alternative forms of justice relevant to people of African heritage. This course fills that gap.

“Practicing Community-based Justice in the Africana World” differs from the other Africana Studies courses offered at the lower level not just because the analytic, reading and writing skills required are at a higher level, but also because it focuses more on alternative practices utilized around the world, on the wide variety of practices used by people of color, and on comparative analysis. Students will study and analyze many different types of community-based practices, and examine their applicability across a variety of populations and contexts, particularly in the African diaspora. AFR227 focuses more on the USA, and on community studies, as well as on theoretical analyses of race and crime and their relationship to choice of alternative practice at the community level. AFR229 focuses more specifically on African countries, and conflict resolution and peacemaking at both the community and national levels. Other courses in the college on restorative justice and alternative justice practices do not focus on Africana peoples (people of African descent around the world).

The Africana world refers to Africa and the African diaspora - anywhere on earth with a population of people of African heritage and/or of people who identify as Black. This course will also study some practices by other people of color and or people who have experienced discrimination, in order to explore how they have used alternative community justice strategies and if those practices might apply to Africana peoples.

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 purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage (or of relevance to Africana peoples). This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender reconciliation, and community conferences.
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**

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?

   By the end of the course, students will:
   
   - Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world, by comparing the similarities and differences among and between various community-based and restorative justice strategies, and the various impacts of these practices on neighborhood justice and community wellbeing (particularly among people of color and/or discriminated groups in the U.S., Puerto Rico, Canada, New Zealand, U.K., South Africa, and Nigeria).
   - Analyze how struggles for justice have shaped societies and cultures throughout the world by understanding the theories behind the concepts of community assets, community policing, alternative sentencing, community corrections, community courts, restitution, restorative justice and transformative justice as practiced among different groups, in different countries, and on different continents.
   - Evaluate a variety of community-based strategies, practices and policies used in a variety of countries, in terms of their effectiveness in establishing neighborhood justice - public safety, restitution, peace and wellbeing (particularly among Africana populations).
   - Develop skills in locating, interpreting, formatting, and discussing information and data from a wide range of sources and perspectives.
   - Differentiate multiple perspectives on the same subject.
   - Communicate effectively with the professor and fellow students: i) orally through class
discussion and presentations, ii) in small group discussions and team projects, and iii) in the writing of reflections, essays, exams, and papers.

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

_____No  __XX_Yes

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

Africana Studies Minor (elective)

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) College Option

No _____  Yes __XX_ If yes, please indicate the area: Justice Core II

College Option: Justice Core II: Justice in Global Perspective

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

Students in this course will analyze a variety of community and restorative justice practices from around the world; and will explore relationships between struggles for justice and experimentation with alternative community-based justice strategies.

11. How will you assess student learning?

Class Participation/Discussion
Formal Writing Assignments in the form of in-class essays and (progressively more complex) research papers
Oral reports
Quizzes, reflection essays, and worksheets

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__Ellen Sexton_______

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

Yes_XX___  No________

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

Prepared for UCASC, Dec 7, 2012
13. **Syllabus - attached**

14. **Date of Department curriculum committee** approval ____8/24/12________

15. **Faculty** - Who will be assigned to teach this course? ____Jessica Gordon Nembhard, Teresa Booker, _other Africana Studies 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:**

   C. Jama Adams       8/23/12
   Chair, Proposer’s Department
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>AFR 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>“Practicing Community-based Justice in the Africana World”</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary; Africana 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>ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses</td>
</tr>
<tr>
<td>Course Description</td>
<td>The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage (or of relevance to Africana peoples). This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender reconciliation, and community conferences.</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>
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<tbody>
<tr>
<td>Justice &amp; the Individual (100-level)</td>
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<tr>
<td>Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
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<tr>
<td>XX Justice in Global Perspective (300-level)</td>
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<tr>
<td></td>
<td>[ ] Learning from the Past</td>
<td></td>
<td>[ ] Communication</td>
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</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>I. Justice Core II: Justice in Global Perspective</th>
<th>Please explain how your course meets these learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</td>
</tr>
<tr>
<td>Students will develop a map of community assets for a particular neighborhood that highlight cultural, social, political and economic strengths. Students will compare the similarities and differences among and between various community-based and restorative justice strategies, and the various impacts of these practices on neighborhood justice and community wellbeing (particularly among people of color in the U.S., Puerto Rico, Canada, New Zealand, U.K., South Africa, and Nigeria). They will write a 10-12 page paper on this topic. They will discuss these comparisons during class, and through oral presentations. Small teams of students will analyze specific community justice policies (the need for them as well as the efficacy of them), and discuss their findings with the class.</td>
<td></td>
</tr>
<tr>
<td>Students will explore issues of criminal justice and community disorganization among a variety of groups who experience discrimination, and analyze why communities have turned to community-based justice strategies, and have re-discovered traditional/indigenous justice practices. Students will also examine the theories behind the concepts of community assets, community policing, alternative sentencing, community corrections, community courts, restitution, restorative justice and transformative justice as practiced in different countries and on different continents among different racial and ethnic groups; and write a short paper</td>
<td></td>
</tr>
<tr>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
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</table>
about these strategies and how they have been theorized to best operate. Some of the in-class essays and oral reports will also require students to analyze the relationships between struggles for justice and experimentation with alternative community-based justice strategies.

Students will evaluate a variety of community-based strategies, practices and policies used in a variety of countries, in terms of their effectiveness in establishing neighborhood justice - public safety, restitution, peace and wellbeing (particularly among people of color). Students will answer essay questions, give oral presentations, and write an 8-10 page paper on the effectiveness of a specific community-based practice or set of practices, for a racial, ethnic or gender group in a country other than the U.S.

• Differentiate multiple perspectives on the same subject
Course Syllabus

AFR 3XX – “Practicing Community-based Justice in the Africana World”

Professor: Jessica Gordon Nembhard, Ph.D.
Office Location: New Building, Room 9.63.07
Office Hours: T: 4:15 – 5:30 PM; TH: 10 AM – 12 PM or by appointment
Email Address: jnembhard@jjay.cuny.edu (or professorgn@gmail.com)
Phone Number: direct: 646-557-4658; messages: 212-237-8764

Course Description:
The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage (or of relevance to Africana peoples). This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender reconciliation, and community conferences.

The Africana world refers to Africa and the African diaspora - anywhere on earth with a population of people of African heritage and/or of people who identify as Black. Community-based justice refers to citizen access to and involvement in justice decision-making, and the development of alternative correction, social, economic, and educational strategies at the local level that promote restorative justice and transform traditional public safety strategies. Restorative justice practices aim to reconcile differences and repair injuries by facilitating active participation of victims, offenders, and their communities to resolve conflict, promote healing, and find solutions to prevent future injustices in communities.

Prerequisites: ENG 201.

Learning Outcomes
Students will:

• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world, by comparing the similarities and differences among and between various community-based and restorative justice strategies, and the various impacts of these practices on neighborhood justice and community wellbeing (particularly among people of color in the U.S., Puerto Rico, Canada, New Zealand, U.K., South Africa, and Nigeria).
• Analyze how struggles for justice have shaped societies and cultures throughout the world by understanding the theories behind the concepts of community assets, community policing, alternative sentencing, community corrections, community courts, restitution, restorative justice and transformative justice as practiced among different groups, in different countries, and on different continents.
• Evaluate a variety of community-based strategies, practices and policies used in a variety of countries, in terms of their effectiveness in establishing neighborhood justice - public safety, restitution, peace and wellbeing (particularly among groups who experience discrimination).
• Develop skills in locating, interpreting, formatting, and discussing information and data from a wide range of sources and perspectives.
• Differentiate multiple perspectives on the same subject.
• Communicate effectively with the professor and fellow students: i) orally through class discussion and presentations, ii) in small group discussions and team projects, and iii) in the writing of reflections, essays, exams, and papers.

Textbooks Required:

Other readings as outlined – to be available on Blackboard, online, and Library e-journals (indicated on the syllabus). Students need to have ready access to the internet. The Blackboard course management website is free. All students are required to get to know the site immediately. Weekly assignments, supplemental articles, course updates, course documents and/or links, discussion boards, and other sources to help you and to keep the class in communication with each other are on this site. Many required assignments will be given on this site. A copy of this syllabus will also be on the site. Please take your time to learn and utilize the class website. DO NOT WAIT until the last minute to become familiar with this website. It will be impossible to get a high grade in the class if you do not participate on the site. Find the link from the John Jay website www.jjay.cuny.edu. Similarly, students should learn immediately how to retrieve e-journals from the John Jay Library website, and be able to download documents to read.

Overview of Assignments and Grade Distribution

Grade Distribution (total points 100)
• Class Participation, Group Discussion and Oral Presentations: 15 points
• 3 In-class essays: 30 points (10 points each)
• 3 Research Papers: 45 points (10, 15, 25 points respectively)
• Team Policy Analysis: 10 points
Assignments

Class Participation, Small group discussions, oral presentations, and homework/worksheets (15 points total): Students are expected to come to class regularly, participate in class discussions and activities, and complete all required readings when due. Students will divide responsibility for the background readings listed in Week 1 and share information from them with the class during the first 2 weeks. Quizzes and reflection questions may be assigned daily; other assignments include small group discussions and report back; worksheets; and creation of an asset map (week 3). Each student is required to lead two (2) class discussions and give at least one (1) oral presentation to the class (Weeks 7 and 8) (not including the team presentation or the presentation during finals of Paper 3). Be punctual and attend all classes. Note that about 45% of your final grade is based on in-class activities.

In-Class Essays (30 points total): There will be three essays written during class (without notes) (worth 10 points each) scattered throughout the semester (Week 4, Week 9, and Week 14). Essays will cover an assigned topic and/or an assigned reading and shall include critical analysis of the readings and the topic. Students are expected to use additional readings and/or information about similar theories and practices from other countries in their essays. Possible essay questions will be distributed a week before the assignment is due.

Example essay questions include: explain the relationship between community assets, social capital and community-based approaches to justice and how they interact; research at least one academic (peer reviewed) article written in the last five years that evaluates one or a set of community and/or restorative justice practices and summarize and then critique it based on other course readings; outline the procedures and principles of youth courts and give one example of how they operate, particularly how they engage young people in problem solving, joint decision making and alternative sentencing; explain how restorative justice practices address issues for women victims of domestic violence and contribute to alternative solutions that empower women.

Research Papers (45 points total): There are three papers due for this course. Each paper will require an increasing number of academic sources, and increasing complexity and length.

- **Paper One** is a short essay (5 pages) exploring theories and strategies of community justice, restorative justice and community-based neighborhood justice practices – due Week 5 of class (10 points). Students are expected to analyze the theories in terms of efficacy as well as appropriateness for particular contexts and populations.

- **Paper Two** is a research paper, analyzing the data on the effectiveness of a specific community-based practice or set of practices for a racial, ethnic or gender subaltern group in a country other than the U.S. Students are expected to research strategies and practices in countries or among groups not covered in the required readings, and to analyze the practices in terms of efficacy as well as appropriateness for the particular context and population targeted. The topic must be approved by the professor (8-10 pages) – due the end of Week 10 (15 points). This paper will be handed in via www.turnitin.com or Blackboard.
- **Paper Three** is a 12-15 page research paper comparing community-based, restorative or transformative practices in two different countries, and for a variety of sub-populations - due the day final exam is scheduled for this class (20 points). Students will give an oral presentation to the class summarizing and discussing their paper during the final exam day.

**Team Policy Analysis (10 points):** Students will form teams during the middle of the semester to discuss a specific community-based justice practice or community justice plan or policy, for a specific community or group of interest. In teams of three or four to a group, create an oral presentation that provides background information and statistics about the practice, plan, or policy; and analyzes the need for and effectiveness of the practice/plan and its challenges. This practice cannot be one any of the team members used for their papers or oral reports. Provide the presentation in the format of an oral policy brief (a template will be given). Provide an annotated bibliography (10 entries) on the topic to hand out to the class. Give an oral presentation to the class (weeks 12 and 13).

**Course Outline, Schedule and Readings**

**Part I: Definitions**

**Week 1 - Introduction** - definitions, statement of the problem, examples and elements of community justice.

- **Readings:**  


**Recommended Background Readings** (to be divided up by the class and shared through class discussion in the first 2 weeks):


Week 2

Community Assets:


http://www.urban.org/UploadedPDF/dc_families.pdf

Social Capital:

Readings:


Week 3 - Restorative Justice

Community Asset Map Due


Week 4 - **Human Rights**

**In-Class Essay 1**


http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html


Week 5 - **Indigenous Rights**

**Paper 1**


**Part II: Strategies and Practices Around the World**

Week 6 - **Evaluating Community and Restorative Justice**

Readings:


**Week 7 - Juvenile Justice**


Center for Court Innovation. “Youth Courts: Overview; How it Works” also read “Youth Court Training Curriculum (link down right hand column, middle of page) [http://www.courtinnovation.org/project/youth-courts](http://www.courtinnovation.org/project/youth-courts)

**Sanctioning and Healing**

**Class Oral Reports** (on sanctioning and healing, and mediation Weeks 7 and 8)


**Week 8 - Mediation**


**Week 9- Victim-Offender Reconciliation**

**In Class Essay 2**


**Week 10 – Community Policing and Neighborhood Justice**

**Paper 2** (turnitin.com at end of week 10)

**Readings:**  


**Week 11 – Community Courts and Truth and Reconciliation**

**Readings:**  


**Community Corrections**

**Readings:**  
* CJ2, Chapter 4, “Corrections and Community Justice,” pp. 94-128.


Handout: “Co-op Prison” [Blackboard]

**Part III: Problem Solving and Transformation**

**Week 12 - Community-based Solutions to Domestic Violence**

Team Policy Analysis Reports (Weeks 12 and 13)

Readings:


**Week 13 - Democratic Community Economics and Justice**


**Week 14 - Transformative Justice – Thinking out of the Box**

In-Class Essay 3

Readings:


**Week 15 - Final Exam: Paper 3 due in lieu of exam; and 2 hours (during class final exam session) for individual student oral presentations of Paper 3 (mandatory -all students attend and present).**

**Important Information**

**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 to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. 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 discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions will result in a low grade or failure.

**Classroom behavior:**
Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and lap tops must be turned off during examinations.

**Make-up exams:**
In-class examinations and assignments cannot be made up unless in the event of an emergency, once the professor is informed and with approval from the professor.

**Grading and Evaluation**
**Evaluation:**

- Your classroom comments and the results from the daily discussion questions will be used to assess, among other things whether you are doing the assigned readings.
- Your classroom comments and writing assignments will be used to assess your ability to locate, analyze and integrate information from the readings and the lectures.
- Essay and paper writing will enable students to gain expertise in thinking and writing about information and ideas from course readings and class discussion, to use concepts and theory to analyze research and policy, and to use APA style. Mastery of these skills is crucial to becoming good researchers and to do well in later courses.
- Your final grade will reflect the degree to which you do the assigned readings, think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought thorough arguments. Credit will also be given for consistent attempts to present ideas in class.
- Late papers and assignments will only be accepted if lateness is approved by the professor in advance of the due date, or with proof of an emergency. Late papers and assignments will not be accepted later than one week after the due date, and will lose points (1 point per day). Students may be given the opportunity to re-do or re-write a paper or assignment (with the new grade averaged with the previous grade) only after discussion with the professor during an office appointment.
- Students are encouraged to meet with the professor one-on-one at least once.

**Grading:**

<table>
<thead>
<tr>
<th>Total Point Conversion to Final Grade:</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0 points</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
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</tbody>
</table>

Reminder:
- A = Excellent
- B = Good
- C = Satisfactory
- D = Passing
- F=Failure/Unsuccessful

**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)*

**Professor will use** [www.turnitin.com](http://www.turnitin.com) **for at least one of the paper submissions to help students understand the proper use of sources and prevent academic dishonesty.**

**In addition, please note that Wikipedia is not an acceptable academic source for any information used, discussed or written about in this class. It is not peer reviewed.**

**Students should study the APA style at** [http://www.apaguide.net/](http://www.apaguide.net/) **or from any other source on APA style.**

**Statement Regarding Students with Disabilities:**
The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted _8/14/12_____________________

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

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

   Email address(es) _kgentile@jjay.cuny.edu_____________________________

   Phone number(s) _212-237-8110_____________________________

2. a. **Title of the course** ____Gender, Activism and Social Change

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Gender& Activism ______

   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: It is designed to fulfill the Justice and the Individual section of the Justice Core.

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

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 has been developed in order to fulfill the Justice and the Individual section of the Common Core option. The course looks at an important aspect of Gender Studies that has been absent from our GS curriculum – the connection between the individual and the community in terms of social change and activism. Each class will feature a specific focus on a particular form of activism toward social change in order to help students apply the principles of gender and organizational theories to a real world example. In the process students will learn about activism, gender theory and a particular focus of social change, such as the environment. Through readings the course introduces students to some basic concepts and vocabulary of gender studies. Writing assignments are designed to assist students in developing some basic research tools and to help them build their abilities to read critically and write clearly. Through reflection assignments students will be helped to identify and challenge their perspectives. Ideally the course will introduce freshmen not only to the Gender Studies Program but also to Human Services, and social justice activities on campus and in their respective communities.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course introduces students to ways that gender shapes ideas of justice, social activism and social change. Students will apply the knowledge gained in the classroom to their study of specific forms of activism both at John Jay College and in the larger community. The course will introduce key terms in the interdisciplinary fields of gender and activist studies and some of the important debates in these fields, while providing an introduction to the college experience.

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

   1) Describe their own relationships to the issue of gender and activism.
   2) Identify problems and propose solutions using the interdisciplinary methods of gender studies inquiry.
   3) Assess the effectiveness of their collaborations with others from different backgrounds.
   4) Demonstrate effective planning and reflection in group based in‐class and outreach projects.
   5) Engage with on and off campus groups working in the areas of gender, activism and social change.

9. Will this course be part of any major(s), minor(s) or program(s)?
The course will introduce students to the Gender Studies Program at John Jay but the course will count toward the Justice and the Individual category of the College Option Justice Core. It can be used as an elective in the Gender Studies Minor.

10. Will this course be part of JJ’s general education program?
   _X_ Yes  ____ No  
   If yes, please indicate the area:

   **College Option:**

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

   This course is unique in its focus on gender, activism and social change. Community and grassroots activism are central in social justice. The course will help students make links between their individual actions and community and organizational movement toward social change. Looking specifically at the roles of gender in activism makes the focus on justice even clearer. In the course, students will be introduced to key concepts in gender and activist studies and learn to read, interpret, critically analyze and assess articles using different methods of inquiry. Students will be expected to demonstrate the ability to think reflexively about one’s subject position within the literature of the course, connecting everyday behaviors and choices to their impact on their environments in a nonjudgmental but critical way. Throughout the semester students will be given assignments requiring them to situate themselves within the theories they are learning and to use these theories to better critique and engage with their world. This linking of gender, race, class, and social justice fits in well with the learning objectives of the Justice and the Individual component of the Justice Core.

11. How will you assess student learning?

   Students will write 2 research based papers, 5 reflection papers/journals, and write a group project. The highstakes papers will be scaffolded with the assessment of proposals and outlines. The students will engage in peer review activities as well, to gage their own and others learning. Learning will be assessed through high and low stakes writing assignments, a group oral presentation, and a final exam comprised of short answer 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 and Ellen Belcher works closely with GS__________________________
   • 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 _X___
     ➢ JSTOR  __X__
     ➢ SCOPUS _____
     ➢ Other (please name)  _X_Gale Gender Studies_and Contemporary Womens Issues__________________________

13. **Syllabus - attached**

14. Date of **Department curriculum committee** approval: Gender Studies Committee: 8/13/12

15. **Faculty** - Who will be assigned to teach this course? __K. Gentile, T. Pauliny, C. Mulder, R. Rubio________________________

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

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

I consulted with Prof. Gerry Markowitz and Joan Hoffman on this particular course and with Joseph Maldonado on the activism readings.

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

No

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

19. Approvals:

Katie Gentile

Major or Minor Coordinator
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>GEN 1XX</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Gender, Activism and Social Change</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Gender Studies</td>
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<tr>
<td>Discipline</td>
<td>Gender Studies</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Prerequisites</td>
<td>none</td>
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<tr>
<td>Co-requisites</td>
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### Course Description
This course introduces students to ways that gender shapes ideas of justice, social activism and social change. Students will apply the knowledge gained in the classroom to their study of specific forms of activism both at John Jay College and in the larger community. The course will introduce key terms in the interdisciplinary fields of gender and activist studies and some of the important debates in these fields, while providing an introduction to the college experience.

### 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.)

<table>
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<tr>
<th>Justice Core</th>
<th>□ Learning from the Past</th>
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<tr>
<td>Justice in Global Perspective (300-level)</td>
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### Learning Outcomes
In the left column explain the course assignments and activities that will address the learning outcomes.

Prepared for UCASC, Dec 7, 2012
### 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 be introduced to key concepts in gender and activist studies and learn to read, interpret, critically analyze and assess articles using different methods of inquiry focusing on specific examples of activism. Students will be expected to demonstrate the ability to think reflexively about one’s subject position within the literature of the course, connecting everyday behaviors and choices to their impact on communities in a nonjudgmental but critical way. Throughout the semester students will be given assignments requiring them to situate themselves within the theories they are learning and how specific ideals of social justice impact them (papers, all reflection journals and their final project). For instance, on the sample syllabus focusing specifically on gender and environmental justice, when reading about social class and space they will document and map out green spaces throughout NYC (week 7). When reading about food justice they will investigate what foods are available in their respective neighborhoods, tracking the foods’ respective journeys to their store. They will be asked to take note of who does the shopping. These and other assignments will help them link the readings to their everyday lives and...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe one’s own relationship to significant issues of justice</td>
</tr>
</tbody>
</table>

**Prepared for UCASC, Dec 7, 2012**
how they connect to gender and environmental issues (week 11).

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 their own research papers and observation/documentation projects. On the sample syllabus focusing specifically on gender and environmental justice, they will learn these skills through readings on method (week 3), scaffolded writing assignments (outlines, proposals, then papers) and reflection journals that help them link their actions to social justice. For instance, one reflection journal assignment will be to track their food choices for a week, taking note of what they eat, the amount of trash produced by their meals. They will reflect on these and consider ways to lessen the amount of trash produced, including reflecting on the time, money, and personal energy required to do so.

Students will be assigned a final project that is group based. They will be expected to work with each other and write a reflection paper about the process of working within the group. Additionally, as per the sample syllabus focusing specifically on gender and environmental justice, students will engage in peer engagement exercises that are structured by the professor to help students develop the skills to work

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<td>-</td>
<td>Identify problems and propose solutions through evidence-based inquiry</td>
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<td>-</td>
<td>Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
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</table>

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Prepared for UCASC, Dec 7, 2012
together, critically read each others’ work, and provide constructive feedback (weeks 5, 9, 12). For instance, students will have to collaborate to develop a set of interview questions for a food vendor in a farmer’s market (week 12). Together they will have to go to the market and conduct observational research, document their observations, and conduct an informational interview. Each step will be planned out in the class with feedback from the professor.

Each writing and observational assignment in the class will be a culmination of scaffolded skill-based assignments. For instance, for the sample class syllabus focusing on gender and environmental justice, they will keep a food journal where they will reflect on environmental issues and food justice issues from the readings. Their two papers will build on this reflection by having them document green spaces and do observations in a food store. From these papers they will learn to link readings to their observations of the world. For the final project they will integrate the skills learned to develop interview questions they would ask a food vendor at a farmer’s market. The questions will reflect the focus of the readings and the class. Each step builds skills and each step has clear deadlines. Students will be expected to learn how to manage time and plan effectively through these scaffolded tasks. Each proposal they submit must include a timeline for the completion of the assignment with the list of required tasks (weeks 3, 9, 12).

- Demonstrate effective planning and reflection to accomplish specific course outcomes
The reflection journals are designed to promote academic and personal growth through the integration of reading assignments and personal reflection. On the sample syllabus that focuses on gender and environmental justice, assignments include attending 2 on campus events that relate to the class topics and identifying any campus clubs or groups that focus on issues from the class. Additionally by documenting parks, grocery stores and a farmer’s market students will be engaging with the larger world, collecting their observations and reflecting on them in writing assignments, linking their ideas with those from the class readings.

| | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |

Prepared for UCASC, Dec 7, 2012
GEN 1XX  Gender, Activism and Social Change

John Jay College of Criminal Justice 524 W. 59th Street, NYC 10019
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 ways that gender shapes ideas of justice, social activism and social change. Students will apply the knowledge gained in the classroom to their study of specific forms of activism both at John Jay College and in the larger community. The course will introduce key terms in the interdisciplinary fields of gender and activist studies and some of the important debates in these fields, while providing an introduction to the college experience.

For this semester, we will explore some ways in which gender shapes environmental issues and activism, the intersections of race and class and how they impact proximity to environmental hazards. We will end the course focusing on the environmental impact of food choices and the food justice movement as a specific example of environmental grassroots activism.

LEARNING OUTCOMES Students will:

1) Describe their own relationships to the issue of gender, activism and social change.
2) Identify problems and propose solutions using the interdisciplinary methods of gender studies inquiry.
3) Assess the effectiveness of their collaborations with others from different backgrounds.
4) Demonstrate effective planning and reflection in group based in-class and outreach projects.
5) Engage with on and off campus groups working in the areas of gender and activism.

CLASSROOM POLICIES

• 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.
COURSE REQUIREMENTS

- Five journal reflections and in class writing: 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 reflection your own behaviors. Certain weeks you will be asked to take specific note of your food, for instance, the amount of packaging of your food, how much trash vs. recycling vs. reuse of materials is involved in your meals? Who serves you these meals? This class is not about casting judgments but connecting our everyday choices with their impacts on our environment. How would you describe your carbon footprint based on your food choices? What could you do to change this? Would these changes impact the gendered division of labor in your home? Journals will be collected each Wednesday.

- AT LEAST 2 reflection journal assignments must include participation in an on-campus event that relates to the class. Students should go to Student Activities and Community Outreach Offices or the Women’s Center to inquire about events for the semester.

- 1 journal reflection involves a field trip to River Bank Park. Guiding questions will be handed out before the field trip.

- 2 SHORT PAPERS

  - PAPER 1: Assess green spaces around the city. Where are the parks? Take pictures of two parks in two different neighborhoods. Describe the parks: what do they look like? Do they have trees and/or grass? Are there age-specific places for children? (i.e. toddlers, school aged, etc.) Who is there watching children? Are genders equally represented at the park? Who is there (observe gender and race/ethnicity as you can) and what are they doing? Is there shade for the summer? Are their bathrooms and drinking fountains? Are certain areas of the City more green than others? If so, which? Reflecting on the readings so far, how would the location of parks impact gendered labor? Who does it impact and why? Would you want to play here or want your own children to play here? Make sure to refer to at least 4 readings from the class. 2-3 pages plus graphics/photos.

  - PAPER 2: Go to your local food store. Describe what foods are available. Are there fresh foods? What are they? Where are they from? What kind of preparation would be involved in preparing them to eat? Identify 3 fruits and 3 vegetables and track their journey from the ground to the store. How many miles? How did they travel? Who is working in the store doing what labor? Who are the customers? Describe their gender and ethnicity, if possible. Make sure to refer to at least 4 readings (2 must be readings read since the last paper). 4-5 pages.

- PROPOSALS FOR PAPERS AND PROJECTS – This document will not only describe the content of your papers and projects but will include a timeline of tasks you will undertake in order to complete the assignment.

- FINAL GROUP PROJECT
  Students will be placed into groups of no more than 4. Groups will go to a farmer’s market in the city. They will describe the goods available. Who are the customers in terms of race/ethnicity and gender? Students will interview a food vendor (vegetable, fruit, dairy or meat). The groups will have to submit a list of
potential questions ahead of time. These questions should be based on information they have learned from the class, readings, and discussion. Interviews should be no longer than 10 minutes. Groups will present their projects with pictures during the last class. Groups will submit one paper, no more than 5 pages and each student will submit a separate 1-2 page reflection paper describing their role in the group, the roles of others in the group, issues that came up and how they were handled and resolved.

- **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. The professor will handout guidelines for peer engagement with each peer review assignment.

- **One two-hour final examination** You will need to demonstrate critical reflection on the ideas and terms learned during the semester.

**GRADING**

- 20 pts. class participation
- 20 pts. 2 short papers
- 15 pts. journal reflection,
- 15 pts. in-class writings and peer engagement
- 15 pts. final group project
- 15 pts. final exam

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<tr>
<td>100-93 pts.</td>
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<td>66-63 pts.</td>
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<td>62-60 pts.</td>
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<td>59-0 pts.</td>
<td>F</td>
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**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 OUTLINE
Required text:
All readings are available for download on ereserve, password is password.

SECTION ONE: GENERAL INTRODUCTION TO GENDER, ACTIVISM AND SOCIAL CHANGE

Week 1 What Is Gender?

Week 2 What Is Gender? Continued

Week 3 What Does Gender Have to do With Justice and Activism?

Week 3 What Is Activism And Organizing?

PROPOSAL FOR PAPER 1 DUE

Week 4 Organizing and Observing as Research

SECTION TWO: CASE STUDY OF GENDER, ACTIVISM AND SOCIAL JUSTICE: THE ENVIRONMENT

Week 5 A History Of Us Environmental Justice Movements

OUTLINE OF PAPER 1 DUE; PEER AND PROFESSOR REVIEW

Week 6 History and Justice Movements Continued


Week 6 Why Does Gender Matter In Environmental Justice?


Week 7 Gender And Environmental Activism


PAPER 1 DUE

Week 8 Methods Of Grassroots Environmental Activism

United Nations Environmental Programme, Policy Series. Toward gender mainstreaming in environmental policy, in Women and the Environment, 84-100.

Week 9 Gender, Race and the Use of Land


REFLECTION JOURNAL ON RIVER BANK PARK

SECTION THREE: ENVIRONMENTAL ACTIVISM CLOSE TO/IN THE HOME — FOOD JUSTICE

Week 10 The Business of Organic Foods


PROPOSAL WITH OUTLINE OF PAPER 2 DUE; PEER AND PROFESSOR REVIEW

Week 11 Everyday Environmental Activism and Your Kitchen


Prepared for UCASC, Dec 7, 2012
PAPER 2 DUE

Week 12 Gender and Race in Food-based Environmental Activism

SUBMIT OUTLINE OF GROUP PROJECT WITH INTERVIEW QUESTIONS FOR PEER AND PROFESSOR REVIEW

Week 13 Gender, Race and the Global Politics of Food-based Environmental Activism and Social Change
Morales, A. Growing food justice and dismantling racism through sustainable food systems, p. 149-176. In *The quest for environmental justice: Human rights and the politics of pollution*

http://arc.org/downloads/food_justice_021611_F.pdf

Week 14 Food-Based Environmental Activism as Social Change

Week 15 GROUP PRESENTATIONS AND FINAL PAPERS DUE

FINAL EXAM:
GEN 1XX BIOBIBIOGRAPHY


United Nations Environmental Programme, Policy Series. Toward gender mainstreaming in environmental policy, in Women and the Environment, 84-100.

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

New Course Proposal Form

Date Submitted 8-8-12

1. a. Department(s) or program(s) proposing this course: Department of Foreign Languages and Literatures

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

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

2. a. Title of the course: The Theme of Justice in Latin American Literature and Film

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

   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 course with prerequisites that require students to be able to read, analyze and write and to have some cultural background in the societies under examination. It also requires basic critical inquiry/thinking skills developed in these earlier prerequisites. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 300-level course.

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

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.)

   Because the core value of SPA 3XX--“The Theme of Justice in Latin American Literature and Film” is the notion of justice (not necessarily criminal justice, but other forms of justice as well) this course supports and promotes John Jay College’s mission of “educating for justice.” Another reason to offer it is that this course addresses the theme of justice global perspective and perfectly fits within the Justice Core.
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.)

How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. Although the course is taught in English, students with a reading knowledge of Spanish are encouraged to read all materials in the original.

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 ___0___
   c. Credits ___3___

7. Has this course been taught on an **experimental basis**?
   ___X___ No _______ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

Upon completion of this course, students will be able to:
- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

The fundamental objectives of the Department of Foreign Languages and Literatures are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a literature and culture other than their own, which, at the
same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, SPA 3XX----“The Theme of Justice in Latin American Literature and Film” enhances the understanding of Latin American literature(s) and culture(s).

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): Minor in Spanish

10. Will this course be part of JJ’s general education program?

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

    College Option:

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

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

    (1) SPA 3XX--The Theme of Justice in Latin American Literature and Film develops an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

    Various course readings, oral presentations, and two short papers require students to analyze and assess information about the social, political, economic, and cultural contexts of the struggle for justice represented in the works (poems, novel, essay, drama, or film) that are examined in this course. For example, two short papers require students to place a literary text within its larger historical, social, and political, and economic context, and discuss how the text relates to that context.

    (2) SPA 3XX--The Theme of Justice in Latin American Literature and Film analyzes how struggles for justice have shaped societies and cultures throughout the world

    As recently as thirty years ago, much of Latin America’s Southern Cone was ruled by military dictatorships like Augusto Pinochet’s regime in Chile and the Military Junta in Argentina. Diverse human rights movements were just beginning to take root in these countries as resistance to state repression spread. Through readings, oral presentations, class discussions, and papers students will analyze how those longstanding struggles
for justice eventually had an impact on the cultures and future configurations of those societies.

(3) SPA 3XX--The Theme of Justice in Latin American Literature and Film differentiates multiple perspectives on the same subject

Oral presentations and classroom discussions will allow for the presentation of the same topic from multiple perspectives. Furthermore, students will keep a journal of their thoughts throughout the class. This will give them an opportunity to reflect on the various perspectives presented in the discussions, classroom presentations, and readings/research. It will also give them a chance to explore their own changing opinions in light of new information.

11. How will you assess student learning?
   Through class participation, homework, quizzes, midterm, oral exam, and final exam

12. Did you meet with a librarian to discuss library resources for the course?
   Yes____ X__ No____
   • If yes, please state the librarian’s name: Prof. Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course
     Yes____ X_____ No________

   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ ___X__
     ➢ EBSCOhost Academic Search Complete ___X__
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___
     ➢ LexisNexis Universe ___X___
     ➢ Criminal Justice Abstracts ___
     ➢ PsycINFO ___
     ➢ Sociological Abstracts ___
     ➢ JSTOR ___X___
     ➢ SCOPUS ___
     ➢ Other (please name)
       ________________________________

13. Syllabus - attached

14. Date of Department curriculum committee approval __________ 8-8-12_____

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

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 discussed the course with Prof. Lisandro Perez, Chair of the Department of Latin American and Latina/o Studies. As a result of those discussions, I changed the title and description to more adequately reflect the nature of the course, which focuses on literature and film.

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

19. Approvals:
    Silvia Dapia, August 8, 2012.

   Chair, Proposer’s Department
### John Jay General Education College Option

**Course Submission Form**

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Syllabus must be included with submission, 5 pages max recommended

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

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**John Jay College Option Location**

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<tr>
<td>X [ ] Justice in Global Perspective (300-level)</td>
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</tbody>
</table>

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**Learning Outcomes**

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Prepared for UCASC, Dec 7, 2012
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>Various course readings, oral presentations, and two short papers require students to analyze and assess information about the social, political, economic, and cultural contexts of the struggle for justice represented in the works (poems, novel, essay, drama, or film) that are examined in this course. For example, two short papers require students to place a literary text within its larger historical, social, and political, and economic context, and discuss how the text relates to that context.</td>
</tr>
<tr>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</td>
</tr>
<tr>
<td>As recently as thirty years ago, much of Latin America’s Southern Cone was ruled by military dictatorships like Augusto Pinochet’s regime in Chile and the Military Junta in Argentina. Diverse human rights movements were just beginning to take root in these countries as resistance to state repression spread. Through readings, oral presentations, class discussions, and papers students will analyze how those longstanding struggles for justice eventually had an impact on the cultures and future configurations of those societies.</td>
</tr>
<tr>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
<tr>
<td>Oral presentations and classroom discussions will allow for the presentation of the same topic from multiple perspectives. Students will keep a journal of their thoughts throughout the class. This will give them an opportunity to reflect on the various perspectives presented in the discussions, classroom presentations, and readings/research. It will also give them a chance to explore their own changing opinions in light of new information.</td>
</tr>
<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
Professor: Dr. Silvia Dapía  
Semester: Fall 2013  
Course Code: SPA 3XX  
Course Section: 01  
Professor’s e-mail: sdapia@jjay.cuny.edu

Course Prerequisite: ENG 201

Course Description:
How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. Although the course is taught in English, students with a reading knowledge of Spanish are encouraged to read all materials in the original.

Required Texts:

General Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject.

Specific Learning Outcomes:
Upon completion of this course, students will be able to:
- define and identify representations of struggles for justice as they appear in diverse Latin American literary texts, films, and cultural objects;
- place Latin American literary, artistic, and cultural objects within their historical, social, and political context;
- identify the themes, symbols, metrics, and other conventions common to the Latin American literature, films, and arts of the last thirty years;
- articulate critical responses to topics discussed in class;
- communicate ideas and information that is the result of carefully conducted research;
- develop a research project that analyzes a work from this period or a theme exemplified by several authors and work.

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**

Prepared for UCASC, Dec 7, 2012
Exemplary
- initiates and maintains interaction with students and instructor
- shows leadership in group activities
- is always prepared and demonstrates a minimum of errors
- 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

Marginal
- participates more passively than actively
- rarely cooperates in group activities
- is frequently not well prepared

Unacceptable
- participates grudgingly or not at all
- generally does not cooperate in group activities

2. Course Journal (10%) - Students will keep an intellectual journal (not a personal diary) throughout the semester. There should be an entry for every class meeting, except exams. The point of the journal is to record and hone the sort of ideas that often occur to us while we read, but that we usually do not develop as much as they deserve, because we don’t linger over them long enough. Keeping a journal makes us more precise readers and gives us a more active memory of the course material. The journal will follow your own interests, rather than topics simply assigned to you.

3. Short Papers (20%) — During the course of the semester, you will also have two 5-page papers that deal with material covered in class. Instructions for each writing assignment will be posted on Blackboard.

GENERAL EVALUATION RUBRIC FOR PAPERS
http://www.personal.psu.edu/users/s/a/sam50/rubric.htm

The Superior Paper (A/A-)
- Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.
- Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.
- Analysis: Author clearly relates evidence to “mini-thesis” (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information.
- Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate college level, academic tone.
- Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.

The Good Paper (B+/B)
- Thesis: Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.
- Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.
Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.

The "Really Needs Help" Paper (D+/D)

Is like The "Needs Help" Paper but the problems are more serious or more frequent.

The Failing Paper
Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.

4. **Quizzes (10%)** — 4 quizzes will be given. **There are no make-up quizzes.**

5. **Oral Presentation (15%)** — An oral presentation is required in which a theme of transitional justice from the required texts is explored and placed within the appropriate social, political, economic, and cultural context. A class discussion will follow. The presenter will lead and moderate the discussion.

6. **Course Journals (10%)** — Students will keep an intellectual journal throughout the semester. There should be an entry for every class meeting, except exams and the four meetings immediately after the journals are collected. (The first time I collect the journals, I will not grade them, but I will give you an evaluation of how you’re doing and suggestions for future entries). The point of the journal is to record and hone the sort of ideas that often occur to us while we read, but that we usually do not develop as much as they deserve. The journal will follow your own interests, rather than topics simply assigned to you.

7. **Midterm (15%)** — The midterm will consist of two parts: (i) short-answer questions that test students’ mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. 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.**

8. **Final Paper (20%)** - The paper will be a written essay (8-10 pages) where each student will analyze a text or film of his/her choice but not discussed in class in light of a transitional justice intervention. While selection of the particular transitional justice intervention to be studied is open to the student, it has to be approved by the instructor

9. **Final Grade Weighting:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Participation</td>
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<tr>
<td>10%</td>
<td>Quizzes</td>
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<tr>
<td>15%</td>
<td>Midterm</td>
</tr>
<tr>
<td>15%</td>
<td>Oral Presentation</td>
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<tr>
<td>10%</td>
<td>Course Journal</td>
</tr>
<tr>
<td>20%</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

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

10. **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. **The written work required for the course must fulfill the stated assignment and must be the student’s original work.**

11. **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.

12. **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).
<table>
<thead>
<tr>
<th>W</th>
<th>Material to be covered in class</th>
<th>HW &amp; Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syllabus</td>
<td>Read the Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>, pp 1-60.</td>
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<tr>
<td></td>
<td>Discussion on Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>, pp 1-60.</td>
<td>Continue to read Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>, pp. 61-120.</td>
</tr>
<tr>
<td>2</td>
<td>Discussion on Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>, pp. 1-120.</td>
<td>Finish reading: Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>.</td>
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<tr>
<td></td>
<td>Quiz # 1</td>
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<td></td>
<td></td>
<td>Finish discussing Timerman, Jacobo. <em>Prisoner Without a Name, Cell Without a Number</em>.</td>
</tr>
<tr>
<td>3</td>
<td>Discussion on Feitlowitz, Marguerite. <em>A Lexicon of Terror: Argentina and the legacies of torture</em>, pp, 1-58.</td>
<td>Read Gambaro, Griselda. <em>Antigona Furiosa</em></td>
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<tr>
<td></td>
<td>Quiz # 2</td>
<td>Paper # 1:</td>
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<td></td>
<td>Use at least three assigned sources to place Timerman’s <em>Prisoner Without a Name, Cell Without a Number</em> and Gambaro’s <em>Antigona Furiosa</em> within their historical, social, and political context.</td>
</tr>
<tr>
<td>4</td>
<td>Viewing: <em>Los rubios</em> by Albertina Carri</td>
<td>Read Gabriela Nouzeilles “Postmemory Cinema and the Future of Past in Albertina Carri’s <em>Los rubios</em>” (electronic PDF file)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion on <em>Los rubios</em> by Albertina Carri and Gabriela Nouzeilles “Postmemory Cinema and the Future of Past in Albertina Carri’s <em>Los rubios</em>”</td>
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<tr>
<td></td>
<td></td>
<td>Read Nancy Gates Madsen, <em>The Parque de la Memoria</em> in Buenos Aires and Huyssen,</td>
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<tr>
<td>5</td>
<td>Memory Sites</td>
<td>Review for Midterm</td>
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<td></td>
<td>Quiz # 3</td>
<td>Review for Midterm</td>
</tr>
<tr>
<td>6</td>
<td>Midterm</td>
<td>Start reading Carlos Gamerro, <em>An Open Secret</em></td>
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<td></td>
<td></td>
<td>Discussion on Gamerro’s <em>An Open Secret</em></td>
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<tr>
<td></td>
<td></td>
<td>Finish reading Carlos Gamerro, <em>An Open Secret</em></td>
</tr>
<tr>
<td></td>
<td>Course Journal due</td>
<td>Continue to read Roberto Bolaño’s <em>Distant Star</em>, pp. 51-111.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion on Bolaño, Roberto. <em>Distant Star</em></td>
</tr>
</tbody>
</table>
| 8 | Further discussion of Bolaño’s *Distant Star* | Finish reading Roberto Bolaño’s *Distant Star*, pp. 112-
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Dorfman, Ariel. <em>The Death and the Maiden</em></td>
<td>Paper # 2: Use at least three assigned sources to place Bolaño’s <em>Distant Star</em> and Dorfman’s <em>Death and the Maiden</em> within their historical, social, and political context.</td>
</tr>
<tr>
<td></td>
<td>Further discussion of the Dorfman and Polanski texts</td>
<td>Read Raúl Zurita’s <em>INRI</em></td>
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<tr>
<td>12</td>
<td>Discuss Zurita’s <em>INRI</em></td>
<td>Finish reading Zurita’s <em>INRI</em></td>
</tr>
<tr>
<td>13</td>
<td>Oral Presentations</td>
<td>Prepare oral presentations</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Final Paper:</strong> Due on the day of the final exam</td>
<td></td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 8/14/12

1. a. Department(s) or program(s) proposing this course: ISP
   b. Name and contact information of proposer(s): Prof. Michael Blitz
      x8450  mblitz@jjay.cuny.edu

2. a. Title of the course: Alternate Worlds: Imagined, Created, Broken
   b. Abbreviated title: Alternate Worlds
   c. Level of this course: 100-level

   This course does not presuppose any particular knowledge or skills. It introduces students to a variety of narratives and to the critical and analytic techniques necessary to interpreting them.

   d. Course prefix to be used: ISP

3. Rationale for the course: This is a General Education course that satisfies the “Creative Expression” requirement in the Pathways flexible core. The focus of the course on imagined “worlds” and the ways in which they are created and understood introduces students to a wide variety of narratives that have shaped—and continue to shape—our perceptions about the nature of our own world.

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

   This course explores the ways that creative writers have envisioned parallel universes and alternate worlds: utopias, dystopias, microscopic universes, worlds of the future, and invisible inner worlds. Drawing on a fascinating array of narratives about imaginary worlds beyond the physical world around us, the course examines the manifold nature of such worlds and the purposes for which artists and dreamers create them.

5. Course Prerequisites or co-requisites: ENG 101

6. Number of class hours: 3; Number of Lab hours: 0; Number of credits: 3

7. Has this class been taught on an experimental basis? Yes
   a. Semester/Year(s): Fall 2011
   b. Teacher(s): Michael Blitz & Susannah Crowder
   c. Enrollment(s): 30
   d. Prerequisite(s): Eng 101

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

(1) Gather, interpret, and assess information and ideas from a variety of sources and points of view about what constitutes and defines a “world,” and how those ideas determine, in large part, how human beings live, work, play, and interact with others.

(2) Evaluate evidence and arguments about fictional depictions of alternate worlds critically and analytically.

(3) Produce well-reasoned written and oral arguments relevant to the theme of alternate worlds.

(4) Identify and apply fundamental concepts and methods of imaginative literature, including close reading and interpretative methods.

(5) Articulate how meaning is created through a wide variety of literary tropes and structures.

(6) Demonstrate knowledge of the skills involved in the creative process by writing imaginative works of their own.

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

   General Education Program, “Individual and Society” area in Theme A in ISP

10. Will this course be part of JJ’s general education program?

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

   Flexible Core:

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

10b. Explain why and how this course should be part of the selected area.

This course fulfills the learning goals of the Pathways Creative Expression area by introducing students to imaginative works that envision “worlds” in a variety of ways and for a variety of creative purposes. Through examining these texts, students will learn strategies for interpreting and analyzing creative works.

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:
B16

- Summarize, compare, and analyze descriptions, images, and narratives about the concept of worlds other than the one with which given individuals are most familiar. Written work designed to accomplish these goals will be assessed using a rubric measuring students’ achievement in summarizing key ideas, comparing these ideas to those from other sources, and analyzing the ways in which these ideas can and do affect the ways in which individuals and groups interact within and outside their own “worlds”;

- Identify, debate, and evaluate conflicting definitions and images of one or another “world.” These goals will be accomplished through a combination of short (2 – 3 page) written assignments and brief (1 – 2 minute) oral presentations that will be evaluated according to a rubric measuring students’ skills in clearly identifying and distinguishing different images of the world(s), navigating between and among opposing points of view, and offering an evaluation of the ways in which definitions of these worlds affect, and are affected by, the living beings occupying them.

- Create an original narrative about an ‘alternate world’ that reflects the work done throughout the course, as well as write a critical introduction to a fellow student’s narrative. Evaluation of this project will be according to a rubric measuring skills ranging from diction and vocabulary to reference and/or allusion to concepts from the course. This rubric will have a second part that will measure the effectiveness of the critical introductions.

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

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

Students will be expected to use the following library resources:
Library catalog, CUNY+
LexisNexis Universe
Electronic encyclopedia collections

12. Attach a sample syllabus for this course..... (see attached)

13. Date of Department Curriculum Committee approval: August 27, 2012

14. Faculty – who will be assigned to teach this course?  Full-time ISP faculty and experienced, 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)?  No. As the emphasis is on a multi-disciplinary vision of the concept of “world” — literary, historical, sociological, political—the course as proposed is unique.

16. Did you consult with department(s) or program(s) offering similar or related courses or majors?  No.

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

18. Amy Green, ISP Chair

Prepared for UCASC, Dec 7, 2012
CUNY Common Core
Course Submission Form

Date Submitted: 8/14/12

<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>Alternate Worlds: Imagined, Created, and Broken</td>
</tr>
<tr>
<td>Department</td>
<td>Interdisciplinary Studies</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</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course explores the ways that creative writers have envisioned parallel universes and alternate worlds: utopias, dystopias, microscopic universes, worlds of the future, and invisible inner worlds. Drawing on a fascinating array of narratives about imaginary worlds beyond the physical world around us, the course examines the manifold nature of such worlds and the purposes for which artists and dreamers create them.</td>
</tr>
<tr>
<td>Sample syllabus</td>
<td>Attached</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:
X – new course being proposed

CUNY COMMON CORE Location
Please check below the area of the Common Core for which the course is being submitted.

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x- 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.

1. Flexible Core

C. Creative Expression
A Flexible core course in this area must meet the three learning outcomes in the right column.

In their reading, written work, and class activities, students will explore a variety of ideas about what constitutes and defines a “world,” and how those ideas determine, in large part, how human beings live, work, play, and interact with others in such a world. For example, in week 9 students will read at least a dozen internet links about Beckett and his plays and write an evaluation of the usefulness of each source in explaining Beckett’s plays.

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

Through their written work, oral presentations, and small-group interactions, students will develop coherent arguments that use—and cite—evidence from their research. For example, in week 3 students will draw on evidence from the text to write an argument for or against the conscription of Ender in “Ender’s Game.”

- Evaluate evidence and arguments critically or analytically.

Through their written work, oral presentations, and small-group

- Produce well-reasoned written
interactions, students will develop coherent arguments that use—and cite—evidence from their research. In addition, By preparing and delivering brief oral as well as written creative presentations, students will improve their public speaking skills, their ability to recognize and emphasize key concepts and points, and their facility with organizing materials into succinct and meaningful public remarks. For example, in week 8 they will prepare an oral argument on whether or not “Brave New World” should be banned from public school and university libraries.

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<th>B16</th>
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<tbody>
<tr>
<td>Through the processes of close reading and interpretation intrinsic to literary study, as well as through the descriptive and analytical processes of a variety of co-disciplines, students will explore representations of alternate worlds—including literary genres, the rhetoric inherent in descriptions of ‘other worlds,’ and the creative processes by which authors and artists portray the concept of an alternative world. They will not only write literary analysis, but also reinforce their understanding of literary form by creating a fictional alternate world of their own (week 14).</td>
</tr>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including but not limited to, arts, communications, creative writing, media arts, music and theater.</td>
</tr>
<tr>
<td>Students will be able to recognize the ways in which authors create meaning through a wide variety of literary tropes and structures. In the course of examining literature dealing with alternate worlds, students will analyze the structural features of such literature, including (but not limited to) metaphor, allusion, narrative point of view, dialogue, and symbolism. In their in-class writing on “Brave New World,” for example, they will discuss the symbolic and allegorical features of “Flatland” and “Brave New World” (week 7)</td>
</tr>
<tr>
<td>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
<tr>
<td>As part of this course, students will be expected to write poetry, fiction, and drama as well analyses of these student-written works (their own and those of their peers) –(e.g., week 14).</td>
</tr>
<tr>
<td>Demonstrate knowledge of the skills involved in the creative process.</td>
</tr>
</tbody>
</table>
Alternate Worlds: Imagined, Created, and Broken
ISP – Theme A
Individual and Society

Date Submitted: 8/14/12

Course Description
This course explores the ways that creative writers have envisioned parallel universes and alternate worlds: utopias, dystopias, microscopic universes, worlds of the future, and invisible inner worlds. Drawing on a fascinating array of narratives about imaginary worlds beyond the physical world around us, the course examines the manifold nature of such worlds and the purposes for which artists and dreamers create them.

Learning Objectives – Students will:

(1) Gather, interpret, and assess information and ideas from a variety of sources and points of view about what constitutes and defines a “world,” and how those ideas determine, in large part, how human beings live, work, play, and interact with others.
(2) Evaluate evidence and arguments about fictional depictions of alternate worlds critically and analytically.
(3) Produce well-reasoned written and oral arguments relevant to the theme of alternate worlds.
(4) Identify and apply fundamental concepts and methods of imaginative literature, including close reading and interpretative methods.
(5) Articulate how meaning is created through a wide variety of literary tropes and structures.
(6) Demonstrate knowledge of the skills involved in the creative process by writing imaginative works of their own.

Required Texts

R. Heeks. (2010), Real Money from Virtual Worlds. Scientific American, 301.1. (On BlackBoard)

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 30 minutes late equals 1 absence

Assignments:

Prepared for UCASC, Dec 7, 2012
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 at the beginning of class on the due date.

Students are responsible for keeping extra copies of all assignments.

Email and Blackboard Use – Papers are not accepted via email or Blackboard except by prior approval of the professor(s).

Grading:
- Late assignments will not be accepted
- Final course grade will be based on written assignments (50%), oral presentations (20%), quizzes (15%) and informed participation in class discussion and small-group work (15%).

Plagiarism Policy:  *Students found to have plagiarized will fail the course.*  (see below)
“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.”

In-class Behavior:
- No use of cell-phones or other hand-held electronic devices.
- No use of lap-tops or tablets without prior permission of the professor(s).
- No eating during class.

Course Outline:
Week 1  
Introduction, Thought-experiments, In-class examination of The Book of Genesis (excerpt)

Week 2 - Virtual Worlds
Kolbert, “Pimps and Dragons” (read all)
Heeks, “Real Money from Virtual Worlds” (read all)
Quiz

Week 3 – Virtual Worlds at War
Ender’s Game (through page 153)
Assignment: 2-pages – (a) 1 page description of the change of “worlds” Ender experiences, and (b) 1-page argument either pro or con regarding the conscription of Ender

Week 4 – Ends of Worlds, Beginnings of Worlds-to-Come
Ender’s Game (complete)
Quiz
Assignment: In-class writing

Week 5 – Worlds Within Worlds
Flatland (through page 40)
Assignment: 1-page summary-description of the world of Flatland

Week 6 – Outlaws in Out-worlds
Flatland (complete)
Assignment: 2-page paper in which you argue that the world of Flatland corresponds in a number

Prepared for UCASC, Dec 7, 2012
of ways, which you will identify, with our own.

**Week 7 - New Worlds**
Brave New World (through page 190)
Quiz
Assignment: In-class writing

**Week 8 - Fatal Worlds**
Brave New World (complete)
Assignment: Oral presentation in which you argue either that Huxley’s book should be required reading for all college freshmen or that Huxley’s book should be banned from public school and university libraries. (You will be assigned the position from which you will argue.)

**Week 9 - Micro-worlds**
Endgame (complete)
Quiz
In-class reading of the play.
Assignment: (a) Read through at least a dozen internet links about Beckett, his plays, and/or Endgame, specifically; (b) List each source according to guidelines (to be distributed); (c) write a 1-page explanation for why these sources were or were not helpful to you in trying to make sense of Beckett’s play; (d) write a 1-page argument either to recommend that readers of Endgame do preliminary research before reading the play, or to advise against doing so. *Some of these essays will be read aloud.

**Week 10 – Mental Worlds**
Endgame (continued)
Papers will be returned, and you will be meeting in small groups to read each other’s arguments. Groups will then, as a whole, compose a one-page explanation of how Endgame presents the audience with a view of an alternate world distinct from those we have examined thus far. Groups will make oral presentations.

**Week 11 – Choosing a World**
Assignment: Prepare both an oral and written presentation in which you identify the text from the course that you consider to have presented us with the “most important” view of an alternate worlds. You must then support this claim with a two-minute oral argument. You may use, for prompts, notes on one side of a single 3x5” index card for your oral presentation. Your written assignment will be a 500-word version of your argument. *You will be assigned two presenters whose oral presentations you will be asked to summarize in a single paragraph.

**Week 12 – Choosing a World (continued)**
Assignment: Selecting one passage of no more than 50 words from each of the texts we have read in this course, come prepared to: (a) read one or more of these passages aloud. You must be thoroughly familiar not only with this passage, but also with the context in which it occurs; (b) explain why this passage represents, to you, a moment in which readers come to know something important about the idea of an alternate world; (c) hand in four paragraphs, corresponding to the four brief discussions mentioned in “b” above.

**Week 13 –(In)Coherent World?**
In this session you will be given a “surprise” text to read. You and a partner will then work together to write an analysis of the text as it does or does not, in your collective view, represent a coherent representation of an alternate world. You will be expected to support your argument with references to the text as well as to discussions from throughout the course thus far.

**Week 14 – Creating a World**
Assignment: Write a 5 – 10 page story or dialogue that presents us with (i.e. is about) an alternate world. Some or all of your story (or dialogue) will be read aloud. In-class: You will be exchanging stories with a classmate and, after reading it carefully, you will write a one-page critical introduction to the story, following the guidelines distributed in the previous class.
Week 15 – Creating a World (continued)

We will continue hearing excerpts from you creative works. In the last hour of the session, you will be required to write a response to a question about “alternate worlds” that reflects your synthesis of the ideas from the course.
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__________________

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

b. Name and contact information of proposer(s)___Prof. Amy S. Green_______________
   Email address(es)___agreen@jjay.cuny.edu______________________________
   Phone number(s)___x8352________________________________________________

2. a. Title of the course __Life Stories________

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

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 course does not assume previous college-level experience or knowledge. The assignments are scaffolded, leading from worksheets (in which students note evidence and organize material) to argumentative essays, thus preparing students for writing assignments in 200-level courses. Assigned readings are at once substantial and appealing to General Education students.

   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 is on the effects of socio-economic and historical forces on the decisions, ethical choices, and actions individuals make. This emphasis is consonant with the College’s mission. Because the assignments explore varied topics, including historical events, ethical judgments, social class, economic forces, political activism, and narrative strategies, this course prepares students for more advanced work in many majors: e.g., History, English, Anthropology, Philosophy, Justice Studies, and Psychology.
10. 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 exploring, through memoir and biography, the effects of socio-economic status, historical and political trends and events on the ethical decisions, life choices, and actions of individuals. Through writing in their personal journals, students will also be encouraged to see themselves in their socio-historical context.

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

Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. By reading memoirs and biographies and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.

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 will be a pre or co-requisite.

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:

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:
   - Read, discuss, and compare/contrast a variety of life stories as recounted in biography and memoir (in written and oral assignments);
   - Identify, debate, and evaluate arguments about the relative role of individual traits (e.g. temperament, talents, quirks of personality) vs. various life
circumstances (e.g., socio-economic conditions, historical trends and events, affiliations) in individual life stories (in oral and written assignments);

- Use evidence from their reading to devise and support written and oral arguments about the relationship of the individual to his/her social, historical, and geographical context.

- Define, explain in terms of motivations, and defend and/or criticize the ethical premises underlying the choices made not only by the individuals they read about, but also by themselves in their own lives (in formal essays, oral presentations, and personal journal entries).

- Define, describe and account for particular points of view in the recounting of life stories.

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)
   General Education Program, “Individual and Society” area; Theme A in ISP

10. 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:

- Formulate a thesis about the effects of factors such as socio-economic status, family structure, and historical events on the central character in each of the assigned readings. Then, on the Life Stories Worksheet designed for the course: 1) quote and/or summarize and then organize passages from that reading that support the thesis; and 2) explain in a sentence how each piece of textual evidence supports the thesis. This series of assignments will be assessed using a rubric measuring students’ achievement and tracking their improvement in identifying relevant passages, summarizing them, and explaining how they support the thesis.

- Define and describe differences in point of view by comparing and contrasting the life stories told by Geoffrey Wolff (Duke of Deception) and Tobias Wolff (This Boy’s Life).
The assessment rubric will evaluate the students’ ability to define each memoirist’s point of view and to compare/contrast these different versions of the same story through an imagined dialogue between the two brothers that cites appropriate textual evidence.

- Articulate and defend ethical principles through a mock juvenile court trial of Tobias Wolff. Performance in the mock trial will be assessed using a rubric that evaluates student achievement in identifying ethical issues and using evidence from the readings to argue a position about Tobias’s culpability. The rubric will also address students’ ability to state, develop and defend their arguments orally in clear, concrete, and effective language that engages their audience.

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

12. Syllabus - attached

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?
   _X__No

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

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Life Stories</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>ENG 101</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. Through reading memoir and biography and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</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>Creative Expression</td>
</tr>
<tr>
<td>Individual and Society</td>
<td></td>
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Prepared for UCASC, Dec 7, 2012
### D. Individual and Society

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

| Students will read, discuss, and compare/contrast a variety of life stories as told in memoir and biography. Reading the parallel life stories of Tobias Wolff and his brother Geoffrey Wolff and tracking the discrepancies between their narratives (weeks 8-11) will highlight the differing perspectives from which the same family story can be told. | • 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 arguments that memoirists and biographers make about their subjects’ development. As a class exercise, students will, for example, role play a discussion among the characters in *Annie John* in which they explain, justify, and/or criticize the protagonist’s defiant actions and feelings (week 7). | • 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 effects of factors such as socio-economic status, family structure, and historical events on the development of outstanding individuals. They will, for example, write an argumentative essay in which they use evidence from *Angela’s Ashes* to answer the question: What are the three most damaging aspects of McCourt’s “miserable” childhood? (week 5). They will also write a final paper in which they use their research on a significant public figure to identify and explain the inborn traits and external factors that made this person noteworthy (week 15). | • 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 life story, including life choices, beliefs, and experiences. In their autobiographical journals, students will write entries distinguishing between their innate characteristics and external circumstances and events that have affected them (weeks 2 & 4). Additionally, for each reading, students will complete a worksheet that requires them to track the societal influences on each character’s development. These notes will become the basis for class discussion and for several | • Examine how an individual’s place in society affects experiences, values, or choices. |
Students will define, compare/contrast, and defend/criticize the ethical and moral issues raised by the life stories they study. They will, for example, conduct a mock juvenile court trial of Toby (*This Boy's Life*) in which they will consider mitigating and aggravating factors in the petty crimes he commits. Students will also write a personal journal entry in which they describe and analyze an ethical choice they have had to make. In evaluating and defending or criticizing that choice, they will make explicit their own ethical assumptions (week 10).

<table>
<thead>
<tr>
<th>Written assignments.</th>
<th>• Articulate and assess ethical views and their underlying premises.</th>
</tr>
</thead>
</table>

Students will examine local, national, and global decision-making and ideologies as they relate to 20th-century trends in immigration by comparing *Annie John* and *Angela’s Ashes*. As a class exercise, they will be asked to identify the immigration “push” and “pull” in each book (week 7).

<table>
<thead>
<tr>
<th>Written assignments.</th>
<th>• Articulate ethical uses of data and other information resources to respond to problems and questions.</th>
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</table>

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

Prepared for UCASC, Dec 7, 2012
Course title and section: LIFE STORIES. ISP1XX

Professors’ names and office locations:
Professor Valerie Allen, 212-237-8594. Room 7.63.04NB
Professor Dennis Sherman, 212-237-8457. Room 6.65.05 NB

Contact hours:
Phone Professor Allen: T & W 1-3 pm and by appointment.
Professor Sherman: M & W 3-5 pm and by appointment.
E-mail address: vallen@jjay.cuny.edu; dsherman@jjay.cuny.edu

Course description
Our individual life stories are shaped by myriad forces: biological needs; family dynamics; the political, geographical, and socio-economic circumstances in which we find ourselves; historical events; and our own unique quirks, strengths, and failings. By reading memoirs and biographies and writing autobiographical essays of their own, students in this General Education course in the “Individual and Society” area will explore the ways that these forces interact in human lives.

Learning outcomes
Students will:
• Read, discuss, and compare/contrast a variety of life stories as recounted in biography and memoir in written and oral assignments;
• Identify, debate, and evaluate arguments about the roles of innate characteristics and various life circumstances (e.g., socio-economic conditions, historical events, affiliations) in individual life stories in oral and written assignments;
• Use evidence from their reading to devise and support written and oral arguments about the relationship of the individual to his/her social, historical, and geographical context.
• Define, explain in terms of motivations, and defend and/or criticize the ethical premises underlying the choices made by not only by the individuals they read about, but also by themselves in their own lives.
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.


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**

- Class preparation, participation, quizzes 15 pts
- Autobiographical Journal 15 pts
- Worksheets (Including Frick Museum) 15 pts
- *Angela’s Ashes* paper (3-5 pages) 10 pts
- Wolff brothers in dialogue (4-5 pages) 15 pts
- Public figures paper (7 pages) 15 pts
- Journal 15 pts

**Total:** 100 pts

**Course calendar**

**NOTE:** ISP classes meet once a week for a double period.
Please *bring your journals to every class*. They will be collected from time to time and we will also use them for in-class writing assignments.

**I. Introduction: The Individual in Context**

Week 1: Innate qualities vs. life circumstances.

Handout: pp. 135-141 of “Florence Nightingale.”

Week 2: The role of historical events.

Finish “Florence Nightingale” (Blackboard)

Assignments: *Life Stories Worksheet* for “Florence Nightingale” is due.

Journal entry: What do you see as your essential character traits—the ones you were born with?

**II. “The Child is Father to the Man.”** (Wordsworth)

Week 3: The “miserable Irish childhood...”

Read *Angela’s Ashes*, pp. 1-120.

Begin the *Life Stories Worksheet* for *Angela’s Ashes*.

In-class quiz on the reading.

Week 4. Read *Angela’s Ashes*, pp. 121-215.
Continue to fill in Worksheet.
Journal entry: What external circumstances, conditions, or events had the most profound influence on your childhood?

Week 5. Finish *Angela’s Ashes*.
Complete Worksheet.
Paper due (3-5 pp): Frank McCourt begins *Angela’s Ashes* with the assertion that worse than “the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish childhood.” Use your *Life Stories Worksheet* to help you answer the following question: What are the three most damaging aspects of McCourt’s childhood? What makes them especially “miserable”?
Think about this question for in-class journal writing: What role did religious and/or political beliefs play in your childhood? Tell an anecdote, memory, event by way of example.

Week 6. A West Indian childhood
Read *Annie John*, pp. 1-75.
Begin *Life Stories Worksheet*.
Journal entry: Jamaica Kincaid gives the reader a strong sense of the place that she grew up in. Do the same for your childhood: describe your apartment/house and/or neighborhood and/or places you visited.

Week 7. Finish reading *Annie John*.
*Life Stories Worksheet* due
Quiz.

III. Points of View
Week 8: As the Older Wolff Brother Sees It...
Read *Duke of Deception*, pp. 1-150.
Begin *Life Stories Worksheet*.
Journal: Write about an important older person in your life—a parent or other family member—who has had a significant effect on you.

Week 9: Finish reading *Duke of Deception*.
*Life Stories Worksheet* due
Journal: Tell a story about lie that you told or that was told to you.
Sign up for the public figure you will report on for a final project—week 15.
Week 10: The younger Wolff brother’s perspective.
Read *This Boy’s Life*, pp. 1-178.

Begin *Life Stories Worksheet*.

Journal: Write about a difficult moral/ethical decision you have had to make. How did you make this decision? What principles guided you?

Week 11: Finish *This Boy’s Life*.

Complete *Life Stories Worksheet*

Prepare for family court mock hearing on Toby’s misbehavior.

IV. Public Lives: Leaders, Reformers, and Visionaries

Week 12: Reading Portraits

Meet at the Frick Museum, 1 East 70th Street. Bring your student i.d. for reduced admission fee. You will be given a list of portraits of “public” people, their locations in the museum, and a worksheet to complete. In filling out the worksheet, you may work with a partner if you prefer: put both your names on the worksheet.

**Due:** Paper (4-5 pp.) on the Wolff brothers. Create a dialogue (in the form of a play) between Geoffrey and Toby in which they discuss their perspectives on their childhood, their parents, and each other. Draw on your worksheets to make specific references to both memoirs.

Week 13: Abolitionist Leader

Read *Narrative of the Life of Frederick Douglass*.

Journal: Is there a cause or principle or belief that you would be prepared to fight for or to suffer for?

Week 14: From Artist to Activist

Read “We Are Alive: Bruce Springsteen at Sixty-Two” (Blackboard).

Journal: What do you hope for in your life?

Week 15: Concluding Presentations

Note: Class meets during assigned Final Exam period.

Five-minute oral presentations and 5-7 page essay due: Based on your independent research into the life of a significant public figure, what do you see as the inborn traits and external factors that made this person noteworthy? In what ways is he/she the same as or different from others we have read about this semester?

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

Prepared for UCASC, Dec 7, 2012
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)*
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. Amy S. Green_______________
      Email address(es) ___agreen@jjay.cuny.edu______________________________
      Phone number(s) ___x8352_______________________________________________

2. a. Title of the course ___Apples and Oranges: Form and Meaning in the Arts__________________________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Meaning in the Arts__________________________
   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

Because the idea of form in the arts is abstract, complex, multi-faceted, and at times contradictory, this course is not suitable for entering freshmen. The reading assignments are fairly sophisticated and conceptual: to succeed in them and to complete the writing tasks, students will need to have had English 101; they will also benefit from some experience in college work. At the same time, the course is designed to pave the way for—and foster—upper level study in any of the arts. The emphasis in the course on gathering, interpreting, and analyzing evidence to support a reasoned argument also 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 “Creative Expressions” requirement in the Pathways flexible core. This course provides a theoretical framework within which students study a variety of Western and non-Western art forms. It also develops their critical thinking and writing skills by requiring them to analyze these works in conceptual terms. Finally, it enriches students’ liberal arts experience not only by exposing them to a variety of forms of creative expression, but also by putting that experience in cultural, historical, and philosophical context.

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

This course explores the relationship of form to meaning in popular and traditional works of painting, film, dance, music, drama, photography, and poetry. Taking advantage of the many exhibits and performances in New York City and drawing on theoretical writing about the arts, students will examine describe, compare, and create works of art in order to understand the many ways that both western and non-western artists use, adapt, or re-invent artistic forms to express ideas, insights, and emotions.

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**

   Students will:
- Gather, interpret, and assess information from a variety of sources about the meaning of “form” in relation to the visual and performing arts;
- Evaluate arguments and identify evidence about the ways that artistic forms can create meaning;
- Produce well-reasoned written and oral arguments about the relation of form to meaning and the evolution of various art forms over time and in different cultures;
- Identify and apply the fundamental concept of artistic form as it applies to various works in the visual and performing arts;
- Analyze how works of visual and performing art from diverse cultures have evolved over time;
- Explain how form creates meaning in the arts by drawing upon theoretical literature on the arts.

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)
   General Education Program, “Creative Expressions” area; Theme B in ISP

10. Will this course be part of JJ’s General Education program?

    No_____ Yes XX : It will be part of the Flexible Core, Creative Expression Option

**Flexible Core:**

| A. World Cultures and Global Issues     |     |
| B. U.S Experience in Its Diversity     |     |
| C. Creative Expression                 | X   |
| 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 “Creative Expressions” area by exploring the fundamental concept of “form” in the arts in relation to the expression of meaning. Students in the course will examine various artistic modes of expression—painting, dance, music, poetry, photography, and farce—as they developed across cultures and over time. They will also study these forms of expression in relation to theories of meaning in the arts.

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:

- Gather, interpret, and assess information about the meaning of form. This will be assessed through written assignments requiring students to compare Western and Non-Western dances and Western and Non-Western portraits. These two essays will be assessed using a rubric measuring students’ achievement in 1) describing the forms of motion in dance and the forms of representation in the portraits, and 2) drawing on assigned readings to explain cultural differences.

- Evaluate arguments and identify evidence. This will be assessed through papers assigned in weeks 5 and 14 using a rubric that measures students’ ability to draw on and apply theories of artistic form to particular artistic examples.

- Produce well-reasoned written and oral arguments. This will be assessed through an in-class paper in which students will make an argument about the relationship of movement in farce to movement in dance.

- Analyze how arts have evolved historically. This will be assessed through an essay assignment comparing a Dutch Golden Age still life painting with an Impressionist or Modernist still life painting. This essay will be assessed using a rubric measuring students’ achievement in describing visual works of art, noting significant differences, and analyzing the later work as a response to the earlier painting.

- Identify and apply fundamental concepts and methods. This will be assessed through a series of almost weekly assignments (essays, journal entries, and classroom activities) using a rubric that measures students’ ability to apply theoretical material in analyzing diverse artistic works.

- Articulate how meaning is created and how the experience is interpreted/conveyed. This will be assessed through a final portrait/self-portrait project that involves the use of at least three artistic media plus a 3-page commentary explaining the student’s artistic choices in terms of form and meaning. This commentary will be assessed using a rubric that measures students’ ability to use the assigned theoretical readings to analyze the relationship between form and meaning in their own work.

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.
  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 – See attached**

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**?
  _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

Amy S. 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</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>Apples and Oranges: Form and Meaning in the Arts</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
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<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 explores the relationship of form to meaning in popular and traditional works of painting, film, dance, music, drama, photography, and poetry. Taking advantage of the many exhibits and performances in New York City and drawing on theoretical writing about the arts, students will examine describe, compare, and create works of art in order to understand the many ways that both western and non-western artists use, adapt, or re-invent artistic forms to express ideas, insights, and emotions.

**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
- [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>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>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>C. Creative Expression</th>
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</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will read, discuss, and compare/contrast a variety of artistic works. These activities will be informed by theoretical and historical readings on the nature and evolution of artistic forms. They will, for example, compare/contrast western and non-western dance (4-5 pp. essay, week 10).</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 works of art in the light of theories of artistic form. In week 14, for example, they will watch a “biopic” and write an essay analyzing and evaluating it in terms of their reading on the nature and forms of portraiture and the criteria that allow us to identify a work as a portrait.</td>
<td>● Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Through discussions, class presentations, and written assignments students will use evidence from their reading and their examination of various artistic media to devise and support arguments about artistic form. After reading and acting out parts of Schnitzler’s farce <em>La Ronde</em>, for example, they will write an in-class paper making an argument about the relationship of movement in farce to movement in dance (week 12).</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: |
|---|---|
| The course is organized around the concept of form as it is manifest in a variety of artistic media: photography, painting, film, theatre, music, and dance. Students will read about the fundamental concepts and methods of each of these artistic media and demonstrate their understanding through a series of almost weekly essays, journal entries, and class presentations. | ● 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. |
| The exploration of each artistic forms will include an examination of its history and evolution. In weeks 3-5, for example, students will study and compare still life paintings of the Dutch “Golden Age” with impressionist and modernist iterations. Students will also examine and compare examples of western and non-western dance, portraiture, and color patterns. | ● 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. |
| After close study of theorists such as Mark Doty, Ben Shahn, and Edward Cone, students will discuss and write essays about the relationship of form to meaning in a variety of | ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
media. They will, for example, read about the evolution of motion photography and the goals of pioneering motion photographers such as Muybridge and Edgerton (week 8). They will then discuss and compare the representation and meaning of movement in still photography, film, theatre, music, and dance (weeks 7-10). Their final multi-media portrait project will conclude this aspect of the course.

| • Demonstrate knowledge of the skills involved in the creative process. |
| • Use appropriate technologies to conduct research and to communicate. |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

899 Tenth Avenue
New York, NY 10019

Course title and section: APPLES AND ORANGES: FORM AND MEANING IN
THE ARTS.       ISP 2XX

Professors' names and office locations:
Professor Amy S Green, Interdisciplinary Studies Program, 6.10.03 NB
Professor Valerie Allen, Interdisciplinary Studies Program, 6.65 .10NB

Contact hours:
Phone  Professor Green, 212 237-8352;  M, W, Th, 3-5 pm and by appointment.
       Professor Allen, 212-237-8597, T, W, 3-5 and by appointment
E-mail address  agreen@jjay.cuny.edu; vallen@jjay.cuny.edu;

Course description
This course explores the relationship of form to meaning in popular and traditional works of
painting, film, dance, music, drama, photography, and poetry. Taking advantage of the many
exhibits and performances in New York City and drawing on theoretical writing about the arts,
students will examine describe, compare, and create works of art in order to understand the
many ways that both western and non-western artists use, adapt, or re-invent artistic forms to
express ideas, insights, and emotions.

Learning outcomes
Students will:

• Gather, interpret, and assess information from a variety of sources about the meaning
  of “form” in relation to the visual and performing arts;
• Evaluate arguments and identify evidence about the ways that artistic forms can create
  meaning;
• Produce well-reasoned written and oral arguments about the relation of form to
  meaning and the evolution of various art forms over time and in different cultures;
• Identify and apply the fundamental concept of artistic form as it applies to various
  works in the visual and performing arts;
• Analyze how works of visual and performing art from diverse cultures have evolved over
time;
• Explain how form creates meaning in the arts by drawing upon theoretical literature on the arts.

**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**

*Available in the John Jay Bookstore as well as in used editions through Amazon or abebooks.com.*


**On Blackboard**

*Students will be required to download and read the following selections:*


• Bryson, Norman. *Looking at the Overlooked: Four Essays on Still Life Painting.* Reaktion (2004), chapters 2 and 3. (Blackboard)

• Doty, Mark. *The Art of Description: World into Word*. Graywolf Press (2010), pp. 3-11, 45-51, and 75-83 (Blackboard)
• Gerstner, Karl. *The Forms of Color* MIT Press (1986), chapters 2 and 3. (Blackboard)
• Shahn, Ben. *The Shape of Content*. Harvard UP (1951), pp. 53-91 (Blackboard)
• West, Shearer. *Portraiture*. Oxford UP (2004), chapters 1, 2, and 7 (Blackboard)

In addition to these texts, students will be required to examine paintings and film clips posted on Blackboard; to read selected poems posted on Blackboard; to listen to musical selections; and to view performances on YouTube. Students will also need to buy a notebook with *unlined paper*. This will serve as both a sketchpad and a journal. Always bring this notebook to class.

**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>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class preparation and participation</td>
<td>20 pts</td>
</tr>
<tr>
<td>Still Life Comparison paper (4-5 pages)</td>
<td>15 pts</td>
</tr>
<tr>
<td>Dance Paper (4-5 pages)</td>
<td>15 pts</td>
</tr>
<tr>
<td>Portrait Comparison Paper (3-4 pages)</td>
<td>15 pts</td>
</tr>
<tr>
<td>Two 1-page papers</td>
<td>5 pts</td>
</tr>
<tr>
<td>Final Project (presentation and 3-page paper)</td>
<td>15 pts</td>
</tr>
<tr>
<td>Journal/sketchbook</td>
<td>15 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>
Course calendar
List theme and key topics for each week. Include reading and other assignments due.

Forms in the Arts

Week 1: The Meanings of Form

Week 2: The Meanings of Form
Read Ben Shahn and John Armstrong selections on Blackboard.
Write (1 page): Based on your reading of Shahn and Armstrong, try to define and explain “form” in your own words.

“A Stance Toward Things:” The Forms of Objects

Week 3: Still Life.
Look closely at the Dutch still life paintings on Blackboard.
Read Doty, Still Life with Oysters and Lemon.
Journal: Doty provides many still life paintings in words. Choose an example from the book and try to imitate it, describing an object that is meaningful to you.

Week 4: Still Life Re-Imagined.
Look closely at the Impressionist and Modernist Still Life Paintings on Blackboard.
Read Bryson, chapters 2 and 3 (Blackboard).
Journal: sketch an object in a non-representational (non-realistic) style. Feel free to experiment.

Week 5: Still Life Up Close: Museum Visit
Meet on the front steps of the Metropolitan Museum at 9:45. You will be given a worksheet listing and directing you to the paintings you should see. Answer the worksheet questions about each painting.
Paper Due (4-5 pages): Choose two still life paintings from among those posted on Blackboard—one from the Dutch “Golden Age” and one in the Impressionist
Week 6: Form and Pattern
Read Gerstner, *The Form of Color*, chapters 2 & 3, on Blackboard.  
Bring to class at least 3 examples that Gerstner might have used to illustrate his argument. You may find examples in magazines, photographs, textiles, etc. Your examples should come from at least 3 different continents and at least 3 different centuries. These will be hung on the wall as an exhibition.

Museum Worksheets due.

Forms of Motion

Week 7: Capturing Motion: Photography
Read pp. 1-77 of *Stopping Time* and bring the book to class.  
Read Keats, “Ode on a Grecian Urn,” Blackboard

Week 8: Motion Photography and Moving Pictures
Finish *Stopping Time* and bring the book to class.  
Poems (Blackboard): Whitman, “A Noiseless Patient Spider”; Erdrich, “Windigo”; e.e. cummings, “may i feel said he”

Write a 1-page description of one of the images in *Stopping Time*.

Week 9: Meaning Through Movement: Dance
Film clips: “How She Move” (HipHop—2007); “Dance with Me” (Salsa—1998); “Center Stage” (Ballet—2000); “African Dance: Sand, Drum, and Shostakovich” (Contemporary African—2002)

Journal: Write a memoir about dancing: how you learned a particular dance.
what dancing means to you, why you like (or hate) to dance.

Week 10: Moving to Music
Read: Cohen, “Primitivism, Modernism, and Dance Theory” and Harrison, “From Ritual to Art.”
On YouTube: Find, watch, and take notes in your journal on examples of 6 or more forms of dance. You may choose popular dances (e.g., hip hop, jazz, rock) and “ethnic” dances as well as classical western forms. However, one clip should show classical ballet and at least 2 should portray non-western forms of dance.
Paper Due (4-5 pages): From among the YouTube clips you watched, choose two dance—one western and the other non-western. Drawing on your readings of the last two weeks, compare and contrast the two forms of dance. Be sure to pay attention to the music (what are the instruments? What is the rhythm?) Think about the similarities and differences in the purposes of the two dances, the amount of motion, and the vocabulary of movements or steps.

Week 11: How Music Moves
Read: Cone, “Music and Form” and King, “How Music Moves.” (Blackboard)
Journal: Write about your favorite form of music. Try to describe it and to explain why it “moves” you.

Week 12: Moving for Laughs: Physical Comedy and Farce
Read La Ronde. Be prepared to do some acting—and running around—in class!

Forms of Self-Exposure: Portraits and Self-Portraits

Week 13: Forms of Portraiture
Read West, Portraiture, chapters 1, 2, and 7. Read portrait poems by Robert Hayden, Gerard Manley Hopkins, Langston Hughes, Yusef Komunyakaa, Sherman Alexie, and Lorna Dee Cervantes. (Blackboard)

Study examples of western and non-western portraits posted on Blackboard.
Paper Due (3-4 pages): Choose two portraits from those on Blackboard—one western and one non-western. Describe each and then compare and contrast them, paying close attention to the points that West makes in Portraiture about
forms, traditions, etc. Be sure to consider how the subject are dressed, where they are gazing, what objects surround the subject, etc.

Week 14: Portraits in Music and Film
Listen to selection from opera (“Mi chiamo Mimi,” *La Boheme*, Puccini--follow with the translated libretto “script” provided) and from *Porgy and Bess*.
(Blackboard)
Assignment (3 pages): Watch a “biopic” of your choice (check list posted on Blackboard for ideas). Adapting the criteria for portraits in West, evaluate the film as an example of portraiture.

Week 15: Final Project: Portrait/Self-Portrait Presentations (In lieu of final exam, class meets in the scheduled exam period.)
Prepare and present a self-portrait or a portrait of someone you know well using at least 3 different artistic media. Think beyond literal representation. You might, for example, provide a photograph, a collage, a drawing, a short video, an “installation” of objects, a meaningful musical recording, a short monolog, or anything else that your imagination suggests. To accompany this presentation write a 3-page paper explaining the choices you have made in terms of form and meaning: what are you trying to say about this person and why did you choose these ways to express it?

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.”

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

New Course Proposal Form

Date Submitted July 26 2012

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(e) rhaw@jjay.cuny.edu
   Phone number(s) 212-237-8076

2. a. Title of the course: Technology and Culture

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

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 challenging; 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 a reasoned 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 “Scientific World” requirement in the Pathways flexible core. The emphasis in this course on the ways that technology affects, alters and controls our daily lives is consonant with the Liberal Arts mission of the College. This course introduces students to a variety of texts about (and perspectives on) technology in the sciences, humanities and social sciences and invites them both to critique those analyses and to challenge their own ways of understanding and interacting with technology.

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.)
It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.

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:

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) Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts.
   2) Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress.
   3) Through discussions, debates, class presentations, and written assignments, use evidence from their reading and research to devise and support their own arguments about the nature of technological progress personal and social benefits (and costs) of technology and technological progress.
   4) In their reading, written work and in-class discussions, students will classify and appraise a range of topics central to the fields of History of Science and/or History of Technology.
   5) Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world.
   6) Examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples.

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 and ISP Program

10. Will this course be part of JJ’s general education program?  
   No _____ Yes X  
   If yes, please indicate the area:

Flexible Core:

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

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

This course satisfies the “Scientific World” requirement in the Pathways flexible core by emphasizing the various ways that technology affects, alters and controls our daily lives. This course introduces students to a variety of texts about (and perspectives on) technology in the sciences, humanities and social sciences and invites them both to critique those analyses and to challenge their own ways of understanding and interacting with technology. As such it is fully consonant with both the letter and spirit of Pathways, 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. 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.

Learning outcome 1 (Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts) will be assessed via the following:  
   Students will keep a journal in which they record and reflect on their interactions with (and reliance on) technology. 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 (Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress) 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 text and conclude with a personal evaluation of the text’s strengths, weaknesses and persuasiveness. These short papers will be evaluated using a rubric that measures student 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 the nature of technology and technological progress) will be assessed via the following:

Students will conduct a structured debate in which they argue for (or against) the idea that technology is always a positive aspect of human development. 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 classify and appraise a range of topics central to the fields of History of Science and/or History of Technology) will be assessed via the following:

Students will write a 5-page thesis-driven paper assessing the claims for and against the concept of “technological determinism.” 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.

Learning outcome 5 (Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world) will be assessed via the following:

Students will, for example, write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about personal privacy. The assessment rubric will evaluate the students’ ability to summarize and compare/contrast these different arguments in a well-organized, thesis-driven essay that cites appropriate textual evidence.

Learning outcome 6 (Examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples) will be assessed via the following:

Students will, for example, keep 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, and how scientific principles affect or lead to public policy. The journal will be
assessed using a rubric that measures the students’ engagement with both current events and scientific principles as well as their ability to usefully and effectively compare/contrast contemporary with earlier events.

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)  X
- LexisNexis Universe  X
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts ____
- JSTOR  X
- SCOPUS ____
- Other (please name) __________________________

13. Syllabus - attached

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.

Prepared for UCASC, Dec 7, 2012
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:

   A.S. 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 (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Technology and Culture</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>It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.</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
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>E. Scientific World</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts. Students will also keep a journal in which they record and reflect on their interactions with (and reliance on) technology. *(see Course Assignments: Journals and week 15 on model syllabus)*

- 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 social and personal ramifications of technology and technological progress. For example, they will write a series of short papers in which they summarize and evaluate a key secondary text. *(see Course Assignments: Short Papers and weeks 2, 3, 8, 11 on model syllabus)*

- 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 nature of technology and technological progress. They will, for example, conduct a structured

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
debate in which they argue for (or against) the idea that technology is always a positive aspect of human development. (see Course Assignments: Final Class Debate and week 15 on model syllabus)

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>In their reading, written work and in-class discussions, students will classify and appraise a range of topics central to the fields of History of Science and/or History of Technology. Students will, for example, write a 5-page thesis-driven paper assessing the claims for and against the concept of “technological determinism.” (see Course Assignments: Long Papers and week 6 on model syllabus)</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 define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world. Students will, for example, write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about personal privacy. (see Course Assignments: Long Papers and week 13 on model syllabus)</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 examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples. Students will, for example, keep 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, and how scientific principles affect or lead to public policy. (see Course Assignments: Journals and week 15 on model syllabus)</td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
Course Description:
It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.

Learning Outcomes:
Students will:
- Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts
- Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress
- Through discussions, debates, class presentations, and written assignments, use evidence from their reading and research to devise and support their own arguments about the nature of technology and technological progress
- In their reading, written work and in-class discussions, classify and appraise a range of topics central to the fields of History of Science and/or History of Technology
- Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world
- Will examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples
- Be active readers, speakers, listeners and writers

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

Merritt Roe Smith and Leo Marx, eds, Does Technology Drive History? The Dilemma of Technological Determinism (MIT Press) ISBN: 0262691671

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:
Henry David Thoreau, *Walden* (1854) (extracts)
Joseph Stella “Brooklyn Bridge (A Page of My Life),” *transition* (1929)
Thomas Hughes, “The Electrification of America: The System Builders” from *Technology and Culture* (1979)
Elihu Thomson, “Electricity in 1876 and 1893,” from *Engineering Magazine* (1894)
Luther Stieringer, “The Evolution of Exposition Lighting” from *Western Electrician* (1901)
Harold Passer, *The Electrical Manufacturers, 1875-1900* (1953) (extracts)

**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**

**Technology: An Introduction**

**Technology Pro and Con**

**Week 2**

**In Praise of Technology**

Prepared for UCASC, Dec 7, 2012

**First Short Paper Due***

Week 3  
**The Emperor’s New Clothes**

**Second Short Paper Due***

Week 4  
**Do Machines Make History I**
Reading: Does Technology Drive History?, pages 1-36 and 53-114

Week 5  
**Do Machines Make History II**
Reading: Does Technology Drive History?, pages 115-168 and 217-275

Week 6  
**Questioning Science / Questioning Technology**
Reading: David Nye, Technology Matters: Questions to Live With, chapters 1-6 (pages 1-108); Hugh Gauch, Scientific Method in Brief (2012) (extracts)

**First Long Paper Due**

Week 7  
**Where Do We Go?**

Week 8  
**Painting: Joseph Stella’s Technological Sublime**
Looking: students will look at and discuss the following Joseph Stella paintings: “Battle of Lights, Coney Island” (1913); “Brooklyn Bridge” (1920); Voice of the City of New York Interpreted (Five Panels, 1920-22: I The Battery (The Port); II The Great White Way Leaving the Subway (White Way I); III The Prow (The Skyscrapers); IV Broadway (White Way II); V The Brooklyn Bridge (The Bridge)"

**Third Short Paper Due***

Week 9  
**Film: Factories, and the Future**

**Electricity and the Principles of Scientific Invention**

**Week 10**
**Electrifying America**

**Week 11**
**New Media and Contemporary Life**
**Television: How We Watch**

**Fourth Short Paper Due***

**Week 12**
**Computers: How We Behave**

**Technological Disaster**

**Week 13**
**The Machine Stops**
Reading: E.M. Forster, “The Machine Stops” (1909)

**Second Long Paper Due**

**Week 14**
**The Machine Fails**

**Conclusion**

**Week 15**
**Debate: Technology, Right or Wrong?**
Doing: the class will stage a structured debate about the merits of technological progress

**Journals Due**

**Course Assignments**

1) **Short Papers**: Students will write 4 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 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) **Long Papers:** Students will write two 5-page “long” papers. The first will ask student to assess the claims for and against the concept of “technological determinism.” The second will ask students to write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about personal privacy. 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.

3) **Journals:** Students will keep a journal throughout the semester in which to record and reflect on their interactions with technology and their evolving thoughts on the subject of technological progress. Students will also track and discuss any relevant news items they encounter, especially as it relates to new technological inventions and applications, and governmental policy. 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 technology: newspapers / news clippings, photos, etc. You should try to include your encounters with anything and everything that relates to the idea of technology in your journal; likewise, your journal should reflect your semester-long immersion in the idea of how technology affects individual lives. **Students must bring their journal to class every week.**

4) **Final Class Debate:** For the final class of the semester you will be assigned a position “for” or “against” technology. As a member of a larger team, you will be required to argue your position in a structured debate. 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 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 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) **Problems:** If you have any difficulties with the course—big or small—please consult with either Professor Haw or Professor Sherman. 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

Final grades will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers</td>
<td>20%</td>
<td>A, A-, B+  Excellent</td>
</tr>
<tr>
<td>Long Papers</td>
<td>40%</td>
<td>B, B-, C+  Good</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
<td>C, C-, D+  Satisfactory</td>
</tr>
<tr>
<td>Final Debate</td>
<td>5%</td>
<td>D, D-     Passing</td>
</tr>
<tr>
<td>In-class participation and behavior</td>
<td>15%</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.
New Course Proposal Form

Date Submitted_______8/22/12________________

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 __The Twentieth Century: One Decade in Depth

   b. Abbreviated title (not more than 20 characters including spaces to appear on student
      transcripts and in SIMS) ___20th Century by Decade_______________

   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 introduces students to the ways in which individuals, groups, cultures, and
   nations navigated the massive social, scientific, and political changes of a single decade of the
   Twentieth Century. The focus on a single comprehensible period—one decade—is supported
   by research on how students with little background knowledge can best learn a new subject:
   i.e. by gradually assembling, organizing, and reiterating small bits of information, thus
   continuously reinforcing and developing their understanding. 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. The emphasis on foundational academic
   skills such as reading comprehension, thesis development and evaluation of evidence will
   prepare students for more challenging college work and the content will familiarize them with
   touchstone events in history.

   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 course that will satisfy the Learning from the Past John Jay College
   Option Portion of General Education at John Jay College. By focusing on a single
   transformative decade (e.g., The Thirties and the Great Depression; The Forties and
World War; the Fifties and the Cold War; or The Sixties) the course can offer students an in-depth interdisciplinary examination of the ways that individuals, groups, and nations responded to a period of enormous scientific, political, cultural, and ideological change.

The popular notion of a discrete and definitive decade—the Roaring Twenties, the Swinging Sixties—is of course historically problematic, but it affords a convenient and familiar way of naming periods of time and key events in the Twentieth Century. “The Sixties” obviously did not begin on Jan. 1, 1960 or end on Dec. 31, 1969, but the term is nonetheless evocative as well as widely recognized in popular culture. Moreover, it is pedagogically useful: students can imagine a decade as a kind of window into a time period that is long enough to be significant and short enough to be investigated and understood in some depth.

The course is global in breadth and interdisciplinary in approach, stressing connections between history, social science, philosophy, the arts, and literature. These qualities fit well with John Jay’s commitment to studying the past in its different meanings and contexts and examining how the recent past has shaped contemporary ideologies and practices.

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.)

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the Twentieth Century. This course focuses in depth and across disciplines on a single significant decade of that century, such as the “Roaring Twenties;” the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the “Swinging” Sixties.

5. Course Prerequisites or co-requisites:
Co-Requisite – English 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): As the Theme Lecture every year for the past 10 years.
   b. Teacher(s): All ISP faculty
   c. Enrollment(s): 60-80 each semester
   d. Prerequisites(s): E. 101
8. Learning Outcomes.

The outcomes listed below are for the sample course on the 1960s outlined in the Model Syllabus. The outcomes for courses that will be offered on other 20th-century decades will be essentially the same pedagogically, but adapted to the topics discussed.

a) Students will demonstrate knowledge of formative events and intellectual developments in the 1960s through creating an illustrated timeline of events, ideas and movements such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture.

b) Students will identify, analyze, and articulate the significance of major historical developments during the 1960s. Short bi-weekly papers will ask them to distinguish and weigh contributing factors to events and their impact on subsequent attitudes and practices.

c) Students will differentiate and communicate multiple perspectives on the same subject by reading primary and secondary sources from different points of view. They will compare and contrast different forms-memoirs, journalistic reports, fictional narratives, philosophical treatises, historical accounts-that advance opposing arguments about major episodes in history, such as the Vietnam War.

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 and Theme A in ISP

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 |
College Option:

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

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

This course satisfies the “Learning from the Past” requirements in the John Jay College Option section of Pathways by analyzing the importance and impact of a historical era of great change and upheaval such as the 1960s. Through the lens of the 1960s, the course will help develop a broad, interdisciplinary understanding of how different societies during different historical periods have encountered and been shaped by periods of fundamental change.

While the course and some of the required readings will be structured historically, the required readings also include political studies, philosophical texts, journalistic reports, examples of music and/or art, and literature from a variety of perspectives.

11. How will you assess student learning?

Students will demonstrate their comprehension of the readings through class discussions, quizzes, and formal writing assignments that uses 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.

Students will demonstrate knowledge of formative events and intellectual developments in the 1960s through creating an illustrated timeline of events, ideas and movements such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture. The rubric used to grade this assignment will assess students’ ability to choose pivotal events, their accuracy in chronicling events in the appropriate order, and their ability to present the material in a creative and appealing way.

Students will differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives. For example, they will read both memoirs and journalistic or historical accounts by supporters and opponents of the Vietnam War and compare and contrast both the form and content of the materials.

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

   X Yes, Kathleen Collins___  No___
• If yes, please state the librarian’s name____________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes___X____ No________
• Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ ___X__
  ➢ EBSCOhost Academic Search Complete _____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
  ➢ LexisNexis Universe _____

13. Syllabus – attached

14. Date of Department curriculum committee approval: August 27, 2012

15. Faculty - Who will be assigned to teach this course? Gerald Markowitz and Richard Haw

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:
A. S. Green
Chair, Proposer’s Department

Prepared for UCASC, Dec 7, 2012
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 1xx</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>The Twentieth Century: One Decade in Depth (The Sixties)</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
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<td>Credits</td>
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</tr>
<tr>
<td>Contact Hours</td>
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</tr>
<tr>
<td>Prerequisites</td>
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</tr>
<tr>
<td>Co-requisites</td>
<td>English 101</td>
</tr>
</tbody>
</table>

**Course Description**

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the Twentieth Century. This course focuses in depth and across disciplines on a single significant decade of that century, such as the “Roaring Twenties;” the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the “Swinging” Sixties.

**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
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
  - [x] 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. Learning from the Past - Please explain how your course meets these learning outcomes

Students will:

Prepared for UCASC, Dec 7, 2012
Students will demonstrate knowledge of formative events and intellectual developments in the 1960s through an illustrated timeline of events, ideas and movements such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture (week 14).

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences

Students will analyze the significance of major historical developments in the 1960s through short bi-weekly papers in which they will identify the thesis and/or arguments of the readings (weeks 2, 4, 6, 8, and 12).

- Analyze the significance of major developments in U.S. and World History.

Students will differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives. For example, they will read both memoirs and journalistic or historical accounts by supporters and opponents of the Vietnam War (weeks 2, 11, and 13). They will also interrogate the ways in which different disciplines explore and explicate events by reading the accounts of historians (weeks 3, 6, 10), memoirists (week 2, 4), politicians (week 7, 9) and philosophers (week 6).

- Differentiate multiple perspectives on the same subject
John Jay College of Criminal Justice

Fall 2012

The Twentieth Century: One Decade in Depth-- The Sixties
ISP 1xx
Room 208T

Faculty

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

Richard Haw
Email: rhaw@jjay.cuny.edu
Office: 06.65.05 New Building
Phone: 212-237-xxxx
Office Hours: Tues 3–5 and by appt.

Course Description

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the Twentieth Century. This course focuses in depth and across disciplines on a single significant decade of that century, such as the “Roaring Twenties;” the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the “Swinging” Sixties.

***

This semester we will focus on the 1960s, a period of tumultuous change both at home and abroad. In this decade individuals, groups, and even whole countries were forced to re-examine long-held beliefs, cultural assumptions, social structures, and political alliances.

Course Goals and Objectives

Students will:

a) demonstrate knowledge of formative events and intellectual developments in the 1960s such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture.

b) analyze the significance of major historical developments in the 1960s through short bi-weekly papers in which they will identify the thesis and/or arguments of the readings.

c) differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives.

d) create and present a timeline of major events in the 1960s.

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives. All administrative matters, including grading, will be discussed during the first class. Some of the rules for the course are covered below.
ISP RESOURCES
The ISP faculty and staff are here to support your success. In case of problems that may jeopardize your progress in this course,

1. Keep in touch with your professors. Contact information is at the top of the syllabus and on blackboard.
2. Contact ISP Counselor-Coordinator, Ms. Peralta-Rodriguez: 212 237-8304; bperalta-rodriguez@jjay.cuny.edu; Room 06.65.02.
3. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 06.65.01.
4. Take advantage of the free ISP tutoring service.

Required Reading

Students will need to purchase the following books:

All the other readings for this course are available on the course Blackboard site. These short excerpts must be printed out and brought to class on the assigned day:
Taylor Branch, Parting the Waters: America in the King Years, Chapter 7, “The Quickening,” pp. 272-311
Paul Goodman, “The Poverty of the Great Society” (1965);
Thomas Merton, “Rain and the Rhinoceros,” The Technological Imperative,” and “Events and Pseudo-Events”
Tom Hayden, Welfare Liberalism and Social Change” (1966)
Mark Kurlansky, 1968: The Year that Rocked the World, chapters 5-8 (pp. 81-143)
Redstockings Manifesto
Nancy MacLean, Freedom Is Not Enough: The Opening of the American Workplace (excerpts)
“Cable from Taylor to President Kennedy on Introduction of Troops,” and “Report by Vice President Johnson on His Visit to Asian Countries,” (1961)
S. Olson and Randy Roberts, “The Road to My Lai,”
Maurice Isserman and Michael Kazin, America Divided, 3rd ed., Chapter 14 (269-300)

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: The Promise of the Sixties

Week 2  Overview: Promise and Disillusionment in the Sixties
Reading Ron Kovic, Born on the 4th of July

Prepared for UCASC, Dec 7, 2012
Assignment Due: Summarize the main thesis and supporting evidence in Born on the 4th of July and conclude with a personal evaluation of the text’s strengths, weaknesses, and persuasiveness. (2 pages)

Week 3 Racism and the Sixties: Promise
Reading: Taylor Branch, Parting the Waters: America in the King Years, Chapter 7, “The Quickening,” pp. 272-311 (on Blackboard)

Week 4 Racism and the Sixties: Culture
Reading: James Baldwin, The Fire Next Time (1963)

Assignment Due: Summarize the main thesis and supporting evidence in The Fire Next Time and conclude with a personal evaluation of the text’s strengths, weaknesses, and persuasiveness. (2 pages)

Week 5 Racism and the Sixties: Disillusionment

Reading and listening: Martin Luther King, “I’ve Been to the Mountaintop (1968) and Stokely Carmichael, “Black Power” (1966) (Both available as text and mp3s at www.americanrhetoric.com )

Week 6 Protest, Personal Liberation and the Sixties: U.S. Culture I

Assignment Due: After reading the three texts above, compare and contrast their main themes. What types of evidence does each author use to bolster his/her case? Discuss the ways in which each text furthers or impedes the arguments presented by the other texts. Which do you find most persuasive and why? (3 pages)

Week 7 Protest, Personal Liberation and the Sixties: U.S. Culture II
Reading: Tom Hayden, Welfare Liberalism and Social Change” (1966) (On Blackboard)

Week 8 Protest, Personal Liberation and the Sixties: Prague Spring I
Reading: Mark Kurlansky, 1968: The Year that Rocked the World, chapters 5-8 (pp. 81-143) (On Blackboard)

Assignment Due: What social and political forces does the author argue come together to fuel the events he details? What evidence does he provide? What does he say are the long term consequences of these particular historical events? (2 pages)

Week 9 Protest, Personal Liberation and the Sixties: Prague Spring II
Reading: Vaclav Havel, “On the Theme of an Opposition (April 1968) and “Letter to Alexander Dubcek (1968) (On Blackboard)

Prepared for UCASC, Dec 7, 2012
Week 10  Protest, Personal Liberation and the Sixties: The Women’s Movement
Reading: Redstockings Manifesto; Nancy MacLean, Freedom Is Not Enough: The Opening of the American Workplace (excerpts) (On Blackboard)
Assignment Due: After reading the texts, outline the various circumstances that propelled the Women’s Movement. What do you think made women angry? What solutions were proposed? How do you think changes in the status of women made in the 1960s affect your life today? (2-3 pages)

Week 11  Vietnam and the Sixties: Promise
Reading: “Cable from Taylor to President Kennedy on Introduction of Troops,” and “Report by Vice President Johnson on His Visit to Asian Countries,” (1961) (On Blackboard)

Week 12  The Sixties: Culture and the Arts
Assignment Due: On Blackboard you will find a list of links to sixties protest music and visual art. Choose one song or work of art, describe it, and explain its message in the context of the protest movements we have studied. (3 pages)

Week 13  Vietnam and the Sixties: Disillusionment
Reading: James S. Olson and Randy Roberts, “The Road to My Lai,” (On Blackboard); Re-Read Kovic, Born on the 4th of July

Week 14  Conclusion: The Disillusionment of the Sixties
Reading: Maurice Isserman and Michael Kazin, America Divided, 3rd ed., Chapter 14 (269-300) (on Blackboard)

Week 14  Conclusion: Presentation of Students’ work: “Illustrated Timeline of Events, Ideas and Movements of the 1960s”

Final Paper: Students will present an Illustrated Timeline of Events, Ideas and Movements of the 1960s. This should include a two page summary of the Timeline that should reflect serious thought and engagement with the issues raised in the assigned reading.

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 Haw 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>
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<tbody>
<tr>
<td>Short (2-5 pp) Papers</td>
<td>60%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>In class participation and behavior</td>
<td>15%</td>
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</tbody>
</table>

Grading Criteria

- A, A- (90+) Excellent
- B+ (85-89) Very Good
- B, B- (80-84) Good
- C+, C, C- (70-79) Satisfactory
- D+, D, D- (60-69) Poor
- F Fail

Class Decorum

Attendance: Students are allowed only two absences. (Each class is a double period.) 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 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.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: October 9, 2012

1. a. **Department(s) or program(s)** proposing this course________ ISP_____________________
   
   b. **Name** and contact information of proposer(s)____Andrea Balis___________________________
       Email address(es) abalis@jjay.cuny.edu__________________________________________________
       Phone number(s) 212-237-8132 __________________________________________

2. a. **Title of the course** ____Sickness and Health__________________________
   
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Sickness & Health
      
      x 100 Level ____200 Level ____300 Level ____400 Level
       
       Please provide a brief rationale for why the course is at the level:
       
       This course introduces students to the study of health and illness in the broader context of history, economics, social systems, media representation, and justice. 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 course provides students with the opportunity to examine the social impact, policy implications, and political issues surrounding basic issues of health and disease in contemporary society. Students will develop a familiarity with the concept that disease, like many issues of social policy and social justice need to be seen in a broad context in order to be understood. Health care is a critical component of contemporary analysis of resource allocation and public policy. This course provides students with information for making both personal and political decisions about these important questions. It addresses student needs both as consumers of healthcare and as engaged citizens addressing an important aspect of social justice. Healthcare systems provide a lens for analysis and understanding of sociological, economic, and political issues and policies.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)
This course provides introductory information about the connection between supposedly objective science and pseudo-science and the relationship of science to social policy in the medical area. The emphasis in the course is on using physical and social science, historical and economic data, literature, film, and print to examine underlying assumptions about sickness and health and the interventions they inspire. This class will cover statistical as well as qualitative data, and provide the opportunity for students to use both as evidence for understanding and analyzing social and political issues related to health and illness.

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 gather, interpret and assess information from a variety of sources and points of view. Orally and in writing students will identify, debate, and evaluate statistical information and analyze their relationships to sociological, historical, and popular texts (week 7, 8, 9, 10, 12, 15).
   - Students will evaluate evidence and arguments critically or analytically. Students will compare scientific and historical sources (week 9, 10, 13). Students will critically evaluate popular images of sickness and health (week 5, 8, 10, 12).
   - Students will produce well reasoned written or oral arguments using evidence to support conclusions. Students will compare and evaluate the accuracy of various sources both orally and in short essays (week 2, 4, 6, 14). Students will construct tables using various sources (week 7, 8, 10). Students will describe various basic biomedical concepts (week 2, 7, 9).
   - Students will identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world. Students will create a glossary of the scientific terms used in assigned readings (continuously updated project throughout the semester). Students will use the CDC website to identify three tables which relate to a specific disease we have discussed in class and create a table combining these statistics (week 8 and in partial fulfillment of final project).
   - Students will demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. Students will prepare presentations

Prepared for UCASC, Dec 7, 2012
and written reports which demonstrate an understanding of the ways in which “science” is used to justify economic and social policy (week 9, 10, 11).

- Students will articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world. By focusing on a specific disease, students will research and write extensively about how biomedical information is used to shape attitudes towards the relationship between social justice and public health policy (week 4, 9, 10, 11, and in partial fulfillment of the final project.)

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) ISP 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: Scientific World

   Flexible Core:

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

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

   This course focuses on a medical and scientific aspect of everyone’s life – sickness and health. Illness isn’t merely a biological phenomenon; it is a social construction as well. Scientific concepts, theories and methodologies are important ideas not only in themselves but in the complex ways in which they interact with a wide variety of social, political, philosophical, historical and economic issues and countless artistic and literary projects. Each discipline illuminates different kinds of connections but all interrogate the ways in which science is a component of modern life and modern society. Understanding the role that scientific constructs play in economic, political and social institutions is critical to appreciating the complexity of our world. That perspective is extraordinarily important to our students in their roles as both producers and consumers of knowledge.

11. How will you assess student learning?

   There will be five short papers, a project based on biomedical statistics, a group project on popular perception of disease, in class quizzes, and a final exam in essay format.

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 _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) ______________________

13. Syllabus - attached

14. Date of Department curriculum committee approval __October 1

15. Faculty - Who will be assigned to teach this course? Prof. Andrea Balis and other qualified 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:
ASGreen
Chair, Proposer’s Department

Prepared for UCASC, Dec 7, 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 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Sickness and Health</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies</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>NA</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>NA</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course provides introductory information about the connection between supposedly objective science and pseudo-science and the relationship of science to social policy in the medical area. The emphasis in the course is on using physical and social science, historical and economic data, literature, film, and print to examine underlying assumptions about sickness and health and the interventions they inspire. This class will cover statistical as well as qualitative data, and provide the opportunity for students to use both as evidence for understanding and analyzing social and political issues related to health and illness.</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)
### E. Scientific World

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

<table>
<thead>
<tr>
<th>Orally and in writing students will identify, debate, and evaluate statistical information from a variety of sources and analyze their relationships to sociological, historical, and popular texts (week 7, 8, 9, 10, 12, 15).</th>
<th>Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will compare scientific and historical sources (week 9, 10, 13). Students will critically evaluate popular images of sickness and health (week 5, 8, 10, 12).</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will compare and evaluate the accuracy of various sources both orally and in short essays (week 2, 4, 6, 14). Students will construct tables using various sources (week 7, 8, 10). Students will describe various basic biomedical concepts (week 2, 7, 9).</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 create a glossary of the scientific terms used in assigned readings (continuously updated project throughout the semester). Students will use the CDC website to identify three tables which relate to a specific disease we have discussed in class and create a table combining these statistics (week 8 and in partial fulfillment of final project).</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 prepare presentations and written reports which demonstrate an understanding of the ways in which “science” is used to justify economic and social policy</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>(week 9, 10, 11).</td>
<td>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>By focusing on a specific disease, students will research and write extensively about how biomedical information is used to shape attitudes towards the relationship between social justice and public health policy (week 4, 9, 10, 11, and in partial fulfillment of the final project.)</strong></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></td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
INSTRUCTORS:
Prof. Andrea Balis  
Dept of History/ISP  
Office: 432H (T. building)  
Office hours: M/W 2-3:30  
and by appointment  
abalis@jjay.cuny.edu  
212-237-8132

Prof. Lorna M. Ronald  
ISP (Sociology)  
Office: 432.08T  
Office hours: Th/F 1-2pm  
and by appointment  
lorna.ronald@gmail.com  
(718) 873-3833

COURSE DESCRIPTION:
This course provides introductory information about the connection between supposedly objective science and pseudo-science and the relationship of science to social policy in the medical area. The emphasis in the course is on using physical and social science, historical and economic data, literature, film, and print to examine underlying assumptions about sickness and health and the interventions they inspire. This class will cover statistical as well as qualitative data, and provide the opportunity for students to use both as evidence for understanding and analyzing social and political issues related to health and illness.

LEARNING OBJECTIVES:

- Gather, interpret and assess information from a variety of sources including medical statistics, popular culture, historical and social science texts and images.
- Evaluate evidence and arguments critically or analytically both in written work and oral presentations.
- Produce well reasoned oral arguments using a wide variety of evidence to support conclusions
- Demonstrate how the tools of science can be used to understand social problems and inform the development of social policy.
- Students will be able to articulate and evaluate the personal ethical issues surrounding healthcare as well as the social impact of issues of illness and health.

REQUIRED TEXTS:
All readings for this course will be available on Blackboard. If you have any problems with your Blackboard Account, immediately contact DOIT – 212-237-8200


William H. McNeill, “Breakthrough to History” from Plagues and People, p. 31-68

Prepared for UCASC, Dec 7, 2012
Alan M. Kraut “Viruses and Bacteria Don’t Ask for a Green Card: New Immigrants and Old Fears” from *Silent Traveler*, p. 255-273

Gina Kolata, “The Plague Year” from *The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus that Caused It* p. 3-35

John Barry, “End Game” from *The Great Influenza Epidemic*, p. 367-399


Class Handout World Health Organization Report on Tuberculosis


Matthew Gandy and Alimuddin Sumba. Ed “Global Poverty and Tuberculosis Implications for Ethics and Human Rights” and “Return of the White Plague” (Class handout CDC TB statistics)

Naomi Rogers, “Garden of Germs: Polio in the United States, 1900-1920” from *Dirt and Disease*, p. 9-30

David Oshinsky, “Poster Children, Marching Mothers” from *Polio an American Story* P. 79-92

Svea Closser, “We Can’t give up Now: Global Health, Optimism and Polio Eradication in Pakistan,” Medical Anthropology Vol. 31,No. 5, P. 385-403


Judith Walzer Leavitt, “Why Women Suffer So: Midwifery and Scrupulous Cleanliness” from *Brought to Bed*, p.142-171

Randi Epstein, “Men with Tools: Forceps Use from 1600s-1800s” from Get Me Out of Here, p. 17-35

**Responsibility for all reading and writing assignments** lies with the student. Please consult your syllabus at all times. Your grade will be determined by class participation, quizzes, writing assignments, and a final project.

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. **You must bring the text assigned for that week to class with you.**

**PAPERS:**

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. 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.

Prepared for UCASC, Dec 7, 2012
Always remember: the communication of your ideas is wholly dependent on the clarity of your writing. Students are also encouraged to make use of the John Jay Writing Center. It is a free tutorial service available to all students enrolled in the college. The center schedule can also be found online at http://web.jjay.cuny.edu/~writing

QUIZZES

There will quizzes on the reading at the beginning of most classes. The questions will always refer to major points from the reading. The lowest 2 grades will be dropped.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 short papers</td>
<td>40%</td>
</tr>
<tr>
<td>Statistics project</td>
<td>15%</td>
</tr>
<tr>
<td>Group Disease Project</td>
<td>15%</td>
</tr>
<tr>
<td>Project report</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

GRADING NORMS:

These are the official college grading criteria:

A, A-  Excellent
B+, B, B- Very Good
C+, C Satisfactory
C-, D+, D, D- Poor

ACADEMIC INTEGRITY:

Plagiarism is the presentation of somebody else’s ideas as your own and includes material downloaded from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating are extremely serious violations of academic behavior and can result in course failure, and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors and/or the John Jay College Bulletin. The library also has free guides designed to help you with questions about documentation.

ATTENDANCE AND LATENESS:

- **Attendance is not optional.**
- **If you miss three classes you automatically fail the course.**
- **Three latenesses constitute an absence.**

CLASSROOM BEHAVIOR:

- There is absolutely no use of cell phones or texting in class. If you do use your cell phone in class you will be considered absent.
- You may not eat in class.
- You may not sleep in class.
- You must be respectful of your peers at all times during class discussions.

Prepared for UCASC, Dec 7, 2012
SCHEDULE OF READINGS:
The following are the readings to be completed by the indicated class period. Bring the text to class. As the course relies on classroom participation rather than lectures, it is essential to do the readings and come to class on time.
Week 14- Margaret Lock, *Twice Dead: Organ Transplants and the Reinvention of Death* (pages 1-31)

Section I – Disease and the Shape of Human History

Week One – Introduction

One page paper due: Your *one page* paper should include bibliographic information as well as the main argument the author is making and the kinds of sources he/she uses.

Week Three – William H. McNeill, “Breakthrough to History” from *Plagues and People*, p. 31-68
Short paper due: Your *one page* paper should include bibliographic information as well as the main argument the author is making and the kinds of sources he/she uses.
Your *one page* paper should include bibliographic information as well as the main argument the author is making and the kinds of sources he/she uses.

Week Four- Alan M. Kraut “Viruses and Bacteria Don’t Ask for a Green Card: New Immigrants and Old Fears” from *Silent Traveler*, p. 255-273
Short paper due
Your *one page* paper should include bibliographic information as well as the main argument the author is making and the kinds of sources he/she uses.

Part II – Influenza

Week Five – Gina Kolata, “The Plague Year” from *The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus that Caused It* p. 3-35
Paper Due: Your *one page* paper should include bibliographic information as well as the main argument the author is making. Pay attention to the different kinds of sources each author uses. Notice the differences.

Week Six- John Barry, “End Game” from *The Great Influenza Epidemic*, p. 367-399
Paper Due: Your *one page* paper should include bibliographic information as well as the main argument the author is making. Pay attention to the different kinds of sources each author uses. Notice the differences.

Part III – Tuberculosis

Week Seven – Barbara Rosencrantz, “Introduction” from Rene and Jean Dubos, *The White Plague*, P. XII-XXXIV.
Class Handout World Health Organization Report on Tuberculosis and discussion of the use of biomedical statistics.

Prepared for UCASC, Dec 7, 2012
Class handout CDC TB statistics

Week Nine – Matthew Gandy and Alimuddin Sumba. Ed “Global Poverty and Tuberculosis Implications for Ethics and Human Rights”, “Return of the White Plague”

Part IV – Polio

Week Ten- Naomi Rogers, “Garden of Germs: Polio in the United States, 1900-1920” from Dirt and Disease, p. 9-30
David Oshinsky, “Poster Children, Marching Mothers” from Polio an American Story P. 79-92
Statistics Project Due: Based on historical as well as contemporary tuberculosis statistics, construct comparative tables using the models reviewed in weeks 7 and 8.

Week Eleven- Svea Closser, “We Can’t Give up Now: Global Health, Optimism and Polio Eradication in Pakistan,” Medical Anthropology Vol. 31, No. 5, P. 385-403
Groups will be announced for final project which will contain a section on statistics as well as other source materials.

Section V- Childbirth

Hand In Topic and meeting schedule for final project


Week 14 – Randi Epstein, “Men with Tools: Forceps Use from 1600s-1800s” from Get Me Out of Here, p. 17-35

Week 15- Group Project Presentations,
Individual Paper Due

Group presentations will consist of a statistical, historical, and popular culture representation of a specific disease.
Individual papers reflect on the process of the group project in addition to offering a tightly constructed and well argued report on the conclusions you have reached.

Prepared for UCASC, Dec 7, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __9/1/12____________________

1. a. **Department(s) or program(s) proposing this course** __ISP____________________________
   
   b. **Name and contact information of proposer(s)**
      
      Email address(es) ____dsherman@jjay.cuny.edu___________________________
      Phone number(s) ___237-8457____________________________

2. a. **Title of the course** __Violence and the Evolution of Justice_____
   
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __Violence Evol Justic___________________________
   
   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:

   The readings, written assignments, and level of classroom activities are sophisticated and challenging; they presuppose solid experience with college level work. This course, with its emphasis on multiple perspectives, critical analysis, research requirement, and sophisticated cultural/historical context is appropriate for upper-division, 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 course that will satisfy the Justice in Global Perspective Option Portion of General Education at John Jay College. The course stresses the nature and incidence of violence over time in Western and Non-Western societies in relation to ideas and practices of justice. The context will not only be global, but also interdisciplinary—stressing connections between history, social science, philosophy, and literature. These qualities fit well with John Jay’s commitment to studying justice in its different meanings and contexts.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course examines the history of violence in relation to changing ideas and perceptions of justice from pre-historical times to the present around the globe. The course explores the ways that violence, especially organized violence such as warfare, has shaped societies and cultures and emphasizes the social, political, economic, and cultural contexts of the struggles for justice in both Western and Non-Western worlds.

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, 2012
   b. Teacher(s): Dennis Sherman and Amy Green
   c. Enrollment(s): 30 per section
   d. Prerequisites(s): Eng 101

8. **Learning Outcomes**

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis
- Analyze how struggles for justice have shaped societies and cultures across time and in various places.
- Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies and literary works.
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, and within the College Option Portion the 300 level Justice in Global Perspective section. Theme B in ISP.

10. Will this course be part of JJ’s general education program?

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

It will be part of the College Option, Justice Core 300, Justice in Global Perspective

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

This is a course that will be part of John Jay’s College Option, Justice Core 300, Justice in Global Perspective program. The qualities of the course are at the heart of what John Jay College, with its commitment to studying justice in the broadest ways, stands for. By focusing on the history of violence in relation to changing ideas and perceptions of justice, the course will help develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world—from pre-historical and ancient times through the twentieth century. There will be an emphasis on how violence, especially organized violence such as wars, has shaped societies and cultures throughout the Western and Non-Western worlds. There will also be emphasis on how societies have, on the one hand, tried to promote various forms of organized and focused violence, and on the other hand, tried to control civil discord and intra-state violence.

The required readings include studies and creative literature from a variety of perspectives. While the course and some of the required readings will be structured historically, the materials of the course are particularly interdisciplinary—stressing the psychology of violence, the politics of justice, the ethics underlying violence and attempts to promote or control violence, and literary efforts to explore violence and justice.

11. How will you assess student learning?

Students will be assigned a variety of written assignments, short and long. Their reading and oral work during classroom activities will be evaluated. They will be assessed on the basis of how well they do the following:

   • Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis. This will be assessed through a final research project comparing the ways that two societies have dealt with the
problem of violence using a rubric that measures students’ ability to analyze violence in terms of context.

- Analyze how struggles for justice have shaped societies and cultures across time and in various places. This will be assessed through a paper (due week 12) that critiques Pinker’s argument in *The Better Angels of our Nature*.
- Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies and literary works. This will be assessed through a paper (due week 4) contrasting the views of Chagnon and Ferguson on violence among the Yanomamo.

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 _x___
- PsycINFO _x____
- Sociological Abstracts _x__
- JSTOR _____
- SCOPUS _____
- Other (please name)

13. Syllabus - attached

14. Date of Department curriculum committee approval: August 27, 2012

15. Faculty - Who will be assigned to teach this course? Dennis Sherman, Amy Green, and others qualified 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
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Violence and the Evolution of Justice</td>
</tr>
<tr>
<td>Department or Program</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>Prerequisites</td>
<td>ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course examines the history of violence in relation to changing ideas and perceptions of justice from pre-historical times to the present around the globe. The course explores the ways that violence, especially organized violence such as warfare, has shaped societies and cultures and emphasizes the social, political, economic, and cultural contexts of the struggles for justice in both Western and Non-Western worlds.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
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</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. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes
<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read, discuss, and write about the history of violence and changing perceptions of justice to deal with violence. These materials will emphasize the many and broad contexts in which violence has developed and the evolution of efforts to curb or even justify violence (e.g. Research Project, week 13). Comparisons between the Western and Non-Western worlds will be used—for example comparing developments in Europe, (e.g. Stalinism and Nazism in the twentieth century) to patterns in Africa and Asia in recent decades as described in works by Pinker and Glover, weeks 8-12; and views of violence in Hobbes vs Rousseau, week 6).</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
<tr>
<td>In classroom discussions, debates, and role playing as well as in papers, students will be required to analyze various efforts to deal with violence in the past. Examples, such as in Early Modern European state-building and the introduction of Communism in 20th Century China will suggest how efforts to both promote violence and control it have shaped societies and cultures in profound ways (weeks 6-9, 12, 15). Students will analyze the effects of struggles for justice in a paper that critiques Pinker’s The Angels of our Nature (week 12).</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
<tr>
<td>This course will draw from a wide variety of perspectives in its focus on violence and justice. In addition to its historical content, the readings, papers, and discussions will stress the politics, philosophy, and psychology of violence and justice. For example, one of the main readings for the course—Humanity, by Jonathan Glover—specifically combines philosophy, psychology, and history in an effort to analyze violence and justice. Literary sources such as plays will add other perspectives on the topic. Comparing interpretations of Yanomamo violence shows how scholars can take opposing views of the same situation. Contrasting theories of violence by Hobbes, Rousseau, and Fanon also provides opportunities for differentiating perspectives.</td>
<td></td>
</tr>
</tbody>
</table>
Interdisciplinary Studies Program
Theme B, History, Drama, Speech

The History of Violence and Evolution of Justice
Mondays, 11-1:30, 5:40-8:10

Prof Amy Green, Room 06.65.03; agreen@jjay.cuny.edu; 212 237-8352
Office Hours: Mondays, 2-4, and by appointment.

Prof Dennis Sherman, Room 06.65.05; dsherman@jjay.cuny.edu; 212 237-8457
Office Hours: Mondays, 3-5, and by appointment

Course Description:

This course examines the history of violence in relation to changing ideas and perceptions of justice from pre-historical times to the present around the globe. The course explores the ways that violence, especially organized violence such as warfare, has shaped societies and cultures and emphasizes the social, political, economic, and cultural contexts of the struggles for justice in both Western and Non-Western worlds.

Learning Outcomes:

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis
- Analyze how struggles for justice have shaped societies and cultures across time and in various places.
- Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies and literary works.

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives. All administrative matters, including grading, will be discussed during the first class. Some of the rules for the course are covered below.

ISP RESOURCES
The ISP faculty and staff are here to support your success. In case of problems that may jeopardize your progress in this course,

1. Keep in touch with your professors. Contact information is at the top of the syllabus and on blackboard.
2. Contact ISP Counselor-Coordinator, Ms. Peralta-Rodriguez: 212 237-8304; bperalta-rodriguez@jjay.cuny.edu; Room 06.65.02.
3. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 06.65.01.
4. Take advantage of the free ISP tutoring service.
REQUIRED TEXTS: You need to purchase the following books for this course. The books may be purchased through the John Jay bookstore or an online bookseller, such as Amazon or B&N.com. Used copies in good condition are fine. Readings are due according to the Class Schedule on this syllabus.


In addition, following readings will be on Blackboard:
The Bible, (Old Testament), selections.
Giraudoux, Jean *Tigers at the Gate.*
Hobbes, Thomas. Selections from *Leviathan*
O’Hare, Dennis. *An Iliad.*

COURSE POLICIES

GRADING

Final grades will be based upon the following:
1. Written work—in class and outside of class
2. Class participation
3. On-time attendance.
4. Quizzes. Periodic quizzes are unannounced and always given during the first 5 minutes of class or the first 5 minutes after the break. Quizzes are always on the assigned reading for the day and focus on vocabulary and concepts within the assigned reading.

According to official CUNY policy, letter grades signify:
A, A-  Excellent
B+, B, B- Very Good
C+, C  Satisfactory
C-, D+, D, D- Poor
F  Fail

Excellent work responds to the assignment; is comprehensive, thoughtful, thorough, and original; provides relevant and convincing evidence appropriately cited; and is presented in a professional manner without grammatical, spelling, or other formal errors.

PLAGIARISM

Plagiarism is the presentation of another person’s work or ideas as your own; this includes material downloaded from the Internet without citation. In all written work, you must clearly indicate (using

Prepared for UCASC, Dec 7, 2012
quotation marks and citations) when you are quoting or paraphrasing. **Any use of material from the Web must be clearly and appropriately cited.** Plagiarism can result in failing the course and/or disciplinary action.

ISP subscribes to and enforces the John Jay College official policy on academic integrity:

*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.*

**ATTENDANCE**

The most important part of the course takes place in the classroom. Missed classes or lateness will affect your grade. If you miss more than two classes, you will be at risk of failing the course. Over ½ hour late equals 1 absence Three latenesses of less than ½ hour equal one absence. Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with Professor Green or Sherman and the program counselor as soon as possible. **Always bring the assigned reading to class.**

**PAPERS**

Papers should be typed or word-processed, double-spaced using a 12-point font with 1” margins. Be sure to keep a copy of every paper turned in and returned to you. Late papers will be marked down. Excessively late papers will not be accepted. **Papers cannot be sent in by email or fax.**

**CLASSROOM**

No eating in class.
There should be no traffic in and out of class. **Turn off cell phones before you enter class and never use or check in class.**

Laptops may only be used to view or take notes on that day’s assignment and are subject to faculty observation during class.

**CLASS SCHEDULE for B2: The History of Violence and Evolution of Justice, Fall 2012**

The following readings are to be completed in preparation for the indicated class period. Every time, the assigned book should be brought to class. As the course relies on classroom participation (**which will constitute a significant part of your final grade**) rather than lectures, it is essential to do the readings and come to class on time with the reading material.

Prepared for UCASC, Dec 7, 2012
Date   Topic and Reading Due

I.   THE NATURE OF VIOLENCE

Mythic Roots
Class 1  Introduction. Handout: selections from the Bible.
Class 2  Glorious Gore: Selections from Homer, The Iliad. (Blackboard)

Human Nature: Brutal Animals or Noble Savages?
Class 3  Ferocious Yahoos. Read Part IV of Gulliver’s Travels
Class 4  Two Views of “Savage” Peoples: Read the Yanomamo selections by Chagnon and the critique of Chagnon by Brian Ferguson.
   3-4 page paper: How does Chagnon describe, explain, and interpret the violent behavior of the Yanomamo? What is Ferguson’s counter argument? Which interpretation do you find more persuasive and why?
Class 5  Selections from Thomas Hobbes, Leviathan (Blackboard)
   Written assignment: summarize Hobbes’s argument in one page. What is his thesis?
Class 6  Noble Savages: Read Rousseau, parts 1 and 2, pp. 16-71.
   Written Assignment: In one page summarize Rousseau’s response to a Hobbesian view of violence.

Power, Violence, and Politics
Class 7  Frantz Fanon, “On Violence” in The Wretched of the Earth. (Blackboard)
   Written assignment: summarize Fanon’s argument in one page.
Class 8  Historical Case Study: My Lai and Hiroshima. Read Glover, Part 2.
Class 9  Historical Case Study: Rwanda. Read Glover, Part 3.
Class 10 Historical Case Study: Stalin and Mao. Read Glover, Part 5.

II.   JUSTICE AND JUST SOLUTIONS TO VIOLENCE

Class 11  The Humanitarian Revolution. Pinker, Chapters 1-4
Class 12  The Rights Revolution. Pinker, Chapters 5, 6 and 10.
   5-page Paper Due. For the purposes of this assignment you are Jonathan Glover. You have been hired by the New York Times to write a review of Pinker’s new book in the light of your own (i.e., Glover’s) ideas about the causes and patterns of violence and the struggles for justice across time and place. Feel free to quote yourself and/or restate your views as you critique Pinker’s work.
Class 13 Approaches to Justice
   In-class viewing of selections of documentary film footage from the Nuremberg trials and the South African Truth and Reconciliation Commission.

Prepared for UCASC, Dec 7, 2012
* RESEARCH PAPER DUE*

Part IV: Literary Perspectives on Violence and Justice

Class 14  O’Hare, *An Iliad*

Class 15  Giraudoux, *Tigers at the Gate*

Paper Due, 3 pages: Bearing in mind the selection from Homer’s *Iliad* that you read at the beginning of the semester, write a conversation (in play form) about violence and justice in which Homer, O’Hare, and Giraudoux participate. How does each see the questions we have discussed this semester (i.e., individual and group motivations to follow or resist violent impulses; just solutions to violence) and what do they think of the views of the others?

*Research Project Assignment*

Compare how two societies have struggled to develop policies, ideas, and/or institutions to deal with the problem of violence. How do you explain the ways in which those policies, ideas, and/or institutions were effective and the ways in which they were not effective?

**Instructions**: To begin, download and read the following article on violence and policy: [http://www.theatlantic.com/issues/2001/09/power.htm](http://www.theatlantic.com/issues/2001/09/power.htm). In writing your paper, you should draw on this article as well as information from at least three primary and two secondary sources that are not part of the assigned readings for the course. However, materials from the assigned readings and classroom discussions should be integrated into your paper. Potential sources for your paper might be found in some of the assigned readings or derived from discussions about this paper during the semester. Your paper should be about 7 pages.
**New Course Proposal Form**

Date Submitted ______9/14/12____________

1. a. **Department(s) or program(s) proposing this course** ENGLISH
   
   b. **Name and contact information of proposer(s)** Allison Pease
      
      Email address: apease@jjay.cuny.edu
      Phone number: 212-237-8503

2. a. **Title of the course:** LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION
   
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) LITERY PERSP CULTURE
   
   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 will build on the basic reading and writing skills learned at the 100-level and focus on building an awareness of global cultures as conveyed through literary texts. Students will read and analyze primary texts of literature and write 20-25 pages of informal and formal writing over the course of the semester.

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

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 will introduce students to literature and literary history from a range of cultures and allow them to understand cultural diversity as it is manifest in literatures from around the world. In this course students will develop critical reading and writing skills. The course will also provide students with broader cultural awareness, both in terms of learning about the cultures and contexts that produced the literature they read, and how literature mediates culture.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

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 __0___
   c. Credits __3___

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

   __x__ No               ___ Yes. If yes, then please provide:

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?

   • 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 textual evidence to support conclusions.
   • Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
   • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
   • Analyze the significance of one or more major movements that have shaped the world’s societies.

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

   _____ No               __x__ Yes

Prepared for UCASC, Dec 7, 2012
If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

English Minor

10a. Will this course be part of JJ’s **general education program**?

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

**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                |   |

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

This course has been designed to provide students with learning opportunities in world cultures and global issues. Through reading literary texts produced in two or more non-U.S. cultures, students will be exposed to the cultural practices and important ideas of various cultures throughout time.

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

Every semester __X___ Number of sections: __10-20__

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

Through informal writing assignments, formal writing assignments, oral class presentations and final examinations students will not only demonstrate the learning outcomes for their general education category, but also the following outcomes mandated by the English Pathways Guidelines:

- 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.

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: 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+ _____
- EBSCOhost Academic Search Complete _____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X___
- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR _____
- SCOPUS _____
- Other (please name) ___________________________

13. Syllabus - attached

14. Date of Department curriculum committee approval __Sept 13, 2012____

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

   Allison Pease, Chair
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>LIT</td>
</tr>
<tr>
<td>Course Title</td>
<td>Literary Perspectives on Culture and Globalization</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>LIT</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>In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. 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
- [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>[x] World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] Mathematical and Quantitative Reasoning</td>
<td>[ ] US Experience in its Diversity</td>
</tr>
<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] Individual and Society</td>
</tr>
<tr>
<td>[ ] Scientific World</td>
<td>[ ] Creative Expression</td>
</tr>
</tbody>
</table>

A. World Cultures and Global Issues

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

Informal and formal written assignments ask students to select texts and passages for interpretation and comparison, teaching them to gather, interpret, and assess textual evidence from multiple literary texts of different genres, written by different authors.

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

Through class discussion, oral presentations, informal writing assignments and formal papers, students will repeatedly evaluate evidence and provide their own analysis of literary texts.

- Evaluate evidence and arguments critically or analytically.

Through class discussion, oral presentations, informal

- Produce well-reasoned written or oral arguments using evidence to

Form approved by UCASC, Sept 16, 2011, modified for new Gen Ed, July 31, 2012
writing assignments and formal papers, students will continuously practice creating well-reasoned arguments based on analysis of evidence and presentation of the facts. 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:

<table>
<thead>
<tr>
<th>Students will apply the fundamental methods of literary analysis by analyzing and interpreting specific passages of literary text as well as the texts' overall design and how together these aspects create meaning.</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>Through formal papers that ask students to compare texts produced in different cultures, students will demonstrate an understanding of the role of cultural context in determining the meaning of a literary text as well as develop skills in comparative cultural analysis.</td>
<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>Through reading, class discussion, informal writing, formal writing, and final exams, students will become familiar with and be able to analyze the significance of at least one major historical event/issue and its effect on, or materialization in, the literature of one or more non-U.S. cultures.</td>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</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>• 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>
LITERARY PERSPECTIVES ON CULTURE AND GLOBALIZATION

Prof. XXX
Office: NB 07.63.XX
Contact hours: MW 12:00-1:00
E-mail:
Phone: 212.XXX.XXXX

Course Description

In this course students read the literature of several world cultures to explore cultural values in relation to local, national, and global issues. Individual courses may reflect on events such as exploration and trade, migrations and invasions, conquests and crusades, spirituality and governance. 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 Literary Perspectives on Culture and Globalization will ask the question “what do we mean by ‘the middle ages’”? Through this course we will examine the literature of the “middle period” of several different world cultures and consider how they relate to one another, to the periods before and after, and what it means to define a period simply as between other periods.

Required Text

*The Norton Anthology of World Literature, 100-1500, Vol. B, 2nd edition*
ISBN: 978-0393924510

Learning Objectives

Through weekly 2-page prep papers, two 5-page papers, a mid-term and a final exam, 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 textual evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of literary studies exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world’s societies.

Additional Learning Outcomes specific to English Major Pathways Guidelines

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

Weekly 2-page prep papers 10%
5-page paper 20%
5-page paper 20%

*Papers will require students to 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, cultural studies, ethnic studies, geography, history, and world literature.

Midterm exam 20%

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

Final exam 20%

*(Exam will ask students to analyze the significance of one or more major movements that have shaped the world’s societies.)

Class participation 10%

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.

(http://www1.cuny.edu/portalUr/content/2004/policies/image/policy.pdf)

The Writing Center: The Writing Center, located in room 1.68 NB, 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: India’s Classical Age: Sanskrit Wisdom Literature
1) Introduction to the course
2) *Visnusarman*, pp. 1251-1266
   2-page prep paper due

Week 2: India’s Classical Age: Sanskrit Drama
1) Kalidasa, *Sakuntala and the Ring of Recollection*, pp. 1267-1294
2) Kalidasa, *Sakuntala and the Ring of Recollection*, pp. 1294-1331
   2-page prep paper due

Week 3: Mystical Poetry of India: Tamil and Kannada
1) Campantar, pp. 2378-2379; Appar, pp. 2379-2382; Cuntarar, pp. 2382-2383
2) Basavanna, pp. 2383-2387; Mahadeviyakka, pp. 2387-2390
   2-page prep paper due

Week 4: Mystical Poetry of India: Bengali and Hindi
1) Vidyapati, pp. 2390-2393; Govindadasa, 2393-2394

Form approved by UCASC, Sept 16, 2011, modified for new Gen Ed, July 31, 2012
2) Kabir, pp. 2396-2400
   2-page prep paper due

Week 5: China’s “Middle Period”
   1) T’ao Ch’ien, pp. 1352-1369
   2) Wang Wei, pp. 1370-1376; Han-Shan, pp. 1376-1379

   **PAPER #1 DUE**

Week 6: China’s “Middle Period”
   1) Li Po, pp. 1379-1384; Tu Fu, pp. 1384-1389
      2-page prep paper due

Week 7: Midterm
   1) Midterm review
   2) In-class midterm *(Exam will ask students to analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.)*

Week 8: The Middle East and Mediterranean: Old and New Testament
   1) The Old Testament: Genesis (on Blackboard)
      2-page prep paper due

Week 9: Africa and the Middle East: Saints and Prophets
   1) Augustine, pp. 1221-1235
   2) Augustine, pp. 1236-1249
      2-page prep paper due

Week 10: Africa and the Middle East: Saints and Prophets
   1) The Koran, pp. 1418-1459
   2) Ibn Ishaq, pp. 1460-1475
      2-page prep paper due

Week 11: The Middle East: Arabic and Persian
   1) Rumi, pp. 1541-1548
   2) The Thousand and One Nights, pp. 1566-1586
      2-page prep paper due

Week 12: Europe: Cultural Conflict and a Christian(?) Europe
   1) The Song of Roland, pp. 1702-1732
   2) The Song of Roland, pp. 1732-1766

   **PAPER #2 DUE**

Week 13: Europe: Italian Allegory
1) Dante, pp. 1826-1866
2) Dante, pp. 1866-1906
   2-page prep paper due

Week 14: Britain
1) Sir Gawain and the Green Knight, pp. 1991-2003
2) Sir Gawain and the Green Knight, pp. 2003-2034
   2-page prep paper due

Week 15: Britain
1) Sir Gawain and the Green Knight, pp. 2034-2045
   2-page prep paper due
2) Final exam review
   • Final Exam: TBA *(Exam will ask students to analyze the significance of one or more major movements that have shaped the world’s societies.)*
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted____9/14/12________________

1. a. Department(s) or program(s) proposing this course: ENGLISH
   
   b. Name and contact information of proposer(s)       Allison Pease
      Email address:   apease@jjay.cuny.edu
      Phone number:   212-237-8565

2. a. Title of the course: LITERATURE AS WITNESS

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

   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 will build on the basic reading and writing skills learned at the 100-level and
   focus on building an awareness of multiple perspectives on the past as conveyed
   through creative and scholarly texts. Students will read and analyze primary texts of
   literature and history from specifically chosen historical eras and cultures. They will have
   to write 20-25 pages of informal and formal writing over the course of the semester in
   response to assigned primary and secondary texts.

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

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 will introduce students to literature and history from a range of cultures and
   periods in time. It will provide them with basic skills in critical reading and historical
   analysis. It will also provide students with broader cultural awareness, both in terms of
   learning about cultures and the contexts that produced specific works of literature and
   how literature responds to and shapes historical events. As such it will make a
   contribution to students general education under the “Learning from the Past”
   category.
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 investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformatitions and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

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 ___0___
   c. Credits ___3___

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

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

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?

   - 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)**?

   _____No  ___x__Yes

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

   English Minor
10a. Will this course be part of JJ’s general education program?

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

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

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

This course takes a historical approach to the study of literature, focusing on how literature arises out of its historical context and is often a direct reaction to real-life events. Understanding how literature speaks to history, not necessarily with a journalistic approach as eye-witness, but rather as a more probing witness to the underlying structures and effects of such events, is an important aspect of literary study. As such, this course is designed to address the learning outcomes of the Learning from the Past category of the college option.

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

Every semester __X___ Number of sections: 10-20

Fall semesters only _____ Number of sections: _____

Spring semesters only _____ Number of sections: _____

11. How will you assess student learning?

Through informal writing assignments, formal writing assignments, oral class presentations and final examinations students will not only demonstrate the learning outcomes for their general education category, but also the following outcomes mandated by the English Pathways Guidelines:

- 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.
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: 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+ ____
- EBSCOhost Academic Search Complete ____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
- LexisNexis Universe ____
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts ____
- JSTOR ____
- SCOPUS ____
- Other (please name) __X_Films on Demand____

13. Syllabus -- attached

14. Date of Department curriculum committee approval ____September 13, 2012_______

15. Faculty - Who will be assigned to teach this course? ____multiple 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:
   Allison Pease, Chair

Prepared for UCASC, Dec 7, 2012
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LIT 2XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Literature as Witness</td>
</tr>
<tr>
<td>Department or Program</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>Prerequisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, reformations and renaissances. 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>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.)

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

I. Learning from the Past - Please explain how your course meets these learning outcomes

Students will:
<table>
<thead>
<tr>
<th>Students will analyze literary works within the context of a historical event or period. Through weekly response papers, oral presentations, three formal papers and a final exam, students will repeatedly demonstrate knowledge of the events of a historical event/period and the literature that arises out of or in response to that history. For example, the final exam asks students to respond in writing to a question about the texts studied over the semester in order to demonstrate knowledge of the Indian Partition and its effects in shaping the literature and films of India and Pakistan.</th>
<th>• Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze literature that is developed in response to historical issues and events such as wars and religion, family models, social resistance, reformations and renaissances. Students will be asked to present their analyses in weekly papers, class discussions, oral presentations, formal papers, and a final exam. For example on April 28 of the sample syllabus, students will have to write a one-page response paper in which they summarize Partition as explained in the chapter of a historical text and find a brief passage in the opening pages of <em>The Shadow Lines</em> in which the historical event is reflected.</td>
<td>• Analyze the significance of major developments in U.S. and World History.</td>
</tr>
<tr>
<td>Students will read primary and secondary historical texts as well as literature in multiple genres from a range of authors. They will write papers and exams in which they identify critical questions about the history and literature and the multiple and contrasting perspectives offered by texts. For example, the first paper will ask student to define the distinct forms of nationalism promoted by Tagore and Ghandi and then to identify how &quot;Toba Tek Singh&quot; and <em>Train to Pakistan</em> both reflect and alter those ideas through the thoughts and actions of their characters.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
Course Description:

Literature as Witness investigates how literature represents, engages and reflects upon issues and events in their historical moment. Students will explore literary genre, form, and styles while learning how literature narrates and shapes present and past events. Course topics may include wars and religion, family models, social resistance, re formations and renaissances. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This section of Literature as Witness will focus on the Partition of India, and the ensuing development of India and Pakistan as post-colonial nations. In 1947 the national territories of India and Pakistan were carved out of British India, a colonial territory of Britain from 1857-1947. Referred to as “The Partition,” the division of lands in the name of national, economic and religious interests precipitated the largest migration in history and was accompanied by riots in which at least one million people lost their lives. This course explores the Partition not so much as an historical event but as a trauma witnessed again and again in the two nations’ literatures and films.

Learning Outcomes:

- 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

Additional Learning Outcomes specific to English Major Pathways Guidelines

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.
Required Texts:

Rabindranath Tagore, *Nationalism* 1913 (free on google reader, 42 pp.)
Mohandas Ghandi, *Hind Swaraj (Indian Home Rule)* e-text. 100 pp
http://archive.org/stream/hindswarajorindi00gandsof#page/n3/mode/2up

additional films and articles on Blackboard, library website, or the web

Eqbal Ahmad and the Partitioning of India, documentary available on Films on Demand Lloyd Sealy Library

India after Independence (21 minute documentary) available on Films on Demand Lloyd Sealy Library


Partha Chatterjee, *Memory, Forgetting and the Ethics of Writing History* – a brief video

*Garam Hawa* (Scorching Winds) (1973) film by Balraj Sahani

*Earth* (1998) film by Deepa Mehta

Useful Academic Websites

Poscolonial Studies Website at Emory University [http://www.english.emory.edu/Bahri/](http://www.english.emory.edu/Bahri/)

Course Requirements:

- Regular attendance and thoughtful, active participation in class discussions. Your grade in the course will drop by 1/3 of a grade (e.g., B- to C+) with four absences. After five absences you will fail the course. While I do not assign a grade for class participation, demonstration of your commitment to the goals of the course can and will affect your grade if you are “in-between” grades when it comes time to tally your final grade. If you have made a positive contribution to class discussion and/or made an effort with the course assignments, you will receive the higher grade. If you have been disruptive or made no visible effort, you will receive the lower grade.

- Weekly one-page, single-spaced response papers due each Monday in which you briefly describe the week’s reading (paragraph 1), identify a passage (from three words up to three sentences) from the text of interest to you, and (a) if the passage is from a literary work, explain a possible interpretation for that passage and what kinds of contexts inform that reading, or (b) if the passage is from a primary or secondary historical document, summarize the main point of the essay and evaluate the strengths and weaknesses of that point (paragraphs 2-3).
- **Three 5-page papers** Assignments for each paper will differ, but in general they will ask you to construct arguments about the specific treatment of historical events in fictional texts and the ideas revealed by those treatments.

- **One ten-minute presentation** on a passage from the day’s reading in which you interpret carefully the language of the passage and how it reveals the text’s ideas about characters, historical events, and/or national identity. At the beginning of the semester, students will sign up to make one presentation to the class on any class day during the semester.

- **One two-hour final examination** in which you respond in writing to a question about the texts studied over the semester in order to demonstrate knowledge of the Indian Partition and its effects in shaping the literature and films of India and Pakistan.

**Grades:**

25% of your grade will be based on the weekly response papers.
45% of your grade will be based on the three graded papers.
10% of your grade will be based on your in-class presentation.
20% of your grade will be based on the final paper and exam.

**Course Schedule:**

<table>
<thead>
<tr>
<th>date</th>
<th>reading for the day</th>
<th>topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1</td>
<td>lecture and discussion: South Asia in the twentieth century; colonialism and post-colonialism. Together watch <em>India after Independence</em></td>
<td>The Partition</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Read Rabindranath Tagore, “Nationalism in India” in <em>Nationalism</em> 1913 (free on google reader)</td>
<td>Finding an argument; what’s the main point?</td>
</tr>
<tr>
<td>Feb 15</td>
<td>President’s Day — No Classes</td>
<td></td>
</tr>
<tr>
<td>Feb 17</td>
<td>Weekly response due Mohandas Ghandi, <em>Hind Swaraj</em> pp. 1-50</td>
<td>Finding an argument; strengths and weaknesses</td>
</tr>
<tr>
<td>Feb 18 (Thursday following Monday schedule)</td>
<td>Mohandas Ghandi, <em>Hind Swaraj</em> pp. 50-100</td>
<td>Finding an argument; strengths and weaknesses</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Weekly response due Read <em>Train to Pakistan (1956)</em> pp. 1-50 in <em>Madness</em></td>
<td>Muslims, Sihks and Hindus — reading differences</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Read <em>Train to Pakistan</em> pp. 50-80 in <em>Madness</em></td>
<td>Social structure;</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>March 1</td>
<td>Weekly response due&lt;br&gt;Read <em>Train to Pakistan</em> pp. 80-130 in <em>Madness</em></td>
<td>Democracy vs. communism; reading differences</td>
</tr>
<tr>
<td>March 3</td>
<td>Read <em>Train to Pakistan</em> pp. 130-176 in <em>Madness</em></td>
<td>Moral confusion; reading ambiguity</td>
</tr>
<tr>
<td>March 8</td>
<td>Watch <em>Garam Hawa</em></td>
<td>Artistic choices</td>
</tr>
<tr>
<td>March 10</td>
<td>Read <em>Midnight's Children</em> pp. 1-40</td>
<td>What is an allegory</td>
</tr>
<tr>
<td>March 15</td>
<td>Weekly response due&lt;br&gt;Read <em>Midnight's Children</em>, pp. 40-100</td>
<td>What is magical realism</td>
</tr>
<tr>
<td>March 17</td>
<td>Read <em>Midnight's Children</em>, pp. 100-140</td>
<td>Magical realism as a way of dealing with difficult history</td>
</tr>
<tr>
<td>March 22</td>
<td>Weekly response due&lt;br&gt;Read <em>Midnight's Children</em>, pp. 140-200</td>
<td>Close reading</td>
</tr>
<tr>
<td>March 24</td>
<td>Read <em>Midnight's Children</em>, pp. 200-240</td>
<td>Close reading</td>
</tr>
<tr>
<td>March 29-April 5</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>April 7</td>
<td>Weekly response due&lt;br&gt;Watch in class: Partha Chatterjee, <em>Memory, Forgetting and the Ethics of Writing History</em> – a brief video&lt;br&gt;Read <em>Midnight's Children</em>, pp. 240-340</td>
<td>Memory and history</td>
</tr>
<tr>
<td>April 12</td>
<td>Weekly response due&lt;br&gt;Read <em>Midnight's Children</em>, pp. 340-400</td>
<td>Memory and history</td>
</tr>
<tr>
<td>April 14</td>
<td>Read <em>Midnight's Children</em>, pp. 400-440</td>
<td>How to read trauma</td>
</tr>
<tr>
<td>April 19</td>
<td>Weekly response due&lt;br&gt;Read <em>Midnight's Children</em>, pp. 440-500</td>
<td>How to read trauma</td>
</tr>
<tr>
<td>April 21</td>
<td>Read <em>Midnight's Children</em>, pp. 440-536</td>
<td>What is post-colonial literature?</td>
</tr>
<tr>
<td>April 26</td>
<td>Watch <em>Earth</em>&lt;br&gt;<strong>paper #2 due</strong></td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>Weekly response due&lt;br&gt;Read <em>Shadow Lines</em> pp. 1-60</td>
<td>Tracking themes through close reading</td>
</tr>
<tr>
<td>May 5</td>
<td>Read <em>Shadow Lines</em> pp. 60-100</td>
<td>Tracking themes through close reading</td>
</tr>
<tr>
<td>May 10</td>
<td>Weekly response due&lt;br&gt;Read <em>Shadow Lines</em> pp. 100-160</td>
<td>Nationalism, again</td>
</tr>
<tr>
<td>May 12</td>
<td>Read <em>Shadow Lines</em> pp. 160-200</td>
<td>Post-colonial identities, national identities</td>
</tr>
<tr>
<td>May 17</td>
<td>Read <em>Shadow Lines</em> pp. 200-256</td>
<td>Post-colonial identities, national identities</td>
</tr>
</tbody>
</table>
identities, and the trauma of history

<table>
<thead>
<tr>
<th>May 24 10:15-12:15</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>paper #3 due</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)

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

New Course Proposal Form

Date Submitted  October 3, 2012

1. a. Department(s) or program(s) proposing this course______History____________________
   b. Name and contact information of proposer(s)___James De Lorenzi____________________

   Email address(es)_____jdelorenzi@jjay.cuny.edu__________________________
   Phone number(s)_____646 342 7570__________________________

2. a. Title of the course - Historical Perspectives on Justice and Inequality
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___HIS OF JUS & INEQLTY____________________
   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 is an introductory First Year Seminar. No background in history is required or needed, and the course is designed to introduce students to academic skills and college resources.

   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 topical seminar considers issues of justice and inequality in various historical settings. It is a problem-oriented course, not a survey: each section will explore a particular historical moment, theme, or intellectual question in-depth, with some attention to broader and/or inter-regional patterns, processes, and comparisons. As a First Year Seminar, the course offers a basic introduction to the historical discipline and serves as a forum for the development of academic and critical thinking skills, using a range of academic and popular texts as the basis for inquiry. It places particular emphasis on group work, the use of college resources, and assignments that require students to link their personal experiences/interests with academic/course material.
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 explores the history of justice and inequality though examination of select questions and themes. Each section will focus on a different topic or case study from global history, including, for example, disparities of wealth between western and non-western countries, justice and identity in Latin America from pre-Columbian times to the eighteenth century, and a comparative study of the status of minorities in Asian countries. Each section will situate the topic in global context and also encourage students to examine their own relationships to the topic. No background in history is necessary. This course satisfies the "Justice and the Individual" General Education requirement.

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?

   The course fulfills the FYE and History Department outcomes, but it will not count towards the History major or minor. The outcomes are as follows:

   1. Describe one’s own relationship to significant issues of justice by thinking, speaking, and writing about historical perspectives on justice and inequality
   2. Identify problems and propose solutions through evidence-based inquiry
   3. Assess the effectiveness of your role in collaborations with people of diverse backgrounds
   4. Demonstrative effective planning and reflection
5. Explore college resources and groups that support your academic goals and personal growth

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 complete the CUNY Common Core Form if part of Required or Flexible Core)

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

**College Option, 100 Level Justice and the Individual**

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

Sections of this freshman seminar explore select topics related to the history of justice and inequality. Though the contents of sections will vary, all will employ an FYS specific pedagogy that focuses on group work, scaffolded assignments, student self-assessment, and the exploration of college resources. Additionally, all sections will ask students to apply the conceptual tools and historical perspectives of the course to a research project related to their own lives, communities, and interests.

11. How will you assess student learning?

Writing assignments, exams, reading quizzes, group activities, focus questions and other homework assignments. The sample syllabus offers a scaffolded, writing-based assessment model, in which focus questions, group work, and in-class discussions/debates support the subsequent writing of argumentative essays. Other courses might approach assessment in a different manner.

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

   No _x___   Yes___ If yes, please state the librarian’s name__________________________

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

   Yes_x______ No________

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

14. Date of **Department curriculum committee** approval __10/2/2012____________________

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

This course was designed in consultation with Kate Szur, director of FYE, who helped to develop the assignment scaffolding and outcome assessment. Additionally, she suggested course topics that would most interest FYE 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:**

   Allison Kavey

   Chair, Proposer’s Department
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS1xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Historical Perspectives on Justice and Inequality</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>None</td>
</tr>
</tbody>
</table>

**Co-requisites**

- This course explores the history of justice and inequality through examination of select questions and themes. Each section will focus on a different topic or case study from global history, including, for example, disparities of wealth between western and non-western countries, justice and identity in Latin America from pre-Columbian times to the eighteenth century, and a comparative study of the status of minorities in Asian countries. Each section will situate the topic in global context and also encourage students to examine their own relationships to the topic. No background in history is necessary. This course satisfies the "Justice and the Individual" General Education requirement.

**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.)

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

**Learning Outcomes**

Prepared for UCASC, Dec 7, 2012
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>Please explain how your course meets each of these 5 learning outcomes</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>Develop an understanding of the history of justice and inequality in specific historical settings, and then apply this understanding in essays and a research project on a topic of their own choosing. Students will be required to consider their own experiences and current events in their research project.</td>
</tr>
<tr>
<td>• Describe one’s own relationship to significant issues of justice</td>
</tr>
<tr>
<td>Identify and evaluate arguments in writing, group discussions, formal debates, and in-class presentations. Students will be guided through the process of recognizing and evaluating arguments, and will be assessed on their ability to do so.</td>
</tr>
<tr>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Participate in group activities that push them to deepen their understanding of the material, but which will also serve as opportunities to reflect upon their collaborative strengths and weaknesses and the nature of the contributions to group work. These student assessments may be informal or formal, but group participation will be graded.</td>
</tr>
<tr>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>Required to complete assignments that are explicitly scaffolded. In the sample syllabus, students will be asked to reflect upon preliminary assignments and use their reflections to advance to more complex tasks. Focus questions and group work support the written work, while the final project asks students to apply their understanding of a reading to a contemporary topic of their own choosing.</td>
</tr>
<tr>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>As part of the course, students will be asked to identify and use campus resources, especially the writing center and library. They will also be encouraged to participate in campus activities and attend talks or theatre performances that support the course theme.</td>
</tr>
<tr>
<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>

For more information on FYS content of your course, please contact **Kate Szur**, Director, First Year Experience, **Rochelle German**, Associate Director, First Year Experience, or **Daniel Auld**, Director of Student Support Service and Assessment.
The Making of the Ninety-Nine Percent: Historical Perspectives on Global Inequality

Professor: James De Lorenzi
Office Location: Room 8.65.07, 524 West 59th Street
Office Hours: Tuesday and Thursday, 3:00-4:15
Phone Number: (646) 342-7570
Email: jdelorenzi@jjay.cuny.edu

Course Description:
This Course explores the history of justice and inequality though examination of select questions and themes. Each section will focus on a different topic or case study from global history, including, for example, disparities of wealth between western and non-western countries, justice and identity in Latin America from pre-Columbian times to the eighteenth century, and a comparative study of the status of minorities in Asian countries. Each section will situate the topic in global context and also encourage students to examine their own relationships to the topic. No background in history is necessary. This course satisfies the "Justice and the Individual" General Education requirement.

Section Description:
This First Year Seminar explores the origins of the disparities of wealth and power between the West and the non-West. We will survey some big historical explanations before examining several key questions: the impact of the Atlantic Slave Trade, the causes of industrialization and “the Great Divergence,” the consequences of imperialism and colonialism, the scope of neo-colonialism and underdevelopment, and the nature of contemporary global capitalism and its impact on your life and community. Students will write three papers assessing these debates and produce a final presentation on a topic of their choice.

This course fulfills the “Justice and the Individual” General Education requirement. No background in History is assumed or required.

Course Objectives:
1. Describe one’s own relationship to significant issues of justice by thinking, speaking, and writing about historical perspectives on inequality
2. Identify problems and propose solutions through evidence-based inquiry
3. Assess the effectiveness of your role in collaborations with people of diverse backgrounds
4. Demonstrative effective planning and reflection
5. Explore college resources and groups that support your academic goals and personal growth

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

Quizzes, group work, and focus questions: 30%
Participation and attendance: 10%
First paper: 15%
Second paper: 15%
Third paper: 15%

Prepared for UCASC, Dec 7, 2012
In class presentation 15%

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

Required Readings:


There are also additional readings listed in the syllabus—you can find these on Blackboard. All the above books are available in the library, but it is HIGHLY recommended that you buy your own copies. You can find very affordable used books online at www.betterworldbooks.com, www.powells.com, www.alibris.com, or www.amazon.com, and you can rent textbooks through the bookstore and www.chegg.com.

Review Quizzes and Focus Questions:
In order to succeed in this course, it is essential that you complete the assigned readings and come to class prepared to talk about them. For this reason, one class each week will begin with a review quiz. These quizzes will be “open note,” which means you can use your own notes (but not the readings) to answer the quiz. In addition, I will occasionally assign focus questions to be completed as homework. For these quizzes and focus questions, you can write informally, using whatever words come easiest to you—your grade will not consider spelling or grammar, only the strength of your arguments and use of evidence. At the end of the semester, your three lowest quiz and focus question grades will be dropped.

Papers:
You will write three short papers this semester, each assessing a key historical debate and considering its contemporary implications. You can find the essay prompts on Blackboard, but we will discuss each paper in detail before it is due. Each of the papers should be 1000 words. Please note that no late assignments will be accepted. You MUST turn in your papers using Blackboard—do not bring printed copies of your paper to class, and please do not email your paper to me.

Research Presentation:
During the last week of the semester, you will present a ten minute report to the class. In it, you will build upon your readings and essays by exploring how one of our course themes relates to your own

Prepared for UCASC, Dec 7, 2012
life and/or community, using current print media sources to support your argument. You will be graded on your presentation and the questions that you ask of other presenters. We’ll talk more about this later.

Field Trip:
We will be going on a field trip this semester to the Metropolitan Museum of Art. We will talk more about it as it approaches, but please note that the field trip is a required component of the course. The admission to the Met is by donation, and it is open on weekends.

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

Americans with Disabilities Act (ADA) Accommodations:
Qualified students with disabilities will be provided reasonable academic accommodations. I must receive written verification of your eligibility from Office of Accessibility Services (OAS), which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with OAS and to follow the established procedures for having the accommodation notice sent to me.

Plagiarism and Academic Dishonesty:
Plagiarism is the act of presenting another person’s ideas, research or words as your own. Here are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and a citation attributing the words to their source
- Submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citation, and "cutting and pasting" from various sources without proper attribution.
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments

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

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

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

A Excellent (90-100%)
B Good (80-89%)

Prepared for UCASC, Dec 7, 2012
What I Expect From You and What You Can Expect from Me:
This syllabus clearly spells out the goals of this course and how you can achieve them. In order for you to get the most out of the semester, I expect you to review this syllabus on a regular basis, complete the readings and assignments punctually, check your John Jay email regularly, come to class ready to learn, and participate thoughtfully and respectfully in our discussions. In turn, I will be clear about my expectations, avoid wasting your time or giving you busy work that serves no purpose, answer all your questions about the requirements and material, grade your work fairly and promptly, and provide you with everything that you need to succeed in this course.

Course Schedule

August 28
Welcome and Introduction

August 30
Explaining Global Inequality
Film: Guns, Germs, and Steel

Part I: The World Before European Dominance

September 4
The Big Picture ca. 1400
Reading: Marks, 21-32.

September 6
African and Asian Land Empires
Reading: Marks, 43-57.

September 11
Commerce and Wealth in Premodern Afro-Eurasia
In class: Group activity on commerce in the Indian Ocean trade system
PLAGIARISM QUIZ DUE BY END OF DAY

September 13
European Maritime Empires
Reading: Marks, 57-64, 67-92.
GROUP FOCUS QUESTIONS ON PREMODERN TRADE DUE

Prepared for UCASC, Dec 7, 2012
September 14
LAST DAY TO DROP WITHOUT OFFICIALLY WITHDRAWING (W GRADE)

September 18
NO CLASS—COLLEGE CLOSED

**Part II: The Impact of Slavery**

September 20
The Atlantic Slave Trade: Africa and Europe
Reading: Williams, 1-50.
INDIVIDUAL FOCUS QUESTIONS DUE BEFORE CLASS

September 25
NO CLASS—COLLEGE CLOSED

September 27
The Plantation Complex in the Americas
Reading: Williams, 85-107; *Indenture Contract of Richard Lowther* (1627).
In class: Group analysis of slavery and indentured servitude in colonial Virginia

October 2
The Haitian and American Revolutions
Reading: Williams, 108-125.
Film: *Black in Latin America*
GROUP PROJECT ON SLAVERY AND INDENTURED SERVITUDE DUE BY END OF DAY

**Part III: Industrialization and the Great Divergence**

October 4
Food, Taste, and Luxury around the World
NO CLASS: FIELD TRIP TO METROPOLITAN MUSEUM OF ART ON YOUR OWN TIME

October 9
Producers and Consumers
Reading: Marks, 95-118; Sidney Mintz, “The Forefathers of Crack.”
INDIVIDUAL MUSEUM ASSIGNMENT AND TICKETS DUE IN CLASS

October 11
Industrialization: Britain and the Atlantic Economy

Prepared for UCASC, Dec 7, 2012
October 16
Industrialization: Egypt, China, and Japan
Reading: Marks, 123-142.
PAPER ONE (WILLIAMS VS LANDES) DUE BY END OF DAY

October 18
Assessing *Capitalism and Slavery*
In class: Group debate

**Part IV: Imperialism and its Consequences**

October 23
What is “New” Imperialism?

October 25
Making Empires: Africa and India
Reading: Ngugi, 1-51.

October 30
The Colonial Order
Reading: Ngugi, 52-108.

November 1
Discussion of *The River Between*

November 6
Colonial Legacies
In class: Group debate

November 7
PAPER TWO (BOAHEN VS FERGUSON) DUE BY END OF DAY

**Part V: Postcolonialism and Globalization**

November 8
The Cold War, Neocolonialism, and the Third World
Reading: Roy, “Peace is War” and “the Ordinary Person’s Guide to Empire”; Geir Lundestad, “Empire by Invitation? The United States and Western Europe, 1945-1952,” in *The Cold War in Europe*,

November 9
LAST DAY TO WITHDRAW FROM THE COURSE (W GRADE)

November 13
Post-Cold War Empires?

November 15
Making Sense of the Global Village (I)
Reading: Marks, 182-194; Thomas Friedman, The Lexus and the Olive Tree (New York: Anchor, 1999), 7-17.

November 20
Making Sense of the Global Village (II)
Film: Black Gold: Wake up and Smell the Coffee

November 22
NO CLASS—COLLEGE CLOSED

November 27
Chimerica, BRICS, and PIGS
In class: Group debate

November 28
PAPER THREE (FRIEDMAN VS KLEIN) DUE BY END OF DAY

November 29
From 2008 to Occupy Wall Street

December 4, 6, and 11

Prepared for UCASC, Dec 7, 2012
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 killoran@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 __Exploring Global History________________________________

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

c. Level of this course _____100 Level _XX_200 Level ____300 Level ____400 Level

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

While this is an introductory (i.e. General Education) history course, the expected comparative analysis and the amount of assigned reading is more appropriate for a 200-level course than a 100-level course.

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. By focusing on a single theme or issue within different historical contexts, this course privileges depth and diversity of content over breadth. Students will have the opportunity to study topics in detail and to read a diverse collection of primary source documents. The primary goal of this course is not to expose students to historical details and developments—although mastery of particular narratives 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 establish and evaluate historical narratives on their own. A more intense concentration on one particular theme and a focus on a few different cultural settings 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.

In the sample course students will study three revolutions with global impact, the Revolution in Ancient Athens, the French Revolution, and the Russian Revolution (if inclusion of non-western societies is a concern, Russia is traditionally treated as non-western in most History Departments). Students begin with the French Revolution as easier material to begin a course with than Ancient Athens, pass from the French Revolution to the Russian Revolution, allowing students to track the influence of one upon the other, and end in Athens, the time and place where many of the revolutionary ideas that have changed the world are first found.

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 global history by exploring a particular theme or issue in its historical context. Sections will address a given topic in detail and consider its global legacy. Individual sections will consider themes such as revolutions in Eurasia; regional trade networks in Asia and Africa; sexuality in Early Modern Asia, Africa, Europe, and the Americas; and the role of technology in the growth of kingdoms and empires throughout the world. Students will read both primary source documents and modern texts to examine the political, social, and cultural factors influencing these developments in diverse civilizations. Students will leave with a firm understanding of the different ways people understood and experienced this issue, and its consequences.

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):

Prepared for UCASC, Dec 7, 2012
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

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 history to explore world cultures or global issues.
- 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.

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

<p>| | |</p>
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<tbody>
<tr>
<td><strong>XX</strong> No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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)

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>No</td>
<td>Yes <strong>XX</strong></td>
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</table>

If yes, please indicate the area:

**Flexible Core:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. World Cultures and Global Issues</td>
<td><strong>XX</strong></td>
</tr>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td></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>

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

The course will examine how a particular issue shaped the development of non-U.S. societies.
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?

No _XX__ 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](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 ____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
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>HIS 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Exploring Global History</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,</td>
<td>ENG 101</td>
</tr>
<tr>
<td>enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites (if none,</td>
<td>N/A</td>
</tr>
<tr>
<td>enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course will introduce students to global history by exploring a particular theme or issue in its historical context. Sections will address a given topic in detail and consider its global legacy. Individual sections will consider themes such as revolutions in Eurasia; regional trade networks in Asia and Africa; sexuality in Early Modern Asia, Africa, Europe, and the Americas; and the role of technology in the growth of kingdoms and empires throughout the world. Students will read both primary source documents and modern texts to examine the political, social, and cultural factors influencing these developments in diverse civilizations. Students will leave with a firm understanding of the different ways people understood and experienced this issue, and its consequences.</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 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.)

| Required                          | Flexible                          |
|                                  |                                   |
| English Composition              | World Cultures and Global Issues  |
| Mathematical and Quantitative Rea| Individual and Society            |
| Reasoning                        | US Experience in its Diversity    |
| Life and Physical Sciences       | Scientific World                  |
|                                  | Creative Expression               |

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.

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.

- Gather, interpret, and assess information from a variety of sources and points of view.
Course assignments require students to evaluate ideas, events, and beliefs within their historical contexts. In the sample course, students will read and assess primary source documents from different world cultures on the topic of "revolution." Students will also locate these primary source documents in their historical contexts (as established by lectures and the textbooks) and assess their contribution to the historical narratives.

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.

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

The course will focus on the foundation of the historical discipline, namely the analysis of primary source documents, for the study of global history. Students will contextualize these diverse documents in the historical narrative and explain how they contribute to our understanding of particular issue (and its historical 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 related to world revolutions in order to craft arguments that evaluate and compare the beliefs, assumptions, and goals of historical authors.

Students will read primary source documents relating to a particular theme or issue that reveal diverse points of view from world history. They will compare diverse points of view both from within a single historical context and across cultures/time. 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 explore three different world revolutions from the perspectives of diverse historical authors. The essays will require students to compare these differing points-of-view and explain the circumstances, assumptions, beliefs, and goals underlying them. On the exams, students will be asked to explain various factors shaping these revolutions, including the political aspirations of certain segments of the population, the state of the contemporary economy, social concerns, and cross-cultural influences.

The course will examine how a particular issue shaped (and was shaped by) the development of non-U.S. societies. Students will gain knowledge of this historical development from lectures and assigned readings, and demonstrate their knowledge in class discussions and course assignments. In the sample course, students will analyze the circumstances leading up to three significant world revolutions and the global legacy of these events.

- 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.
- 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.
Exploring Global History
Section XX: Revolution
HIS 2XX
Fall 20xx

Professor Matthew Perry
Office: 8.65.14 New Building
E-mail: mperry@jjay.cuny.edu
Office Phone: 212.237.8814

Office Hours: Monday/Wednesday 1:30-2:30 PM
(also by appointment)

Course Description: This course will introduce students to global history by exploring a particular theme or issue in its historical context. Sections will address a given topic in detail and consider its global legacy. Individual sections will consider themes such as revolutions in Eurasia; regional trade networks in Asia and Africa; sexuality in Early Modern Asia, Africa, Europe, and the Americas; and the role of technology in the growth of kingdoms and empires throughout the world. Students will read both primary source documents and modern texts to examine the political, social, and cultural factors influencing these developments in diverse civilizations. Students will leave with a firm understanding of the different ways people understood and experienced this issue, and its consequences.

Section Description: This section of Exploring Global History is a case study that will focus on the theme of “revolutions” in global history. Students will focus on three events: the French Revolution of 1789, the Russian Revolution of 1917, and the Athenian Revolution of 508/7 BCE.

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 history to explore world cultures or global issues.
- 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:

Two exams (20% each): Exam 1 and 2, consisting of short answer and essay questions based on assigned readings and class activities (lectures, discussions, exercises, etc.). The exams are scheduled for Class #10 and Class #20.

Final Exam (30%): A longer, more comprehensive exam in the same general format as the earlier exams. 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.

Every student will receive a total of two penalty-free late days for the semester. These “free” days can be used ONLY for the three essays. Both can be used on a single assignment (i.e. an essay can be submitted two days late without a grade penalty) or spread over assignments (i.e. two essays can be submitted one day late). After the two penalty-free late days are exhausted, the standard late penalty (as described above) will begin to accrue. Again, it is the student’s responsibility to submit his/her essay to Turnitin.com as soon as possible and to bring a paper copy to the next class session.

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 “Incompletes”: Students who wish to receive a grade of “Incomplete” must petition the instructor before the date/time of the scheduled final exam. Incompletes will only be granted at the instructor’s discretion (see official John Jay policy on page 9 of this syllabus).

Policy on Cheating and Plagiarism: A STUDENT WHO CHEATS OR PLAGIARIZES WILL AUTOMATICALLY FAIL THE ASSIGNMENT AND POSSIBLY THE ENTIRE COURSE.

Prepared for UCASC, Dec 7, 2012
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.**

**Classroom Policies:**
Please turn off all cell phones before entering the classroom. Please do not text or use other electronic devices while class is in session.

**Required Texts:**

**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  
Defining Revolutions 
Primary Source: *United States Declaration of Independence*

**The French Revolution (1789 CE)**

Class #4  
France before the Revolution I 
Reading Assignment: Doyle, *The French Revolution*, pp. 1-18 
Primary Source: Marie Antoinette, *Letter to her Mother*

**Week 3**
Class #5  
France before the Revolution II 
Reading Assignment: Doyle pp. 19-36 
Primary Source: Arthur Young, *Travels in France* (excerpts)

Class #6  
Revolutionary Thoughts and Deeds I 
Reading Assignment: Doyle pp. 37-64 
Primary Source: *The Tennis Court Oath* 
Primary Source: *Declaration of the Rights of Man*
| Week 4          | Revolutionary Thoughts and Deeds II  
|                | Reading Assignment: Doyle pp. 65-80  
|                | Primary Source: Maximilian Robespierre, *On the Principles of Political Morality* (excerpts)  
| Class #7       | Reflecting on Revolution  
|                | Reading Assignment: Doyle pp. 81-97  
|                | Primary Source: Edmund Burke, *Reflections on the Revolution in France* (excerpts)  
|                | **Essay #1 Due**  
| Week 5         | Revolution and the Rights of Man  
| Class #9       | Primary Source: Thomas Paine, *The Rights of Man* (excerpts)  
| Class #10      | Revolution and the Rights of Women  
|                | Reading Assignment: Doyle pp. 98-108  
|                | Primary Source: Olympe de Gouges, *Declaration of the Rights of Women*  
| Week 6         | **EXAM #1**  
| Class #11      |  
| **The Russian Revolution (1917 CE)** |  
| Class #12      | Russia Before the Revolution  
|                | Reading Assignment: Smith pp. 1-39  
|                | Primary Source: *October Manifesto*  
| Week 7         | Revolutionary Ideas  
| Class #13      | Primary Source: Vladimir Lenin, *What is to be Done?* (excerpts)  
| Class #14      | Revolutionary Ideas and Deeds  
|                | Reading Assignment: Smith pp. 40-71  
| Week 8         | Civil War  
| Class #15      | Reading Assignment: Smith pp. 72-99  
|                | Primary Source: Documents from the Russian Civil War  
| Class #16      | Revolution and its Discontents  
|                | Reading Assignment: Smith pp. 100-128  
|                | Primary Source: Emma Goldman, *My Disillusionment in Russia* (excerpts)  
|                | **Essay #2 Due**  
| Week 9         | In Defense of Revolution  
| Class #17      |  

Prepared for UCASC, Dec 7, 2012
Primary Source: Leon Trotsky, *In Defense of the Russian Revolution* (excerpts)

Class #18  The Russian Revolution and the Family  
Primary Source: Alexandra Kollontai, *Theses on Communist Morality in the Sphere of Marital Relations*

**Week 10**

Class #19  Society and Culture in the Wake of Revolution  
Reading Assignment: Smith pp. 129-168

Class #20  **EXAM #2**

**The Athenian Revolution (508/7 BCE)**

**Week 11**

Class #21  Solon and Democratic Reforms  
Reading Assignment: Aristotle pp. 37-50  
Primary Source: Solon, *Poems*

Class #22  The Democratic Revolution  
Reading Assignment: Aristotle pp. 51-65  
Primary Source: Thucydides (On Harmodius and Aristogeiton)

**Week 12**

Class #23  Politics and Government in the Greek World  
Reading Assignment: Aristotle pp. 66-72  
Primary Source: Herodotus (Persian Debate on Governments)

Class #24  The Athenian Democracy: The Ideal  
Reading Assignment: Aristotle pp. 73-90  
Primary Source: Thucydides (Funeral Oration of Pericles)

**Week 13**

Class #25  The Athenian Democracy: The Reality  
Reading Assignment: Aristotle pp. 91-108  
Primary Source: Thucydides (On Pericles)

Class #26  Democracy and its Discontents  
Reading Assignment: Aristotle pp. 108-114  
**Essay #3 Due**

**Week 14**

Class #27  The Oligarchic Counterrevolution  
Primary Source: Old Oligarch, *Constitution of the Athenians*

**Final Exam:**

**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: 11/14/12

1.  
   a. **Department(s) or program(s)** proposing this course____History____________________
   b. **Name** and contact information of proposer(s)___James De Lorenzi_____________________
      Email address(es)___jdelorenzi@jjay.cuny.edu__________________________
      Phone number(s)_____646 342 7570__________________________

2.  
   a. **Title of the course:** History and Justice in the Wider World
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __HIST & JUS WORLDWIDE____________________
   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 introductory (i.e. General Education) history course, but the readings and writing assignment are suitable for a 300 level seminar. Some of the readings introduce theoretical and historiographical debates with some complexity that will require upper level critical thinking skills, though no background in history is required. Students will be asked to identify and evaluate academic arguments, and will write a research paper on a topic of their own choosing.

   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 topical seminar offers historical perspectives on justice in African, Asian, European, and Latin American settings. It is a problem-oriented course, not a survey: each section will explore a particular historical theme, topic, or intellectual question, with special attention to inter-regional patterns and processes. Students will deepen their knowledge of societies beyond the United States, expand their theoretical vocabulary, and develop their own interests by writing a research paper on a subject of their choosing. Course activities and assignments are designed help students practice

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
research skills with broad application: summarizing and evaluating arguments, formulating a research question, developing a bibliography, delivering oral presentations, and navigating the writing process.

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 explores the history and meaning of justice outside the United States. Each section of the course will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies, and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between western and non-western conceptions of justice. No background in history or historical research is necessary.

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:

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

Learning outcomes for all “History and Justice in the Wider World” courses:

Students will:
- Develop a historical perspective on the social, political, economic, and cultural contexts of struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject.
The sample syllabus, included below, uses the following more specific outcomes.

Students will:
- Develop an understanding of the social, political, economic, and cultural contexts of struggles for justice in colonial Africa and Asia
- Analyze how struggles for justice have shaped colonial and postcolonial societies
- Differentiate multiple perspectives on the same subject, with particular emphasis on colonial legal regimes.

9. Will this course be part of any major(s), minor(s) or program(s)?
   - No _____ Yes _____x__

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Course will count as an elective for the History Major (Tracks A, B, C [depending on theme]) and Minor.

10. Will this course be part of JJ’s general education program?
    - No _____ Yes _____x__

    If yes, please indicate the area:

    College Option, 300 Level Justice in Global Perspective

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

This course examines the history of justice outside the United States. The subject is broadly defined to include ideas, institutions, economic relationships, and social movements, with particular attention to the contemporary significance of historical developments. Particular attention will be paid to introducing and evaluating theoretical arguments.

11. How will you assess student learning?

Reading quizzes, graded in-class discussions and activities, and a series of scaffolded assignments related to the research project.

12. Did you meet with a librarian to discuss library resources for the course?
    - No _x___ Yes ___ If yes, please state the librarian’s name__________________________

Are there adequate resources in the library to support students’ work in the course
    - Yes_x_____ No_______
Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ _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_____________________

13. **Syllabus-attached**

14. Date of Department curriculum committee approval ____August 6, 2012____

15. **Faculty** - Who will be assigned to teach this course? All history department faculty with area studies expertise____

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

  _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:**

   Allison Kavey
   Chair, Proposer’s Department
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>History and Justice in the Wider World</td>
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<tr>
<td>Department or Program</td>
<td>History</td>
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<tr>
<td>Discipline</td>
<td>History</td>
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<td>Credits</td>
<td>3</td>
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<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201</td>
</tr>
</tbody>
</table>

**Course Description**

This course explores the history and meaning of justice outside the United States. Sections will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies, and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between western and non-western conceptions of justice. No background in history or historical research is necessary.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

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

---

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
I. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes

Students will:

| Students will read primary sources and academic literature related to selected topics in Asian, African, European, and Latin American history. Ideas, actors, and institutions will be set in their historical contexts to deepen students' understanding of the world beyond the United States. Students will develop their interests by exploring a case study in the history of justice through a research paper on a topic of their own choosing. | • Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world |
| Particular attention will be paid to the impact and legacies of historical developments. Research projects will ask students to reflect upon larger significance of their topic, and class discussions focus on contemporary significance of historical developments. | • Analyze how struggles for justice have shaped societies and cultures throughout the world |
| Readings, discussions, and writing assignments will encourage students to hone their critical thinking skills by evaluating contrasting arguments. Literature review component of research paper focuses on developing this skill. | • Differentiate multiple perspectives on the same subject |
HIS3XX: Colonial Justice  
CUNY John Jay College

Professor: James De Lorenzi  
Office Location: Rm. 8.65.07, 524 W. 59th St.  
Office Hours: Mondays 3:00-5:30  
Phone Number: (646) 342-7570  
Email: jdelorenzi@jjay.cuny.edu

Course Description:
This course explores the history and meaning of justice outside the United States. Sections will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies, and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between western and non-western conceptions of justice. No background in history or historical research is necessary.

Section Description:
This section explores the nature of justice in colonial settings. What do rights mean in societies predicated on inequality? How do laws, police, and courts operate in contexts of institutionalized segregation? What role did the legal system play in challenges to the colonial order? And what does the colonial past tell us about contemporary ideals of international human rights? This course explores these and other questions by considering colonial justice as a pivotal theme in the legal, political, and intellectual history of Africa, South Asia, and the Middle East. At the same time, it examines the implications of the colonial moment for the western legal tradition. Our readings will include case studies, trial transcripts, prisoner memoirs, colonial laws and policy papers, a graphic novel, and science fiction.

Learning Outcomes:
1. Develop an understanding of the social, political, economic, and cultural contexts of struggles for justice in colonial Africa and Asia  
2. Analyze how struggles for justice have shaped colonial and postcolonial societies  
3. Differentiate multiple perspectives on the same subject, with particular emphasis on colonial legal regimes

Requirements:
Your grade in this course will reflect the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes and Other Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Paper One (Short Paper)</td>
<td>20%</td>
</tr>
<tr>
<td>Paper Two (Research Paper)</td>
<td>20%</td>
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<tr>
<td>Research Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
Though we will review upcoming assignments each session, it is essential that you read this syllabus before each class. Think about it as your guide to the course—the syllabus tells you what we are doing this week, and it lets you know what is coming next. This course will involve a lot of reading and writing, so it is essential that you keep up with the work and plan your schedule accordingly. If you need another copy of the syllabus, it is available on Blackboard.

**Texts:**


There are also additional readings listed in the syllabus—you can find these on Blackboard. All the above books are on reserve in the library, but it is HIGHLY recommended that you buy your own copies. You can find very affordable used books online at [www.alibris.com](http://www.alibris.com), [www.betterworldbooks.com](http://www.betterworldbooks.com), [www.powells.com](http://www.powells.com), or [www.amazon.com](http://www.amazon.com), and you can compare prices for many online bookstores at [www.bookbutler.com](http://www.bookbutler.com). In addition, you can rent textbooks through the bookstore and [www.chegg.com](http://www.chegg.com).

**Review Quizzes:**
This class will involve a variety of activities, and they all require you to complete the assigned readings and come to class prepared to talk about them. For this reason, each class will begin with a review quiz. These quizzes will be “open note,” which means that you can use your own notes (but not the readings) to answer the quiz. At the end of the semester, your two lowest quiz grades will be dropped. Review quizzes are CUNY John Jay History Department policy—you will find them in all the history classes that you take here.

**Exam:**
The comprehensive final exam will consist of an identification section and an essay. You will receive a review guide that includes all the terms and essay questions that will appear on the exam.

**Papers:**
You will write two papers this semester, one short (1000 words, or 3-4 pages) and one long (3000 words, or 10-12 pages). The short paper will require you to critically evaluate the trial of Abina Mansah using our graphic novel and one additional article. The long paper will require
you to research an institution, individual, or social movement from a colonial society that interests you, and to relate your subject to the larger problem of colonial justice. The instructions for both papers are online, and we will discuss them in detail before they are due. Please note that you MUST turn in your papers using Blackboard--do not bring printed copies of your paper to class, and please do not email your paper to me. No late assignments will be accepted. You will also give a research presentation based on the long paper before it is due.

**Attendance Policy:**
Please come to class on time, with your cell phone turned off. There are no make-ups for missed assignments or quizzes, and since we only meet once per week, more than two absences will seriously affect your grade in the course. Failing to attend a scheduled meeting in my office will also count as an absence.

**Americans with Disabilities Act (ADA) Compliance:**
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, I must receive written verification of a student’s eligibility from OAS, which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with OAS and to follow the established procedures for having the accommodation notice sent to me.

**Plagiarism and Academic Dishonesty:**
Plagiarism is the act of presenting another person's ideas, research, or writings as your own. Here are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

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

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

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

**Course Schedule**

January 27: Welcome—History and Justice in this Course

February 3: What is Colonialism?
BLACKBOARD PLAGIARISM QUIZ MUST BE COMPLETED BY END OF DAY

February 10: The Problem of Colonial Justice
PAPER ONE DUE BY END OF WEEKEND (FEBRUARY 12)

February 17: The Invention of the Indian Legal Tradition

February 24: Customary Law and Native Authority in Colonial Africa

March 2: The Indigénat and the Code Musulman

March 9: Debates about Cultural Injustice: Sati, Veils, and Female Genital Mutilation (FGM)
Reading: Hossain, 7-55.

March 16: Colonialism on Trial (I): Rough Justice and Protest
Film: *Kenya, White Terror*

March 23: Colonialism on Trial (II): The Courtroom
IN CLASS GROUP DEBATE ABOUT THE MAU MAU TRIALS

March 30: Library Session—Developing a Bibliography for Your Research Paper
Reading: Benton, 153-166.

April 20: Individual Conferences about Research Papers
YOU MUST BRING FIVE PAGES OF WRITING TO OUR MEETING

April 27: Violence, Torture, and Terrorism in Independence Struggles
Reading: Alleg, 33-96.
YOU MUST BRING SEVEN PAGES OF WRITING TO CLASS FOR PEER REVIEW/EDITING

May 4: Postcolonial Justice Debates: Multiculturalism, International Law, and Reparations

May 11: Student Research Presentations
PAPER TWO DUE BY END OF WEEKEND

May 18: 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__10/2/2012________________

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

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

      Email address(es) smcdougall@jjay.cuny.edu
      Phone numbers(s) 203-915-3961

2. a. **Title of the course** “Premodern Punishment: Crime and Punishment Before 1700”

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

   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:

      This is an upper level course that will engage students in the analysis of the laws and practices of punishment in the world before 1700. It will require that students quickly attain an understanding of scholarly theories of punishment, how punishment was thought about and practiced in various global societies, as well as how and why ideas and practices of punishment did and did not change over time, with scaffolded writing assignments that will build towards a final, comparative paper.

   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.)

   The “Justice in Global Perspective” requirement offered as part of the John Jay College “College Option” is intended to expose students to advanced work in the area of justice in the world, and to help students understand “struggles for justice” - to quote the course’s learning outcomes - in global history. Studying the ways in which ancient and medieval societies and individuals thought about and meted out punishment, as well as modern theoretical efforts to understand these premodern ideas and practices, will expose students to a diversity of approaches to attaining justice by means of inflicting punishment.

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 General Education course in the "Justice in Global Perspective" area will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to

Prepared for UCASC, Dec 7, 2012
politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East, and Europe.

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

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:

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

By the end of the course, students will:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world.
- Analyze how struggles for justice have shaped societies and cultures throughout the world.
- Differentiate multiple perspectives on the same subject.

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

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   History Major (elective, Track A & B), Humanities and Justice (elective)

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester _x_  Number of sections: __2__
   Fall semesters only _____ Number of sections: _____
   Spring semesters only _____ Number of sections: _____

10. Will this course be part of **JJ’s general education program**?
    No _____ Yes ___XX_ If yes, please indicate the area:

   **College Option: Justice Core II: Justice in Global Perspective**
Please explain why and how this course fits into the selected area:

Students will study primary and secondary work on crime and punishment to further their understanding of how ancient and medieval societies sought to bring about justice by means of punishment in Mesopotamia, Ancient Israel, Egypt, and Rome, Christian and Islamic countries in Europe, the Middle East, and Africa. To enrich the students’ understanding of how and why these theories and practices developed and either persisted or changed, we will consider the role of politics, gender, religion, and culture.

11. How will you assess student learning?

Class Participation/Discussion
Formal writing assignments in the form of an in-class essay, three response papers, and a final research paper
Oral reports

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+ _XX_
- EBSCOhost Academic Search Complete _XX___
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___XX___
- LexisNexis Universe _XX___
- Criminal Justice Abstracts ______
- PsycINFO ______
- Sociological Abstracts ______
- JSTOR _XX___
- SCOPUS ______
- Other (please name) ________________________________

13. Syllabus - attached

14. Date of Department curriculum committee approval ___10/2/12________

15. Faculty - Who will be assigned to teach this course? ___Sara McDougall, Matthew Perry, and other History 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?

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Not applicable

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I consulted with Margaret Tabb, who approved the course as an elective in the Humanities and Justice Program (see attached email). I am in the process of consulting with Prof. Maki Haberfeld of LPS.

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

-XX_No

---

19. Approvals:

Allison Kavey 10/2/2012, Margaret Tabb, Humanities and Justice 10/2/2012

Approval to add course to Humanities and Justice History Electives:

From: Margaret Tabb
Sent: Friday, October 05, 2012 11:40 PM
To: Katherine Killoran
Cc: Sara McDougall;

Subject: an addition to HJS electives in history

*His 3xx Premodern Punishment: Crime and Punishment before 1700* will be an excellent addition to the history courses that are part of the HJS major, elective component.

Margaret Mikesell Tabb, Coordinator of Humanities and Justice Studies
Professor, Department of English
City University of New York
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS 3xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Premodern Punishment: Crime and Punishment Before 1700</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>ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses</td>
</tr>
<tr>
<td>Course Description</td>
<td>This General Education course in the &quot;Justice in Global Perspective&quot; area will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East, and Europe.</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>- Learning from the Past</td>
<td>- Communication</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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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.

## I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Readings (which the students will develop presentations on) and class discussions will examine, for example, how social inequality informed Ancient Roman law and its treatment of noncitizens, as well as the legal consequences of religious discrimination found in so many Christian communities, and the relative tolerance of some Muslim - particularly Ottoman - societies. Similarly, students will read and write short response papers about how Mesopotamian, Lombard and Muslim jurists worked out systems of compensation for those seeking justice after an alleged injury or crime, and the role culture and politics played in these jurists’ determinations. Class discussion and the in-class midterm essay will address topics such as the role of culture in the punishment of adulterers or heretics in Christian and Muslim societies, or the role of politics in the decision to punish treason and treasonous speech in Byzantium and Ethiopia. The course as a whole builds towards a final comparative section that will address both chronological and geographical similarities and differences found among these regions and cultures.</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the introductory theoretical studies, the bulk of the course readings are concerned with the systems of punishment developed by select premodern societies. These systems were designed to help people – or at least the most powerful people – in these societies feel that by meting out certain punishments for certain crimes, their society has justly rectified a wrong, or resolved a dispute. In class discussion and during in-class writing assignments students will continually be asked to explain why for example, a man whose daughter was raped might have found a given form of punishment (compensation and/or marriage to the victim, imprisonment, or execution) a satisfactory form of justice, why he might have felt that way, and what the consequences for this society or culture might be as a result.</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
</tbody>
</table>
Students will begin the course by comparing two different theoretical explanations for why and how societies seek justice through punishment. Students will also work with multiple points of view on the same subject by studying different attitudes towards punishment during and after the Reformation in Europe. The course concludes with a final research paper that will require students to make comparisons among different societies and take stock of different attitudes towards punishment.

| Students will begin the course by comparing two different theoretical explanations for why and how societies seek justice through punishment. Students will also work with multiple points of view on the same subject by studying different attitudes towards punishment during and after the Reformation in Europe. The course concludes with a final research paper that will require students to make comparisons among different societies and take stock of different attitudes towards punishment. | Differentiate multiple perspectives on the same subject |
John Jay College of Criminal Justice (CUNY)
His 3xx (Justice in Global Perspective)
Fall 2012 Tuesday & Thursday 4:15-5:30
Professor Sara McDougall
smcdougall@jjay.cuny.edu
Office: 8th Floor of the New Building, History Department, Room 4.
Office Hours: Tuesday 3-4, Thursday 2-3 and by appointment.

Premodern Punishment: Crime and Punishment Before 1700

This General Education course in the "Justice in Global Perspective" area will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East, and Europe.

Students will:

· Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

· Analyze how struggles for justice have shaped societies and cultures throughout the world

· Differentiate multiple perspectives on the same subject

Assigned readings posted to the class Blackboard page:


Selections from the Code Hammurabi (laws 1-65)

Selections from the Hebrew Bible (Genesis 9, Exodus 20-23, Leviticus 20)


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Introduction and Chapter 1.


**Assignments:**
- **Three 800 word response papers to any of the assigned readings.** The first paper is due on Sept. 17, the second is due on Oct. 16, and the third on November 17. For each response paper consider the various ways and means that the society in question developed its systems of punishment and the role of justice-seeking in this system and its implementation. Based on the assigned reading, explore who might have found a given form of punishment a satisfactory form of justice, why they might have felt that way, and what the consequences for this society or culture might be.

- **One 10-minute presentation on an assigned reading.** You will sign up for a presentation on a topic of your choice (from among the assigned readings on the syllabus) during the first class meeting. During the presentation, you will describe, in your own words, the system of punishment under consideration in the assigned reading and use that reading to seek out the political, cultural, or economics consequences, considering what we can learn about the role of gender, class, or religion in the society. You must meet with me in the week prior to the presentation to discuss how you will approach the assignment. I will provide general instructions, including examples of more or less successful presentations, during our first class meeting.

- **One mid-term in-class essay.** You will be asked to write two short essays in response to a prompt that addresses the assigned readings covered so far in the course. You will have four essay topics to choose among. Possible topics include the role of culture in the punishment of adulterers or heretics in Christian and Muslim societies, or the role of politics in the decision to punish treason and treasonous speech in Byzantium and Ethiopia.

- **One final 10 page research paper.** This paper will be comparative, based either on suggested topics or your own ideas for a comparative piece on global justice that incorporates materials covered in the course as well as individual research. These papers can make use of the readings we have discussed in class, but you must also incorporate at least two or three additional primary or secondary sources. We will discuss how to approach this paper in detail during class meetings, beginning after the midterm. Instructions for how to go about researching and writing the paper, as well as possible research topics, will be posted on blackboard.

**Grading:**
- **Participation:** 20%.
- **Three reading response papers (800 words):** 30%.
- **10 minute presentation on one of the assigned readings:** 10%
Mid-term in-class essay (five double-spaced pages): 15%.
Final research paper (ten double-spaced pages): 25%

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)*

August 28. Introduction.

I Theoretical Approaches

August 30. Why Punish? 1
Michel Foucault, *Discipline and Punish*, introduction, chapters 1-2.

Michel Foucault, *Discipline and Punish*, chapters 3-4.

September 6. What’s Punishment for?
Selections from Ian Miller, *Eye for an Eye*

II. Antiquity: Punishment before Prisons

September 11. Punishment in Ancient Mesopotamia
Selections from the Code Hammurabi

September 13. Gender and Punishment in the Hebrew Bible and Ancient Egypt
Selections from the Hebrew Bible

(September 17: First response paper due to turnitin.com)
September 18 No classes, college closed.

September 20. Roman Law: Honor, Infamy and Exile
Selections from Barry Nicolas and Ernest Metzger, *An Introduction to Roman Law*
Selections from *The Digest*

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September 25 No classes, college closed.

**III. Christian Europe and the Mediterranean**

September 27. Christianity, Crime and Punishment: Turning the other Cheek? Selections from the New Testament and St. Augustine's *City of God*

October 2. Byzantium: Roman Law and Christian Punishment
Justinian's Institutes (proemium, book. 1, titles 1-3, 9-10, and book 2 title 1
Selections from Procopius, *Secret History*

October 4. Punishment in Early Medieval Europe: Compensation and the Ordeal
Selections from the Lombard Laws

October 9. Punishment, Mutilation and the Saints in Medieval Europe:
Harsh Punishment and Divine Intervention in Colonial Wales
Selections from Robert Bartlett, *The Hanged Man*

October 11. Fear of Crime in Medieval France: Scapegoats and Criminal Prosecution


October 18. Crime and Punishment in Medieval Ethiopia I

October 23. Crime and Punishment in Medieval Ethiopia II
Selections from the *Fetha Nagast* (Law of Kings)

October 25. Mid-term essay.
Meet in library classroom.

**IV. Islam: A New Monotheism with Old and New Ideas of Punishment**

October 30. Islam, Crime, and Gender
Selections from the Quran and the Sharia.
* Information for final paper posted to blackboard, we will discuss it in class.

November 1. Early Islamic Egypt and Criminal Prosecution

November 6. Punishment in the Islamic Empires

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V. Crime and Punishment in the Sixteenth Century Mediterranean


November 15. Crime, Punishment, and the Reformation II: Punishment in Catholic Lands

(Third response paper due to turnitin.com by midnight on November 17)

November 20. The Ottoman Empire I: Islamic Justice in Ottoman Lands
Rudolph Peters, "The Implementation of Islamic criminal law in the pre-modern period: The Ottoman Empire" 69-102

November 22. Thanksgiving. No classes.
Look over the instructions for the final paper and choose a topic, send me an email letting me know what you've decided before our meeting on the 27th.

November 27. The Ottoman Empire II: Gender and Justice

November 29. Approaching the Final Paper
Bring to class a 1-paragraph statement explaining what your final paper topic will be and list and describe a few primary or secondary sources you expect will help you to research this topic.

VI. Broader Comparisons
December 4. Comparing Punishments in Antiquity
Review readings on Mesopotamia, Egypt, Israel, and Rome and prepare for a discussion in class.

December 6. Religions and Punishment: Christianity and Islam
Review the readings and notes on Christianity and Islam.

December 11. Topical Comparisons
We will choose a topic to compare in class drawing on all of the relevant materials we have used in the course. We could choose, for example, adultery, theft, or murder.

Final exam date: Final papers due.
The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Arabic is the language of more than twenty Arab countries in West Asia and North Africa. It is one of the six official languages of the United Nations and is considered a critical language in the United States of America. It has made rich contributions over the centuries in various fields of knowledge, especially in philosophy, medicine, mathematics, and other sciences. The study of foreign languages has always been, in most parts of the world, an integral part of what it means to be educated. Being proficient in more than one language will enhance the student's ability to participate effectively in the local, national, and international debates of the 21st century. Foreign language education is in the interest of national and international security. It will allow the student to understand global events and interactions from perspectives other than her own. Another reason to offer it is that the ICJ program requires a 200-level foreign language course. This will meet that requirement for students who have already taken 101 and 102 (or their equivalent).

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.)

Arabic 201 is the first course of the intermediate sequence of Arabic, a continuation of Arabic 101 and 102. The course enables students to further develop the five language skills: reading, writing, listening, speaking, and culture. Students will be introduced to varied and complex topics, to
language structures, and to written and aural texts of the modern standard Arabic. Special attention will be given to developing conversational skills and exploring the Arab-speaking world and its culture(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):

   ARA 102 or placement exam, and ENG 101

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

7. Has this course been taught on an experimental basis?
   X Yes. If yes, then please provide:
   a. Semester(s) and year(s):  Fall 2012
   b. Teacher(s):  Prof. Tchakmita
   c. Enrollment(s):  15 students
   d. Prerequisites(s):  ARA 102

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

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

      JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as the Arabic language (week 1); the Arabs: A historical survey (week 2); geography of the diverse Arab world (week 4); Islam: religious influence on Arab culture and on the West (weeks 5 & 6); Arab family (week 7); Arab women: gender issues (week 8); Arab-Americans: cultural and ethnic diversity (week 9); Arab food and recipes (week 12); and Arab art and music (week 13). Sources include but are not limited to essays, videos (weeks 2, 5, 6, 9), music (week 13), and audio files (see “listening” section in the syllabus).

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

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

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

JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

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) It’s required by John Jay International Criminal Justice Major, Gen Ed requirement X

10. Will this course be part of JJ’s general education program?

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

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 this course should be part of the selected area.

ARA 201 should be part of the selected area because it meets the World Culture learning outcomes:

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

CUNY COUNCIL ON WORLD LANGUAGE:

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

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as the Arabic language (week 1); the Arabs: A historical survey (week 2); geography of the diverse Arab world (week 4); Islam: religious influence on Arab culture and on the West (weeks 5 & 6); Arab family (week 7); Arab women: gender issues (week 8); Arab-Americans: cultural and ethnic diversity (week 9); Arab food and recipes (week 12); and Arab art and music (week 13). Sources include but are not limited to essays, videos (weeks 2, 5, 6, 9), music (week 13), and audio files (see “listening” section in the syllabus).

2. Evaluate evidence and arguments critically or analytically

CUNY COUNCIL ON WORLD LANGUAGE:

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

CUNY COUNCIL ON WORLD LANGUAGE:

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final
exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

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CUNY COUNCIL ON WORLD LANGUAGE:
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11. How will you assess student learning?
Through class participation, homework, quizzes, midterm, oral exam, and final exam.

12. Did you meet with a librarian to discuss library resources for the course?
Yes X No___
- If yes, please state the librarian’s name: Maria Kiriakova
- Are there adequate resources in the library to support students’ work in the course Yes X No_______
- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ _____
  - EBSCOhost Academic Search Complete _____
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
  - LexisNexis Universe _____
  - Criminal Justice Abstracts _____
  - PsycINFO _____
  - Sociological Abstracts _____
  - JSTOR _____
  - SCOPUS _____
  - Other (please name) __________________________
13. **Syllabus - Attached**

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

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

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
   
   X No
   
   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

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

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

19. **Approvals:**

   ____________________________
   Silvia Dapia
   
   Chair, Proposer’s Department
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>ARA 2XX (201)</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Intermediate Modern Standard Arabic 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>
</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, and successful completion ARA 102 or placement exam.</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>Arabic 201 is the first course of the intermediate sequence of Arabic, a continuation of Arabic 101 and 102. The course enables students to further develop the five language skills: reading, writing, listening, speaking, and culture. Students will be introduced to varied and complex topics, to language structures, and to written and aural texts of the modern standard Arabic. Special attention will be given to developing conversational skills and exploring the Arab-speaking world and its culture(s).</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:
- current course
- a new course being proposed

CUNY COMMON CORE Location

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>X World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</td>
<td></td>
</tr>
</tbody>
</table>

### A. World Cultures and Global Issues

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

**CUNY COUNCIL ON WORLD LANGUAGE:** Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as the Arabic language (week 1); the Arabs: A historical survey (week 2); geography of the diverse Arab world (week 4); Islam: religious influence on Arab culture and on the West (weeks 5 & 6); Arab family (week 7); Arab women: gender issues (week 8); Arab-Americans: cultural and ethnic diversity (week 9); Arab food and recipes (week 12); and Arab art and music (week 13).
Sources include but are not limited to essays, videos (weeks 2, 5, 6, 9), music (week 13), and audio files (see “listening” section in the syllabus).

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<th>CUNY COUNCIL ON WORLD LANGUAGE:</th>
<th>Evaluate evidence and arguments critically or analytically.</th>
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<td>Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 &amp; 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).</td>
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<tr>
<td>---------------------------------</td>
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<tr>
<td>CUNY COUNCIL ON WORLD LANGUAGE:</td>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 &amp; 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.</td>
<td></td>
</tr>
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</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:
CUNY COUNCIL ON WORLD LANGUAGE: 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.

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see "grammatical" section on the syllabus).

- 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.
| States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11). | • 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. |

| CUNY COUNCIL ON WORLD LANGUAGE: Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. **In addition to the CUNY Council requirements, our department wants to emphasize the following:** Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English, and to respond to cultures other than one’s own. | • 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 "INTERMEDIATE MODERN STANDARD ARABIC I"

Professor:                      Classroom and Time:
Semester: Fall 2013             Professor’s office:
Course Code: ARA 201            Office Hours: By Appointment
Course Section: 01              Professor’s e-mail:

Course Prerequisites: ENG 101, and successful completion ARA 102 or placement exam.

Course Description: Arabic 201 is the first course of the intermediate sequence of Arabic, a continuation of Arabic 101 and 102. The course enables students to further develop the five language skills: reading, writing, listening, speaking, and culture. Students will be introduced to varied and complex topics, to language structures, and to written and aural texts of the modern standard Arabic. Special attention will be given to developing conversational skills and exploring the Arab-speaking world and its culture(s).

Required Texts:
- Al Kitaab fi Ta’allum Al ’Arabiyya: A Textbook for Beginning Arabic, Part One
  Kristen Brustad, Mahmud Al-Batal, Abbas Al-Tonsi.
- 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:
- 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

Prepared for UCASC, Dec 7, 2012
• 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. **Quizzes (10%)** — 4 quizzes will be given. **There are no make-up quizzes.**

4. **Writing 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**
### Language

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.</td>
<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>Precise and effective word use/choice; broad; extensive use of words studied.</td>
<td>Language</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Marginal</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
<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>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>Very few errors in the grammar presented in lesson; work was well edited for language.</td>
<td>Language</td>
</tr>
</tbody>
</table>

#### 5. Oral Exam (20%) — Interview in form of a short conversation will be held at the end of the semester 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.

#### 6. Criteria for Oral Assessment

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Task Completion</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>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>
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<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>
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<tr>
<td>Grammar</td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
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<tr>
<td>Vocabulary</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>
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</tbody>
</table>
7. **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.

8. **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.

9. **Final Grade Weighting:**
   - 10% Participation
   - 10% Online Student Manual / Homework
   - 10% Quizzes
   - 10% Writing Projects
   - 20% Oral Exam
   - 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 P
- C-, D+, D, D- Poor
- WU Withdrawed Unofficially
- 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**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lesson 13</th>
<th>Orientation and explaining the course requirements and the syllabus and warming up! Lesson 13 of <em>Al-Kitaab</em>, pages 222-240</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Listening (\text{to the Text (Story) (mostly at home)})</td>
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<td></td>
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<td>Reading (\text{the reproduced text from a handout and answering the questions (in class)})</td>
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<td></td>
<td>Grammar (\text{Learning the conjugations of specific (mostly weak) verbs} )</td>
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<tr>
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<td></td>
<td>Culture (\text{The Arabic Language. Research on Arab countries.} )</td>
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<td></td>
<td>Homework (\text{Doing the assigned home-work online} )</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 13</td>
<td>Continue working with Lesson 13</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>1. Negating the past tense verb with the particle (مل)</td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Start Date</td>
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Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th><strong>Week 11</strong></th>
<th><strong>Lesson 18</strong></th>
<th><strong>Starting Lesson 18 of Al-Kitaab, pages 332-355</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listening to the Text (Story) on DVD (mostly at home)</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Reading the reproduced text from a handout and answering the questions (in class)</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Learning the parts of the body</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>Minorities in the Arab World</td>
<td></td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td><strong>Composition # 4</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Week 12** | **Lesson 18** | Continue working with Lesson 18 |
| **Grammar** | 1. Learning the colors, both masculine and feminine patterns |
|  | 2. The Dual Number with verbs, nouns and pronouns, |
|  | 3. The grammatical function of the articles ( إنّ ) and ( أنّ ) |
| **Culture** | Arab Food and Recipes |

**Week 13** | **Lesson 19** | Starting Lesson 19 of Al-Kitaab, pages 356-374 |
| **Listening** | Listening to the Text (Story) on DVD (mostly at home), |
| **Reading** | Reading the reproduced text from a handout and answering the comprehension questions |
| **Vocabulary** | Studying the vocabulary (in class) |
| **Grammar** | Learning the conjugations of the two verbs ( بِ ) and ( راتخا ) |
| **Culture** | Arab Art and Music. Video: Musical Instruments of the Arab World |
| **Homework** | Doing the assigned homework |

**Week 14** | **Oral Presentations** |

**Week 15** | **Final Exam**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: July 24, 2012

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

1. a. Department(s) or program(s) proposing this course
   Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s): Silvia G. Dapia
      Email address(es): sdapia@jjay.cuny.edu
      Phone number(s): 646-557-4415

2. a. Title of the course: Intermediate Chinese I

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

   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 goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the intermediate level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 200-level course.

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

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

   The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. According to the U.S. Department of State, Chinese has been identified as one of the critical languages for the future. Mandarin Chinese is spoken by over one billion people around the world, roughly one-fifth of the global population. About 70 percent of Chinese people speak Mandarin. As the State Department says, “The long-term strategic importance of U.S.-China cooperation ensures that this language will remain critical for business and government for the foreseeable future.” Another reason to offer it is that the ICJ program requires a 200-level foreign language course. This will

Prepared for UCASC, Dec 7, 2012
meet that requirement for students who have already taken 101 and 102 (or their equivalent).

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.)

CHINESE 201 is an intermediate course in Chinese language and culture. It continues the sequence begun by Chinese 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of Chinese by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of China.

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): CHI 102 or placement exam, and ENG 101

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

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

   Yes. If yes, then please provide:

   a. Semester(s) and year(s): Fall 2012
   b. Teacher(s): Yen‐ling Yeh
   c. Enrollment(s): 19 students
   d. Prerequisites(s): CHI 102

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. **Gather, interpret, and assess information from a variety of sources and points of view**
   CUNY COUNCIL ON WORLD LANGUAGE:
   Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high‐frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.
Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in this course.

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as Chinese mythology (week 2); Chinese calligraphy (week 4); China exchanges with foreign countries (week 3); Chinese literature, aesthetics, and music (week 12); the political and social upheavals in China in 1950's and 60's (week 9); and Confucianism, Taoism and Buddhism (week 7). Sources include but are not limited to films and documentaries, selected journal articles, book chapters, and reference, and a visit to the Metropolitan Museum.

2. Evaluate evidence and arguments critically or analytically

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

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

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

JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.
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) It’s required by John Jay International Criminal Justice Major, Gen Ed requirement

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

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

   **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 this course should be part of the selected area.**

   CHI 201 should be part of the selected area because it meets the World Culture learning outcomes:

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

   **CUNY COUNCIL ON WORLD LANGUAGE:**

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

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

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as Chinese mythology (week 2); Chinese calligraphy (week 4); China exchanges with foreign countries (week 3); Chinese literature, aesthetics, and music (week 12); the political and social upheavals in China in 1950's and 60's (week 9); and Confucianism, Taoism and Buddhism (week 7). Sources include but are not limited to films and documentaries, selected journal articles, book chapters, and reference, and a visit to the Metropolitan Museum.

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

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

JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

11. How will you assess student learning?

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

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

Yes X No___

• If yes, please state the librarian’s name: Maria Kiriakova
• Are there adequate resources in the library to support students’ work in the course?
  Yes X  No

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

13. **Syllabus - attached**

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

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

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
  X No
  _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

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

19. **Approvals:**

   Silvia Dapia

Prepared for UCASC, Dec 7, 2012
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>CHI 2XX (201)</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>Intermediate 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>
</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</td>
<td>ENG 101, and successful completion of CHI 102 or placement exam.</td>
</tr>
<tr>
<td>N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites (if none, enter</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A)</td>
<td></td>
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<tr>
<td>Catalogue Description</td>
<td>CHINESE 201 is an intermediate course in Chinese language and culture. It</td>
</tr>
<tr>
<td></td>
<td>continues the sequence begun by Chinese 101 and 102. After a review of</td>
</tr>
<tr>
<td></td>
<td>grammar and vocabulary, students will augment their knowledge of Chinese</td>
</tr>
<tr>
<td></td>
<td>by practicing the four language skills: speaking, reading, writing and</td>
</tr>
<tr>
<td></td>
<td>listening. In addition, students will be exposed to primary sources</td>
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<tr>
<td></td>
<td>including news media, film and short stories. Special attention will be</td>
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<tr>
<td></td>
<td>given to developing conversational skills and exploring the culture of</td>
</tr>
<tr>
<td></td>
<td>China.</td>
</tr>
<tr>
<td>Special Features (e.g., linked</td>
<td>N/A</td>
</tr>
<tr>
<td>courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- 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.)
### Required Courses
- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

### Flexible Courses
- World Cultures and Global Issues
- Individual and Society
- US Experience in its Diversity
- Scientific World
- Creative Expression

## 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>CUNY COUNCIL ON WORLD LANGUAGE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. <strong>JOHN JAY COLLEGE:</strong> <strong>In addition to the CUNY Council requirements, our department wants to emphasize the following:</strong> Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as Chinese mythology (week 2); Chinese calligraphy (week 4); China exchanges with foreign countries (week 3); Chinese literature, aesthetics, and music (week 12); the political and social</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
</tbody>
</table>
upheavals in China in 1950’s and 60’s *(week 9)*; and Confucianism, Taoism and Buddhism *(week 7)*. Sources include but are not limited to films and documentaries, selected journal articles, book chapters, and reference, and a visit to the Metropolitan Museum.

<table>
<thead>
<tr>
<th>CUNY COUNCIL ON WORLD LANGUAGE: Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions <em>(weeks 3, 6, 9 &amp; 11)</em> and oral presentations <em>(week 13)</em>, all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm <em>(week 8)</em> and final exam <em>(week 15)</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUNY COUNCIL ON WORLD LANGUAGE: Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations <em>(week 13)</em>, complete written assignments <em>(weeks 3, 6, 9 &amp; 11)</em>, take a midterm exam <em>(week 8)</em> and a final exam <em>(week 15)</em>, all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.</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>CUNY COUNCIL ON WORLD LANGUAGE:</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>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. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).</td>
<td></td>
</tr>
<tr>
<td>CUNY COUNCIL ON WORLD LANGUAGE:</td>
<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>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. JOHN JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices,</td>
<td></td>
</tr>
<tr>
<td>history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view.</td>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
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<tr>
<td>---</td>
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</tr>
<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>
</tbody>
</table>

**CUNY COUNCIL ON WORLD LANGUAGE:**
Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. **In addition to the CUNY Council requirements, our department wants to emphasize the following:** Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

• 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 “INTERMEDIATE CHINESE I”

Professor: [Name]
Classroom and Time: [Classroom]
Semester: Fall 2012
Professor’s office: [Office]
Course Code: CHI 201
Office Hours: By Appointment
Course Section: 01
Professor’s e-mail: [Email]

Course Prerequisites: ENG 101, and successful completion of CHI 102 or the equivalent.

Course Description: CHINESE 201 is an intermediate course in Chinese language and culture. It continues the sequence begun by Chinese 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of Chinese by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of China.


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 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

Prepared for UCASC, Dec 7, 2012
• attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

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

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

Unacceptable
• participates grudgingly or not at all
• tends to use English, especially in 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>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td>Superior</td>
<td>Completion</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 with elaboration</td>
<td>of the task, responses appropriate and adequately developed</td>
<td>completion of the task, responses mostly appropriate yet underdeveloped</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
<td>Responses barely comprehensible or in English.</td>
</tr>
<tr>
<td></td>
<td>readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>mostly comprehensible, requiring interpretation on the part of the listener</td>
<td></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</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>
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</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>Withdrew 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 SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Communicative Goal / Vocabulary</th>
<th>Grammar</th>
<th>Culture/ Readings/Films</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course. Syllabus. Pre-Test. Review.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 2</td>
<td>Expressing one’s opinion</td>
<td>The construction “lai+NP”</td>
<td>Chinese Mythology</td>
<td>Online Student Manual-Homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 27</td>
<td>Giving an example</td>
<td>The verb “bi ru”</td>
<td>Myth of the creation of the first human being (Nüwa女娲)</td>
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<td></td>
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<td>The construction “dui—lai shuo”</td>
<td>and the</td>
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<tr>
<td>Week 3</td>
<td>Expressing comparisons</td>
<td>The &quot;ba&quot; sentence The adverbs &quot;geng&quot; and &quot;zui&quot; used to express comparisons Separable disyllabic verbs The construction &quot;yi bian --- , yi bian---&quot;</td>
<td>Exchanges with Foreign Countries 中外往来述要 Silk Road</td>
<td>Compositions # 1</td>
<td></td>
</tr>
<tr>
<td>Week 4 Chapter 28</td>
<td>Presenting and appreciating a gift Asking in retort Worrying about something</td>
<td>The construction &quot;---zhi yi&quot; The adverb &quot;hai&quot; The conjunction &quot;bu guo&quot;</td>
<td>1421: The Year China Discovered America? (PBS documentary)</td>
<td>Online Student Manual-Homework</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Expressing comparisons (cont.) The rhetorical question</td>
<td>Using the verb &quot;you/mei you&quot; to express comparisons Sentences containing a series of verbs &quot;Shang&quot; and &quot;kai&quot; as the resultative complement</td>
<td>Chinese Calligraphy Visit to Museum</td>
<td>Online Student Manual-Homework</td>
<td></td>
</tr>
<tr>
<td>Week 6 Chapter 29</td>
<td>Describing things Emphasizing an affirmation Expressing modesty</td>
<td>The verb &quot;shi&quot; for emphasis and affirmation The structure &quot;hao +V&quot; The adverb &quot;jiu&quot;</td>
<td>“Raise the Red Latern” (1991) dir. ZHANG Yimou Set in the 1920s, the film tells the story of a young woman who becomes one of the concubines of a wealthy man during the Warlord Era.</td>
<td>Compositions # 2</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Indicating existence or emergence</td>
<td>The reduplication of adjectives The structural particle “de” The “ba” sentence</td>
<td>Beliefs and Thought: Confucianism, Taoism and Buddhism</td>
<td>Online Student Manual-Homework</td>
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<tr>
<td>Week 8 MIDTERM REVIEW and MIDTERM</td>
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<tr>
<td>Week 9 Chapter 30</td>
<td>Describing things Indicating a change Making a summary</td>
<td>The conjunction &quot;yao bu&quot; &quot;hou lai&quot; and &quot;yi hou&quot; The construction &quot;you +VP+de&quot;</td>
<td>The Blue Kite (1993) Told from the perspective of a young boy, Tietou, this film traces the fate of a Beijing family and their neighbors through the political and social upheavals in China in 1950's and 60's</td>
<td>Compositions # 3</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Indicating the existence or emergence of something (cont.) Indicating a change of situation</td>
<td>“Le” indicating a change of situation The complement of state The construction &quot;you --- you---&quot;</td>
<td>Festivals and Customs 节日与习俗 Traditional Festivals of China. Spring Festival Lantern festival. Tomb-sweeping Day. Dragon boat festival.</td>
<td>Online Student Manual-Homework</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Giving</td>
<td>The construction &quot;you&quot;</td>
<td></td>
<td>Compositions # 4</td>
<td></td>
</tr>
<tr>
<td>Chapter 31</td>
<td>encouragement Asking about something Describing scenery +Num-MP(+A)” The construction “xiang +NP+ yi yang”</td>
<td>Secret Love / Peach Blossom Spring (1992) dir. LAI Stan</td>
<td>tion # 4</td>
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<tr>
<td>Week 12 Chapter 32</td>
<td>Making someone’s acquaintance The verb “suan” The adverb “hai” The construction “gou +V”</td>
<td>Chinese Music中国音乐 Classical Literature and the New Culture Movement古代文学与新文化运动</td>
<td>Online Student Manual-Homework</td>
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<tr>
<td>Week 14</td>
<td>ORAL PRESENTATIONS</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>REVIEW FINAL EXAM</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  

New Course Proposal Form  

Date Submitted: July 24, 2012

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

1. a. Department(s) or program(s) proposing this course  
Department of Foreign Languages and Literatures

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

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

2. a. Title of the course: Intermediate German I

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): German 201

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 goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the intermediate level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 200-level course.

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

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

We have offered German for three semesters with robust enrollment; furthermore, we have fulltime faculty expertise in this area. The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Among the world’s languages, German ranks 12th in the number of native speakers. German is spoken in four countries with diverse cultural, political, and economic traditions: The Federal Republic of Germany, Austria, Switzerland, and Liechtenstein. It is also the mother tongue of significant minorities in neighboring countries, as well as one of Luxembourg’s official languages. Among Europeans, in fact, the approximately 101 million native speakers of German greatly outnumber those of English, French, Italian (58-60 million each), or Spanish (36 million). As a language used in business, diplomacy, and tourism, German stands second only to English in Western Europe. Germany, with a population of just over 82 million, boasts the world’s fourth-largest national economy. The economies of German-speaking Switzerland and Austria are also substantial, and their per capita GDPs rank third and fourth in the EU. Another reason to offer it is that the ICJ program requires a 200-level foreign language course. This will meet that requirement for students who have already taken 101 and 102 (or their equivalent).

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.)

Prepared for UCASC, Dec 7, 2012
German 201 is an intermediate course in German language and culture. It continues the sequence begun by German 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of German by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of German-speaking countries.

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

   GER 102 or equivalent, and ENG 101

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

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

   X Yes. If yes, then please provide:

   a. Semester(s) and year(s): Fall 2012
   b. Teacher(s): Peter Van Suntum
   c. Enrollment(s): 12 students
   d. Prerequisites(s): Ger 102

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

      **CUNY COUNCIL ON WORLD LANGUAGE:**

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

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

      **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on Berlin and multiculturality (week 2); German mass media (week 3); Austria and music (week 6); German traditions and Bayern (week 7); German, science, and technology (week 9); German and the Environment (week 10); German economy and Jobs (week 11); and German reunification (week 12). Sources include but are not limited to literary texts (see “literature” section in syllabus), short films (see “short film” section in syllabus), and music (weeks 3, 6, and 12).
2. Evaluate evidence and arguments critically or analytically

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

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

**CUNY COUNCIL ON WORLD LANGUAGE:**
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.

**JAY COLLEGE:** In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

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

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

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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) It’s required by John Jay International Criminal Justice Major, Gen Ed requirement

10. Will this course be part of JJ’s general education program?

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

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

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

GER 201 should be part of the selected area because it meets the World Culture learning outcomes:

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

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

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11. How will you assess student learning?

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

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

   Yes X  No_____

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

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

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

Prepared for UCASC, Dec 7, 2012
13. **Syllabus - attached**

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

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

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

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

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

   - X Not applicable
   - ___No
   - Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals: ___________________________

   - Silvia Dapia
   - Chair, Proposer's Department
CUNY Common Core

Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>GER 2XX (201)</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number not assigned, enter XXX)</td>
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</tr>
<tr>
<td>Course Title</td>
<td>Intermediate German I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101, and successful completion of GER 102 or 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>German 201 is an intermediate course in German language and culture. It continues the sequence begun by German 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of German by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of German-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:

- 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.

## 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>CUNY COUNCIL ON WORLD LANGUAGE:</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. <strong>JOHN JAY COLLEGE:</strong> <strong>In addition to the CUNY Council requirements, our department wants to emphasize the following:</strong> Through readings, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on Berlin and multiculturality (week 2); German mass media (week 3); Austria and music (week 6); German traditions and Bayern (week 7); German, science, and technology (week 9); German and the Environment (week 10); German economy and Jobs (week 11); and German reunification (week 12). Sources</td>
<td></td>
</tr>
</tbody>
</table>
include but are not limited to literary texts (see "literature" section in syllabus), short films (see "short film" section in syllabus), and music (weeks 3, 6, and 12).

| CUNY COUNCIL ON WORLD LANGUAGE: Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15). | • Evaluate evidence and arguments critically or analytically. • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right
CUNY COUNCIL ON WORLD LANGUAGE:
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. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

- 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.
<table>
<thead>
<tr>
<th>history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (weeks 3, 12).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world’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>
</tbody>
</table>

**CUNY COUNCIL ON WORLD LANGUAGE:**
Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. **In addition to the CUNY Council requirements, our department wants to emphasize the following:** Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.  

• Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.
SYLLABUS FOR “INTERMEDIATE GERMAN I”

Professor: Dr. Silvia Dapía
Semester: Fall 2013
Course Code: GER 201
Course Section: 01
Course Prerequisite: ENG 101, and successful completion of GER 102 or the equivalent

Course Description: German 201 is an intermediate course in German language and culture. It continues the sequence begun by German 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of German by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of German-speaking countries.


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 German compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard

**Evaluation Criteria for Composition**

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

**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 |
English; or not enough to evaluate. | 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.

<table>
<thead>
<tr>
<th>Criteria for Oral Assessment</th>
<th>Exemplary A</th>
<th>Proficient B</th>
<th>Marginal C-D</th>
<th>Unacceptable F</th>
</tr>
</thead>
<tbody>
<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>
<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 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</td>
<td>Adequate and accurate use of</td>
<td>Somewhat inadequate use</td>
<td>Most vocabulary usage is not</td>
</tr>
</tbody>
</table>
frequent attempts at elaboration
vocabulary
of vocabulary
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% 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:

<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>
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<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
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<tr>
<td>P</td>
<td>PASS</td>
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<tr>
<td>R</td>
<td>REPEAT</td>
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</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**

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

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

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>THEMES</th>
<th>SHORT FILM</th>
<th>CULTURE</th>
<th>LITERATURE</th>
<th>GRAMMAR</th>
<th>COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducti...</td>
<td>To</td>
<td>The Course &amp; Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lektion Persönliche Beziehungen</td>
<td>Outsourcing „Amerika, du hast es besser“</td>
<td>Die Familie Kurt</td>
<td>1.1 Word order: statements and questions</td>
<td>These und Beweis-</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Fühlen und erleben | Lektion 2 | Zusammen leben | Stadt und Gemeinschaft | Auf der Strecke (30 min) | Regisseur: Reto Caffi | Berlin, multikulturell seit Jahrhunderten Berlin, damals und heute. | Geschäftstamungen Wladimir Kaminer. | 2.1 Dative and genitive cases | 2.2 Prepositions | 2.3 Das Perfekt; separable and inseparable prefix verbs | Zitate Compositio n # 1
| 3. Reisen und Ferien | Lektion 4 | Weg- fahren und Spaß haben | Reisen und Ferien Im Bahnhof Im Flughafen Im Hotel Auf dem Campingplatz Im Skizirklam Am Strand Björn oder die Hürden der Behörden (14 min.) | Regisseur: Andreas Niessner/ Oliver S. Bürgin | Badefreunden oder Großstadt- abenteuer? BREMEN, NIEDER- SACHSEN UND NORDRHEIN- WESTFALEN Das Eau de Cologne | Hier ist Tibten! Heinrich Böll, Kurz- geschichte | 4.1 Das Futur | 4.2 Adjectives (Part 1) | 4.3 Adjectives (Part 2) | Der Schluss
| 4. Kunst- schätze | Lektion 5 | Kunst- schätze | Kunst und Literatur Die bildenden Künste Musik und Theater | Artgerecht (5 Min.) | Regisseur: Konstantin Eckert | Musik Musik Musik ÖSTERREICH Unterwegs im Bildertuchland Alpen-Thermen; Die Sachertorte | Briefe an einen jungen Dichter Rainer Maria Rilke. | 5.1 Modals | 5.2 Comparatives and superlatives | 5.3 Da- and wo- compounds; prepositional verb phrases | Arten von Essays und ihre Struktur Comp. # 2
| 5. Essen und feiern | Lektion 6 | Tradition- en- und Spezialitäten | Essen und feiern In der Küche Im Restaurant Regionale Spezialitäten Feiertage und Traditionen | Wer hat Angst vorm Weihnachts- mann? (7 min.) | Regisseurin: Annette Ernst | Feste mit Tradition BAYERN Was ist ein Bayer? Münchens Viktualienmarkt; Ein Märchenkönig und seine Burg | Die Leihgabe Wolfdietrich Schnurre, Kurz- geschichte | 6.1 Reflexive verbs and accusative reflexive pronouns | 6.2 Reflexive verbs and dative reflexive pronouns. | 6.3 Numbers, time, and quantities | Widerlegung
<p>| 6. REVIEW &amp; MIDTERM | | Fortschritt und traditionen | Röntgen (24 min.) | Baden- Württemberg: Ist die Erde bewohnt? | 7.1 Passive voice and alternatives | Teilweise Widerlegung | | | | |</p>
<table>
<thead>
<tr>
<th>Lektion</th>
<th>Thema</th>
<th>Unterrichtsinhalte</th>
<th>Literatur</th>
<th>Übungen</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Wissenschaft und Technologie</td>
<td>Forschung&lt;br&gt;Die Technologie&lt;br&gt;Die Elektronikwelt</td>
<td>Land des Autos&lt;br&gt;RHEINLAND-PFALZ, SAARLAND UND BADEN-WÜRTTEMBERG</td>
<td>7.2 Imperative&lt;br&gt;7.3 Adverbs</td>
</tr>
<tr>
<td>8</td>
<td>Recht und Umwelt</td>
<td>Natur- und Ideenwelt&lt;br&gt;Umwelt und Umwelt-probleme&lt;br&gt;Gesetze und Anrechte</td>
<td>Grünen reisen, Grüne schützen&lt;br&gt;SACHSEN-ANHALT, THÜRINGEN UND HESSEN</td>
<td>8.1 Der Konjunktiv II and würde with infinitive&lt;br&gt;8.2 Der Konjunktiv II with modals&lt;br&gt;8.3 Demonstratives</td>
</tr>
<tr>
<td>9</td>
<td>Wirtschaft und Berufsaußichten</td>
<td>Arbeit und Finanzen&lt;br&gt;Die Arbeitsplatzsuche&lt;br&gt;Die Finanzen</td>
<td>Schweizer Bankwesen&lt;br&gt;DIE SCHWEIZ UND LIECHTENSTEIN</td>
<td>9.1 Konjunktiv II der Vergangenheit&lt;br&gt;9.2 Plurals and compound nouns&lt;br&gt;9.3 Two-part conjunctions</td>
</tr>
<tr>
<td>10</td>
<td>Geschichte und Gesellschaft</td>
<td>Geschichte und nationales Selbstverständnis&lt;br&gt;Politik Nationen und nationale Identität</td>
<td>Wiedervereinigung&lt;br&gt;BRANDENBURG UND SACHSEN&lt;br&gt;Die perfekte Stadt Turm der Wissenschaft; Der Leipziger Hauptbahnhof Musik</td>
<td>10.1 Das Plusquamperfekt&lt;br&gt;10.2 Uses of the infinitive&lt;br&gt;10.3 Der Konjunktiv I</td>
</tr>
<tr>
<td>11</td>
<td>Lektion</td>
<td>Arbeit und Finanzen&lt;br&gt;Die Arbeitsplatzsuche&lt;br&gt;Die Finanzen</td>
<td>15 Minuten Wahrheit&lt;br&gt;18 min.</td>
<td>Berufsberatung&lt;br&gt;Christa Reinig, Kurzgeschichte</td>
</tr>
<tr>
<td>12</td>
<td>Lektion</td>
<td>Geschichte und nationales Selbstverständnis&lt;br&gt;Politik Nationen und nationale Identität</td>
<td>Spielzeugland&lt;br&gt;14 min.</td>
<td>An die Nachgeborenen&lt;br&gt;Bertolt Brecht, Gedicht</td>
</tr>
<tr>
<td>13</td>
<td>Oral Presentations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Review</td>
<td></td>
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<tr>
<td>15</td>
<td>Final Examen</td>
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</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

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

   b. Name and contact information of proposer(s): Silvia G. Dapia  
      Email address(es): sdapia@jjay.cuny.edu  
      Phone number(s): 646-557-4415  

2. a. Title of the course: Intermediate Japanese I  

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Japanese 201  

   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 goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the intermediate level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 200-level course.  

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

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)  
   The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Japan is one of the world’s major players in the global arenas of economics, politics and renewable energy. Learning Japanese can be very useful in working for or competing with Japanese companies. The study of Japanese language offers unique insights into Japan’s fascinating national culture. In addition Japanese is a gateway to other Asian languages and cultures. Learning Japanese helps students gain an enhanced perspective of their own language and culture. Another reason to offer it is that the ICJ program requires a 200-level foreign language course. This will meet that requirement for students who have already taken 101 and 102 (or their equivalent).  

4. Course description as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)  
   This course is designed for students who have prior knowledge of the Japanese language, mainly through Basic Japanese I and II, or equivalent courses. The objectives of the course are to advance students’ fluency as well as accuracy in speech and listening comprehension, to develop students' reading and writing skills, and to increase their understanding of modern Japanese culture through authentic materials.
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):
JPN 102 or placement exam, and ENG 101

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

7. Has this course been taught on an experimental basis?
   - No X
   - Yes. If yes, then please provide:
     a. Semester(s) and year(s): NA
     b. Teacher(s): NA
     c. Enrollment(s): NA
     d. Prerequisites(s): NA

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. **Gather, interpret, and assess information from a variety of sources and points of view**
      **CUNY COUNCIL ON WORLD LANGUAGE:**
      Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.
      Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in this course.
      **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as Japan in American eyes (week 1); education, examinations and Japanese pedagogy (week 2); Samurai: from ancient warriors to modern day yakuza (week 3); race and culture in representations of Japan (week 4); gender and the family (week 5); Japanese contemporary art (week 6); community versus individual (week 7); public transportation (week 8); Youth culture (week 9); Japan’s minorities (week 12). Sources include but are not limited to films and documentaries, book chapters, and visit to the Whitney Museum.

   2. **Evaluate evidence and arguments critically or analytically**
      **CUNY COUNCIL ON WORLD LANGUAGE:**
      Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.
JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

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

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.

JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

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

CUNY COUNCIL ON WORLD LANGUAGE:
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.
JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

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

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

JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

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) It’s required by John Jay International Criminal Justice Major, Gen Ed requirement

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
   ______No  X Yes  If yes, please indicate the area:

   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 this course should be part of the selected area.

JPN 201 should be part of the selected area because it meets the World Culture learning outcomes:

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

CUNY COUNCIL ON WORLD LANGUAGE:

Prepared for UCASC, Dec 7, 2012
Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.

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

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2. Evaluate evidence and arguments critically or analytically

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

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Prepared for UCASC, Dec 7, 2012
4. **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature**

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“readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

11. How will you assess student learning?

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

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

Yes X No____

- If yes, please state the librarian’s name: Maria Kiriakova
- Are there adequate resources in the library to support students’ work in the course Yes X No________
- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ _____
  - EBSCOhost Academic Search Complete _____
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
  - LexisNexis Universe _____
  - Criminal Justice Abstracts _____
  - PsycINFO _____
  - Sociological Abstracts _____
  - JSTOR _____
  - SCOPUS _____
  - Other (please name) ____________________________

13. Syllabus - attached

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

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

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

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

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

X Not applicable

No Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Silvia Dapia
Chair, Proposer’s Department

Prepared for UCASC, Dec 7, 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>JPN 2XX (201)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intermediate Japanese 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>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (If none, enter N/A)</td>
<td>ENG 101, and successful completion of JPN 102 or 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>This course is designed for students who have prior knowledge of the Japanese language, mainly through Basic Japanese I and II, or equivalent courses. The objectives of the course are to advance students’ fluency as well as accuracy in speech and listening comprehension, to develop students’ reading and writing skills, and to increase their understanding of modern Japanese culture through authentic materials</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:

- 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>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Scientific</td>
</tr>
<tr>
<td></td>
<td>World</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>
## II. Flexible Core (18 credits)

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

### A. World Cultures and Global Issues

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

<table>
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<tr>
<th>CUNY COUNCIL ON WORLD LANGUAGE:</th>
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A course in this area (II.A) must meet at least three of the additional learning outcomes in the right
CUNY COUNCIL ON WORLD LANGUAGE:
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.  

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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 firsthand. 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.  

JOHN JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following:

- Culture (see weekly "culture' section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States, they will develop an understanding of cultural diversity and an ability to analyze and compare cultural practices from multiple perspectives.

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

- 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.
States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 12).

- 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.

**CUNY COUNCIL ON WORLD LANGUAGE:**
Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one's own.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
Course Description: This course is designed for students who have prior knowledge of the Japanese language, mainly through Basic Japanese I and II, or equivalent courses. The objectives of the course are to advance students' fluency as well as accuracy in speech and listening comprehension, to develop students' reading and writing skills, and to increase their understanding of modern Japanese culture through authentic materials.

Course Prerequisites: ENG 101, and successful completion of JPN 102 or the equivalent.

LEARNING OBJECTIVES: 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:

- Workbook for ようこそ! An Invitation to Contemporary Japanese. 2nd edition

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. **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></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</td>
<td>Partial</td>
<td>Minimal or no</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Comprehensibility</th>
<th>Fluency and Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation errors</td>
<td>No or almost no grammatical errors</td>
<td>Rich use of vocabulary with frequent attempts at elaboration</td>
</tr>
<tr>
<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>Some hesitation, but manages to continue and complete thought and occasional pronunciation errors</td>
<td>Occasional grammatical errors</td>
<td>Adequate and accurate use of vocabulary</td>
</tr>
<tr>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
<td>Speech/choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
<td>Frequent grammatical errors</td>
<td>Somewhat inadequate use of vocabulary</td>
</tr>
<tr>
<td>Responses barely comprehensible or in English.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly</td>
<td>Few correct grammatical structures</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>Percentage</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>TOTAL</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 (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>W</th>
<th>COMMUNICATION</th>
<th>GRAMMAR</th>
<th>FILMS</th>
<th>CULTURE</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chap 3-B</td>
<td>Orientation Review JPA 102</td>
<td># times a day/week/month i-adjective past tense (additional)</td>
<td>Japan in American Eyes</td>
<td>“Religious Culture” in the Cambridge Companion to Modern Japanese Culture.</td>
</tr>
<tr>
<td>2</td>
<td>Chap 3-B &amp; C</td>
<td>Giving an opinion</td>
<td>Particles Connecting sentences (~te[de], ~te[de])</td>
<td>Departures おくりびと (2008) Yojiro Takita, Dir.</td>
<td>Education: Examinations and Japanese Pedagogy</td>
</tr>
<tr>
<td>5</td>
<td>Chap. 4-A</td>
<td>Making Comparisons</td>
<td>Comparatives and Superlative (~yori; dochira no hoo ga…)</td>
<td><em>Family Game</em> 家族ゲーム (1983), Yoshimitsu Morita, Dir.</td>
<td>Gender and the Family</td>
</tr>
<tr>
<td>6</td>
<td>Chap 4-A</td>
<td>Making Comparisons II</td>
<td>Comparatives Superlatives—3 (~no naka-de, dore/doko ga ichiban;~to onaji gurai…)</td>
<td>Visit the <em>Whitney Museum</em> for its special exhibition of Japanese contemporary artist Yayoi Kusama</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td>Tampopo</td>
<td>Community versus</td>
<td>&quot;Community</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Chap 4-A</th>
<th>Talk about friends and family</th>
<th>Present Tense</th>
<th>Individual in Japan and Connection in Japanese Cinema: Texts and contexts. ▲ HW 4 due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>REVISION &amp; MIDTERM</td>
<td>Connecting i-adjectives (~kute, ~kute) &amp; na-adjectives (~de, ~de)</td>
<td>Driving in Japan? Nihon no kookyoo kotsuus kikan? Public Transportation ★ Quiz 2 Composition 3</td>
</tr>
<tr>
<td>9 Chap. 4-B</td>
<td>Transportation and Traffic in the City</td>
<td>Expressing probability and conjecture (kamo shirenai)</td>
<td>Youth Culture “Stressed-Out Nineties Youth in Laid-Back Sixties Dress” in Cinema in Context ★ Quiz 3</td>
</tr>
<tr>
<td>10 Chap. 4-B/C</td>
<td>Expressing probability and conjecture</td>
<td>Expressing probability and conjecture (kamo shirenai)</td>
<td>Health Care in Japan ▲ HW 5 Δ Oral test 2 Test 2</td>
</tr>
<tr>
<td>11 Chap. 5-A</td>
<td>Careers and Occupations In the Workplace Vocabulary</td>
<td>Constructions Using Interrogatives Contractions in Colloquial Speech ~temo Expressing the Frequency of Actions and Events jibun (self, own) san-ji juppun mae, san-ji juppun sugi</td>
<td>Japan’s Minorities: What it Means to be a Korean in Japan <a href="http://movies.nytimes.com/2005/02/04/movies/04nobo.html">http://movies.nytimes.com/2005/02/04/movies/04nobo.html</a> Composition 4 ★ Quiz 4</td>
</tr>
<tr>
<td>12 Chap. 5-A</td>
<td>Talk about hobbies and pastimes</td>
<td>Turning a verb into a noun (koto) Interrogative (ka/mono/demo)</td>
<td>Japan and the Global Market Vocabulary Quiz 5 Δ Oral test 3</td>
</tr>
<tr>
<td>13 Chap. 5B</td>
<td>Talk about something you’re good at.</td>
<td>Turning a verb into a noun (no) Particle mo</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Oral Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td></td>
<td></td>
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</tbody>
</table>
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
   Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s): Silvia G. Dapia
      Email address(es): sdapia@jjay.cuny.edu
      Phone number(s): 646-557-4415

2. a. Title of the course: Intermediate Portuguese I

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

   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 goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the intermediate level. Furthermore, this course meets the minimum writing across the curriculum guidelines for a 200-level course.

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

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

   The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Portuguese is spoken by more than 200 Million people. It is the official language in Brazil, Portugal, Angola, Cape Verde, East Timor, Guinea-Bissau, Mozambique, Sao Tome, Principe, and Macau. It is the 6th most spoken language in the world. Portuguese and Spanish are the fastest growing western languages and, following estimates by UNESCO, it is the language with the highest growth potential as an international communication language in Southern Africa and South America. Portuguese is also an official language in the European Union and MERCOSUR, the economic alliance between different countries of Latin America including Brazil, which is the eighth largest economy in the world. Furthermore, as any other foreign language, it helps you develop better critical thinking skills. Another reason to offer it is that the ICJ program requires a 200-level foreign language course. This will meet that requirement for students who have already taken 101 and 102 (or their equivalents). Also, Portuguese would be applicable to the new Latin American Studies major when it is approved.

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.)

   Portuguese 201 is an intermediate course in Portuguese language and culture. It continues the sequence begun by Portuguese 101 and 102. After a review of grammar and vocabulary,
students will augment their knowledge of Portuguese by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of Portuguese-speaking countries.

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):

POR 102 or placement exam, and ENG 101

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

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

No X Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   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. **Gather, interpret, and assess information from a variety of sources and points of view**

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

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

   **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on the postcolonial status of Lusophone countries, particularly Mozambique, Angola and principally Brazil (week 1); their literatures (weeks 3 & 6), music and dance (weeks 4, 9 & 14), architecture and painting (weeks 2 & 9); the environment (week 3); science and technology (weeks 7 & 8); and immigration and racism in contemporary Luso-Brazilian society (weeks 11 & 12). Sources include but are not limited to literary texts (weeks 3 & 6), films (weeks 2, 4, 5, 7, 8, 10, 12 & 14), and music (weeks 4 & 9).
2. **Evaluate evidence and arguments critically or analytically**

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

**JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

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

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

**JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

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

**CUNY COUNCIL ON WORLD LANGUAGE:**
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.

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

**CUNY COUNCIL ON WORLD LANGUAGE:**

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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.

JAY COLLEGE: In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture” section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

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

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

JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

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) It’s required by John Jay International Criminal Justice Major, Gen Ed requirement

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

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

Flexible Core:

A. World Cultures and Global Issues  X
B. U.S Experience in Its Diversity
C. Creative Expression
D. Individual and Society
Please explain why this course should be part of the selected area.

POR 201 should be part of the selected area because it meets the World Culture learning outcomes:

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

   CUNY COUNCIL ON WORLD LANGUAGE:
   Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc.
   
   Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in this course.

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2. Evaluate evidence and arguments critically or analytically

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

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

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

   Yes X    No

   • If yes, please state the librarian’s name: Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course   Yes X    No

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

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

13. **Syllabus - attached**

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

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

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

   X No

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

17. Did you consult with department(s) or program(s) offering similar or related courses or majors? X Not applicable

   ___No

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

18. Will any course be withdrawn, if this course is approved? X No

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

19. Approvals: Silvia Dapia, Chair,

Prepared for UCASC, Dec 7, 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><strong>Course Prefix and Number</strong> (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>POR 2XX (201)</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Intermediate Portuguese I</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Foreign Languages and Literatures</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, and successful completion of POR102 or placement exam</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>Portuguese 201 is an intermediate course in Portuguese language and culture. It continues the sequence begun by Portuguese 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of Portuguese by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of Portuguese-speaking countries.</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:

- 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>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>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
**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.

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

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

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
<th></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>
<td></td>
</tr>
</tbody>
</table>

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

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

**JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on the postcolonial status of Lusophone countries, particularly Mozambique, Angola and principally Brazil (week 1); their literatures (weeks 3 & 6), music and dance (weeks 4, 9 & 14), architecture and painting (weeks 2 & 9); the environment (week 3); science and technology (weeks 7 & 8); and immigration and racism in contemporary Luso-Brazilian society (weeks 11 & 12). Sources include but are not limited to...
literary texts (weeks 3 & 6), films (weeks 2, 4, 5, 7, 8, 10, 12 & 14), and music (weeks 4 & 9).

| CUNY COUNCIL ON WORLD LANGUAGE: Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15). | • Evaluate evidence and arguments critically or analytically. |
| CUNY COUNCIL ON WORLD LANGUAGE: Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study. JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions. | • 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:
### CUNY COUNCIL ON WORLD LANGUAGE:

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.

**JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

### CUNY COUNCIL ON WORLD LANGUAGE:

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.

**JOHN JAY COLLEGE:** In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture” section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know.

- 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.
first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 12).

<table>
<thead>
<tr>
<th>• Analyze the historical development of one or more non-U.S. societies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world'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>
</tbody>
</table>

**CUNY COUNCIL ON WORLD LANGUAGE:** Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one's own.

| • 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 “INTERMEDIATE PORTUGUESE I”

Professor: Raúl Romero
Classroom and Time: TBA
Semester: Fall 2013
Professor’s office: NB 7.65.06
Course Code: POR 201
Office Hours: By Appointment
Course Section: 01
Professor’s e-mail: rromero@jjay.cuny.edu

Course Prerequisite: ENG 101, and successful completion of POR 102 or the equivalent

Portuguese 201 is an intermediate course in Portuguese language and culture. It continues the sequence begun by Portuguese 101 and 102. After a review of grammar and vocabulary, students will augment their knowledge of Portuguese by practicing the four language skills: speaking, reading, writing and listening. In addition, students will be exposed to primary sources including news media, film and short stories. Special attention will be given to developing conversational skills and exploring the culture of Portuguese-speaking countries.

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. Homework (10%) — The exercises are online and target culture, reading, listening, writing, and speaking abilities. In the online format, 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. Task – Writing Assessment Projects (25%) — During the course of the semester, you will also have 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</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 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>
<tr>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Very few errors in the grammar presented in lesson; work was well edited for language.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

4. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

5. **Oral Presentation (15%)** — Presentation 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 completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>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>

6. **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.**

7. **Final Grade Weighting:**

<table>
<thead>
<tr>
<th>Participation: 20%</th>
<th>Oral presentation: 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework: 10%</td>
<td>Quizzes: 10%</td>
</tr>
<tr>
<td>Tasks: 25%</td>
<td>Final: 20%</td>
</tr>
</tbody>
</table>

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).

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**TENTATIVE CLASS SCHEDULE**

Please note the daily syllabus is subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Grammar &amp; Vocabulary</th>
<th>Oral and Written Communication</th>
<th>Culture &amp; Films</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 11 Health &amp; Doctors (A saúde e os medicos)</td>
<td>Introduction</td>
<td>-- Falar sobre Unit 11 A saúde e os medicos</td>
<td>Films. Art &amp; Readings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-task Day</td>
<td>-- falar sobre as diferentes situacoes das ferias e as viagens..</td>
<td>Introduction to Luso-Brazilian culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulario: Unit 11 A saúde e os medicos (pp.419)</td>
<td>Quiz: Unit 11 Quiz Unit 12</td>
<td>O cinema novo Brasileiro e O Cinema Portugues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task Day</td>
<td></td>
<td>Os filmes de Glauber Rocha e Manoel de Oliveira.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 12 As férias e as viagens (pp. 420)</td>
<td></td>
<td>FILM: “Antonio das Mortes” by Glauber Rocha (Brazil)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affirmative and negative expressions: 443-445</td>
<td></td>
<td>Brazilian Architecture (Niemeyer)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indicative v. Subjunctive in Adjective Clauses: 448-451</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review/Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>O meio ambiente</td>
<td>Pre-task Day</td>
<td>-- Falar sobre Unit 13 – O meio ambiente</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 13 – O meio ambiente</td>
<td>-- Falar sobre Unit 13 – O meio</td>
<td>Reading: “A hora da estrela” by</td>
</tr>
<tr>
<td></td>
<td>(The environment)</td>
<td>Vocabulario: Unit 13 – O meio ambiente (pp 479)</td>
<td>ambiente COMPONETION # 1</td>
<td>Clarice Lispector. FILM: “Bye Bye Brazil” Brazilian Music: MPB: Caetano Veloso, Chico Buarque, Gal Costa...</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>4</td>
<td>Task Day</td>
<td>Excerses from Unit 12 Quiz Unit 13</td>
<td></td>
<td>Brazilian Artists: Viktor Muniz &amp; Lygia Pape</td>
</tr>
<tr>
<td></td>
<td>O meio ambiente(pp. 470, 479)</td>
<td>Future Tense: 474-476 Future Subjunctive: 476-479</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review/Quiz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Society (A sociedade)</td>
<td>Pre-task Day Vocabulario: Unit 14 A sociedade (pp.509)</td>
<td>Falar sobre a sociedade. Exercises Unit 13 Quiz 14 COMPONETION # 2</td>
<td>FILM: O HOMEM QUE COPIAVA (Brazil) FILM “CAPITAES DE ABRIL” (Portugal) Reading: Poemas de Fernando Pessoa</td>
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<td>Task Day</td>
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<tr>
<td>6</td>
<td>Subjunctive in adverbial clauses: (pp.500-507) Past Subjunctive (pp 500) Past Participles: 506-507 Passive Voice: 508-509</td>
<td>Quiz 14 COMPOSITION # 2</td>
<td></td>
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<td></td>
<td>Review/Quiz</td>
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<tr>
<td>7</td>
<td>Science (A ciencia e a tecnologia)</td>
<td>Pre-task Day Vocabulario: Unit 15 A ciencia e a tecnologia (pp. 540)</td>
<td>Falar sobre a ciencia e a tecnologia Exercises Unit 14 MIDTERM</td>
<td>FILM: GABRIELA (Brazil) FILM : “CARANDIRU” (Brazil) Portuguese Music: FADO: Amalia Rodrigues, Dulce Pontes, Misia... Artists: Cavalcanti &amp; Segall</td>
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<td>Task Day</td>
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<td>8</td>
<td>Impersonal Infinitive :527-532 Diminutives and aumentatives: 534- 540</td>
<td>MIDTERM</td>
<td></td>
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<tr>
<td>9</td>
<td>Present Perfect: 528-530 Past Perfect: 536-537)</td>
<td>COMPOSITION # 3</td>
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<td></td>
<td>Review/Quiz</td>
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<tr>
<td>10</td>
<td>A cultura Luso-Brasileira (Luso-Brazilian Culture)</td>
<td>Pre-task Day Unit 16 Cultura Luso-Brasileira. A Africa Portuguesa, Timor-Leste e Macao.</td>
<td>Falar sobre a cultura, musica e a historia dos paizes de fala Portuguesa. COMPOSITION # 4</td>
<td>FILM: TROPA DE ELITE (Brazil) Reading: “Dona Flor e seus dois maridos” by Jorge Amado (Excerpts)</td>
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<td></td>
<td>Task Day</td>
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<tr>
<td>11</td>
<td>Vocabulario particular dos paizes da cultura Luso-Brasileira</td>
<td>COMPOSITION # 4</td>
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<td>Sprsents</td>
<td>Exercises Unit 15 &amp; 16 Quiz Unit 16</td>
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<td></td>
<td>Oral Presentations</td>
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<tr>
<td>12</td>
<td>Oral Presentations</td>
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<tr>
<td>13</td>
<td>Review</td>
<td>Handouts</td>
<td>Dance in Brazil: VIDEO by Grupo Corpo’s Performance BAM.</td>
<td></td>
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<tr>
<td>14</td>
<td>Handouts</td>
<td></td>
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<tr>
<td>15</td>
<td>Final Examination</td>
<td></td>
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</tbody>
</table>
Course Revision Form

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

Date Submitted: 8/2012

1. Name of Department or Program: History

2. Contact information of proposer(s):

   Name(s): Michael Pfeifer
   Email(s): mpfeifer@jjay.cuny.edu
   Phone number(s): x.8856

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

   HIS 201 American Civilization From Colonial Times Through Civil War
   (Abbreviated title: AMER CIVILZTN 1)

4. Current course description: A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines-political science, sociology, literary criticism, economics, etc.-are brought to bear on them.

   a. Number of credits: 3.0
   b. Number of class hours (please specify if the course has lab hours): 3.0
   c. Current prerequisites: ENG 101 and sophomore standing or above.

5. Describe the nature of the revision:
   Submitted for inclusion in the CUNY Common Core B. U.S. in its diversity; course description updated and sophomore standing dropped from prerequisites.

6. Rationale for the proposed change(s): The course is appropriate for inclusion in CUNY Common Core B.

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

   a. Revised course description:

      The course offers an introduction to the forces that shaped American political, social, and
cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

b. Revised course title: N/A

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

d. Revised learning outcomes

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.

e. Revised assignments and activities related to revised outcomes

The course uses the concepts and methods of history to explore the encounter and interaction of diverse cultures and experiences in the American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.

The course analyzes and explains major themes of U.S. history from political, social, and cultural lenses through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.

The course focuses extensively on the history of indigenous populations, slavery, and immigration in the North American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101


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:

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
**Required Core**: English Composition _____  Quantitative _____  Natural/Life Sciences _____

**Flexible Core**:

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

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

The course as offered in recent years already corresponds with the learning outcomes of B. U.S. Experience in its Diversity (see 7 d. learning outcomes above).

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

| Every semester | Number of sections: 3 |
| 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: 8/1/12

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

   Allison Kavey, 8/13/12

Approved by UCASC, Nov 16, to College Council, Dec 12, 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>HIS 201</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Civilization - From Colonial Times through the Civil War</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</td>
</tr>
<tr>
<td>Subject Area</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Credits</td>
<td>3.0</td>
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<tr>
<td>Contact Hours</td>
<td>3.0</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 □ Hybrid □ Fully on-line</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></td>
<td>□ Honors College</td>
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<tr>
<td></td>
<td>□ Quantitative Reasoning</td>
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<td></td>
<td>□ Writing Intensive</td>
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<td></td>
<td>□ Other (specify):</td>
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</tbody>
</table>

Catalogue Description: The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

Syllabus: Syllabus must be included with submission, 5 pages max

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>
<tr>
<td>Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Creative Expression</td>
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<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.
### 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>The course examines a variety of viewpoints within particular historical social contexts using primary and secondary sources.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluate evidence and arguments in class discussion, in written discussions on Blackboard, and in exams and an essay.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will learn how to construct a thesis in the composition of a short historical essay. Students will hone historical argumentation in classroom conversations and in Blackboard analyses of readings and films and in responses to classmates' analyses.</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>The course uses the concepts and methods of history to explore the encounter and interaction of diverse cultures and experiences in the American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.</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>The course analyzes and explains major themes of U.S. history from political, social, and cultural lenses through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.</td>
<td>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td>The course focuses extensively on the history of indigenous populations, slavery, and immigration in the North American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.</td>
<td>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
</tr>
</tbody>
</table>

| | • 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. |
John Jay College of Criminal Justice
Spring 2012

American Civilization: From Colonial Times through the Civil War
His 201.01 MW 9:25 AM-10:40 AM NB 1.92

Prof. Michael Pfeifer
mpfeifer@jjay.cuny.edu
(212) 237-8856
Office: NB 8.65.15
Office Hours, MTuWTh 11:00 AM -12:00 PM, and by appointment.

**Course Description:**
The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the origins of the American colonies through the American Civil War. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

**Course Prerequisites:** ENG 101

**Course Learning Outcomes** (to be demonstrated in questions and answers on the reading assignments and comments and replies responding to films and music lectures on Blackboard, exams, and a short essay). Students will:

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

B. Evaluate evidence and arguments critically or analytically.

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

D. Identify and apply the fundamental concepts and methods of history to exploring the U.S. experience in its diversity.

E. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

F. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

**Required Reading and Assignments**
The following required texts are available at the John Jay bookstore; a copy of the Faragher textbook is also on reserve at the John Jay library. Assigned primary source documents are on e-reserve (the password is Pfeifer).


Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Students are expected to master the assigned readings and will be tested thoroughly upon them. Students are required to post three original questions, and preliminary answers to those questions, composed in thoughtful response to the reading, on the Blackboard discussion board prior to each class session in which the reading is assigned. You should write original questions and answers that ponder the significance of historical developments analyzed in the reading. These questions and answers will serve as prompts to class discussion and as a measure of your comprehension of the reading. You should write at least one question and answer on each assigned reading; for instance, if a textbook and a primary source document are assigned on a particular day, at least one question and answer must be posted on the chapter and at least one question and answer on the primary source document. Questions and answers must be posted by the time the reading is due in class and they will be graded shortly after that time. Late questions and answers will be assessed a 10% (one letter grade) penalty for each day they are posted late.

The First and Final Exams will be essay and short answer format and will be written in-class. You will also write a short essay, four to five pages in length, double-spaced, 11 or 12 point font; you will submit your paper through Blackboard Assignments which uses SafeAssign software to check writing against extensive databases in order to detect plagiarism (no paper copies will be accepted). The short essay will be graded for historical argumentation, use of evidence, and style.

In response to films and music lectures, students are required to post seven original comments and seven replies to classmates’ posts on the discussion board on Blackboard, with due dates specified in the schedule of assignments below. Original comments on the films and music lectures should respond to Prof. Pfeifer’s prompts on the discussion board and average about one paragraph in length. Your replies to classmates’ posts should consist of at least three well-constructed sentences and be expressed in a collegial and constructive fashion. Prof. Pfeifer will grade your work on the Blackboard discussion board for its intellectual, collegial, and grammatical qualities.

Prof. Pfeifer will post grades, the syllabus, and other important course documents on Blackboard. It is extremely important that you be able to access the CUNY e-mail account (probably your John Jay e-mail account) that is linked with Blackboard, as Prof. Pfeifer will be e-mailing comments, graded papers, and course documents to this e-mail address. If your John Jay account is inactive or inaccessible because it is full of messages or because the password no longer works, please delete messages to get the account under the limit and/or contact DoIT immediately to correct these issues.

Attendance and Classroom Protocol
Students are expected to participate regularly in class discussions. In order to receive a solid discussion grade, participation must reveal thoughtful consideration of the reading and must be respectful of classmates and of Prof. Pfeifer. Please turn your cellphone ringer off when class is in session.

No incompletes will be given except in extremely exceptional circumstances at the discretion of the instructor; extra work during the semester may be offered at the discretion of the instructor but only in exceptional circumstances available to all students in the course at the same time. Students taking the course for Honors Credit will do additional work arranged with the instructor in order to earn Honors Credit.

Cheating, Plagiarism, and Obtaining Unfair Advantage
It is a violation of college policy to misrepresent someone else’s work as your own or to obtain unfair advantage in your academic work. These constitute serious violations of college policy and they will be punished by a grade of ‘F’ and/or disciplinary action by the college. The definitions and examples of Academic Dishonesty listed below are excerpted from the CUNY Policy on Academic Integrity.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:
• Copying from another student during an examination or allowing another to copy your work;
• Unauthorized collaboration on a take home assignment or examination;
• Using notes during a closed book examination;
• Taking an examination for another student, or asking or allowing another student to take an examination for you;
• Changing a graded exam and returning it for more credit;
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor;
• Preparing answers or writing notes in a blue book (exam booklet) before an examination;
• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services;
• Giving assistance to acts of academic misconduct/dishonesty;
• Fabricating data (all or in part);
• Submitting someone else’s work as your own;
• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

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

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

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

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
• Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
• Intentionally obstructing or interfering with another student’s work.

Grading
First Exam 20%
Short Essay 15%
Final Exam 30%
Discussion 9%
Nineteen (19) Questions and Answers on the Reading Assignments 19%
Seven (7) Blackboard Comments and Replies on the Music Lectures and Films 7%

Schedule of Meetings and Assignments
Monday January 30 Introduction.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Wednesday February 1 Read: Faragher, *Out of Many*, Ch. 1, A Continent of Villages to 1500, pp. 1-23.

Monday February 6 Read: Faragher, *Out of Many*, Ch. 2, When Worlds Collide, 1492-1590, 24-45; primary source document: Thomas Harriot, “The Algonquian Peoples of the Atlantic Coast” (1588) (on e-reserve); Music Lecture: Spanish Colonial Music and Indigenous People’s Culture in Latin America; Discussion Board Comment and Reply on Spanish Colonial Music and Indigenous People’s Culture in Latin America due on Blackboard by 12 AM on Wednesday, February 8.

Wednesday February 8 Film, *The West* (1996), Episode 1: The People; Discussion Board Comment and Reply on the film due on Blackboard by 12 AM on Wednesday, February 15.

Monday February 13 LINCOLN’S BIRTHDAY--NO CLASSES


Monday February 20 WASHINGTON’S BIRTHDAY—NO CLASSES

Tuesday, February 21 (CLASSES FOLLOW A MONDAY SCHEDULE) Film, *Africans in America: The Terrible Transformation, 1450-1750*; Discussion Board Comment and Reply on the film due on Blackboard by class time on Wednesday, February 22.


Wednesday February 29 Midterm Exam

Monday March 5 Read: Faragher, *Out of Many*, Ch. 6, From Empire to Independence 1750-1776, pp. 126-153.

Wednesday March 7 Film, *Thomas Jefferson* (1996), Part I; Discussion Board Comment and Reply on the film due on Blackboard by 12 AM, Monday, March 12.


Approved by UCASC, Nov 16, to College Council, Dec 12, 2012

Wednesday March 28 Film, *The West* (1996), Episode 2: Empire Upon the Trails; Discussion Board Comment and Reply on the film due on Blackboard by 12 AM, Monday, April 2.


Wednesday April 4 Music Lecture: Popular Music in Antebellum America; Discussion Board Comment and Reply on Popular Music in Antebellum America due on Blackboard by 12 AM on Monday, April 16.

Monday April 9 NO CLASSES—SPRING BREAK

Wednesday April 11 NO CLASSES—SPRING BREAK

Monday April 16 Read: *The Narrative of Frederick Douglass: An American Slave*, also available on-line at http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/

Wednesday April 18 Writing workshop—please bring a draft thesis statement for your short essay. Short Essay due at 12 AM on Saturday, April 21, on Blackboard Assignments.


Monday April 30 Read: Faragher, *Out of Many*, Ch. 13, Coming to Terms with the New Age 1820s-1850s, pp. 322-349; primary source document, Lucretia Mott, "Declarations of Sentiments and Resolutions, Women’s Rights Convention, Seneca Falls, New York” (1848) (e-reserve).


Monday May 14 General Review.

Wednesday May 23 10:15 AM-12:15 PM Final Exam.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted: 8/2012

1. Name of Department or Program: History

2. Contact information of proposer(s):

   Name(s):   Michael Pfeifer  
   Email(s):   mpfeifer@jjay.cuny.edu  
   Phone number(s): x.8856

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

   HIS 202 American Civilization – From 1865 to the Present  
   (Abbreviated title: AMER CIVILZTN 2)

4. Current course description: A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines-political science, sociology, literary criticism, economics, etc.-are brought to bear on them.

   a. Number of credits: 3.0

   b. Number of class hours (please specify if the course has lab hours): 3.0

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

5. Describe the nature of the revision:
Submitted for inclusion in the CUNY Common Core B. U.S. in its diversity; course description updated and sophomore standing dropped as a prerequisite.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
6. Rationale for the proposed change(s): The course is appropriate for inclusion in CUNY Common Core B.

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

   a. Revised course description:

   The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the American Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

   b. Revised course title: N/A

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

   d. Revised learning outcomes

   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.

   e. Revised assignments and activities related to revised outcomes

   The course uses the concepts and methods of history to explore the encounter and interaction of diverse cultures and experiences in the American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.
The course analyzes and explains major themes of U.S. history from political, social, and cultural lenses through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.

The course focuses extensively on the history of indigenous populations, slavery, and immigration in the North American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101


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 | X |
   | C. Creative Expression              |   |
   | D. Individual and Society           |   |
   | E. Scientific World                 |   |

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

   The course as offered in recent years already corresponds with the learning outcomes of B. U.S. Experience in its Diversity (see 7d. learning outcomes above).

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

   Every semester __X___       Number of sections: ___3___
   Fall semesters only _______ Number of sections: ______
   Spring semesters only _____  Number of sections: ______

10. Does this change affect any other departments?
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 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>HIS 202</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Civilization - from 1865 to the Present</td>
</tr>
<tr>
<td>Department(s)</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</td>
</tr>
<tr>
<td>Subject Area</td>
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</tr>
<tr>
<td>Credits</td>
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<td>Contact Hours</td>
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<td>Pre-requisites</td>
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</tr>
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<td>Mode of Instruction</td>
<td>Select only:</td>
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<tr>
<td></td>
<td>X In-person</td>
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<td></td>
<td>□ Hybrid</td>
</tr>
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<td></td>
<td>□ Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>□ Freshman Seminar</td>
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<tr>
<td></td>
<td>□ Honors College</td>
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<tr>
<td></td>
<td>□ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>□ Other (specify):___________________</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>The course offers an introduction to the forces that shaped American political, social, and cultural institutions from the Civil War through the present. The course traces American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.</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>
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<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
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<td>Mathematical and Quantitative Reasoning</td>
<td>□ Individual and Society</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>□ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>□ Scientific World</td>
</tr>
<tr>
<td></td>
<td>□ Creative Expression</td>
</tr>
</tbody>
</table>

Learning Outcomes

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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.

<table>
<thead>
<tr>
<th>A. U.S. Experience in its Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
<tr>
<td>The course examines a variety of viewpoints within particular historical social contexts using primary and secondary sources.</td>
</tr>
<tr>
<td>Students will evaluate evidence and arguments in class discussion, in written discussions on Blackboard, and in exams and an essay.</td>
</tr>
<tr>
<td>Students will learn how to construct a thesis in the composition of a short historical essay. Students will hone historical argumentation in classroom conversations and in Blackboard analyses of readings and films and in responses to classmates' analyses.</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:

| The course uses the concepts and methods of history to explore the encounter and interaction of diverse cultures and experiences in the American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper. | - 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. |
| The course analyzes and explains major themes of U.S. history from political, social, and cultural lenses through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper. | - Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| The course focuses extensively on the history of indigenous populations, slavery, and immigration in the North American past through readings; lectures; classroom discussion; films; music lectures; exams; student Blackboard posts on the readings, films, and music lectures; and a term paper. | - 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. |

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Course Prerequisites
ENG 101 and sophomore standing or above.

Course Learning Objectives
*Students will acquire an understanding of American history as global history through study of the encounter and mixing of global cultures in the making of diverse American cultures and in the encounter of the United States with other nations in foreign policy, trade, and war.

*Students will acquire a basic understanding of the forces that shaped American political, social, and cultural institutions from the end of the Civil War through the present.

*Students will learn to read and think analytically about the history of the United States.

*Students will learn how to distinguish between primary and secondary historical sources and how to use such sources appropriately in historical analysis through the composition of three original questions and answers on each reading assignment, the composition of a short essay (4-5 pages), and by writing several in-class exams.

*Students will develop skills in the analysis of music and film as cultural texts shaped and informed by historical forces.

Course Learning Outcomes (to be demonstrated in questions and answers on the reading assignments and comments and replies responding to films and music lectures on Blackboard, exams, and a short essay). Students will:

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

B. Evaluate evidence and arguments critically or analytically.

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

D. Identify and apply the fundamental concepts and methods of history to exploring the U.S. experience in its diversity.
E. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

F. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

G. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

H. 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 Reading and Assignments

The following required texts are available at the John Jay bookstore; a copy of the Faragher textbook is also on reserve at the John Jay library. Assigned primary source documents are on e-reserve (the password is Pfeifer).


Sinclair Lewis, Babbitt (1922), also available on-line at http://www.bartleby.com/162/.

Students are expected to master the assigned readings and will be tested thoroughly upon them. Students are required to post three original questions, and preliminary answers to those questions, composed in thoughtful response to the reading, on the Blackboard discussion board prior to each class session in which the reading is assigned. You should write original questions and answers that ponder the significance of historical developments analyzed in the reading. These questions and answers will serve as prompts to class discussion and as a measure of your comprehension of the reading. You should write at least one question and answer on each assigned reading; for instance, if a textbook and a primary source document are assigned on a particular day, at least one question and answer must be posted on the chapter and at least one question and answer on the primary source document. Questions and answers must be posted by the time the reading is due in class and they will be graded shortly after that time. Late questions and answers will be assessed a 10% (one letter grade) penalty for each day they are posted late.

The First and Final Exams will be essay and short answer format and will be written in-class. You will also write a short essay, four to five pages in length, double-spaced, 11 or 12 point font; you will submit your paper through Blackboard Assignments which uses SafeAssign software to check writing against extensive databases in order to detect plagiarism (no paper copies will be accepted). The short essay will be graded for historical argumentation, use of evidence, and style.

In response to films and music lectures, students are required to post seven original comments and seven replies to classmates’ posts on the discussion board on Blackboard, with due dates specified in the schedule of assignments below. Original comments on the films and
music lectures should respond to Prof. Pfeifer’s prompts on the discussion board and average about one paragraph in length. Your replies to classmates’ posts should consist of at least three well-constructed sentences and be expressed in a collegial and constructive fashion. Prof. Pfeifer will grade your work on the Blackboard discussion board for its intellectual, collegial, and grammatical qualities.

Prof. Pfeifer will post grades, the syllabus, and other important course documents on Blackboard. It is extremely important that you be able to access the CUNY e-mail account (probably your John Jay e-mail account) that is linked with Blackboard, as Prof. Pfeifer will be e-mailing comments, graded papers, and course documents to this e-mail address. If your John Jay account is inactive or inaccessible because it is full of messages or because the password no longer works, please delete messages to get the account under the limit and/or contact DoIT immediately to correct these issues.

**Attendance and Classroom Protocol**

Students are expected to participate regularly in class discussions. In order to receive a solid discussion grade, participation must reveal thoughtful consideration of the reading and must be respectful of classmates and of Prof. Pfeifer. Please turn your cellphone ringer off when class is in session.

No incompletes will be given except in extremely exceptional circumstances at the discretion of the instructor; extra work during the semester may be offered at the discretion of the instructor but only in exceptional circumstances available to all students in the course at the same time. Students taking the course for Honors Credit will do additional work arranged with the instructor in order to earn Honors Credit.

**Cheating, Plagiarism, and Obtaining Unfair Advantage**

It is a violation of college policy to misrepresent someone else’s work as your own or to obtain unfair advantage in your academic work. These constitute serious violations of college policy and they will be punished by a grade of ‘F’ and/or disciplinary action by the college. The definitions and examples of Academic Dishonesty listed below are excerpted from the CUNY Policy on Academic Integrity.

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

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

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

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

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

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
- Intentionally obstructing or interfering with another student’s work.

Grading
First Exam 20%
Short Essay 15%
Final Exam 30%
Discussion 9%
Twenty-two (22) Questions and Answers on the Reading Assignments 22%
Seven (7) Blackboard Comments and Replies on the Music Lectures and Films 7%

Schedule of Meetings and Assignments

Tues January 27 Introduction

Tues February 3 Political Reconstructions and the racist backlash of the Ku Klux Klan; Native American (American Indian) resistance of American expansion/consolidation in the American West; Chinese immigrants and sinophobia in the American West. Read: Faragher, *Out of Many*, Ch. 17, Reconstruction 1863-1877, pp. 465-479

Thurs February 5 The working class, labor unions and strikes in the Age of Corporatization. Read: Faragher, *Out of Many*, Ch. 19, Production and Consumption in the Gilded Age, 1865-1900, pp. 512-539 [Note: Ch. 18 is not assigned]; Gilded Age Popular Music; *Discussion Board Post and Reply on Gilded Age Popular Music due on Blackboard by noon on Monday, February 9*

Tues February 10 Immigrants from Southern and Eastern Europe (Italians; Russian, Ukrainian, and Polish Jews; Poles; Slovaks; Hungarians; Serbs; Croats; Bosnians; Greeks). Film, *America 1900* (1999) *Discussion Board Post and Reply on the film due on Blackboard by noon on Monday, February 16*

Thurs February 12 NO CLASS—Lincoln’s Birthday


Tues February 24 **First Exam**

Thurs February 26 Women (white and African American) in the Progressive Era. Read: Faragher, *Out of Many*, Ch. 21, Urban America and the Progressive Era, 1900-1917, pp. 570-603

Tues March 3 The experience of German-Americans in World War I. Read: Faragher, *Out of Many*, Ch. 22, World War I 1914-1920, pp. 604-625

Thurs March 5 African-Americans in World War I. Read: Faragher, *Out of Many*, Ch. 22, World War I 1914-1920, pp. 625-635


Thurs March 12 Mass culture in the 1920s. Read: Sinclair Lewis, *Babbitt*, Chapters 1-8

Tues March 17 African-American Culture and Early Twentieth Century American Popular Music: Ragtime and Jazz; Read: Sinclair Lewis, *Babbitt*, Chapters 9-18; *Discussion Board Post and Reply on Ragtime and Jazz, or on Lewis, Babbitt, due on Blackboard by the end of the day on Thursday, March 19*

Thurs March 19 Suburbanization in the 1920s. Read: Sinclair Lewis, *Babbitt*, Chapter 19-34

Tues March 24 Youth culture and sexuality in the 1920s. Discussion of Sinclair Lewis, *Babbitt*, Chapter 19-34

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012


Thurs April 2 The New Deal and Popular Front culture. Film, *The River* (1938) **Discussion Board Post on film due on Blackboard by noon on Monday, April 6**


Thurs April 9 NO CLASS-SPRING BREAK

Tues April 14 NO CLASS-SPRING BREAK

Thurs April 16 NO CLASS-SPRING BREAK

Tues April 21 The emergence of gay and lesbian identity in the twentieth century United States; women in the Cold War; Puerto Rican and Dominican immigration to New York City. Read: Faragher, *Out of Many*, Ch. 26, The Cold War Begins 1945-1962, 736-767; primary document: George Kennan, *Containment* (1947) (e-reserve)

Thurs April 23 McCarthyism; Oratory and the Modern Presidency. Read: Faragher, *Out of Many*, Ch. 27, America at Midcentury, 1952-1963, pp. 768-799; **Discussion Board Post and Reply on Oratory and the Modern Presidency due on Blackboard by noon on Monday, April 27**


Thurs April 30 Student protest and social change in the 1960s. Film, *The Sixties: The Years that Shaped a Generation* (2005), Part I; **Discussion Board Post and Reply on film due on Blackboard by noon on Monday, May 4**


Thurs May 14 General Review

**Final Exam** Thursday May 21 9:30-11:30 AM

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: November 28, 2012

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):
   
   Name(s): Claudia Calirman
   Email(s): ccalirman@jjay.cuny.edu
   Phone number(s): (646) 557.4648

   
   (Abbreviated title: Intro to World Art)

4. Current course description: Through visual images, this course traces the development of world cultures by considering the evolution of the art and architecture of Africa, the Americas, Asia, and Europe throughout history. The panorama of painting, sculpture, and architecture is examined with a view to understanding the artworks as unique objects, and as expression of particular civilizations and their social, religious, and political world views.
   
   a. Number of credits: 03
   
   b. Number of class hours (please specify if the course has lab hours): 03

   c. Current prerequisites: None

5. Describe the nature of the revision: Change of title, description and redefinition of learning outcomes

6. Rationale for the proposed change(s): To better correspond to Pathways requirements.

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

Prepared for UCASC, Dec 7, 2012
This course presents an overview of the history of art in painting, sculpture, and architecture from prehistoric times through the twentieth century. It emphasizes significant stylistic movements and highlights the relationship between visual art and its historical and social context, with a view to understanding the artworks both as unique objects and as creative expressions of various civilizations at particular moments in history.

b. Revised course title: Introduction to Art

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Introduction to Art

d. Revised learning outcomes

1. Gather, interpret, and assess information about artworks in their historical/social/geographical context from a variety of sources and points of view.

2. Evaluate evidence and arguments about theoretical or interpretative issues in the visual arts critically or analytically.

3. Produce well-reasoned arguments about artworks using evidence from academic sources as well as students’ own observations.

4. Identify and apply the fundamental concepts and methods of art history.

5. 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.

6. Articulate how meaning is created in the arts and how the experience of viewing artworks is interpreted and conveyed through different art historical analytic methodologies

e. Revised assignments and activities related to revised outcomes

   Midterm Exam: 30%
   Research Paper Assignments: 20%
   Short Paper Assignment: 10%
   Final Exam: 30%
   Oral Presentation: 10%

f. Revised number of credits: No change
g. Revised number of hours: No change

h. Revised prerequisites: No change

8. Enrollment in past semesters: 8 Sections offered with approximately 40 students per class.

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:

**Flexible Core:**

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

9b. Please explain why and how this course fits into the selected area:

   See the learning outcomes listed above.

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester _x___  Number of sections: _8___
   Fall semesters only ______  Number of sections: ______
   Spring semesters only ______  Number of sections: ______

10. Does this change affect any other departments?

    _____ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: Nov 28, 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dr. Lisa Farrington

Prepared for UCASC, Dec 7, 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.

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<tr>
<td>Course Number</td>
<td>ART 101</td>
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<tr>
<td>Course Title</td>
<td>INTRODUCTION TO ART</td>
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<tr>
<td>Department(s)</td>
<td>ART &amp; MUSIC</td>
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<td>Discipline</td>
<td>ART</td>
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<td>Subject Area</td>
<td>ART HISTORY</td>
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<td>Contact Hours</td>
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<td>Pre-requisites</td>
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</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td></td>
<td>xx In-person □ Hybrid □ Fully on-line</td>
</tr>
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<td>□ Other</td>
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<td>(specify):__________________________________________________</td>
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</tbody>
</table>

Catalogue Description
This course presents an overview of the history of art in painting, sculpture, and architecture from prehistoric times through the twentieth century. It emphasizes significant stylistic movements and highlights the relationship between visual art and its historical and social context, with a view to understanding the artworks both as unique objects and as creative expressions of various civilizations at particular moments in history.

Syllabus  Syllabus attached
Indicate the status of this course being nominated:

☐ current course  XX☐ 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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<tr>
<td></td>
<td>XX☐ Creative Expression</td>
</tr>
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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 evaluate evidence and arguments critically and analytically through their oral presentations (week 6). In these presentations, students will compare and contrast two works of art in terms of form and content and engage art historical terms and critical related issues based on evidence gathered from their readings and lectures.

- Students will produce a well-reasoned short written assignment demonstrating an understanding of one of their assigned readings (week 14). They will write a brief introduction to the critical

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

- Evaluate evidence and arguments critically or analytically.
issues presented by the article and provide a summary of the article which synthesizes the main arguments and describes how the author supports them.

Students will produce a well-reasoned argumentative research paper based on a field trip to the Metropolitan Museum of Art (week 10). Students will choose ONE work of art from the Metropolitan Museum of Art in New York from an art historical period already covered in class. They will write a thesis-driven formal essay with carefully constructed paragraphs drawing on their research from academic sources.

Students will 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:

On their midterm and final examinations, students will identify and apply fundamental concepts and methods engaged in art history by analyzing in terms of form and content masterpieces from different periods and cultures. Students will memorize essential facts about key artworks and apply the concepts, methodologies, and main ideas analyzed in class. Students will also demonstrate mastery of art historical vocabulary, such as chiaroscuro, contraposto, frieze, and pediment, among others.

- 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.

In oral and written assignments students will demonstrate a comprehensive understanding of how past cultures influenced masterpieces from twentieth century art. For instance, in their final exam they will be asked to elaborate on the influence of Greco-Roman classical antiquity and Egyptian art on seminal 20th century works of art such as Pablo Picasso’s *Les Demoiselles D’avignon* (1907). Also, they will be asked to discuss how masterpieces from 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.

- 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.
Renaissance period were a major reference to Edouard Manets’s paintings such as *Luncheon on the Grass* (1863).

In written and oral assignments and examinations students will demonstrate an understanding of various strategies—formalist, feminist, and Marxist—for interpreting and describing meaning in art.

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
COURSE DESCRIPTION:
This course presents an overview of the history of art in painting, sculpture, and architecture from prehistoric times through the twentieth century. It emphasizes significant stylistic movements and highlights the relationship between visual art and its historical and social context, with a view to understanding the artworks both as unique objects and as creative expressions of various civilizations at particular moments in history.

STUDENT LEARNING OBJECTIVES—CREATIVE EXPRESSION:

1. Gather, interpret, and assess information about artworks in their historical/social/geographical context from a variety of sources and points of view.

2. Evaluate evidence and arguments about theoretical or interpretative issues in the visual arts critically or analytically.

3. Produce well-reasoned arguments about artworks using evidence from academic sources as well as students’ own observations.

4. Identify and apply the fundamental concepts and methods of art history.

5. 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.

6. Articulate how meaning is created in the arts and how the experience of viewing artworks is interpreted and conveyed through different art historical analytic methodologies.

REQUIRED READINGS: can be purchased from Barnes & Noble, Amazon.com, and is also available at the John Jay College Library Reserves:

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: No incomplete will be accepted.

Grade distribution:
- Midterm Exam: 30%
- Research Paper Assignments: 20%
- Short Paper Assignment: 10%
- Final Exam: 30%
- Oral Presentation: 10%

**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).

**OUTLINE:**
**WEEK 1:** Introduction and Prehistoric Art
**Reading:**
Laurie Schneider Adams, *Art across Time*
Introduction and Chapter 1

**WEEK 2:** Egyptian Art
**Reading:**
Laurie Schneider Adams, *Art across Time*
Chapter 3

**WEEK 3:** Greek Art and Architecture
**Reading:**

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WEEK 4: Roman Art  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapter 7

WEEK 5: Early Christian and Byzantine Art/Romanesque and Gothic Art  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 8, 10, and 11

WEEK 6: Oral Presentation (10% of grade) [See instructions below]

WEEK 7: Midterm (30% of grade)  
Research Paper Assignment discussed: Due on week 10 [see assignment below]

Readings:  
-Sylvan Barnet, *A Short Guide to Writing About Art*  
-Henry Sayre, *Writing About Art*

WEEK 8: Field Trip to the Metropolitan Museum of Art

WEEK 9: Early and High Renaissance  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 12, 13, and 14

WEEK 10: Baroque Art, Rococo, and Neoclassicism  
Research Paper Assignment Due (20% of grade)  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 17, 18, and 19

WEEK 11: Romanticism and Realism  
Short Writing Assignment discussed: Due on Week 14 [see instructions below]  
Readings:  
Laurie Schneider Adams, *Art across Time*  
Chapters 20 and 21
WEEK 12: Impressionism and Post-Impressionism  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 22 and 23

WEEK 13: Early Twentieth Century Art  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 24, 25, and 26

WEEK 14: Late Twentieth Century/Review  
Short Writing Assignment Due (10% of grade)  
Reading:  
Laurie Schneider Adams, *Art across Time*  
Chapters 27 and 28

WEEK 15: Final Exam (30% of grade)

ASSIGNMENTS:

**Oral Presentation:** Compare/contrast two works of art related to different periods and countries in terms of style and subject matter. (due week 6)

**Short Essay:** Write a well-reasoned 3-4 page paper reflecting an understanding of one of the readings assigned in class. Begin with a brief introduction to the critical issues presented by the article and then write a summary of the article that synthesizes the main arguments and describes how the author supports them. Comment on the works of art mentioned and how they are framed within the article. You may choose between the two articles listed below (available on e-reserve): Erwin Panofsky, “Jan van Eyck’s Arnolfini Wedding,” *Burlington Magazine*, 64 (1934), pp. 117-127; OR Griselda Pollock, “Modernity and the Spaces of Femininity,” *Vision and Difference: Femininity, Feminism, and the Histories of Art*. London: Routledge, 1988, pp. 50-90.

**Research paper:**

At the Metropolitan Museum of Art, choose one work from an art historical period already covered in class.

- Identify the work by artist, title, country of origin, stylistic period, and medium. Briefly describe the subject of the work. Analyze the work in regard to its expressive content. What statement do you think the artist wanted to make? What techniques did the artist use to make this statement? Discuss, for example, the
composition; the treatment of figures; the use of color; light/shade; scale; the
treatment of space; the handling of paint or technique of carving or modeling.

- Does this work appear to be typical of the period in which it was produced?
  Explain your reasoning by briefly comparing the work to another work from the
  same period that you have studied in class.

- Briefly discuss the museum setting in which the work is displayed. Why is the
  work located in this area of the museum? Does it engage visually or thematically
  with its surroundings and other art objects? Does the way in which it is installed
  affect you perception or understanding of it?

- Write a stimulating and persuasive conclusion. Include an image of the work of
  art you chose to write about. When you submit your final paper, include the
  receipt for your admission or ticket stub, or the Metropolitan Museum’s entrance
  button.
Course Revision Form

Date Submitted: July 5, 2012

1. Name of Department or Program: ART & MUSIC

2. Contact information of proposer(s):

   Name(s): LISA FARRINGTON  
   Email(s): lfarrington@jjay.cuny.edu  
   Phone number(s): 212-237-8329


   a. Current course description: An introductory survey of the arts of the major non-Western civilizations, in which the objects produced by these peoples are examined with regard to artistic principles and their relationship to the religious, social, and cultural conditions in which they originate.

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

5. Describe the nature of the revision: TITLE CHANGE

6. Rationale for the proposed change(s): (REQUESTED BY KATHERINE KILLORAN) TO JIBE WITH SIMILAR COURSE TITLES AT TOP TIER INSTITUTIONS

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

   a. Revised course description:

      This course analyzes art beyond the European tradition from the ancient to modern times with a focus on cognitive analysis, art theory and methodologies. The objective of the course is to expose students to the breadth and diversity of the visual arts globally and to provide a sense of historical context. The art & design of the Americas, Asia, Africa, Oceania, and Islam are woven into discussions of aesthetics & theory. Students will gain a solid knowledge of

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world art & art historical discourse. Classes are enhanced by oral, reading, writing & art assignments, and museums visits.

b. Revised course title: NON-WESTERN ART & VISUAL CULTURE

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NON-WESTERN ART

d. Revised learning outcomes

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 a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
5. • 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.
6. • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

e. Revised assignments and activities related to revised outcomes

1. Students will research scholarly books and articles using university web and library resources, as detailed in the annotated bibliography (15% of grade) assignment in the syllabus. Research will be based upon topics approved in conjunction with the professor, on two or more non-western cultures examined in class. Final research will be presented to the entire class as a separate oral assignment. Issues of difference and similarity between the cultures chosen and the art they produced will be integral to this work.

3. Students will be required to take two exams (30% of grade) comprised of identification, interpretation, and formal critical analysis of non-western art objects and architecture (the “evidence”). Exams will also require students to evaluate the social, religious, political, and historic concerns of each non-western culture, as these phenomena are revealed through art and architecture. Students will evaluate and respond to art historical theories and arguments (presented through readings and lectures) that have marginalized non-western art from mainstream art literature and study; and to articulate their evaluations of these theories in their responses to essays questions. During class lectures, students will learn to examine non-European visual art and visual culture images as language; and to glean from these images their iconographic meaning as these relate to the artists who created them and the cultures and historic periods that shaped them.

4. Based on semester-long research, students will produce a thoroughgoing annotated bibliography (detailed above in item 1.) and an oral presentation (15%) based on their research findings. Findings and conclusions are

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based on a comparative study of the art of two or more cultures. Students will assess similarities and differences between each culture’s approach to the visual articulation of religious beliefs, social practices, histories, concepts of beauty, and issues of political power.

5. Students will learn the methodologies of art historical analysis and theory including formalism, iconography, history, biography and autobiography, sociopolitical revisionism, and deconstruction. These will be gleaned through weekly readings, regular attendance at class lectures, and class participation (10% of grade). They will also examine, through non-western visual art and culture over time and across the globe, how the art has been represented and how these representations have both shaped and mirror non-western cultural identities. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses will assess this goal.

6. Museum Field Trip and Research/Writing Assignment (15%) will support the objective of the course to familiarize students with the visual art of Asia, Africa, Islam, Oceania, and the Americas and the historical and cultural stimuli that shaped the making of this art. They will be required to analyze and evaluate visual material from these cultures; and will learn to appreciate the similarities and differences between West and East as these are expressed through painting, sculpture, craft, and architecture. Students will visit the Metropolitan Museum to view its collections of Oceanic, Islamic, Asian (Chinese, Japanese or Korean), African, or Pre-Columbian art. Choosing representative works of art from one of these collections, students will research the background of the specific culture and time period and write a 1200 word essay on the way in which the works chosen articulate a specific cultural history. Further, the Museum essay will require students to identify elements of non-western art in the evolution of modern art (African sculptural forms in Picasso’s Cubist art; Oceanic masks in the paintings of German Expressionist Emile Nolde or in Post-Impressionist paintings by Paul Gauguin; Japanese compositional elements the goals of the Edo period in Impressionist painting; Pre-Columbian sand painting in Jackson Pollock, etc.). This exercise will reveal the ever-interrelated nature of global art.

   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites: N/A

8. Enrollment in past semesters: 36 annually for 1 section

9. Will this course be offered as part of the new CUNY Pathways Gen Ed program (Common Core)?
   Yes XX
   No _____

   If yes, what part (i.e. Flexible core A. World Cultures)? **CREATIVE EXPRESSIONS**

   If yes, frequency and number of sections to be offered for Gen Ed:

Prepared for UCASC, Dec 7, 2012
Every semester __________ Number of sections: ______
Fall semesters only __X__ Number of sections: ___1__
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: 5/8/12

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

[Signature]
### 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>ART 104</td>
</tr>
<tr>
<td>Course Title</td>
<td>NON-WESTERN ART AND VISUAL CULTURE</td>
</tr>
<tr>
<td>Department(s)</td>
<td>ART &amp; MUSIC</td>
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<td>ART</td>
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<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>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td></td>
<td>In-person</td>
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<td>Hybrid</td>
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<td></td>
<td>Fully on-line</td>
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#### Course Attribute

Select from the following:

- Freshman Seminar
- Honors College
- Quantitative Reasoning
- Writing Intensive
- Other (specify): ______________________________________________________________________

#### Catalogue Description

This course analyzes art beyond the European tradition from the ancient to modern times with a focus on cognitive analysis, art theory and methodologies. The objective of the course is to expose students to the breadth and diversity of the visual arts globally and to provide a sense of historical context. The art & design of the Americas, Asia, Africa, Oceania, and Islam are woven into discussions of aesthetics & theory. Students will gain a solid knowledge of world art & art historical discourse. Classes are enhanced by oral, reading, writing & art assignments, and museums visits.

#### Syllabus

Syllabus attached

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

- [ ] current course
- [XX] 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>XX</td>
<td>Scientific World</td>
</tr>
<tr>
<td>XX</td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

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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 research scholarly books and articles using university web and library resources, as detailed in the annotated bibliography (15% of grade) assignment in the syllabus. Research will be based upon topics approved in conjunction with the professor, on two or more non-western cultures examined in class. Final research will be presented to the entire class as a separate oral assignment. Issues of difference and similarity between the cultures chosen and the art they produced will be integral to this work. | ● Gather, interpret, and assess information from a variety of sources and points of view. |
| Students will be required to take two exams (30% of grade) comprised of identification, interpretation, and formal critical analysis of non-western art objects and architecture (the “evidence”). Exams will also require students to evaluate the social, religious, political, and historic concerns of each non-western culture, as these phenomena are revealed through art and architecture. Students will evaluate and respond to art historical theories and arguments (presented through readings and lectures) that have marginalized non-western art from mainstream art literature and study; and to articulate their evaluations of these theories in their responses to essays questions. During class lectures, students will learn to examine non-European visual art and visual culture images as language; and to glean from these images their iconographic meaning as these relate to the artists who created them and the cultures and historic periods that shaped them. | ● Evaluate evidence and arguments critically or analytically. |
| Based on semester-long research, students will produce a thoroughgoing annotated bibliography (detailed above in item 1.) and an oral presentation (15%) based on their research findings. Findings and conclusions are based on a comparative study of the art of two or more cultures. Students will assess similarities and differences between each culture’s approach to the visual articulation of religious beliefs, social practices, histories, concepts of beauty, and issues of political power. | ● 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 will learn the methodologies of art historical analysis and theory including formalism, iconography, history, biography and autobiography, sociopolitical revisionism, and deconstruction. These will be gleaned through weekly readings, regular attendance at class lectures, and class participation (10% of grade). They will also examine, through non-western visual art and culture over time and across the globe, how the art has been represented and how these representations have both shaped and mirror non-western cultural identities. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses will assess this goal. | ● 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. |
| Museum Field Trip and Research/Writing Assignment (15%) will support the objective of the course to familiarize students with the visual art of Asia, Africa, Islam, Oceania, and the Americas and the historical and cultural stimuli that shaped the making of this art. They will be required to analyze and evaluate visual material from these | ● 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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cultures; and will learn to appreciate the similarities and differences between West and East as these are expressed through painting, sculpture, craft, and architecture. Students will visit the Metropolitan Museum to view its collections of Oceanic, Islamic, Asian (Chinese, Japanese or Korean), African, or Pre-Columbian art. Choosing representative works of art from one of these collections, students will research the background of the specific culture and time period and write a 1200 word essay on the way in which the works chosen articulate a specific cultural history. Further, the Museum essay will require students to identify elements of non-western art in the evolution of modern art (African sculptural forms in Picasso’s Cubist art; Oceanic masks in the paintings of German Expressionist Emile Nolde or in Post-Impressionist paintings by Paul Gauguin; Japanese compositional elements the goals of the Edo period in Impressionist painting; Pre-Columbian sand painting in Jackson Pollock, etc.). This exercise will reveal the ever-interrelated nature of global art.

| Students will prepare a final curatorial project (15% of grade) which will address how a particular non-western culture is expressed through a selection of works of art from that culture. Students will be encouraged to choose works of art that convey the culture’s viewpoint regarding, for example, the roles gender and class status in traditional African cultures; religious beliefs in Islamic culture; spiritual engagement in Pre-Columbian and Oceanic societies; and differing concepts of beauty and the afterlife in Asian cultures. The curatorial project will require students to curate a virtual museum exhibition and accompanying educational materials, including an exhibition essay (comparable to a museum catalog essay in its rigor and scholarship) on their chosen topic. |
| • 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 analyzes art beyond the European tradition from the ancient to modern times with a focus on cognitive analysis, art theory and methodologies. The objective of the course is to expose students to the breadth and diversity of the visual arts globally and to provide a sense of historical context. The art & design of the Americas, Asia, Africa, Oceania, and Islam are woven into discussions of aesthetics & theory. Students will gain a solid knowledge of world art & art historical discourse. Classes are enhanced by oral, reading, writing & art assignments, and museums visits.

Readings & class discussions are designed to broaden critical perspectives and to enable students to become more articulate in expressing their understanding of non-western visual culture. Students will explore the questions: What is art? Is the look or form (formalism) of an art or design object its most important element? Is the iconography (symbolism and meaning) the essential component in art? What roles do religion, society & politics play in art-making & perception? The objective of the course is to expose students to the breadth and diversity of the visual arts globally and to provide a sense of historical context. The art & design of the Americas, Asia, Africa, and Islam are woven into discussions of aesthetics & theory. Students will gain a solid knowledge of world art & art historical discourse.

STUDENT LEARNING OBJECTIVES—CREATIVE EXPRESSION:
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 (15% of grade) assignment in the syllabus. Research will be based upon topics approved in conjunction with the professor, on two or more non-western cultures examined in class. Final research will be presented to the entire class as a separate oral assignment. Issues of difference and similarity between the cultures chosen and the art they produced will be integral to this work.
2. Evaluate evidence and arguments critically or analytically.
   Students will be required to take two exams (30% of grade) comprised of identification, interpretation, and formal critical analysis of non-western art objects and architecture (the “evidence”). Exams will also require students to evaluate the social, religious, political, and historic concerns of each non-western culture, as these phenomena are revealed through art and architecture. Students will evaluate and respond to art historical theories and arguments (presented through readings and lectures) that have marginalized non-western art from mainstream art literature and study; and to articulate their evaluations of these theories in their responses to essays questions. During class lectures, students will learn to examine non-European visual art and visual culture images as language; and to glean from these images their iconographic meaning as these relate 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 (detailed above in item 1.) and an oral presentation (15%) based on their research findings. Findings and conclusions are based on a comparative study of the art of two or more cultures. Students will assess similarities and differences between each culture’s approach to the visual articulation of religious beliefs, social practices, histories, concepts of beauty, and issues of political power.

STUDENT LEARNING OBJECTIVES FROM CATEGORY: Creative Expressions

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. Students will learn the methodologies of art historical analysis and theory including formalism, iconography, history, biography and autobiography, sociopolitical revisionism, and deconstruction. These will be gleaned through weekly readings, regular attendance at class lectures, and class participation (10% of grade). They will also examine, through non-western visual art and culture over time and across the globe, how the art has been represented and how these representations have both shaped and mirror non-western cultural identities. In-class participation including image critique and analyses, knowledge of readings, readings critique and analyses will assess this goal.

5. 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.

**Museum Field Trip and Research/Writing Assignment** (15%) will support the objective of the course to familiarize students with the visual art of Asia, Africa, Islam, Oceania, and the Americas and the historical and cultural stimuli that shaped the making of this art. They will be required to analyze and evaluate visual material from these cultures; and will learn to appreciate the similarities and differences between West and East as these are expressed through painting, sculpture, craft, and architecture. Students will visit the Metropolitan Museum to view its collections of Oceanic, Islamic, Asian (Chinese, Japanese or Korean), African, or Pre-Columbian art. Choosing representative works of art from one of these collections, students will research the background of the specific culture and time period and write a 1200 word essay on the way in which the works chosen articulate a specific cultural history. Further, the Museum essay will require students to identify elements of non-western art in the evolution of modern art (African sculptural forms in Picasso’s Cubist art; Oceanic masks in the paintings of German Expressionist Emile Nolde or in Post-Impressionist paintings by Paul Gauguin; Japanese compositional elements the goals of the Edo period in Impressionist painting; Pre-Columbian sand painting in Jackson Pollock, etc.). This exercise will reveal the ever-interrelated nature of global art.

6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. Students will prepare a final curatorial project (15% of grade) which will address how a particular non-western culture is expressed through a selection of works of art from that culture. Students will be encouraged to choose works of art that convey the culture’s viewpoint regarding, for example, the roles gender and class status in traditional African cultures; religious beliefs in Islamic culture; spiritual engagement in Pre-Columbian and Oceanic societies; and differing concepts of beauty and the afterlife in Asian cultures. The curatorial project will require students to curate a virtual museum exhibition and accompanying educational materials, including an exhibition essay (comparable to a museum catalog essay in its rigor and scholarship) on their chosen topic.

**Prerequisite:** None

**REQUIRED READINGS:**


Prepared for UCASC, Dec 7, 2012
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).

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**GRADES:**

**FROM UNDERGRADUATE BULLETIN:**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>numerical Value</th>
<th>percentage Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<td>93.0-100.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90.0-93.9</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
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</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
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.

10% of GRADE: Weekly readings, regular attendance at class lectures, and class participation
15% of GRADE: Annotated Bibliography
15% of GRADE: Oral Presentation
30% of GRADE: Mid-term exam
30% of GRADE: Final exam
15% of GRADE: Museum Research Paper
15% of GRADE: Curatorial Project

OUTLINE:

1 INTRODUCTION: THE NATURE OF ART
Assignment: If you miss the 1st day of class, you must review the syllabus on your own.

2 THE MIDDLE EAST & ISLAM
Reading: Art History, ch. 2 “Art of the Ancient Near East” and ch. 8 “Islamic Art”
Reading: Methodologies of Art, ch. 3 “Iconography”

3 BUDDHIST & HINDU ART
Reading: Art History, ch. 9 and ch. 23 “The Art of South and Southeast Asia”

4 CHINESE & KOREAN ART
Reading: Art History, chs. 10 and ch. 24 “Chinese and Korean Art”

5 JAPANESE ART
Reading: Art History, chs. 11 and 25 “Japanese Art”

6 REVIEW AND EXAM 1

7 EGYPTIAN CIVILIZATION
Reading: Art History, ch. 3 “Art of Ancient Egypt”
Reading: Methodologies, ch. 2 “Formalism and Style”

Prepared for UCASC, Dec 7, 2012
8 Museum Field Trip and Research/Writing Assignment: Students will visit the Metropolitan Museum to view its collections of Oceanic, Islamic, Asian (Chinese, Japanese or Korean), African, or Pre-Columbian art. Choosing representative works of art from one of these collections, students will research the background of the specific culture and time period and write a 1200 word essay on the way in which the works chosen articulate a specific cultural history. Also, identify at least two elements of non-western art in the evolution of modern art (African sculptural forms in Picasso’s Cubist art; Oceanic masks in the paintings of German Expressionist Emile Nolde or in Post-Impressionist paintings by Paul Gauguin; Japanese compositional elements the goals of the Edo period in Impressionist painting; Pre-Columbian sand painting in Jackson Pollock, etc.) More specific instructions will be distributed in class.

9 AFRICAN ART BEYOND EGYPT
Reading: Art History, chs. 13 and 25, “Early African Art” and “Art of Africa in the Modern Era”
Assignment: Annotated Bibliography Due: Research five scholarly sources based upon topics approved in conjunction with the professor, on two or more non-western cultures examined in class. Final research will be presented to the entire class as a separate oral assignment. Issues of difference and similarity between the cultures chosen and the art they produced will be integral to this work. More specific instructions will be distributed in class.

10 THE AMERICAS
Reading: Art History, ch. 12 & 26 “Art of the Americas”
Assignment: Museum Paper Due

11 OCEANIA
Reading: Art History, ch. 27 “Art of Pacific Cultures”

12 REVIEW & EXAM 2

13 ORAL PRESENTATIONS based on your research findings. Findings and conclusions are based on a comparative study of the art of two or more cultures. Students will assess similarities and differences between each culture’s approach to the visual articulation of religious beliefs, social practices, histories, concepts of beauty, and issues of political power.

14 ORAL PRESENTATIONS

15 CONCLUSIONS & CURATORIAL PROJECT DUE. Prepare a final curatorial project which addresses how a particular non-western culture is expressed through a selection of works of art from that culture. Choose works of art that convey the culture’s viewpoint regarding, for example, the roles gender and class status in traditional African cultures; religious beliefs in Islamic culture; spiritual engagement in Pre-Columbian and Oceanic societies; and differing concepts of beauty and the afterlife in Asian cultures. Students will curate a virtual museum exhibition and accompanying educational materials, including an exhibition essay (comparable to a museum catalog essay in its rigor and scholarship) on their chosen topic. More detailed instructions will be distributed in class.

Prepared for UCASC, Dec 7, 2012
Date Submitted: November 29, 2012

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):

   Name(s): Claudia Calirman
   Email(s): ccalirman@jjay.cuny.edu
   Phone number(s): 646 557-4648


4. Current course description:

   Study of the physical development of the City from the settlement of New Amsterdam to the present. The geographical spread of the City, its sculptural and architectural past and present, including public monuments are examined. [stet]

   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: Change of course description/Change of title

6. Rationale for the proposed change(s): The change updates the course, changing the focus from NYC as a built environment to NYC as a center of international art—a focus more likely to be of interest to students. At the same time, the changes make the course fit the Pathways CE learning outcomes.

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

   a. Revised course description:
New York is a vibrant center of the international art world, where art is produced, collected, displayed, and discussed in both private and public places. This course will focus on the social, political, cultural, and economic factors that have contributed to New York’s development as a city of major importance in the art world. Special attention will be given to the history of local art institutions, to New York’s cultural geography, and to the emergence of popular urban culture and public art. Classroom and gallery lectures will be complemented with field trips.

b. Revised course title: **Art in New York**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): No change

d. Revised learning outcomes

Students will:
1. Gather, interpret, and assess information about the visual arts in New York City from a variety of sources and points of view.
2. Evaluate evidence and arguments about art in New York critically and/or analytically.
3. Produce well-reasoned written and oral arguments about art in NYC drawing on evidence from course readings and research materials.
4. Identify and apply fundamental concepts and methods of art history in written and oral discussions of art in NYC.
5. Analyze how arts from diverse cultures of the past serve as a foundation for art in NYC in the present, and describe the significance of works of art in the societies that created them.
6. Articulate how meaning is created in the visual arts displayed and/or created in NYC and how experience of these works is interpreted and conveyed

e. Revised assignments and activities related to revised outcomes

   - **Short Writing Assignment**: (10%)
   - **Research Paper**: (10%)
   - **Writing Assignment**: (10%)
   - **Midterm**: (30%)
   - **Final Exam**: (30%)
   - **Oral Presentation**: (10%)

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: No change

8. Enrollment in past semesters: 25 students per class
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:

Flexible Core:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<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></td>
</tr>
<tr>
<td>C. Creative Expression</td>
<td>x</td>
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<tr>
<td>D. Individual and Society</td>
<td></td>
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<tr>
<td>E. Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

This course is a perfect fit for the learning goals of the Creative Expression category, see above

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester _x___  Number of sections: ___01___
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:  November, 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  Lisa Farrington
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>ART 201</td>
</tr>
<tr>
<td>Course Title</td>
<td>ART IN NEW YORK</td>
</tr>
<tr>
<td>Department(s)</td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
<td>Discipline</td>
<td>ART</td>
</tr>
<tr>
<td>Subject Area</td>
<td>ART HISTORY</td>
</tr>
<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours</td>
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</tr>
<tr>
<td>Pre-requisites</td>
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</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td></td>
<td>xx 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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<td></td>
<td>Honors College</td>
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<td></td>
<td>Quantitative Reasoning</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>
<tr>
<td>Catalogue Description</td>
<td>New York is a vibrant center of the international art world, where art is produced, collected, displayed, and discussed in both private and public places. This course will focus on the social, political, cultural, and economic factors that have contributed to New York’s development as a city of major importance in the art world. Special attention will be given to the history of local art institutions, to New York’s cultural geography, and to the emergence of popular urban culture and public art. Classroom and gallery lectures will be complemented with field trips.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus attached</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
### 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>- Individual and Society</td>
</tr>
<tr>
<td>- Life and Physical Sciences</td>
<td>- US Experience in its Diversity</td>
</tr>
</tbody>
</table>

| XX Creative Expression                        | Scientific World              |

### Learning Outcomes

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

#### Learning Outcomes: Creative Expression

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

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

- Evaluate evidence and arguments critically or analytically.

| Students will gather, interpret, and assess information from a variety of sources and points of view by writing a research paper based on their field trip to the Museum of Modern Art. Students will choose a work of art on view and undertake scholarly research to produce a wall label containing all the necessary information to make that artwork understandable to the public. |
| Orally and in writing students will evaluate evidence and arguments. For example, in writing about a “site-specific” work of art they will draw on evidence to evaluate the artist’s intentions. |
intervention in a public place and how that intervention affects our perception.

**Students will produce a well-reasoned thesis-driven research paper/wall label that makes an interpretative argument about a work of art in NYC.**

- 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:

<table>
<thead>
<tr>
<th>In their midterm and final exams students will identify and compare/contrast works of art from different art movements and periods in terms of form, style, and content. They will also engage art historical terms, and different methodologies such as iconography, formalism, feminism, and semiotics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Orally and in writing students will analyze how art in different times and places (e.g. the artistic scene in pre-World War II Paris) influenced the development of the visual arts in NYC. On their final exam, for example, students will describe the lasting impact of Modern art on the current artistic production that they studied on their field trip to the New Museum of Contemporary Art.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</td>
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</tbody>
</table>

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<tr>
<th>Orally and in writing, students will explain how art is exhibited and displayed in museums; how the physical disposition of the space and the arrangement of the collections create definitions, hierarchies, and influence visitor trajectories and experiences (e.g., in their oral reports on site-specific art, week 14). In class discussions and on the final exam, students will also draw on feminist readings to analyze the roles played by women in the visual arts and well as the challenges faced by female artists in major art institutions, through the discussion of feminist readings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
Syllabus for: Art in New York—Art 201
Professor:
Office: Department of Art, Music & Philosophy, Suite 325T
Office Hours: By Appointment

COURSE DESCRIPTION: New York is a vibrant center of the international art world, where art is produced, collected, displayed, and discussed in both private and public places. This course will focus on the social, political, cultural, and economic factors that have contributed to New York’s development as a city of major importance in the art world. Special attention will be given to the history of local art institutions, to New York’s cultural geography, and to the emergence of popular urban culture and public art. Classroom and gallery lectures will be complemented with field trips.

STUDENT LEARNING OUTCOMES:

Students will:
1. Gather, interpret, and assess information about the visual arts in New York City from a variety of sources and points of view.
2. Evaluate evidence and arguments about art in New York critically and/or analytically.
3. Produce well-reasoned written and oral arguments about art in NYC drawing on evidence from course readings and research materials.
4. Identify and apply fundamental concepts and methods of art history in written and oral discussions of art in NYC. 5. Analyze how arts from diverse cultures of the past serve as a foundation for art in NYC in the present, and describe the significance of works of art in the societies that created them.
6. Articulate how meaning is created in the visual arts displayed and/or created in NYC and how experience of these works is interpreted and conveyed

REQUIRED TEXTS:

Prepared for UCASC, Dec 7, 2012
ADDITIONAL 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.

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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: No incomplete will be accepted.

Short Writing Assignment: (10%) Research Paper: (10%) Writing Assignment: (10%) Midterm: (30%) Final Exam: (30%) Oral Presentation: (10%)

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students with problems of documentation (from the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36).

OUTLINE:

Week 1- Introduction: Course Overview

Week 2- Impressionism and Post-Impressionism (Collection of Metropolitan Museum of Art)


Week 3- Field Trip to the Metropolitan Museum of Art (MET)
Short Writing Assignment: Choose a work of art from the MET and explain in your own words why you like it (due on Week 5- 10% of grade).

Week 4- Fauvism, German Expressionism, Cubism (MoMA’s Collection)


Week 5- Futurism, Neo-Plasticism, Constructivism/Dada and Surrealism (MoMA’s Collection). Writing assignment based on a work of your choice from the MET is due.


Week 6- Field Trip to the Museum of Modern Art (MoMA)
Research Paper: choose a work of art from MoMA and write a museum wall label (due on Week 10-10% of grade).

Week 7-Midterm (30% of grade)

Week 8- Abstract Expressionism (MoMA’s Collection)

• Screening of Jackson Pollock in his studio (documentary by Hans Namuth)

Week 9- FIELD TRIP TO THE NEW MUSEUM OF CONTEMPORARY ART

Week 10- Neo-Dada/Fluxus/Happenings
Research Paper based on MoMA field trip is due (10% of grade).

Week 11- Pop Art and Minimalism-
Writing Assignment: Choose a site-specific work displayed in a public space in New York City and write about it (due on Week 13-10% of grade).

Week 12- The Seventies: Performance Art, Body Art, Earth Artworks

Week 13- Feminist Art- Writing Assignment based on a site-specific work is due (10% of grade).

Week 14- Oral Presentation (10% of grade)

Week 15-Final Exam (30% of grade)

ASSIGNMENTS:

Research Paper: Students will choose ONE work of art based on their field trip to the Museum of Modern Art which does not contain any written didactic information for the public. They will be asked to generate a written wall text label containing a concise
description of the work of art they chose. Based on scholarly research, they will be asked to write a specific wall label containing all the necessary information to make that artwork understandable to the public. They should include author, title, medium, date, location, provenance, and a brief, concise, and clear description of the work of art. Students will be asked to provide a bibliography.

**Short Writing Assignment:** Students will write with their own words about a work of art of their choice from the Metropolitan Museum of Art.

**Writing Assignment:** Students will be asked to write about a “site-specific” work of art. The term “site-specific art” refers to an artist’s intervention in a public place, creating a work of art that is integrated with its surroundings and that explores its relationship to the topography of its locale, in this case, New York City. Students will choose ONE site-specific artwork (in accordance to the professor) and will explain how it intervenes in our perception and use of space. Students can write on any public art including graffiti, sculptures, installations or anything else which could be considered as site-specific. Students should discuss their artwork in terms of style, subject matter, medium, and artistic innovations.

**Oral presentation:** Students will be responsible to give an oral presentation based on their research on a site-specific work displayed in a public space in New York City.
Course Revision Form

Date Submitted: October 18, 2012

1. Name of Department or Program: Mathematics & Computer Science Department

2. Contact information of proposer(s):
   
   Name(s): Danté A. Tawfeeq
   
   Email(s): dtawfeeq@jjay.cuny.edu
   
   Phone number(s): 2122371435

3. Current number, title, and abbreviated title of course: MAT 105 Modern Mathematics
   
   (Abbreviated title: Modern Math)

4. Current course description: A systematic treatment of the foundation of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions, and related applications.
   
   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 3
   
   c. Current prerequisites: Placement Examination; or MAT 103 or the equivalent.

5. Describe the nature of the revision: Change in course title and description and aligning course learning outcomes with those of the Mathematics and Quantitative Reasoning area of the Required Core.

6. Rationale for the proposed change(s): To align this course with similar courses offered at other universities in the US. This is generally understood to be a “college algebra” course. This course will change in name and description so that it is congruent with the majority of courses offered that have this name.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
   a. Revised course description: This course prepares students for the study of pre-calculus and develops their mathematical maturity. The topics to be covered include review of the fundamentals of algebra, relations, functions, solutions of first-and second-degree equations and
inequalities, systems of equations, matrices and determinants, binomial theorem, mathematical induction, polynomial functions, exponential and logarithmic functions, analytic geometry and conic sections, geometric and arithmetic sequences and series, and miscellaneous topics.

b. Revised course title: **College Algebra**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **College Algebra**

d. Revised learning outcomes:

- To place previously learned concepts on a more rigorous foundation;
- To develop geometric intuition through the use of coordinate transformations applied to a small collection of elementary functions;
- To foster critical thinking by studying the solutions of polynomial equations in one variable; and
- To promote and appreciate mathematics as a discipline and understanding its applications beyond the borders of the classroom.
- To engage in articulate expression through effective writing and speaking, to think critically and creatively, to locate, evaluate, and use information effectively and to integrate different areas of knowledge and view ideas from multiple perspectives; and
- To introduce students to the varied methods used to create knowledge, and they acquaint students with major questions and principles of the field.

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: **Placement Examination or Skills Certified**

8. Enrollment in past semesters: **15-20 Sections**

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 ____x___ Natural/Life Sciences _____

9b. Please explain why and how this course fits into the selected area:

**Mathematics is universal language of quantitative research and a universal form of communication.**

9c. If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Frequency</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td>_<em><strong>x</strong></em></td>
<td>_____</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?

____x__ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/17/12

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Peter Shenkin & Danté A. Tawfeeq
## 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>MAT 105</td>
</tr>
<tr>
<td>Course Title</td>
<td>College Algebra (New Name)</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Mathematics &amp; Computer Science Department</td>
</tr>
<tr>
<td>Discipline</td>
<td>Mathematics</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 Examination or Skills Certified</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Catalogue Description

This course prepares students for the study of pre-calculus and develops their mathematical maturity. The topics to be covered include review of the fundamentals of algebra, relations, functions, solutions of first- and second- degree equations and inequalities, systems of equations, matrices and determinants, binomial theorem, mathematical induction, polynomial functions, exponential and logarithmic functions, analytic geometry and conic sections, geometric and arithmetic sequences and series, and miscellaneous topics.

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

NA

### Sample Syllabus

Syllabus must be included with submission, 5 pages max recommended (This will become a departmental syllabus for MAT 105 so it is longer than five pages.)

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

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:

**During this course students will be required to engage mathematical word problems in assigned problem sets. Students will be able to weigh, measure, and contrast their usage of quantitative representations. They will be able compare and appraise their results with classmates and critique outcomes during course discussions. Students will develop a working knowledge of quantitative representations through journaling. Students will learn multiple structures that help in providing appropriate inferences relative to an assigned task. In general, students will be able to graphing equations in two variables and draw appropriate inferences; interpret functions and their graphs (average rate of change of a function); and graph system of equations and inequalities.**

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

**From an equation, students will be able to successively deduce one or more simpler equations. Students will be able identify techniques that will lead to accurate resolution based on the task. To that end, students will use appropriate algebraic, numerical, graphical, or statistical methods for given tasks and be generalize multiple techniques for a family of mathematical tasks. In order to facilitate this, students will develop a working knowledge of Maple 18 software. This software will support students’ understanding of liner, non-liner (quadratic), logarithmic, and parametric equations. This will support students in modeling with equations; modeling variation.**

- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

**Students will come to understand the conventions about use of mathematical expression in a clear manner. They will develop a mastery of the abbreviated symbolic languages of mathematics. They will be able to navigate through multiple mathematical names that describe similar or related structures. For example, the use of the name Rectangular Coordinate System as opposed to Cartesian Plane; understanding concavity as a pictogram of critical points over an interval; interval notion as opposed to set notion, real line and plane in comparison to complex line and plane.**

- Represent quantitative problems expressed in natural language in a suitable mathematical format.

**Students will be able to express, with comprehension, an analysis of underlying mathematical concepts covered during the course. Students will communicate mathematically (Cognitive fluidity in mathematical discourse). Students will be to transition along the following continuum:**

1) Teacher to Student (teacher starting and carrying the conversation with the student; which is the lowest level discourse);
2) Teacher to Student (Teacher starting the conversation with student; that student responsible maintaining fraction of conversation);
3) Student to Student (students conversing about mathematical ideas); and
4) Student to Teacher (student starting conversation with teacher; both equally responsible for keeping

- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
Students will engage in articulate expression through effective writing and speaking, to think critically and creatively, to locate, evaluate, and use information effectively and to integrate different areas of knowledge and view ideas from multiple perspectives. For example, students will be able to articulate, with accuracy, the meaning of a function relative to real world scenarios such as climate change, business, and social science related phenomena.

<table>
<thead>
<tr>
<th>Students will solve problems where solutions are not apparent (Non routine problems) and model these outcomes under varying conditions. Student will be able to model several solutions of problems with the usage of Maple software in order to estimate parameters of solutions over several variables and time series.</th>
<th>Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will become more cognizant of and develop an appreciation of the applications of mathematics via real world phenomena in mathematical allied fields. To that end students will engage in inquiry based learning IBL and project centered learning PCL. Again, students will be given a series of opportunities to engage real world non routine problems with the usage of Maple and other software. The problems will embed components of the STEM.</td>
<td>Apply mathematical methods to problems in other fields of study.</td>
</tr>
</tbody>
</table>
Course Outline

Objectives: The course endeavors to develop critical thinking and geometric intuition from an algebraic perspective. Specifically, the principal goals are:

- To place previously learned concepts on a more rigorous foundation;
- To develop geometric intuition through the use of coordinate transformations applied to a small collection of elementary functions;
- To foster critical thinking by studying the solutions of polynomial equations in one variable;
- To promote and appreciate mathematics as a discipline and understanding its applications beyond the borders of the classroom;
- To engage in articulate expression through effective writing and speaking, to think critically and creatively, to locate, evaluate, and use information effectively and to integrate different areas of knowledge and view ideas from multiple perspectives; and
- To introduce students to the varied methods used to create knowledge, and they acquaint students with major questions and principles of the field.

At the end of the semester, you should be able to:

- Solve simple polynomial equations;
- Graph elementary functions using their natural parameters;
- Formulate and solve simple models derived from contemporary applications; and
- Quantitatively express and describe real world phenomena.

In some instances/classes, symbolic computer algebra software, Maple 16, will be used by certain professors to augment the classroom presentation thereby allowing the student to gain an enhanced appreciation of the subject matter. Comprehension of the mathematical principles discussed is essential for success in the course and it must be emphasized that the ability to perform rote calculations will not suffice.

A Note about Maple 16: Maple 16 is freely available to all John Jay students on the CUNY portal cf. infra. Anybody having access to a personal computer is encouraged to download it and use it to compliment the problems presented in
class. Maple 16 is also one of the software packages that may be referenced at any of the college’s computer laboratories for individual use. Quick Reference cards with the elementary Maple 16 commands are available on line from the Maplesoft website, www.maplesoft.com, along with other supporting documentation. Quick reference cards for the previous release, Maple 15, will be distributed during the first week of class.

**To obtain your personal copy of Maple:**

i. Log on to the CUNY portal;
ii. Go to the eMail;
iii. Click on Software;
iv. Click on More Software;
v. Select Maple and then follow the download instructions.)

**Grading Policy:** There will be three (3) full period tests on the dates set forth in the reading outline on page 5, as well as a two hour departmental final examination at the end of the semester. In addition, on-line (electronic) homework is assigned frequently. Your grade is based upon the best two test grades (that is, the lowest is dropped), the final examination, the on-line homework and any work that has been assigned out of the book for assessment. Each test, the final examination, the on-line homework and assessed work out of your text is weighted equally, that is, 25%. The grading policy is summarized in tabular form below. There are no make-up tests since you are expected to attend class on a regular basis. Make-ups might possibly be given in instances of medical emergencies that have documented according to university policy. In addition, there may be unannounced five (5) minute quizzes which will be used to enhance your final grade, especially in borderline situations.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two best quizzes (out of three)</td>
<td>50%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
</tr>
<tr>
<td>Online/Electronic Homework</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Attendance, Lateness, and Decorum:** Attendance is required. Students having more than four (4) unexcused absences may receive the grade of “F” for the course. Medical reasons and extenuating family circumstances are the only acceptable excuses for absence. You are also required to be punctual. Attendance will be taken 10 minutes after the start of the period and anyone not present at that time will be considered absent whether or not they arrive at a subsequent time.

**Homework and Study Expectations:** Online/electronic homework is assigned daily and is expected to be completed in a timely manner using the WebAssign® software that is bundled with your text. At the beginning of each class, any questions regarding the previous assignment will be discussed. Ordinarily, every problem will not be reviewed; only those that raise questions will be considered. (For discussion purposes, specific exercises should be referenced by their Prepared for UCASC, Dec 7, 2012
chapter, section, and number which are located on the WebAssign® banner accompanying each problem.) Normally, the assignment for each lecture becomes available at the start of class on the day it is assigned and it is withdrawn at the start the subsequent class. Your work is graded by the WebAssign® program. Homework contributes 25% of your final grade cf. supra. Therefore, it pays to keep up with your homework for two reasons: it improves your class performance and it is an important component of your final grade.

In the case of extenuating circumstances, you may request an extension of the due date for any homework assignment. Reasonable requests will be granted. However, only one extension per assignment will be allowed. Therefore, you need to budget your time carefully to avoid a tardy submission once an extension has been granted.

After you purchase your text, you must use the included registration key to register for the WebAssign® homework component of the course. In order to do so, you will need the following section specific keys:

<table>
<thead>
<tr>
<th>Section</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105-05</td>
<td>###################</td>
</tr>
<tr>
<td>MAT 105-02</td>
<td>###################</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Be sure to register for the correct section, that is, section 05 or 02. Do not confuse the section number with the period number that designates the time of day a class meets. Your section number may be found on the bursar’s receipt that you received upon completion of the course registration process. Be aware that two keys are necessary for WebAssign® registration, your personal registration key and the section specific key above.

To get started, follow the instructions that accompany your personal registration key. During the registration process, you will be required to select a user-id for the duration of the course. Although you may wish to be creative, it is best that everybody use the same format. Please craft your user-id to conform to the following template:

[first name initial][last name][four random digits (optional)]

For example, somebody whose name is Janice Smith might choose jsmith1234 as her user-id. Do not procrastinate setting up your WebAssign® account since electronic homework will be assigned during the first day of class.

MAT 105 is a three (3) credit course which means that you are expected to devote nine (9) hours per week to it; three hours are spent in class and the balance of six (6) hours is to be applied to homework and study outside of class time. (Please note that these are minimum recommendations to fulfill New York State higher education requirements.) Some additional assignments will require the use of the Maple 16 software. Consequently, you are expected to arrange for computer laboratory attendance. The course material is best learned by problem solving. Therefore, it is imperative

Prepared for UCASC, Dec 7, 2012
that you plan your study time to allow for completion of the day’s homework assignment before the subsequent class. If you are unavoidably absent, you are still expected to do the assigned reading as per the reading outline below.

**Plagiarism/Cheating:**

“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.”

*(From the *John Jay College of Criminal Justice Undergraduate Bulletin* 2011-2012, pp 228-229.)*

The complete college policy on academic integrity is set forth on pp. 228-229 of the *John Jay College Undergraduate Bulletin 2011-2012*. It is your responsibility to be familiar with it and you are expected to abide by it.

**Office Hours:** I am available in my office, ###.###.### NB, on Mondays and Wednesdays from 1:40-2:10 PM to answer student questions pertaining to course material. If you wish to discuss any other college related matter that is also fine. If these hours are not convenient for you, do not hesitate to make an appointment with me for an alternative mutually convenient time. (You may always try to contact me at the office (###) ###-#####,** Mittle@jjay.cuny.edu.**) Additional assistance may be obtained at the Mathematics & Science Resource Center, Suite 01.94.00-07 NB, which is open daily Monday through Thursday. The specific hours are posted outside Suite 01.94.00-07 NB during the first week of the semester.

**Email:** Email is an important communication tool that has replaced traditional paper and voice correspondence. Each student is assigned an email account at the college. Important information about academic and student life is disseminated to the John Jay College community via email. Your instructors may also use this medium to contact you about matters related to your courses. Therefore, it is essential that you check your John Jay email account daily.

**Academic Support (Tutoring):** Tutoring is available free of charge for this course in the Mathematics & Science Resource Center (Suite 01.94.00-07 NB). The center also has computer labs with internet access.

How do you get the most out of a tutoring session?

i. **Start right away.** Students who begin tutoring from the beginning of the semester typically do better than those who wait.

ii. **Book your appointments early.** During peak times, you may need to book at least a week in advance to get the times you want.

iii. **Come prepared.** Please bring your class notes and textbook. Look over the reading and try the problems. If you can, bring a list of specific questions. The more you prepare, the more you will get out of the session.
iv. If you miss a class, please get notes from a classmate before your session. Tutoring is not a substitute for attending class.

v. If you are repeating the course (previous grade of “F” or “W”), you are eligible to participate in the Math Advancement Program (MAP) which provides weekly one-on-one tutoring with an experienced tutor. The deadline to sign up for the MAP program is Thursday, August 30, 2012. Please see Ms. Michele Doney in Suite 01.94.00-07 by 5:00 PM on August 30, 2012 for details.

Contact Information:

Mathematics & Science Resource Center
Contact Person: Michele Doney, Coordinator
(646) 557-4635, Suite 01.94.00-07 NB;
(212) 237-8019, Suite 01.94.00-07 NB.
Email: msrc@jjay.cuny.edu
Website: http://www.jjay.cuny.edu/academics/592.php

Recitation sessions: During Fall 2013 (September 12th and ending December 12th), recitation sessions will be held during the common hour every Wednesday in room L.63 of the New Building (1:30-2:50). These sessions will cover materials as it relates to the course scheduled competencies/learning indicators and is meant to answer students’ questions about mathematical concepts covered. While the recitations will be designed to reinforce, clarify, and extend understanding, attending a recitation cannot take the place of a missed class!!! The recitation is designed for additional opportunities for students to reengage material initially learned in class. During the fall semester Dr. Danté A. Tawfeeq, who is the coordinator of the Math Foundations and Quantitative Reasoning Program, will lead the recitations.

Reading Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic(s)</th>
<th>Key Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/27</td>
<td>1</td>
<td>Real numbers, exponents, and radicals.</td>
<td>P.1-P.7</td>
</tr>
<tr>
<td>W 8/29</td>
<td>2</td>
<td>Basic equations.</td>
<td>P.8</td>
</tr>
<tr>
<td>M 9/3</td>
<td>X</td>
<td>HOLIDAY</td>
<td>X</td>
</tr>
<tr>
<td>W 9/5</td>
<td>3</td>
<td>The distance and midpoint formulas; graphing equations in two variables.</td>
<td>1.1.-1.2</td>
</tr>
<tr>
<td>M 9/10</td>
<td>4</td>
<td>The equations of the straight line.</td>
<td>1.3</td>
</tr>
<tr>
<td>W 9/12</td>
<td>5</td>
<td>Modeling with equations; modeling variation.</td>
<td>1.5, 3.8</td>
</tr>
<tr>
<td>M 9/17</td>
<td>x</td>
<td>Classes do not meet.</td>
<td>X</td>
</tr>
<tr>
<td>W 9/19</td>
<td>6</td>
<td>Solving quadratic equations.</td>
<td>1.6</td>
</tr>
<tr>
<td>Date</td>
<td>No.</td>
<td>Topic</td>
<td>Section(s)</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>M 9/24</td>
<td>7</td>
<td>Solving other types of equations by applying principles used for solving quadratic equations.</td>
<td>1.7</td>
</tr>
<tr>
<td>W 9/26</td>
<td></td>
<td>Classes do not meet.</td>
<td>x</td>
</tr>
<tr>
<td>M 10/1</td>
<td>8</td>
<td>x</td>
<td>QUIZ #1</td>
</tr>
<tr>
<td>W 10/3</td>
<td>9</td>
<td>Solving inequalities.</td>
<td>1.8</td>
</tr>
<tr>
<td>M 10/8</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>W 10/10</td>
<td>10</td>
<td>Solving absolute value equations and inequalities.</td>
<td>1.9</td>
</tr>
<tr>
<td>M 10/15</td>
<td>11</td>
<td>Functions and their graphs, basic principles.</td>
<td>2.1-2.2</td>
</tr>
<tr>
<td>W 10/17</td>
<td>12</td>
<td>Additional properties of functions; the average rate of change of a function.</td>
<td>2.3-2.4</td>
</tr>
<tr>
<td>M 10/22</td>
<td>13</td>
<td>Transformations of functions: rigid motion, stretching and shrinking; even and odd functions.</td>
<td>2.5</td>
</tr>
<tr>
<td>W 10/24</td>
<td>14</td>
<td>Arithmetic combinations of functions; the composition of two functions.</td>
<td>2.6</td>
</tr>
<tr>
<td>M 10/29</td>
<td>15</td>
<td>Inverse functions.</td>
<td>2.7</td>
</tr>
<tr>
<td>W 10/31</td>
<td>16</td>
<td>Quadratic functions.</td>
<td>3.1</td>
</tr>
<tr>
<td>M 11/5</td>
<td>17</td>
<td>Graphs of polynomial functions.</td>
<td>3.2</td>
</tr>
<tr>
<td>W 11/7</td>
<td>18</td>
<td>x</td>
<td>QUIZ #2</td>
</tr>
<tr>
<td>M 11/12</td>
<td>19</td>
<td>Dividing polynomials.</td>
<td>3.3</td>
</tr>
<tr>
<td>W 11/14</td>
<td>20</td>
<td>Complex numbers.</td>
<td>3.5</td>
</tr>
<tr>
<td>M</td>
<td>21</td>
<td>Real and complex zeros of polynomials; the Fundamental Theorem of Algebra.</td>
<td>3.4, 3.6</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>--------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>11/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 11/21</td>
<td>22</td>
<td>The graphs of rational functions.</td>
<td>3.7</td>
</tr>
<tr>
<td>M 11/26</td>
<td>23</td>
<td>Exponential functions.</td>
<td>4.1-4.2</td>
</tr>
<tr>
<td>W 11/28</td>
<td>24</td>
<td>Logarithmic functions</td>
<td>4.3</td>
</tr>
<tr>
<td>M 12/3</td>
<td>25</td>
<td>Laws of logarithms; solving exponential and logarithmic equations.</td>
<td>4.4-4.5</td>
</tr>
<tr>
<td>W 12/5</td>
<td>26</td>
<td></td>
<td>QUIZ #3</td>
</tr>
<tr>
<td>M 12/10</td>
<td>27</td>
<td>Systems of equations in two variables.</td>
<td>5.1, 5.4</td>
</tr>
<tr>
<td>W 12/12</td>
<td>28</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>F 12/14</td>
<td>x</td>
<td></td>
<td>FINAL EXAMINATION</td>
</tr>
</tbody>
</table>

The selected textbook sections more or less approximate the material to be discussed each day. A textbook is neither ideal nor complete. Daily attendance is the only assurance of complete exposure to all of the course concepts.

**Word to the Wise**

**Some Candid Remarks About Succeeding in College and Mathematics Courses:**

College is a new experience with new expectations and new challenges. Foremost of these is that are you are now an adult and are expected to take full responsibility for your education. In other words, college is not grade 13. Although that may appear to be a somewhat formidable change of status, you should take comfort in the fact that many generations of students just like yourself have successfully met the challenge, graduated in good academic standing with a B.A./B.S. degree, and have either gone on to satisfying careers or have continued their education in graduate or professional school. There are many individuals and resources at John Jay who are committed to helping you make the most of your higher education experience. What follows is a brief introduction to the essential parts of the academic support system.

Why is college a new experience? College is not simply about assimilating additional facts and information although you will probably learn a great deal about mankind’s collective knowledge and wisdom that has been cultivated throughout the millennia. The primary purpose of higher education is to inculcate within the individual the ability to
think critically, that is, to be able to investigate a subject or an assertion and to determine whether or not it has merit based upon rational thought. In the context of mathematics, this means that it is not sufficient to be able to perform computational gymnastics, rather you will be expected to understand and be able to explain the relevant supporting principles. Even though that seems like a tall order, each individual is capable of achieving such a level of understanding in any particular subject and the goal of a college education is to give you the tools to do it.

Your principal guide for navigating what appears to be a myriad of educational requirements is the *John Jay Undergraduate Bulletin 2012-13*. The best place to start is the section on general education requirements since most of your first two years at the college will be devoted to them. Keep track of your progress in completing the general education courses since all students are required to complete them satisfactorily in order to graduate. You should definitely have read the entire bulletin before the end of your first year since it contains valuable information about the majors and minors offered at the college, academic resources, academic standards, and student life. Retain a copy of the bulletin that you received when you first matriculated since, in most cases, it is the document that will determine what requirements you need to fulfill in order to graduate (provided you have not interrupted your studies with a leave of absence).

At the beginning of the semester, each of your instructors will disseminate a course syllabus. The course syllabus serves many purposes and you should read it in its entirety. It outlines the readings, assignments, and quiz schedule for the entire semester which will enable you to manage your time effectively. Most likely it will inform you about the way in which your final grade will be determined. In addition, your instructor’s office hours as well as various support services should also be listed. Be sure to make use of these resources if the need arises.

All of us have different talents and abilities that enable us to excel in certain subjects or disciplines. There are other areas though where we often feel more challenged because some subjects just don’t come to us naturally. If you find yourself frustrated by a particular course or subject, there are several things you can do to get yourself back on track. The most obvious thing to do is to prepare before going to class by reading the section(s) of the textbook(s) that will be discussed and then review them afterwards. In brief, keep up with your assignments! With mathematics, in particular, you should not only attempt the assigned homework but you should also expect to work additional exercises in order to increase your conceptual understanding and problem solving skills. If you are still having difficulty, see your instructor during his/her office hours to ask for clarification of the specific points that are still troublesome. If you feel that you would benefit from another perspective, then there are various tutoring services available which are listed in the course syllabus. It is important for you to realize that it is alright to ask for assistance and, especially in the case of mathematics, as soon as you realize that you are having difficulty with a particular topic. Of course, it takes time to make sure that you have finally mastered an unfamiliar subject and that is why you are cautioned to allot 6 additional hours per week outside of class time for each 3 credit course which is to be used for further study and reading.

Once you have experienced the personal satisfaction of mastering a particularly difficult concept, you will be less intimidated by subsequent challenges and will gain the confidence and desire to expand your intellectual horizons. And when the going gets tough, just keep in mind that as others have succeeded, you will too.
In a nutshell, many of those whom are overly aggravated about learning mathematics are merely uncomfortable with being wrong at the end of a mathematical task. For them, a wrong answer tells them who they are. This is not a good mindset to be in. But there are many of those whom are not overly uncomfortable with an incorrect answer at the end of a mathematical task. They see a wrong answer as a statement of not who they are but where they are on the learning continuum. Those of this mindset tend to navigate towards success with much less stress because they make the proper learning adjustments based on learning circumstances. And remember, most mathematical tasks you will engage infer the very techniques you might use in order that you successfully complete the task.

Your first quiz will concern material in the above 8 paragraphs (Word to the Wise: section)!
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: November 27, 2012

1. Name of Department or Program: Health and Physical Education

2. Contact information of proposer(s):

   Name(s): Susan Larkin, Chairperson
   Email(s): slarkin@jjay.cuny.edu
   Phone number(s): (212) 237-8464

3. Current number, title, and abbreviated title of course: PED 110, Contemporary Health Problems, Cont Health Prob

4. Current course description: The course will explore research on critical health issues dealing with mental health, substance addiction, and dependence, nutrition, infectious and non-infectious diseases and their relationship to morbidity and longevity.

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

5. Describe the nature of the revision: The course will focus on health issues of the individual and the impact of individual health on society with a focus on personal action recommendations rather than on health issues from a theoretical point of view.

6. Rationale for the proposed change(s): The new approach will permit students to explore in detail personal health, heredity, lifestyle choices and culture and their impact on and from the larger society.

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

   a. Revised course description: This course explores health issues of the individual, the family, the community and society, focusing on largely preventable diseases. Topics to be covered include stress management, personal relationships, nutrition, communicable and non-communicable diseases, weight management and physical activity, drug use, alcohol and

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tobacco use, longevity, and environmental health. These issues will be examined with respect to how they affect the individual in society with a focus on action recommendations.

b. Revised course title: **Personal Health in Society**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Health in Society**

d. Revised learning outcomes: At the conclusion of this course students will be able to:

- Gather, interpret and assess information from the text, assigned readings and the US Surgeon General's report on the fundamental concepts of the health of the individual and that relationship to society.
- Critically evaluate the evidence supporting the thesis that heredity, lifestyle choices and a person's culture affect a person's cardiovascular health and risk for disease.
- Produce well-reasoned written arguments to support the action recommendations included in the self-analysis portfolio based on the text and course readings.
- Examine how an individual's place in society affects experiences, values and choices relating to disease prevention, stress management and substance abuse.
- Articulate ethical uses of data and other information resources in the evaluation of available health care options.
- Identify and engage with local and national trends in the governmental actions relating to nutrition, drug use, and communicable and non-communicable diseases.

e. Revised assignments and activities related to revised outcomes: There are additional assignments with an expanded emphasis on the development of a self assessment portfolio and a related action plan, see syllabus.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Six sections each term with an average enrollment of 30 students.

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:

   **Flexible Core:**

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td></td>
</tr>
</tbody>
</table>

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9c. If yes, frequency and number of sections to be offered for General Education:

Every semester ___X___ Number of sections: ___6___
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: Nov 27, 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Susan Larkin, Chairperson
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>The John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>PED 110</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Discipline</td>
<td>Health Education</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 explores health issues of the individual, the family, the community and society, focusing on largely preventable diseases. Topics to be covered include stress management, personal relationships, nutrition, communicable and non-communicable diseases, weight management and physical activity, drug use, alcohol and tobacco use, longevity, and environmental health. These issues will be examined with respect to how they affect the individual in society with a focus on action recommendations.

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

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

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# D. Individual and Society

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

<table>
<thead>
<tr>
<th>Students will develop the norms for a self assessment portfolio based on the materials in the text and readings outlining the fundamental concepts of health including findings from the Journal of the American Medical Association.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In developing a Family Health Portrait students will critically evaluate the evidence supporting the thesis that heredity, lifestyle choices and culture affect a person's cardiovascular health and risk for disease.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>In their term paper, students will produce well-reasoned written arguments to support the action recommendations included in the self-analysis portfolio based on the text and course readings</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:

| • 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 examine and discuss the findings of the self assessments relating to the role of stress in their lives, how an individual's place in society affects experiences, values and choices, and how these contribute toward disease or disease prevention. | • Examine how an individual's place in society affects experiences, values, or choices. |
| Students will analyze current health care trends and be able to evaluate and discuss proposed health care options. | • Articulate and assess ethical views and their underlying premises. |
| Students will identify and evaluate local and national trends in governmental actions relating to nutrition, drug use, and communicable and non-communicable diseases and the impact on the health of the individual in society. | • 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. |
SYLLABUS

John Jay College of Criminal Justice
The City University of New York
Department of Health and Physical Education
899 Tenth Avenue
New York, New York 10019

COURSE: Personal Health in Society PED 110 – 3 credits
PROFESSOR: Staff
DEPARTMENT: Health and Physical Education
OFFICE NUMBER: Room 421T
OFFICE HOURS: Posted in the department office
PHONE: (212) 237-8371
E-MAIL ADDRESS: xxxxxx@jjay.cuny.edu


COURSE DESCRIPTION: This course explores health issues of the individual, the family, the community and society, focusing on largely preventable diseases. Topics to be covered include stress management, personal relationships, nutrition, communicable and non-communicable diseases, weight management and physical activity, drug use, alcohol and tobacco use, longevity, and environmental health. These issues will be examined with respect to how they affect the individual in society with a focus on action recommendations.

COURSE PREREQUISITES: None

LEARNING OBJECTIVES: At the conclusion of this course students will be able to:

- Gather, interpret and assess information from the text, assigned readings and the US Surgeon General's report on the fundamental concepts of the health of the individual and that relationship to society.
- Critically evaluate the evidence supporting the thesis that heredity, lifestyle choices and a person's culture affect a person's cardiovascular health and risk for disease.
- Produce well-reasoned written arguments to support the action recommendations included in the self-analysis portfolio based on the text and course readings.
- Examine how an individual's place in society affects experiences, values and choices relating to disease prevention, stress management and substance abuse.

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• Articulate ethical uses of data and other information resources in the evaluation of available health care options.
• Identify and engage with local and national trends in the governmental actions relating to nutrition, drug use, and communicable and non-communicable diseases.

ATTENDANCE AND PUNCTUALITY: Attendance will be taken daily. Students must be on time for class. Those that are late must report their attendance to the professor at the end of the class. Being late for more than 15 minutes will be treated as half of an absence. Four late arrivals of less than 15 minutes will equal one absence. Once class has begun, no one is to leave except in an emergency.

GRADING:
Self Assessment Portfolio: 25%
Term Paper: 25%
Mid-Term: 20%
Final Exam: 20%
Participation, Attendance: 10%,

GRADES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>63.0-67.0</td>
</tr>
<tr>
<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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<td>P</td>
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</tbody>
</table>

INCOMPLETE GRADE: The grade of INC (incomplete) is given by an instructor only when there is reasonable expectation that a student will successfully complete course requirements. Coursework must be completed by the end of the third week of the next semester. A grade of incomplete is given only in exceptional circumstances. (Undergraduate Bulletin)

EXTRA WORK: Any extra work that is assigned during the semester must be made available to all of the students in a course. There is no obligation on the part of the instructor to assign extra work. (Undergraduate Bulletin)
GUESTS: Children and other guests are permitted in class only with the permission of the professor. Their presence must be acknowledged prior to the beginning of the class. If a guest's presence is disruptive to the class, they will be asked to leave.

SELF ASSESSMENT PORTFOLIO: Students are required to maintain a self assessment portfolio. A list of assigned assessments may be found in the class schedule. The portfolio will provide students with information with which they may do a reflective analysis of their personal health profile. This will be the basis for the action recommendations that students will include in their term paper.

TERM PAPER:

- **Requirements** --- The term paper is a course requirement. Students will synthesize material from their self assessment analysis, current news articles, peer reviewed articles, the course text, and other readings. Included in the term paper will be action recommendations for the maintenance or development of positive health habits.

- **Format** --- The paper must be five pages long, not including the cover page and bibliography. The paper will follow American Psychological Association (APA) format. Electronic submissions of term papers to the professor will not be accepted.

- **Late Submissions** --- Papers that are submitted up to one week late will receive a half letter grade penalty, for instance an A paper may be reduced to an A-. Papers that are submitted between one and two weeks late will receive a full grade penalty, for instance an A paper may be reduced to a B. Papers that are submitted more than 2 weeks late can receive no grade higher than a C and with penalties may be subject to a failing grade for the paper.

LIBRARY: Students are encouraged to use the facilities of the Lloyd Sealy Library at the John Jay College of Criminal Justice. The library has information on web sites that are specific to health studies. Help regarding the use of the internet for research, the use of APA style in writing, and shortcuts to popular databases are available at the library reference desk.

STATEMENT OF COLLEGE POLICY ON PLAGIARISM: The John Jay College of Criminal Justice undergraduate Bulletin states,

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas of 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 quotations are acceptable forms of restatement, as long as the source is cited.

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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.

**AMERICANS WITH DISABILITIES ACT (ADA):** Qualified students with disabilities will be provided reasonable 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 (212-237-8144) which is located at 1233N. 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. (Reasonable Accommodations, Faculty Guide, City University of New York)

**CLASSROOM BEHAVIOR:** Pagers, cell phones, and any other messaging devices must be switched to a silent mode or turned off. The wearing of earphones is not allowed. Disruptive students may be asked to leave the classroom. Guests are permitted only with the approval of the instructor. Food and beverages are not allowed in the classroom. Except for religious reasons, no head coverings of any type may be worn in class. Lap-tops, extra papers, bicycles, or other distracters are not permitted. All disruptions must be kept to a minimum in order to insure a proper learning atmosphere.

**BIBLIOGRAPHY:**


Hudd, Suzanne S.; Dumlao, Jennifer; Erdmann-Sager, Diane; Murray, Daniel; Phan, Emily; Soukas, Nicholas; Yokozuka, Nori. *College Student Journal.* Jun2000, Vol. 34 Issue 2, p217. 11p. 4 Charts


Nahas, Markus V. *Physical Educator.* Fall92, Vol. 49 Issue 3, p152. 8p. 4 Charts.


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Course Outline

PART 1
Introduction to Personal Health in Society
(Sessions 1 to 5)

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
</table>
| 1       | • Introduction to course  
          • How society impacts personal health | Students will prepare the self assessments and read the assigned pages from the text in preparation for class according to the schedule below. |
| 2       | • The components of wellness  
          • Discussion of the format for the term paper  
          • Creating a personal self assessment portfolio | • Prepare Self Assessment 1.1 Wellness Checkup, pg. 15  
• Read pgs. 1 to 20  
| 3       | • Factors influencing health  
          • Developing a Family Health Portrait | • Read pgs. 21 to 24 |
| 4       | • The effects of cardiovascular disease  
          • Major risk factors  
          • Hypertension in young adults | • Prepare Family Health Portrait and be prepared to discuss the impact of heredity and culture on risk for cardiovascular disease.  
• Read pgs. 243 to 255 |
| 5       | • Improved cardiovascular health for the family | • Read pgs. 256 to 263 |

PART 2
Nutrition, and Weight Management
(Sessions 6 to 10)

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>• Nutrition guidelines&lt;br&gt;• Problems with fast food and junk food</td>
<td>• Read pgs 271 to 276</td>
</tr>
<tr>
<td>8</td>
<td>• Analyzing daily nutrition</td>
<td>• Prepare Self Assessment 9.1 Fruits and Vegetables in Your Diet, pg. 313&lt;br&gt;• Read pgs. 277 to 315</td>
</tr>
<tr>
<td>9</td>
<td>• Managing body weight&lt;br&gt;• Charting eating habits</td>
<td>• Read pgs. 317 to 333</td>
</tr>
<tr>
<td>10</td>
<td>• Body composition&lt;br&gt;• Assessing body composition&lt;br&gt;• Charting eating habits</td>
<td>• Prepare Self Assessment 10.3 Calculating Waist to Hip Ratio, pg. 351&lt;br&gt;• Prepare Self Assessment 10.4 Chart Your Eating Habits, pg. 353&lt;br&gt;• Read pgs. 334 to 353</td>
</tr>
</tbody>
</table>

**PART 3**

*Lifetime Physical Activity and Exercise*  
*(Session 11 to 15)*

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>• Differences between lifetime physical activity and physical exercise&lt;br&gt;• The U.S. Surgeon General and the American College of Sports Medicine and the benefits of physical exercise</td>
<td>• Read pgs. 355 to 364&lt;br&gt;• Read Nahas, Markus V. Physical Educator. Fall 1992, Vol. 49 Issue 3, p152. 8p. 4 Charts.</td>
</tr>
<tr>
<td>12</td>
<td>• Safety in physical activity&lt;br&gt;• Assessing health related physical fitness</td>
<td>• Read pgs. 365 to 381</td>
</tr>
<tr>
<td>13</td>
<td>• Finding community resources for physical activity</td>
<td>• Read pgs. 382 to 384</td>
</tr>
<tr>
<td>14</td>
<td>• Developing a personal prescription for physical activity</td>
<td>• Prepare Self Assessment 11.1 Physical Activity Checklist, pg. 391&lt;br&gt;• Prepare Self Assessment 11.4 Total Fitness</td>
</tr>
</tbody>
</table>

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activity

How Do You Rate?, pg. 397
• Read pgs. 385 to 397

Mid-Term Examination

15  Mid-Term Examination
Subject matter will be based on all coursework up to this date (sessions 1 to 14).

Part 4
Reducing Stress at School, Home, and Work
(Sessions 16 to 19)

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>• How stress affects health</td>
<td>• Read pgs. 55 to 65</td>
</tr>
<tr>
<td>17</td>
<td>• Can stress be controlled?</td>
<td>• Prepare Self Assessment 3.1 How Stressed Are You, pg. 73</td>
</tr>
<tr>
<td></td>
<td>• What can be done about stress?</td>
<td>• Read pgs. 66 to 78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read Hudd, Suzanne S.; Dumlao, Jennifer; Erdmann-Sager, Diane; Murray, Daniel; Phan, Emily; Soukas, Nicholas; Yokozuka, Nori. College Student Journal. Jun2000, Vol. 34 Issue 2, p217. 11p. 4 Charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be prepared to discuss findings re stress and the relationship to place in society, personal experiences and choices.</td>
</tr>
<tr>
<td>18</td>
<td>• The availability of mental health professionals and organizations</td>
<td>• Prepare Self Assessment 2.1 Symptoms of Depression, pg. 45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare Self Assessment 2.2 Self-Esteem Checklist, pg. 47</td>
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<tr>
<td></td>
<td></td>
<td>• Prepare Self Assessment 2.3 Assessing Hostility, pg. 49</td>
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<tr>
<td></td>
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<td>• Read pgs. 36 to 53</td>
</tr>
<tr>
<td>19</td>
<td>• How personal relationships affect overall health</td>
<td>• Read pgs. 79 to 85</td>
</tr>
</tbody>
</table>

Part 5
Communicable and Non-Communicable Diseases
(Sessions 20 to 23)

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
</table>
| 20     | • Avoiding communicable diseases  
         • The role of immunizations and their importance | • Read pgs. 147 to 171  
| 21     | • The most common communicable diseases and how to avoid them | • Read pgs. 172 to 195 |
| 22     | • The effects of non-communicable diseases | • Read pgs. 197 to 210 |
| 23     | • Assessing the impact of non-communicable diseases on the individual and family  
         • **Term papers to be submitted** | • Read pgs. 211 to 241 |

**PART 6**  
**Impact of the Use and Abuse of Drugs, Alcohol, and Tobacco**  
**(Sessions 24 to 26)**

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
</table>
| 24     | • Affects on the individual of the use and abuse of drugs, alcohol, and tobacco | • Read pgs. 399 to 431  
| 25     | • Is society affected by the personal and recreational use of drugs, alcohol, and tobacco? | • Prepare a one page discussion of stress  
         • Read pgs. 433 to 453 |
| 26     | • Why people use alcohol and tobacco | • Read pgs. 454 to 462 |
PART 7
Consumerism and Health Care
(Sessions 27 and 28)

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Topics</th>
<th>Readings, Discussions, Assignments, and Tests</th>
</tr>
</thead>
</table>
| 27      | • Effects of consumerism and the environment on health | • Students will research and discuss three recent governmental actions related to nutrition, drug use and communicable diseases and their impact on the health of the individual in society.  
• Read pgs. 493 to 512  
| 28      | • Analyzing health care options  
• Paying for health care | • Students will research three articles on health care and be prepared to discuss in class. Read pgs. 513 to 526 |

**FINAL EXAMINATION:** The final examination will be administered during Examination Week.
Course Revision Form

Date Submitted: November 13, 2012

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

   Name(s): James DiGiovanna
   Email(s): jdigiovanna@jjay.cuny.edu
   Phone number(s): 212 237 8336

3. Current number, title, and abbreviated title of course: PHI 102 Introduction to Ethics
   (Abbreviated title: ETHICS)

4. Current course description:

   Do objective moral standards exist or is morality relative to culture or individual? This course examines the principles that guide moral reasoning and argumentation. The main theories of ethical justification are analyzed, with application to such selected issues of social morality as punishment, civil disobedience, privacy and sexual behavior, war, racial and sexual equality, abortion, euthanasia, business integrity, and economic justice.

   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:

   revised title, revised abbreviated title, revised description, and addition of learning outcomes

6. Rationale for the proposed change(s):

   This course is being revised to reflect the new general education guidelines and to serve as a first year seminar. It will be offered as part of the College Option to fulfill the Justice and the Individual requirement as a First Year Seminar. (See attached College Option Course Submission Form)

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

   a. Revised course description:
Ethics is the discipline that asks the questions: “what is the right thing to do?” And “how do we know it is right?” The course looks at some of the most influential theories of rightness and goodness, and then applies these theories to questions of relevance to the creation and maintenance of a modern, just society, such as: How do we educate people to be good; Is goodness something all humans hold in common, or is it merely the name we give to whatever our individual cultures judge to be good; And how do our individual differences, such as race, sex, gender, wealth, and time and place of birth, affect our ethical interactions.

b. Revised course title: Ethical Foundations of the Just Society

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Ethics Just Society

d. Revised learning outcomes

1. Using the philosophical perspectives presented in the class, students will describe their own relationship to significant issues in justice, including issues in education and educational rights, punishment, and the distribution of goods.
2. Students will acquire the abilities needed to use evidence-based inquiry to present arguments in ethics, including the use of proper citation, and the critical thinking skills needed to distinguish reliable information sources and cogent argumentation
3. Students will acquire skills in working with others through collaborative group-work projects, including on-line collaboration.
4. Students will acquire skills in planning to achieve long-term goals through short assignments and progress reports leading up to a final paper or presentation (students will have the opportunity to present their work in the First Year Showcase).
5. Students will acquire skills in working with co-curricular institutions and services, including student clubs, the research resources of the library, the writing center, and the philosophy lecture series.

e. Revised assignments and activities related to revised outcomes

1. Using the philosophical perspectives presented in the class, students will write about contemporary issues that affect them personally. For example: an assignment will ask students how Plato’s cave allegory speaks to current systems of education and educational rights; group work will ask students to survey their classmates for traditional sources of ethical guidance, and we will then subject those sources to feminist analysis.

2. Research papers will call for students to find reliable sources on contemporary ethical problems and argue, from the evidence, for proposed policies or solutions, with adversion to the ethical theories presented in class. Both a mid-term and final research paper will be required.

3. Group-work projects, using on-line collaboration, and addressing class readings, will be required. Students will be asked to work together, in groups of 3-5, to produce a single paper, using Google Docs collaboration/sharing tools. They may also, optionally, co-author a blog on the research topic.

4. A final research paper will be due at the end of the semester. Students will be asked to present, on several occasions throughout the semester, progress reports on their research. By scaffolding the research paper in the form of shorter argument papers and reports on research, students will be introduced to planning strategies. Further, at the start of each semester students will write a low-stakes description of what they hope to accomplish, and mid-way through the semester will be asked to reassess their goals and plans.

5. Students will be required to attend one of the lectures in the philosophy department speaker series; all students will meet, in 

Prepared for UCASC, Dec 7, 2012
attending a meeting or rehearsal of John Jay’s debate team, so as to see argument structure in action.

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: No change

8. Enrollment in past semesters: 1-3 sections are offered with an average enrollment of 18.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   No ____ __    Yes __X__   If yes, please indicate the area:

College Option:

<table>
<thead>
<tr>
<th>Justice Core 100-level: Justice and the Individual</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core 300-level: Struggle for Justice &amp; Inequality in the U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice Core 300-level: Justice in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
</tr>
</tbody>
</table>

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

An introduction to the philosophical study of ethics is, centrally, an analysis of how the individual should make ethical decisions, and how those decisions can be squared with notions of the good. By presenting, analyzing and critiquing the most prominent ethical systems: deontology, consequentialism, and virtue ethics, the course prepares student for further ethical inquiry with an eye on how the individual relates to theories of justice and goodness. From the Platonic interrogation of justice in the Republic, where a systematic attempt was made to answer the questions “how can one live a just life? Is the just life better than the unjust life?” and “what is justice in itself, divorced from its consequents?” the course situates the ethical inquiry in the individual’s interaction with the just and the good. To do this, the analytic tools of the philosophical tradition are brought to bear, and the student is exposed to the major ethical systems: deontology, consequentialism, and virtue theories. Further, the course offers direct challenges to these approaches. Does consequentialism’s emphasis on ends necessarily lead to injustices (Dostoevsky and LeGuin)? Does the deontologically committed life necessitate a loss of the human connections that give life meaning (Friedman, Herbert, Langton)? Can we actually arrive at the universal source of justice by means of reflection, or will we always be limited to relativistic and therefore self-contradictory moral claims (Locke, Nietzsche)? And is it possible that our culturally determined ethics were never ethical at all, but are themselves subject to a critique from a more fundamental position (Okin, Russ, and, to some extent, all of the universalizing thinkers who have defended the rights of the oppressed)? In short, to begin an investigation of justice, one must first ask, “what is justice? What is the good we seek? and What is right action?” These questions form the basis of the ethical inquiry, and this course seeks to prepare students by giving them the tools in ethical analysis that will allow them to
critique, reinforce, and question their ethical perspectives, choices and commitments.

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

<table>
<thead>
<tr>
<th></th>
<th>Every semester</th>
<th>Fall semesters only</th>
<th>Spring semesters only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sections:</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/12/12

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

   Jonathan Jacobs
John Jay General Education College Option 
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>PHI 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Ethical Foundations of the Just Society</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td>Philosophy</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>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>Do objective moral students exist or is morality relative to culture or individual? This course examines the principles that guide moral reasoning and argumentation. The main theories of ethical justification are analyzed, with application to such selected issues of social morality as punishment, civil disobedience, privacy and sexual behavior, war, racial and sexual equality, abortion, euthanasia, business integrity, and economic justice.</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
- 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></td>
<td>Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Justice in Global Perspective (300-level)</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.

I. 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>Using the philosophical perspectives presented in the class, students will write about contemporary issues that</th>
<th>Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
</table>

Prepared for UCASC, Dec 7, 2012
affect them personally. For example: an assignment will ask students how Plato’s cave allegory speaks to current systems of education and educational rights; group work will ask students to survey their classmates for traditional sources of ethical guidance, and we will then subject those sources to feminist analysis.

| Research papers will call for students to find reliable sources on contemporary ethical problems and argue, from the evidence, for proposed policies or solutions, with advergence to the ethical theories presented in class. Both a mid-term and final research paper will be required. | • Identify problems and propose solutions through evidence-based inquiry |
| Group-work projects, using on-line collaboration, and addressing class readings, will be required. Students will be asked to work together, in groups of 3-5, to produce a single paper, using Google Docs collaboration/sharing tools. They may also, optionally, co-author a blog on the research topic. | • Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
| A final research paper will be due at the end of the semester. Students will be asked to present, on several occasions throughout the semester, progress reports on their research. By scaffolding the research paper in the form of shorter argument papers and reports on research, students will be introduced to planning strategies. Further, at the start of each semester students will write a low-stakes description of what they hope to accomplish, and mid-way through the semester they will be asked to reassess their goals and plans. | • Demonstrate effective planning and reflection to accomplish specific course outcomes |
| Students will be required to attend one of the lectures in the philosophy department speaker series; all students will meet, in groups, with a librarian to discuss library skills; students will be encouraged to use the writing center; students will receive credit for attending a meeting or rehearsal of John Jay’s debate team, so as to see argument structure in action. | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |

For more information on FYS content of your course, please contact Kate Szur, Director, First Year Experience, Rochelle German, Associate Director, First Year Experience, or Daniel Auld, Director of Student Support Service and Assessment.
Syllabus:

John Jay College of Criminal Justice
524 West 59th Street
Ethical Foundations of the Just Society: Philosophy 102.01
Prof. James DiGiovanna
Room 8.63.12
digidiovanna@jjay.cuny.edu
MW 1:55-3:10
Office Hours: MTWTH 3:30-4:30, by appt.

Course Description:

Ethics is the discipline that asks the questions: “what is the right thing to do?” And “how do we know it is right?” The course looks at some of the most influential theories of rightness and goodness, and then applies these theories to questions of relevance to the creation and maintenance of a modern, just society, such as: How do we educate people to be good; Is goodness something all humans hold in common, or is it merely the name we give to whatever our individual cultures judge to be good; And how do our individual differences, such as race, sex, gender, wealth, and time and place of birth, affect our ethical interactions.

Learning Objectives:

1. Using the philosophical perspectives presented in the class, students will describe their own relationship to significant issues in justice, including issues in education and educational rights, punishment, and the distribution of goods.
2. Students will acquire the abilities needed to use evidence-based inquiry to present arguments in ethics, including the use of proper citation, and the critical thinking skills needed to distinguish reliable information sources and cogent argumentation
3. Students will acquire skills in working with others through collaborative group-work projects, including on-line collaboration.
4. Students will acquire skills in planning to achieve long-term goals through short assignments and progress reports leading up to a final paper or presentation (students will have the opportunity to present their work in the First Year Showcase).
5. Students will acquire skills in working with co-curricular institutions and services, including student clubs, the research resources of the library, the writing center, and the philosophy lecture series.

Policies:

1. Don’t plagiarize. If you hand me a paper that is not your own work, includes work that is not your own and is not properly cited, or is adapted from work not your own without proper citation, you fail the course immediately. If you feel like trying it anyway, I’d recommend “Spark Notes,” at sparknotes.com. Following is the college statement on plagiarism; if you’re unsure if you’re engaging in plagiarism, you probably are! Read this for guidance:

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)

Grading:
Weekly short papers:  33%
Mid-term paper:  25%
Final paper or project: 33%
Class participation:  9%

Papers:
Each week, you’ll be asked to write a short, 1 to 3 page paper, either alone or in collaboration with other students (we’ll probably do about half solo, half collaborative). These paper will receive a grade of check, check plus, or check minus. If you complete all of your papers, and receive a check grade on each one, you’ll receive full credit for the Weekly Short Papers part of your grade, i.e. 33%. Each check-minus is equal to one-half credit, and each check plus is equal to 1.5 credit. So pluses and minuses cancel each other out.

Some of these papers will be aimed at setting up your final paper.

The midterm paper will be a longer, 5 to 7 page paper, and the final paper will be 8 to 10 pages, or you can do a poster presentation for the First Year Showcase.

Collaboration: Some of your work will be collaborative. The collaboration can occur in face-to-face meetings, or you can use on-line collaborative resources. One option is to use Google Docs, which allows collaborative work on a single document; another is to use the blogging platform on Blackboard. I’ll make the latter available, but you’re not obliged to use it if you prefer Google Docs. If you use Google Docs, you’ll need to include me as a user in your shared document.

Readings and Class Participation: All the readings will be available on Blackboard. I will frequently ask you to print up the readings and bring them into class. That’s a lot of printing, but it’s still cheaper than buying a textbook.

You are completely responsible for having done the readings and for bringing them to class. I will call on people at random during class and ask questions about the reading. If you haven’t done the reading, or are unable to look in the reading because you didn’t bring it, that will be noted; repeated failure to do the readings will reduce your final grade. Repeatedly being able to speak knowledgeably about the readings will increase your final grade. That is, a strong showing will give you extra credit in your class participation grade. You’ll receive full credit for speaking regularly in class and showing that you have read the assigned texts. You don’t have to have fully understood the texts to receive full credit; asking good questions is all that’s needed.

Tentative Schedule of Readings and Assignments:
Note: we’ll definitely modify this during the semester to reflect class interests and preferences!

Week 1: Topic: What is ethics, and how can we talk about it?
1. **Ethics Overview** (this will be handed out in class). An overview of the various positions and methods taken by those who investigate ethics.

2. *How Not To Answer Moral Questions* by Tom Regan Available on Blackboard (5 pages)

**First short paper due: Personal reflection: how do I understand goodness?**

**Week 2:** Pre-theoretic ethical foundations: the Bible tradition


**Second short paper due: What sources do I look to for moral guidance?**

**Week 3:** The birth of ethical theory: what is justice? What is the just society?

4. Plato’s *Republic:* Book II up through Stephanus page 376C, (8 pages)

5. Book III from page 412B to 417B, Book IV from 427D to end (14 pages)

**First collaborative paper: Survey your group, and present positions on the topic: Do Plato’s ideas about justice and self-control provide insight into contemporary life and community?**

**Week 4:** Continuing Plato’s search for individual and social justice.

6. Book VII from start to 521B (10 pages)

7. Book IX (14 pages)

**Second collaborative paper: Can Plato’s cave allegory be used to provide critical evaluation of your educational environment?**

**Week 5:** Utopian and dystopian visions of a just society.

8. Dostoyevsky: *Grand Inquisitor* (14 pages)

9. Rokheya Shekhawat Hossein: *Sultana’s Dream* (13 pages)

**Third short paper: Do The Grand Inquisitor and/or Sultana’s Dream present dystopias or utopias? How would Plato evaluate the Grand Inquisitor’s plan and the educational system in Sultana’s Dream?**

**Week 6:** What is the good? Utilitarian answers.


11. John Stuart Mill: *Utilitarianism,* chapters 2 and 4 (selections) (12 pages)

Present a proposal for a mid-term paper: Looking at the readings so far, pick an ethical position and a contemporary issue, and think about how you can address that issue from that ethical position.

**Week 7:** Social and individual criticisms of Utilitarianism.


13. Ursula K. LeGuin: *The Ones Who Walk Away From Omelas* (5 pages)

**Fourth short paper: Do Nozick and LeGuin present compelling arguments against Epicurus and Mill?**

**Week 8:** What is the good? Deontological answers.

Prepared for UCASC, Dec 7, 2012
14. Kant’s *Groundwork for the Metaphysics of Morals; Selections* (13 pages, double column)

*Mid Term paper due!*

Week 9:

15. Continue reading Kant

*1st Proposal for final paper due: this can be an extension of your mid term paper!*

Week 10: Criticisms of Kant’s deontology: pluralism and the need for community.

16. Maria Herbert and Rae Langton: *Maria Von Herbert’s Challenge to Kant* (8 pages)

*Fifth short paper: Can we live meaningful lives with absolute, exceptionless moral principles?*

Week 11: Ethics and social structure: The challenge of historical and cultural relativism.

18. Nietzsche *Master and Slave Morality* (14 pages)
19. Alain Locke *Cultural Relativism and Ideological Peace* (9 pages)

*Third collaborative paper: where do our ethical ideas come from? Should we be concerned about their origin, or only their intrinsic value? Survey your group to find out what moral sources they use, and how well they’ve investigated those sources.*

Week 12: Community vs. individual: propagating respect.

20. Susan Moller Okin *Is Multiculturalism Bad For Women?* (14 pages)
21. Joanna Russ *What Can't A Heroine Do?* (10 pages)

*Fourth collaborative paper: are traditional ethics harmful or helpful? Working with the paper you did last week, analyze the traditions you looked at for their attitudes towards women, the oppressed, or any group you think might be harmed by the ethical principles espoused.*

Week 13: What freedom do we have to make ethical decisions? Free will, individual and society.

22. Harry Frankfurt *Free Will and the Concept of a Person* (17 pages)
23. Marilyn Friedman *Autonomy and the Split-Level Self* (15 pages)

*Rough draft of final papers or projects due!*

Week 14 and 15: These two weeks will be dedicated to (1) finishing up any readings we got behind on, and (2) workshopping our final papers. Each day, students will present on their topics to the class at large and receive feedback, both verbally, and in writing, from the class.
Course Revision Form

Date Submitted: September 14, 2012

1. Name of Department or Program: PHILOSOPHY

2. Contact information of proposer(s):
   Name(s): Tanya Rodriguez
   Email(s): trodriquez@jjay.cuny.edu
   Phone number(s): 646.557.4531

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

   PHI 231 Knowing, Being and Doing: Philosophical Method and Its Applications
   
   (Abbreviated title: PHIL METH & APPL)

4. Current course description:

   An introduction to four major philosophical questions: What can I know for certain? Does God exist? How should I act toward others? What is justice? This analysis of the foundations of knowledge, religious belief, ethical theory and social justice includes readings from Plato, Aristotle, St. Thomas, Descartes, Kant, Mill and contemporary philosophers.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101

5. Describe the nature of the revision: The course description, and title are being changed and learning outcomes added. ENG 101 will be a pre or co-requisite for the course.

6. Rationale for the proposed change(s): The changes more accurately reflect the departmental goals for an introduction to philosophy.

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

   a. Revised course description:
This course introduces some of the big philosophical questions surrounding individual and society: What can I know for certain? Who am I? Is morality relative to culture? Does God Exist? What is justice? Why be good? By way of answering these questions, students examine arguments about knowledge and belief, the nature of reality, freedom, ethics, aesthetics, personal identity and social justice.

b. Revised course title: PHI 231 The Big Questions: An Introduction to Philosophy

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

d. Revised learning outcomes

Students will:

1. Gather, interpret, and assess information from a variety of positions in epistemology, metaphysics, ethics, and theories of justice.  
2. Evaluate evidence and philosophical arguments critically and analytically.  
3. Produce well-reasoned written and oral philosophical arguments using evidence to support conclusions.  
4. Identify and apply the fundamental concepts and methods of philosophy, exploring the relationship between self and society.  
5. Examine how an individual’s place in society affects experience, value judgments and choices.  
7. Articulate ethical uses of data and other information resources to respond to philosophical problems and questions.  
8. 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

1. Writing and presentation assignments include tasks that involve multi-dimensional analyses of complex social dilemmas, topical issues or real life situations.  
2. Writing and presentation assignments include tasks that involve synthetic evaluation of intersections of ethical and social issues arising in the rapidly globalizing world.  
3. Course readings highlight the relevance of self-reflection to social identity, conditions and actions. While learning philosophical ways of synthesizing those three aspects, namely, knowing/identifying oneself through conditioned or projected actions, students will also keep a weekly reading blog that relates such theoretical points to personal examples.

f. Revised number of credits: No change
g. Revised number of hours: No change

h. Revised prerequisites or co-requisite: ENG 101

8. Enrollment in past semesters: 45 sections of this course are offered every semester with an average enrollment of 34 students. It is part of our current general education program.

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: Individual and Society

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 highlights the relevance of self-reflection to social identity, conditions and actions. While learning philosophical ways of synthesizing those three aspects, namely, knowing/identifying oneself through conditioned or projected actions, students will also keep a weekly reading blog that relates such theoretical points to personal examples. Towards the end of the semester, term-paper writing and informal presentation assignments include tasks that involve synthetic evaluation of intersections of ethical and social issues arising in the rapidly globalizing world.

9c. If yes, frequency and number of sections to be offered for General Education:

| Every semester X | Number of sections: _____ |
| Fall semesters only _____ | Number of sections: _____ |
| 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: September 13, 2012

Prepared for UCASC, Dec 7, 2012
12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Jon Jacobs, Chair, Department of Philosophy
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>PHI 231</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Big Questions: Introduction to Philosophy</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td>Philosophy</td>
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<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>Eng 101</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course introduces some of the big philosophical questions that concern individual and society: What is knowledge? Who am I? Is morality relative? Does God Exist? What is justice? Why be good? Students examine arguments about knowledge and belief, the nature of reality, freedom, ethics, philosophy of art, personal identity and social justice.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</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>✗ Individual and Society</td>
</tr>
<tr>
<td>✗ Creative Expression</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.

- Students must demonstrate familiarity with the basic issues and elementary concepts, and a variety of positions and arguments in epistemology, metaphysics, ethics, and theories of justice. Familiarity is evidenced by fluency in formal writing (term paper) and informal writing (blogs and in-class assignments). The first part of the term paper develops and demonstrates research skills.

- Students learn to identify arguments and their premise(s) and conclusion(s), implicit assumptions, and make basic distinctions between strong and weak arguments. The first two weeks of class

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

- Evaluate evidence and arguments critically or analytically.
introduce these basic argumentation skills. These skills are practiced repeatedly since they are required by weekly blog assignments and in-class activities (Think/Pair/Share, Deep Reading) throughout the semester.

Students must present elementary philosophical positions and arguments in public both verbally and in writing. This is a constant requirement in class participation, blog writing, Think/Pair/Share, Deep Reading, and informal blog presentations (Learning Circles).

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

| Students demonstrate familiarity with ancient Greek philosophical writing and with the three main types of normative ethical theory: deontology, consequentialism, and virtue ethics; they demonstrate familiarity with the basic issues and elementary concepts, positions, and arguments in epistemology, metaphysics, ethics, and theories of justice; and finally, they apply basic philosophical concepts and arguments to contemporary issues and to their own lives. In the final portfolio, students write a self-assessment indicating how each of these were accomplished and how they are demonstrated by the portfolio. | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| Course readings highlight the relevance of self-reflection to social identity, conditions and actions. While learning philosophical ways of synthesizing those three aspects, namely, knowing/identifying oneself through conditioned or projected actions, students will also keep a weekly reading blog that relates such theoretical points to personal examples. | • Examine how an individual's place in society affects experiences, values, or choices. |
| Through group projects, in-class writing, and blogs, students must demonstrate a basic grasp of philosophical perspectives and concepts on socialized or ethical selfhood such as care, autonomy, judgment, virtues, norms, moral intuition, respect, etc. In-class activities (Deep Reading) help students clarify their ideas on these topics. Blog revisions reflect how these activities enable them to articulate their ethical views and underlying premises. | • Articulate and assess ethical views and their underlying premises. |
| Blog writing and presentation requirements include tasks that involve multi-dimensional analyses of complex social dilemmas, topical issues or real life situations. The second part of the term paper requires students to form their own response to a philosophical puzzle. | • Articulate ethical uses of data and other information resources to respond to problems and questions. |
| Towards the end of the semester, term-paper writing and informal presentation assignments include tasks that involve synthetic evaluation of intersections of ethical and social issues arising in the rapidly globalizing world. | • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
THE BIG QUESTIONS: 
Introduction to Philosophy

Professor Tanya Rodriguez
Office: Suite 325.09T
Phone: (212) 237- 8338
E-mail: trodriguez@jjay.cuny.edu
Office Hours: 6-7pm MW and by appointment.

Philosophy 231

This course introduces some of the big philosophical questions surrounding individual and society: What can I know for certain? Who am I? Is morality relative to culture? Does God Exist? What is justice? Why be good? By way of answering these questions, students will examine arguments about knowledge and belief, the nature of reality, freedom, ethics, aesthetics, personal identity and social justice. Prerequisite or co-requisite: English 101.

Course Goals and Objectives

The goals of the course are to provide students with no previous background in philosophy with an introduction to the method of analytic inquiry and to equip them to critically read, assess, and write philosophical prose that applies theory to everyday issues for the individual in society.

Students successfully completing PHI 231 will be able to:

a) demonstrate familiarity (orally and in writing) with the basic issues and elementary concepts, and some positions and arguments, in epistemology, metaphysics, ethics, and theories of justice;
b) demonstrate familiarity (orally and in writing) with some example(s) of ancient Greek philosophical writing and with the three main types of normative ethical theory: deontology, consequentialism, and virtue ethics;
c) identify arguments and their premise(s) and conclusion(s), implicit assumptions, and make basic distinctions between strong and weak arguments;
d) present elementary philosophical positions and arguments in public both verbally and in writing;
e) apply basic philosophical concepts and arguments to contemporary issues and to their own lives.

Text

- All required readings are available online.
- The course reader, prepared by Prof. Rodriguez, includes selections from the following:

http://archive.org/details/conceptofmorals029360mbp

http://ajbürger.homestead.com/ethics.html

http://ajbürger.homestead.com/ethics.html

http://ebooks.adelaide.edu.au/m/mill/john_stuart/m645u/


http://classics.mit.edu/Plato/republic.11.x.html

moodle.artun.ee/pluginfile.php/11209/mod_resource/content

http://classics.mit.edu/Aristotle/poetics.html

http://www.archive.org/details/tolstoyonart00tolsuoft

Rene Descartes, Meditations on First Philosophy (1639).
http://www.marxists.org/reference/archive/descartes/1639/meditations.htm

http://www.gutenberg.org/files/4705/4705-h/4705-h.htm#2H_4_0043


http://philpapers.org/rec/HUMTOO


**No Excuse Policy**

- If you are absent, I always assume it is for a good reason. As such, it is pointless to provide any explanation for a missed class. However, consider that class participation is vital to your success in this course and that excessive absences cannot help but negatively affect your grade.
- I usually begin class without introductions or announcements. It is your responsibility to keep abreast of our schedule and other course information via BlackBoard.

**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)

**Classroom Etiquette**

**Leaving/Entering during class**

Once a student has entered the classroom, s/he is expected to stay until the class period has ended. If a student should leave the classroom for any reason after the class period has begun, the student will upon the first infraction be issued a verbal warning at the time the infraction occurs or warned outside of class; thereafter, each infraction will result in a one (1) point deduction from the student’s participation grade. Each time a student violates this policy after the initial infraction and subsequent warning, the one (1) point deduction will be made without notification to the student.

Prepared for UCASC, Dec 7, 2012
Electronic devices
The use of electronic devices during class time is prohibited. All electronic devices must be turned off and stored out of the instructor’s sight. **Should a student make use of an electronic device of any kind, in any way, during class time without permission from the instructor, the student will lose one (1) point from her/his participation grade for every infraction past the first, which will constitute the student’s sole warning.** If, at any time, the instructor observes a student's electronic device (whether or not it is in use), one (1) point will be deducted from the student’s participation grade. For example, if a student has headphones in her/his ears for a device such as an iPod, or a Bluetooth headset, even if the device in question is not in use, the student will lose one (1) point from her/his participation grade.

Talking
If a student engages in conversation or talking of any sort while the instructor or any other member of the class has the floor, that student will be assessed a one (1) point penalty to her/his participation grade.

**Assignments**

**Blog Assignment**
1. Ten are required on time, posted to your portfolio before class.
2. Final length should be 300-600 words.
3. Drafts may be revised as long as the initial post is on time.
4. Read the assigned pages carefully and choose at least one passage from the reading for analysis. Always cite specific page and/or paragraph number.
5. Prompts are provided for more guidance.
6. Outline your ideas with respect to the following:
   - State and evaluate your chosen passage’s thesis.
   - Identify arguments and their premise(s), conclusion(s), and implicit assumptions.
   - Make distinctions between strong and weak arguments
   - Pose interesting questions with respect to the passage.
   - Give original examples that support or undermine claims made in the passage.
   - Suggest how the passage ties in with other course readings.

**Term Paper**
There will be a 10-12 page term paper written in two parts, the first half due mid-semester and the second half due late in the semester. After revising both parts in light of my comments, the finished product will be included in your portfolio. Details on the assignment are provided below.

**Term Paper Assignment**
Select a philosophical problem or question, preferably one that is deeply meaningful to you. Then select a film that speaks to that question and that is related to the topics raised by course and its text. Philosophy is analysis of concepts, notions, and ideas applied to real life. Make sure you write on a subject you care and know about. Remember, philosophy is not a religion, so your opinions must be supported by argument. Think of your argument as a stairway: each next idea or statement relies on the previous one. Provide a “map” for your reader; be clear on what...
you are doing in each section of your paper. Always think of people who may disagree with you, and keep responding to their imaginary questions and objections.

**Length:**
- The final draft should be at least 3000 words (which is about 10 pages).
- Drafts of part 1 and 2 will be shorter, 3-4 pages each.

**Proposal (due by email 11/23)**
This will be a single page in which you summarize what you’d like to write about and why it matters personally and philosophically.
- State the philosophical question that you find compelling and why it matters.
- Explain two philosopher’s thesis with respect to that question. One must be a contemporary article or book chapter from your own research (not covered in class).
- Demonstrate how the movie you have chosen is relevant.
- Indicate the direction your own thesis will take.
- Provide a bibliography of at least two philosophical works that you will discuss.

**Part 1 draft (paper copy due in class 11/30):**
This section should consist of a close reading of some portion or portions of two philosophical texts (and at least one of these must be from your own research outside of class readings).
It will have the following elements:
- Give each philosopher’s thesis and summarize their main argument.
- Explain how the arguments address your philosophical question.
- Reflect critically on the question and identify the shortcomings and strengths of the philosopher’s answer.
- Proper citations and bibliography required.
- After peer review, submit to turnitin.com by midnight, Friday December 2.

**Part 2 draft: (due 12/12)**
For the second part of the term paper, you’ll write a draft of 3-4 pages that does all of the following:
- Briefly summarize the film’s story, with special attention to philosophically important developments. Describe particular scenes in detail to illustrate how the story conveys meaning.
- Explain what philosophical issue the film raises. This must be a general issue that applies beyond the scope of the particular story (e.g., free will, personal identity, the nature of justice, etc.).
- Discuss what view or message you think the film is putting forward. Use details from the film to support your interpretation of that message.
- Explain what how the film’s message is relevant to the question raised in part 1.
- Attempt to formulate clearly and thoroughly your own thoughts about the question and how you agree and/or disagree with your philosopher.
- Submit to turnitin.com by midnight, Monday Dec. 12.

Prepared for UCASC, Dec 7, 2012
Final Draft: (due 12/21)

- Integrate parts one and two, taking all comments on the drafts into account.
- Polish and revise, preparing a final paper that is a thing of beauty.
- Post the final draft to your e-portfolio by midnight, Wednesday December 21.

Grading: Your grade for the course is determined by your final portfolio (80%) and your class participation (20%).

Wordpress e-portfolios (80% of final grade):
Sample and links at http://thinkingbeing.org/

1. 8-10 final journal entries, depending upon length and quality (20%)
2. Term Paper (50%)
3. A glossary of philosophical terms (10%)
4. A statement concerning your class participation and the grade you feel you have earned for the course as a whole. Please justify your grade expectation with respect to the specific expectations for this class.

Participation (20% of the final grade):

Participation means more than simply talking, but saying intelligent and helpful things that demonstrate your familiarity with the assigned reading. You will be assessed on quality (not mere quantity) of discussion. In-class writing, group projects and informal blog presentations (instructions below) count for participation. These may not be made up outside of class.

Classroom Activities: These activities count for your participation and are not on the schedule. They cannot be made up for any reason. I take notes on performance during every class: star/plus/check. A star is earned by sheer brilliance, obvious preparation, and originality. They are awarded only occasionally, but they do happen. A plus is very good performance, and a check indicates active engagement and effort. No credit is awarded for your mere presence in the classroom. You may consult me at any time if you are unsure of your performance. I will provide examples and coach you during these activities.

Think/Pair/Share

1. Read the assigned passage quietly to yourself. Underline important points and make interpretive notes in the margin. (10 minutes).
2. Discuss the passage with your partner. Come to some conclusion about its meaning and think of a simple way to explain it to the rest of the class. (15 minutes).
3. I will choose which partner will present your findings to the rest of the class, but both partners are responsible for the content of the share.

Learning Circle
Sometimes, I will put the entire class in a circle. Those students who have written blogs for that day, will give an informal summary of their writing. Questions or comments are not permitted during blog presentation. After the blog summaries are finished, the circle opens to discussion. Only one person may speak at a time. Philosophy is not a blood sport in my classroom, and discussion is expected to be a cooperative exploration of the material.

**Deep Reading**

1. Read the passage.
2. Re-read the passage and sketch a rough outline.
3. Refine the basic argument presented in standard form.
   - Sometimes I will ask you to write step three on the board when you finish it.
4. Pose interesting questions or illustrate the point original examples.
   - Steps 2–4 should be written on the provided index cards and turned in after discussion.

**Reading Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Aug 31</td>
<td>Introductions &amp; Syllabus</td>
</tr>
<tr>
<td></td>
<td>- Sign up with Wordpress.com</td>
</tr>
<tr>
<td></td>
<td>- Course website: thinkingBeing.org</td>
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<tr>
<td>Mon Sep 5</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Wed Sep 7</td>
<td>&quot;Informal Logic&quot; (thinkingBeing.org)</td>
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<tr>
<td></td>
<td>Blog Prompt:</td>
</tr>
<tr>
<td></td>
<td>- Give your own, original example of a valid argument with a false conclusion.</td>
</tr>
<tr>
<td></td>
<td>- Give your own, original example of a valid argument with a true conclusion.</td>
</tr>
<tr>
<td></td>
<td>- Give your own, original example of a sound argument.</td>
</tr>
<tr>
<td></td>
<td>- Give your own, original example of a persuasive argument based on induction.</td>
</tr>
<tr>
<td>Mon Sep 12</td>
<td>&quot;Fallacy Database&quot; (thinkingBeing.org)</td>
</tr>
<tr>
<td></td>
<td>Blog Prompt:</td>
</tr>
</tbody>
</table>
|            |   - Give your own, original examples for the following ten fallacies, plus two of
your own choice.

1) Begging the Question
2) Ad Hominem
3) Equivocation
4) Slippery Slope
5) Straw Man
6) Tu Quoque
7) Non-sequitur
8) False Dichotomy
9) Argument from ignorance
10) Red Herring

*Hint: These would also be good definitions to add to your portfolio glossary.

**Wed Sep 14**

Benedict, "A Defense of Ethical Relativism"

Blog Prompt:
  - Benedict argues against moral progress. What is her argument? Do you agree with her? Why or why not?

Film Screening: OSAMA

**Mon Sep 19**

Film Screening: OSAMA

**Wed Sep 21**

Stace, “A Critique of Moral Relativism”

Blog Prompt:
  - What is the best objection that Stace raises against moral relativism? Is it a good objection?
  - Can one support both cultural diversity and moral absolutism?
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading assignment</th>
<th>Blog Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Sep 26</td>
<td>Clifford, &quot;The Ethics of Belief&quot;</td>
<td></td>
<td>Do you see any fallacies in Clifford's reasoning? Reconstruct one of his arguments in standard form. Then evaluate that argument for soundness and validity. What practical significance does Clifford's thesis have?</td>
</tr>
<tr>
<td>Wed Sep 28</td>
<td>No classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 3</td>
<td>James, &quot;The Will to Believe&quot;</td>
<td></td>
<td>Do you see any fallacies in James' reasoning? Reconstruct one of his arguments in standard form. Then evaluate the argument in terms of soundness and validity. What practical significance does his thesis have?</td>
</tr>
<tr>
<td>Wed Oct 5</td>
<td>Aesthetics and Ethics</td>
<td>Mill, “Utilitarianism”</td>
<td>What is Mill’s principle of utility? What does he mean by “utility?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How does Mill explain the fact that some people choose lower pleasures over higher pleasures? Do you agree with his assessment?</td>
</tr>
<tr>
<td>Mon Oct 10</td>
<td>Columbus Day</td>
<td></td>
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<tr>
<td>Wed Oct 12</td>
<td>Kant, “The Categorical Imperative”</td>
<td></td>
<td>The Golden Rule says that you should do unto others as you would have them do unto you. What is the difference between the Golden Rule and the categorical imperative? Explain.</td>
</tr>
</tbody>
</table>
Mon Oct 17

Plato, *The Republic: Book X*

Blog Prompt:
- Plato’s concept of "forms" or "ideas" is introduced beginning at paragraph 16. What is the difference between "beds in the world" and "the idea of a bed." Where does "art" fit into his hierarchical scheme of reality?
- Plato criticizes art for being "deceptive." How does art deceive us, according to Plato? Do you agree with this criticism?

Wed Oct 19

Aristotle's *Poetics*

Blog Prompt:
- What kinds of imitation does Aristotle identify in poetry and tragedy? Does Aristotle convey a positive sense of the role of imitation in art? Do you think that his understanding of art in terms of imitation provide a useful way to understand what art is?

Mon Oct 24

Tolstoy, "What is Art"

Blog Prompt:
- Tolstoy uses the test of infectiousness, not only as a descriptive measure for what should count as art, but also as a standard for good art (#28-32). What does he mean by this standard? If you disagree with this proposal, how would you challenge it?

Wed Oct 26

Plato, "The Allegory of the Cave"

Susan Sontag, "In Plato’s Cave"

Blog Prompt:
- Is there a parallel between the status of the prisoners in Plato’s cave and the spectators in a cinema?
- Discuss Sontag’s claim that “photographs alter and enlarge our notions of what is worth looking at and what we have a right to observe.”
- Why does Sontag believe that photography can never yield political and...
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Reading/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Oct 31</td>
<td>Descartes, <em>Meditations on First Philosophy</em> (read I-III)</td>
</tr>
<tr>
<td></td>
<td><strong>Blog Prompt:</strong></td>
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<tr>
<td></td>
<td>- Descartes finally arrives at something he takes to be known with absolute certainty. What is it? How does he claim to know it? Do you think he has proven anything?</td>
</tr>
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<td></td>
<td>- What does Descartes demonstrate with the wax example? How does it fit into his main argument?</td>
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<tr>
<td>Wed Nov 2</td>
<td>Hume, &quot;Of Personal Identity&quot;</td>
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<td></td>
<td><strong>Blog Prompt:</strong></td>
</tr>
<tr>
<td></td>
<td>- Hume believes that the self is an illusion or a fiction. What is his argument? Do you find it convincing? Why or why not?</td>
</tr>
<tr>
<td>Mon Nov 7</td>
<td>Film Screening: <em>Memento</em></td>
</tr>
<tr>
<td></td>
<td><strong>Blog Prompt:</strong></td>
</tr>
<tr>
<td></td>
<td>- Leonard relies upon scribbled notes to connect him to his past. He says that eyewitness testimony is worthless: &quot;Memory can change the shape of a room...&quot; Is he right? Do you think our memories are more reliable than his notes? Hume says identity is just a habit we have. Do you think Hume would see Leonard's condition as any different from our own?</td>
</tr>
<tr>
<td>Wed Nov 9</td>
<td>Film Screening: <em>Memento</em></td>
</tr>
<tr>
<td></td>
<td><strong>Blog Prompt:</strong></td>
</tr>
<tr>
<td></td>
<td>- Do you agree with Leonard’s statement that we all need mirrors to remind us...</td>
</tr>
</tbody>
</table>
who we are? In the movie the mirrors were his notes, the photographs, and tattoos. What has he become by relying upon them? What would you become without your own mirrors?

Mon Nov 14

MacIntyre, “The Storytelling Animal”

Blog Prompt:
  o Choose a passage from the McIntyre reading that describes a particular aspect of persons as the subject of a narrative. Quote the passage, explain it, and tell a specific, personal, life experience that illustrates its significance with respect to identity (your identity).

Wed Nov 16

Charles Mills, “But What Are You Really?”
Alcoff: "Mestizo Identity"

Blog Prompt:
  o What is racial realism, and why is it false? In what sense does Mills believe that race is real? Do you agree? Why or why not?
  o To what extent has your race, culture, or ethnicity affected your sense of self-identity, your life story?

Individual Freedom and Social Justice

Mon Nov 21

Baron D’Hobach, “Of the system of Man’s Free Agency”
David Hume, "The Obviousness of the Truth of Determinism"

Blog Prompt:
  o Holbach asserts that one of the consequences of his argument against free will is that we are not responsible for our actions. What is his argument? Would Hume agree?
  o Would you feel any differently about your life in general—and your actions, thoughts, and feelings, in particular—if determinism were true? Why or why not?

Wed Nov 23

  o Term Paper Proposal Due by Email (no class)
### Mon Nov 28

Stace, “Free Will Determinism, and the Problem of Morals”

**Blog Prompt:**
- What is the relationship between free will and morality according to Stace? *Stace justifies punishment on two grounds. What are they? Do you agree? Explain.*

### Wed Nov 30
- Bring part 1 draft to class for peer review
  - Due to turnitin.com by midnight, Friday Dec. 2

### Mon Dec 5

Frankfurt, "Freedom of the Will and the Concept of a Person"

**Blog Prompt:**
- What does it mean to be a person, according to Frankfurt?
- Explain the order of desires, and how they are related to freedom of will.

### Wed Dec 7

Sartre, "Existentialism is a Humanism"

**Blog Prompt:**
- Explain Sartre’s belief that we are responsible for the creation of morality and for prescribing morality to everyone else. Give your own example that demonstrates this view in addition to Sartre’s own example of marriage.

### Mon Dec 12
- Term paper Part 2 due to turnitin.com by midnight, Monday Dec. 12
  - Peer Review
  - Drop in office hours 1-9.

### Wed Dec 14
- College Reading Day

**FINAL EXAM WEEK**
- Portfolio Reviews
- Final Learning Circle Discussion

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Prepared for UCASC, Dec 7, 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).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kklloran@jjay.cuny.edu.

Date Submitted: September 10, 2012

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):
   
   Name(s): X. Malki
   Email(s): imalki@jjay.cuny.edu
   Phone number(s): x1194


4. Current course description:

   African-Americans and the development of the United States from 1619 to the present. A survey course exploring the African origins of African-Americans and examining slavery, the Abolitionist movement, the Civil War, Reconstruction, segregation, African-American migration from the South, urbanization, the Civil Rights movement, contemporary issues and events, and African-American Cultural expressions, all within the context of American social history.

   a. Number of credits and hours: 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: AFR 123 is being proposed for the John Jay Justice Core I. As such the learning objectives for the course need to conform to those proposed by the Justice core. We are also changing the course title and description.

The new course objectives are:

Prepared for UCASC, Dec 7, 2012
• Describe own relationship to significant issues of justice by reflecting on the history of African Americans in the United States.

• Identify problems and propose solutions through evidence-based inquiry.

• Assess the effectiveness of own role in collaborations with people of diverse backgrounds, with special reference to the African American experience.

• Demonstrate effective planning and reflection to accomplish specific course outcomes.

• Engage with co-curricular activities (field trip, introduction to clubs, etc.) that support academic goals and personal growth.

Rationale for the proposed change(s): Re-statement of learning objectives consistent with Justice Core learning objectives.

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

   a. Revised course description:

   This course provides first-year students with an overview of the ongoing struggle for justice for African Americans from colonial times to the present. By exploring the African origins of African Americans and the legacies of slavery, segregation, black urbanization, and the civil rights movement, the course connects ideas of personal freedom and justice to the lives of students today. While studying these issues, students will also develop key college skills including effective essay writing, critical inquiry, peer collaboration, and academic planning and goal-setting.

   b. Revised course title: AFR 123 Justice, the Individual, and Struggle in the African American Experience (Abbreviated title: African Am & Justice)

   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: This course is required in the current GEN ED and we currently offer 22-24 sections over the academic year.

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: September 1, 2012
John Jay General Education College Option
Course Submission Form

Course Prefix & Number    AFR 123
Course Title              Justice, the Individual and Struggle in the African American Experience
Department or Program     Africana Studies
Discipline                Ethnic Studies / Africana Studies
Credits                   3
Contact Hours             3
Prerequisites             None
Co-requisites             None
Course Description        This course provides first-year students with an overview of the ongoing struggle for justice for African Americans from colonial times to the present. By exploring the African origins of African Americans and the legacies of slavery, segregation, black urbanization, and the civil rights movement, the course connects ideas of personal freedom and justice to the lives of students today. While studying these issues, students will also develop key college skills including effective essay writing, critical inquiry, peer collaboration, and academic planning and goal-setting.
Sample Syllabus           Syllabus must be included with submission, 5 pages max recommended

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□ Justice & the Individual (100-level)

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

By engaging with the African American history of struggle and resistance, students will grapple with significant questions about justice, fairness, and equality. Students will use their own personal experiences as points of reflection and learning in journal-writing

• Describe one’s own relationship to significant issues of justice
on topics such as the Atlantic slave trade, poverty, and personal experiences/observations of fairness and unfairness. Further, they will write a personal reflection on their trip to the African Burial Ground (week 10), and their oral presentations in role playing on the Fugitive Slave Law (week 4) and team debate on Reconstruction (week 9).

| In their Annotated Bibliography project, they will identify a problem relating to justice and the African American experience, conduct research, and evaluate arguments made in the sources they consult. The use of library resources and the familiarization with academic citation styles in this project will also introduce students to evidence-based inquiry and problem solving. | • Identify problems and propose solutions through evidence-based inquiry |
| Students will collaborate with other students of often very different backgrounds in classroom collaborative assignments, including in role playing exercises (week 4) and team debate (week 9) as well as in classroom discussions. Self-assessment will be part of the concluding exercises in the final class. | • Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
| Students will be required to plan their Annotated Bibliography research project by identifying a topic, submitting their topic for approval, and then submitting a list of sources; attending a Library class; and meeting with the course instructor either individually or in small groups during office hours. Mandatory glossaries will help students keep a log of key vocabulary and concepts that they have learned. Students will also use their journals to help keep track of their assignments and progress. | • Demonstrate effective planning and reflection to accomplish specific course outcomes |
| Students will be going on a field trip together with the class to the African Burial Ground. Students will be invited to participate in key college social events, including events held by the African Students Association and the Haitian Students Association, to name but two relevant clubs. Student will be able to draw upon the expertise of a peer mentor who will introduce them to various clubs and other extracurricular venues. | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |

For more information on FYS content of your course, please contact Kate Szur, Director, First Year Experience, Rochelle German, Associate Director, First Year Experience, or Daniel Auld, Director of Student Support Service and Assessment.
AFR 123 – Justice, the Individual, and Struggle in the African American Experience

Professor’s Name: Dr. Malki
Office Location: Department of Africana Studies
New Building, 9th Floor, Room #
Phone: 212-237-8000
E-mail: ***@jjay.cuny.edu

ETH 123, Section #
Mondays/Wednesdays or Tuesdays/Thursdays: Time (Period #)
Room #

Office Hours: Specific time or by appointment

I. Course Description:

This course provides first-year students with an overview of the ongoing struggle for justice for African Americans from colonial times to the present. By exploring the African origins of African Americans and the legacies of slavery, segregation, black urbanization, and the civil rights movement, the course connects ideas of personal freedom and justice to the lives of students today. While studying these issues, students will also develop key college skills including effective essay writing, critical inquiry, peer collaboration, and academic planning and goal-setting.

II. Learning Outcomes: By the end of this course, students will:

- Describe their own relationship to significant issues of justice by reflecting on the history of African Americans in the United States and keeping a journal.
- Identify problems and propose solutions relating to justice through evidence-based inquiry.
- Assess the effectiveness of their own role in collaborations with people of diverse backgrounds, with special reference to the African American experience.
- Demonstrate effective planning and reflection to accomplish specific course outcomes, including through the planning of an annotated bibliography project and writing a reflection on the field trip.
- Engage with co-curricular activities (field trip, library induction, peer review, etc.) that support academic goals and personal growth.

III. Text and Materials:


Please purchase a notebook with lined paper to serve as a journal. Bring this to class each time. Your journal will be the basis for class discussions and will be collected from time to time without notice. Be sure to keep up with journal writing!
### IV. Important Dates: Reading and Assignment Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Activity / Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus &amp; Chapter 1 (pp. 2-29)</td>
<td>Reading: Syllabus; Africa; definitions of justice/injustice</td>
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<td>In-class journal writing: Describe an episode of injustice or unfairness that you</td>
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<td>experienced or witnessed. What about this made you think of it as unjust? How</td>
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<td>might this injustice have been addressed or remedied?</td>
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<tr>
<td>Week 2</td>
<td>Chapters 1 &amp; 2 (pp. 2-57)</td>
<td>Reading: Africa, Atlantic Slave Trade; Black People in Colonial America; focus</td>
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<td>people in the slave trade justified this to themselves? What would you say to</td>
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<td>them to change their minds if you could travel back in time?</td>
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<tr>
<td>Week 3</td>
<td>Chapters 3 &amp; 4 (pp. 58-109)</td>
<td>Reading: Black People in Colonial America; Struggle for Independence; focus on</td>
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<td>the “Poem by Jupiter Hammon, favored slave,” in Chapter 3, and Phillis Wheatley’</td>
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<td>s “On Liberal and Natural Rights” in Chapter 4. Short paper (typed): What does</td>
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<td>Wheatley mean by “natural rights”? Did people like Hammon and Wheatley live</td>
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<td>under special circumstances that allowed them to consider these personal and</td>
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<td>political concepts?</td>
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<td>Week 4</td>
<td>Chapters 5 &amp; 6 (pp. 110-165)</td>
<td>Reading: African Americans in the New Nation; Life in the Cotton Kingdom; focus</td>
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<td>on Absalom’ Jones’s “Petition Before Congress on Behalf of Fugitives Facing</td>
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<td>Reenslavement” in Chapter 5, and Frederick Douglass on the “Readiness of Masters</td>
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<td>to Use the Whip” in Chapter 6. In class role playing: come to class prepared to</td>
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<td>participate in a mock judicial hearing on the return of a fugitive slave captured</td>
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<td>in Boston. You will be assigned a role in advance so that you can prepare.</td>
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<td>Details will be provided.</td>
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<tr>
<td>Week 5</td>
<td>Chapters 7 &amp; 8 (pp. 166-215)</td>
<td>Reading: Free Black People in Antebellum America; Opposition to Slavery, 1800-1833; focus on Maria Stewart’s “On the Condition of Black Workers” in Chapter 7, and William Watkins’s “Opposition to Colonization” in Chapter 8. Journal: What do you see as the difference between hard work and degrading or exploitative work? In-class small group activity based on journal entries.</td>
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<tr>
<td>Week 6</td>
<td>Chapter 9 (pp. 216-239)</td>
<td>Annotated Bibliography Preparation: Citation styles and research preparation; on-line databases (LIBRARY SESSION) Reading: Resistance, 1833-1850; focus on Martin Delany’s description of a “Black Nation.”</td>
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<tr>
<td>Week 7</td>
<td>Chapters 10 &amp; 11 (pp. 240-297)</td>
<td>Reading: Lead-up to Civil War; Civil War; focus on Lewis Douglass’s description of “Fighting at Battery Wagner” and a Black Nurse’s description “On the Horrors of War” in Chapter 11. <strong>Your choice of research question for Annotated Bibliography project due in class.</strong></td>
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<td>Week 8</td>
<td>Chapters 11 &amp; 12 (pp. 266-323)</td>
<td>Reading: Civil War; Reconstruction; focus on Charles Soule’s description of “What Freedom Means” in Chapter 12. Journal: What does “freedom” mean to Soule? What does it mean to you?</td>
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<td>Week 9</td>
<td>Chapters 12 &amp; 13 (pp. 298-347)</td>
<td>Reading: Reconstruction; Failure of Reconstruction; focus on H.K. Roberts’s “Appeal for Help against the Klan” in Chapter 13. Prepare for in-class team debate: Resolved: The Failure of Reconstruction was unavoidable. (You will be assigned to a team.)</td>
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<td>Week 10</td>
<td>Chapters 13 &amp; 14 (pp. 324-379)</td>
<td><strong>Annotated Bibliography DUE IN CLASS</strong> Reading: The Failure of Reconstruction; White Supremacy; focus on the “Majority and Dissenting Opinions on <em>Plessy v. Ferguson</em>” in Chapter 14. Journal: Special long entry—Describe what you saw on our trip to the African Burial Ground. First, explain and describe the Burial Ground itself. What does it look like and what is its historical significance? Next, write a personal response to this trip. What was this trip like for you? What aspects were most meaningful? What does this Burial Ground convey to you about issues of justice, fairness, and/or equality? You may include any other personal or historical reflections that come to mind.</td>
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<td>Week 11</td>
<td>Chapters 15 &amp; 16 (pp. 380-449)</td>
<td>Reading: African Americans Challenge White Supremacy, 1867-1912; African Americans in Early 20th Century; focus on John E. Lewis’s description of “Black Men in the Battle in Cuba” in Chapter 15, and W.E.B. DuBois’s “On Being Black in America” in Chapter 16. Short paper (typed): According to DuBois, what were the most significant aspects of the experience of being Black in early 20th-century America?</td>
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<tr>
<td>Week 12</td>
<td>Chapters 17 &amp; 18 (pp. 450-507)</td>
<td>Reading: African Americans in the 1920s; The Great Depression and The New Deal; focus on Marcus Garvey’s “Appeal for a New African Nation” in Chapter 17 and Ralph Ellison’s “Hoboing in Alabama” in Chapter 18. Journal: It is no secret that African Americans have disproportionately low incomes compared to many other groups. Aside from the obvious fact of not being able to afford costly things, in what ways do you think (or have you observed) that poverty affects people?</td>
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</table>
Week 13 | Chapters 19 & 20 (pp. 508-567) | Reading: The Meaning of Freedom; World War II; focus on Margaret Walker’s description of “Black Culture” in Chapter 19 and William H. Hastie’s resignation from the military in Chapter 20. Essay Assignment: Compare, contrast, and evaluate two African American freedom and/or resistance movements of the first half of the 20th century. How were these movements similar? How did they differ? Which ones (or which aspects of them) do you think were effective and why? (2-3 pages)

Week 14 | Chapters 21 & 22 (pp. 568-641) | Reading: The Freedom Movement; Black Nationalism; focus on the Montgomery Women’s Political Council’s Letter to Mayor W.A. Gayle in Chapter 21, and the Black Panther Party Platform and Shirley Chisholm’s speech to the House of Representatives, both in Chapter 22. Journal: reflect on this course in terms of questions of justice that we have discussed. What topics and ideas have seemed most significant? What has surprised you? Are there issues we failed to raise or that you would like to learn more about?

FINALS WEEK | FINAL EXAM | TBA

V. GRADING

Points per Assignment:
Participation including Attendance and Discussion  15%
Quizzes  15%
Journal  15%
Three Papers  20%
Field trip and special journal entry  5%
Annotated Bibliography  15%
Final Examination (in class)  15%

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

Evaluation Breakdown:

- **Participation:** Participation is 15% of your grade. You need to be in class every session, ready to engage in lecture topics and discussions based on the assigned reading. Your classroom comments will be used to assess your ability to locate, analyze, and integrate information from readings and lectures. Participation in discussions is critical to your participation grade.

- **In-Class Quizzes:** A brief written quiz will take several times throughout the semester, and will be announced beforehand. The quiz will usually take the form of multiple choice questions followed by one short response that must be composed coherently and demonstrate evidence of having done the reading. Questions will be based

Prepared for UCASC, Dec 7, 2012
upon the readings assigned AND LECTURE MATERIAL PRESENTED. There are no make-ups for missed quizzes. If you come late to the quiz, you will not be allowed to finish the remainder of the quiz and will therefore receive only partial credit. In calculating your grade, the lowest quiz scores will be dropped.

- **Field Trip:** As an important co-curricular activity that supports our academic learning, your attendance will be required for a field trip to the African Burial Ground National Monument, which will be discussed in greater detail closer to the time. You will write a long journal entry based on this trip.

- **Annotated Bibliography:** This assignment requires that you choose a research question relating to justice and the African American experience that interests you. You will first submit that question along with a few sentences explaining why you’ve chosen it. You will then compile an annotated bibliography of 5 or more sources relevant to that question. Detailed instructions will be given out in class.

- **Essay Assignments:** Students are encouraged to visit the Writing Center for help before completing any of these essays. Specialists at the Writing Center can help you plan your papers and save you time in the long run. The Writing Center phone number is: 212-237-8569. A receipt proving attendance at the Writing Center will give you 3 extra percentage points on any writing assignment.

- **Final Examination:**

  The final examination may be a combination of identifications (1 sentence answer or phrases), short answer questions (3-5 sentence answers each), and short essay questions (1-2 paragraphs) and longer essay questions (1 page). The test will be administered during the final examination time and date for our class, which will be announced. It will cover all topics and readings assigned and/or discussed during lectures.

VI. Important Information

- **Glossary:** Please keep a glossary of key terms. This will help you build your vocabulary and will give us more precise ways of expressing ourselves in class and in our assignments. Please include words or terms from the lectures, our discussions, and your readings. I will ask you to submit your glossary to be evaluated as part of your final examination grade. Please note that the glossary can be used during the final exam, which is closed book. Therefore, it is to your advantage to build up a big glossary of key terms.

- **Critical Thinking:** Your final grade will reflect the degree to which you do the assigned readings, think critically, and write well. Students will also be rewarded for being good communicators with their fellow students and the professor. Coherent and thorough arguments are welcome. Credit will also be given for consistent attempts to present ideas in class. The key to this course is to learn to think critically about economic, social, and political questions as applied to the history of the African American experience in the United States, and to be able to apply these analytical skills to interrogate contemporary socio-economic issues of individual, local and national significance.

- **Writing Skills:** The class’s writing exercises (including quizzes and the papers) will enable students to work early on doing research, to apply theoretical and conceptual analysis to research questions, and to learn at least one commonly-used citation style. Mastery of these skills is crucial if you are going to do well in later courses.

- **Classroom behavior:** Student participation is required. Students should be respectful of the professor and their classmates by talking when called upon, addressing issues and scholarship, referring to readings and academic arguments to support their statements, and not disrupting classmates or the instructor. The professor encourages
students to think critically and use scholarly analysis in their oral and written assessments. Students should come to class prepared, having read the readings and completed assignments on time. Students should be punctual and responsible, and they are expected to remain engaged throughout the class. **Do not use cell phones during class.** All cell phones must be turned off and put away during quizzes and examinations. Other electronic devices should be switched off, unless the professor makes a specific exception.

- **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 quotation, require the citation of original sources. 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, summaries, and direct quotations are acceptable forms of restatement, as long as the source is cited. Students who are unsure of 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. Plagiarized work will receive a failing grade, and may be referred the college’s Academic Integrity Officer. *(Adapted from the John Jay College of Criminal Justice Undergraduate Bulletin)*

- **Statement Regarding Students with Disabilities:** The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting.
Course Revision Form

Date Submitted: September 14, 2012

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):
   Name(s): C. Jama Adams
   Email(s): cadams@jjay.cuny.edu
   Phone number(s): x 8761

3. Current number, title, and abbreviated title of course: ETH 125: Race and Ethnicity in America (Abbreviated title: Race/Eth Con Amer)

4. Current course description:
Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious and cultural diversity in the United States through an examination of assimilation, discrimination, integration, pluralism, racism, and segregation.

   a. Number of credits and hours: 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: AFR 125 is being proposed for the United States Experience and its Diversity (100-level) core under the new GEN ED Pathways the learning outcomes are being revised as is the course description.

6. Rationale for the proposed change(s):

Re-statement of learning objectives consistent with United States Experience and its Diversity learning objectives

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

   a. Revised course description:

This course examines racial and ethnic issues in American society from the perspective of justice. Among the key concepts that will be discussed are race and ethnicity as social constructions and the causes and effects of constructing individual racial/ethnic identities.
Using demographic information, the course investigates how well various ethnic and racial groups are doing in areas such as income, human rights, education, and employment.

b. Revised course title: N/A

c. Revised learning outcomes:

The new course objectives are:

Through their respective presentations, quizzes, in-class comments and other assignments, students will demonstrate the following:

- An increased awareness of their own often unexamined assumptions about racial and ethnic identity construction, and justice issues.
- A working familiarity with the demographical data related to racial and ethnic groups in the areas such as human rights, criminal justice, and income inequality.
- The ability to understand, using a social constructivist approach how racial/ethnic identities are related to domination and subordination.
- Familiarity with the struggles of ethnic and racial groups for justice.
- Good beginning research and time management skills across all media including interviewing, extraction of data from books; internet-based sources and APA style documentation.
- Good listening and communication skills in areas such as, classroom presentations and written products.
- Consistent and substantive participation in group projects that are classroom based and that are based in the John Jay community.

d. Revised number of credits and hours: N/A

e. Revised number of hours: N/A

f. Revised prerequisites: N/A

8. Enrollment in past semesters: Approximately 33-35 per section

9. Does this change affect any other departments?

   _____ No
   X _____ Yes

   What consultation has taken place? This course has been jointly offered by the Latin American and Latina/o Studies and African Studies departments in the past. This created problems for both students and faculty. Both departments have agreed to offer their own version of this course under their individual course prefixes (AFR, LLS). The courses will be slightly different as currently has been the case.

10. Date of Department or Program Curriculum Committee approval: 12th June 2012

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

Prepared for UCASC, Dec 7, 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>AFR 125</td>
</tr>
<tr>
<td>Course Title</td>
<td>Race and Ethnicity in America</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Africana Studies</td>
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<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
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<tr>
<td>Credits</td>
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<td>Contact Hours</td>
<td>3</td>
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<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>☐ 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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## Catalogue Description

This course examines racial and ethnic issues in American society from the perspective of justice. Among the key concepts that will be discussed are race and ethnicity as social constructions and the causes and effects of constructing individual racial/ethnic identities. Using demographic information, the course investigates how well various ethnic and racial groups are doing in areas such as income, human rights, education, and employment.

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>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>XX US Experience in its Diversity</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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</tbody>
</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.

| Students will use data and readings from popular media, the assigned texts, census data and survey data to understand issues of ethnic and racial identity. Students analyze census data in weeks 7 and 8, examine theory during week 6, and discuss definitions of race and ethnicity from a variety of sources in Weeks 4 and 5. The experiences of many different ethnic/racial groups in the US are examined. In paper 3 students are required to “discuss three ways in which you think differently about your race/ethnicity after taking this course. In addition to using the materials discussed in class and in the assigned readings, please also use poetry, lyrics or art to make your point.” Students also participate in a field trip “to a museum where we will look at works of art that you will have selected and that is reflective of themes we have discussed in class.” | • Gather, interpret, and assess information from a variety of sources and points of view. |

| In their five prep papers and three lengthier papers students will analyze core themes of ethnicity and race. In Week 1 students are asked to ponder: “How is an ethnic group different from other types of groups?” In Week 11 students are asked to analyze the “stop and Frisk” policy.” Prep Paper 5 requires students to “Identify and discuss three factors that influence the type of distributive justice experienced by a dominant ethnic group and by a subordinate ethnic group.” The second part of paper 2 requires students to “do an analysis using core concepts that we have discussed in class and that are also explained in the assigned readings.” | • Evaluate evidence and arguments critically or analytically. |

| There are five prep papers and three lengthier papers assigned to students in addition to a glossary and a group power point presentation. In their essays and classroom comments students will demonstrate an understanding of core concepts and perspectives. Prep Paper 2 for example requires students to “Discuss three features of each of the concepts. Social construction and Distributive Justice. Using APA style, be sure to cite your sources and include a separate reference page.” | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

### Core concepts such as ethnic and racial identity, distributive justice and social construction will be discussed based on readings and perspectives from sociology, philosophy, economics and psychology. Students will keep a glossary. Students will analyze census data and economic studies about the status and conditions of a variety of groups in the U.S. Paper 1 requires students to “Define distributive justice, social construction and reproductive success. Discuss two ways in which two of these concepts are related to each other.”

| • 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. |

| Students will discuss issues such as the plight of Native Americans (Week 10 under historical injustices), and that of U.S. income inequality (Week 11 wealth inequality) from | • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:
In addition, Paper 2 requires students to “interview an older person around how s/he defines him/herself as an ethnic/racial person. You will explore the struggles they have had to deal with as a member of their ethnic group. Then do an analysis using core concepts that we have discussed in class and that are also explained in the assigned readings.”

| **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.** |

Students will discuss and write about the system of distributive justice in the United States and how it influences outcomes from the perspectives of different ethnic and racial groups. Students also will analyze the experiences of a variety of ethnic/racial groups in U.S. education (Week 12), religious institutions (Week 12), the criminal justice system (Week 11), and with working conditions (Weeks 13 and 14). Prep Paper 4 requires students to “Discuss the difference between race and ethnicity. Briefly explain how you define your ethnic identity.” In Week 11 students are asked to “Outline the relationship between stop and frisk and race/ethnicity.”

| **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.** |
AFR 125: RACE AND ETHNICITY RACE IN AMERICA

C. Jama Adams, Ph.D.
Room NB.96.03
Africana Studies Department
Office Hours: 12.30-2pm
or by appointment. I am usually in my office most days of the week. Feel free to drop by/call outside of the times listed above. It might be best to call first.
(212) 237-8761 (office)
cadams@jjay.cuny.edu (email)

Course Description

This course examines racial and ethnic issues in American society from the perspective of justice. Among the key concepts that will be discussed are race and ethnicity as social constructions and the causes and effects of constructing individual racial/ethnic identities. Using demographic information, the course investigates how well various ethnic and racial groups are doing in areas such as income, human rights, education, and employment.

Learning Outcomes

Through their respective presentations, quizzes, in-class comments and other assignments, students will demonstrate the following:

- An increased awareness of their own often unexamined assumptions about racial and ethnic identity construction, and justice issues.
- A working familiarity with the demographical data related to racial and ethnic groups in the areas such as human rights, criminal justice, and income inequality.
- The ability to understand, using a social constructivist approach how racial/ethnic identities are related to domination and subordination.
- Familiarity with the struggles of ethnic and racial groups for justice.
- Good beginning research and time management skills across all media including interviewing, extraction of data from books; internet-based sources and APA style documentation.
- Good listening and communication skills in areas such as, classroom presentations and written products.
- Consistent and substantive participation in group projects that are classroom based and that are based in the John Jay community.

Course Requirements

PREP PAPERS

There are six of these due during the semester. The first three will be due before your first paper so do not fall behind. These papers which are each two pages long will assist you in preparing for the larger papers listed below.

Prep One:
Discuss three practices you should engage in that will promote life of the mind. Discuss the challenges you will face in doing them on a consistent basis.
Prep Two:
Discuss three features of each of the concepts listed below. Using APA style, be sure to cite your sources and include a separate reference page.
The concepts are:
1. Social construction. 2. Distributive Justice

Prep Three
Identify and discuss three features of ethnicity and three features of race.

Prep Four
Discuss the difference between race and ethnicity. Briefly explain how you define your ethnic identity.

Prep Five
Identify and discuss three factors that influence the type of distributive justice experienced by a dominant ethnic group and by a subordinate ethnic group.

PAPERS
There are three papers due for this course. I expect you to meet with me at least twice to go over the draft of each of your papers.

Paper One is due on (The fifth week of the semester)
Define distributive justice, social construction and reproductive success. Discuss two ways in which two of these concepts are related to each other. More guidelines will be given out in class.

Paper Two is due on (the ninth week of the semester)
You will interview an older person around how s/he defines him/herself as an ethnic/racial person. You will explore the struggles they have had to deal with as a member of their ethnic group.
You will then do an analysis using core concepts that we have discussed in class and that are also explained in the assigned readings. This is a six page paper. A lot more guidelines will be given out in class.

Paper Three is due on (the day of the final week of the semester)
In this four page paper discuss three ways in which you think differently about your race/ethnicity. In addition to using the materials discussed in class and in the assigned readings, please also use poetry, lyrics or art to make your point. We will discuss this further in class.

Field Trip
The class will be going with me on a field trip to a museum where we will look at works of art that you will have selected and that is reflective of themes we have discussed in class. Pizza will be provided after the museum visit. If your schedule does not permit you to go with the class you should go on your own. Try to take a friend or classmate with you.

Daily Quiz
You are expected to do the assigned reading prior to coming to class. There will be a daily short quiz that will assess whether you have done the readings. There are no makeup exams for missed quizzes.
Glossary
You need to keep a glossary of all the terms, concepts and definitions that we discuss in class and in the assigned readings. These should be at least 2-3 sentences in length and should be in your own words. Do not go to Wikipedia or some other online source and simply cut and paste their definition. Arrange alphabetically and you should update them weekly. You should always have a dated copy in your portfolio file.

Portfolio
Purchase a basic file. Put in it all your quizzes, papers, glossary and anything else you want me to read. Bring the file to each class. From time to time I will check the contents. At least twice during the semester you should come and see me to go over the material in your portfolio. I will collect them at the end of the semester and I will use the contents in the calculation of your final grade.

Presentations
You will be assigned to a group to work on a Power Point presentation of an American ethnic/racial group. Details will be given out in class.

Extra Credit Assignments
There will be six extra credit assignments given and you can do as many as four. Each is a two page document that requires you to do an analysis of a given issue. Details will be given in class.

FINAL
This will be an in-class oral examination on the day of the final. Students will have viewed, at home, and analyzed the film Real Women Have Curves focusing on themes of ethnicity and justice. More details will be given in class. Secure a copy of the film ASAP and begin to study it. Again, you will do better on this assignment if you work in a small group.

GRADES
- Prep Papers: 20%
- Papers: 40%
- Presentations: 10%
- Classroom discussions: 10%
- Final: 10%
- Extra credit assignments: 10%

Attendance/Lateness
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. Note that 50% of your final grade is based on in-class activities.

Classroom Behavior

Prepared for UCASC, Dec 7, 2012
Students are expected to arrive at class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. I expect all students to participate in classroom discussions. Students are expected to stay awake in class. I expect cell phones and other electronic devices to be switched off during class. I do not expect students to be leaving class to answer their cell phones or to be attending to these devices while in class.

**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 is 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)*

**Assigned Textbooks/Readings**

2. Additional assigned readings are embedded in the syllabus
3. Readings given out in class. (Handout).

**ASSIGNED READINGS**

**Week 1**

Being a college student

READ VERY, VERY CAREFULLY

College advice, from people who have been there awhile.
[http://www.nytimes.com/2009/09/06/opinion/06collegeadvice.html?scp=1&sq=College%20advice,%20from%20people%20who%20have%20been%20there%20awhile&st=cse](http://www.nytimes.com/2009/09/06/opinion/06collegeadvice.html?scp=1&sq=College%20advice,%20from%20people%20who%20have%20been%20there%20awhile&st=cse)

**Week 1: Second class**

Use the questions below to help you understand the assigned readings. After having read the article at least twice and made careful notes you should be able to give a detailed written response to each of the questions

**How do you define a group?**

What makes a group a group? Why do we need groups? How is an ethnic group different from other types of groups? What is the difference between a racial group and an ethnic group?

1. GOTO JJ Library webpage.
   Click on Shortcuts to Popular Databases.
   Click on Gale Virtual Reference Library (G)
In the dialogue box type in Ethnic Groups. You will get a series of entries. Read a few of them. Write a one page paper explaining what you mean by the term ethnicity. If you have difficulty chosing or do not understand something contact me and I will assist you.

2. Read Chapter One: pp. 1-12 (S)


After you have completed the three readings do the following:

Create a Glossary of Terms. Put in it any new concept/word that you read or that I use in class. Explain what it means. Update your glossary every weekend and always have the latest copy with you. From time to time I will ask to see your glossary. I expect you to use these terms in your written work and in your comments in class.

WEEK TWO

PREP PAPER ONE PAPER DUE

TOPIC: FIRST PAPER

1. Discussion of FIRST PAPER.

2. Using APA style: http://library.nymc.edu/informatics/apa.cfm

TOPIC: Defining Social construction.

Read: Handout on BB.

Watch: http://www.youtube.com/watch?v=IeGYZ97RSFc

Be sure to watch it more than once and make careful notes and then describe four features of social construction.

Be sure you understand what terms like correlate, hierarchy and naturalistic mean. I will call on you to define them and you will be ready to show me how smart and well prepared you are.

WEEK THREE

Distributive Justice

GOTO http://www.scu.edu/ethics/practicing/decision/justice.html

Carefully define what you think justice means. Think about some experiences you have had that were just or unjust.

Think about the relationship between ethnicity/race and (in) justice.

WEEK FOUR

PREP PAPER TWO PAPER DUE

TOPIC: DEFINITIONS OF RACE/ETHNICITY: In reading the article below try to understand the different ways in which race can be defined. Is it just origins or are there other factors?

Read: US Census definitions of race: http://quickfacts.census.gov/qfd/meta/long_RHI105210.htm

Read: Defining race. Schaefer pp: 54-63; Read: Ten things everybody should know about race. http://www.pbs.org/race/000_About/002_04-background-01-x.htm

Write: Do a one page paper in which you first define race. Then give two thoughtful comments about how this definition applies to you as an individual. Be sure to use concepts discussed in class and in the readings. Cite at least three sources and create a separate reference page in APA style. Cite and do a reference page for all written assignments.
WEEK FIVE
TOPIC: Defining ethnicity.

FIRST PAPER IS DUE THIS WEEK ON 30th September 2012. SEND VIA EMAIL TO cadams@jjay.cuny.edu. Give paper the file name YOUR LAST NAME 125 FIRST. PAPER MUST BE IN MY INBOX BY 11.59PM.

WEEK SIX
PREP PAPER THREE DUE
TOPIC: Theory
Read: Schaefer, pp. 4-32.

WEEK SEVEN
FIRST PAPER IS DUE THIS WEEK ON __________. SEND VIA EMAIL TO cadams@jjay.cuny.edu. Give paper the file name YOUR LAST NAME 125 FIRST. PAPER MUST BE IN MY INBOX BY 11.59PM.

TOPIC: RACE/ETHNIC DEMOGRAPHICS
What do these groups have in common? How are they different from each other?
Do the numbers suggest any issues around distributive justice?

WEEK EIGHT
TOPIC: RACE/ETHNIC DEMOGRAPHICS (continued)
Be sure to know the following about these groups: What is their total population and where they reside in large numbers. You should also know the major divisions within these groups.

TOPIC: IDENTITY AND RACE/ETHNICITY
WHITENESS
Read: Whiteness: Schaefer, pp. 156-159.

WEEK NINE
PREP PAPER FOUR IS DUE
LATINOS
Read: Hispanic/Latino(a)? http://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-
hispanics-and-their-views-of-identity/  
Read: “For Many Latinos, Racial Identity Is More Culture than Color” 
http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-
color.html?pagewanted=all  
What are some features of being a Latino/a?

BLACKS
Read: Williams, T. (16 March 2012). As Black as We Wish to Be. 
http://www.nytimes.com/2012/03/18/opinion/sunday/as-black-as-we-wish-to-be.html?ref=race  
What are some features of being Black?

WEEK TEN:
SECOND PAPER IS DUE ON THIS WEEK ON ____________________by 11.59pm via email.  
SEND VIA EMAIL TO cadams@jjay.cuny.edu. Give paper the file name YOUR LAST NAME 125 SECOND. PAPER MUST BE IN MY INBOX BY 11.59PM.  
TOPIC: JUSTICE AND FAIRNESS THEMES IN RELATION TO RACE/ETHNICITY  
Historical injustices: Native Americans  
Historical injustices: The Chinese Americans and the building of the transcontinental railroad.  
http://cprr.org/Museum/Chinese_In_America_Chang.html

WEEK ELEVEN:
TOPIC: JUSTICE AND FAIRNESS THEMES IN RELATION TO RACE/ETHNICITY.  
http://ccrjustice.org/stopandfrisk  
Write: Outline the relationship between stop and frisk and race/ethnicity.  
Write: What would you do about this policy and why?

WEEK TWELVE
TOPIC: JUSTICE AND FAIRNESS THEMES IN RELATION TO RACE/ETHNICITY  
Religious freedom: Muslim Americans and religious freedom  
Read: http://www.huffingtonpost.com/2011/10/30/for-us-muslims-work-time-_n_1064761.html  
Education:  

Prepared for UCASC, Dec 7, 2012
Women of color and domestic work:

WEEK THIRTEEN
TOPIC: JUSTICE AND FAIRNESS THEMES IN RELATION TO RACE/ETHNICITY
Work Conditions: Mexican American workers and the struggle for justice.
Read: http://www.pbs.org/kpbs/theborder/history/timeline/17.html
Read: http://www.pbs.org/itvs/fightfields/timeline.html
Income inequality: Italian-Americans.

WEEK FOURTEEN
PREP PAPER FIVE IS DUE
TOPIC: RESISTANCE/STRUGGLE
Read: African-Americans: The Back Panthers:
http://www.marxists.org/history/usa/workers/black-panthers/
Read: Domestic workers of color.

WEEK 15
Final Exam
John Jay College of Criminal Justice

Course Revision Form

Date Submitted: November 5, 2012

1. Name of Department or Program: Communication and Theater Arts

2. Contact information of proposer(s):

   Name(s): Noelia Diaz  
   Email(s): ndiaz@jjay.cuny.edu  
   Phone number(s): 646.557.4752

3. Current number, title, and abbreviated title of course: DRA/LLS/SPA 217 Latina/o Theatre in the USA (Abbreviated title: LATINA/O THEATRE USA)

4. Current course description:

   This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will perform their own works to be showcased at the end of the semester.

   a. Number of credits: 3

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

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

5. Describe the nature of the revision: To expand the content of the course beyond US borders to include Latin American theater as well. In order to incorporate the additional readings the requirement to create and perform a play is no longer required, although attendance to a performance is. The course description, title and prerequisites are also being adjusted.

6. Rationale for the proposed change(s): An expansion of the scope of the course beyond Latino/a theater in the US to include Latin American theater acknowledges the relationship and history of theater making in Hispanic communities both in and outside of the US. Currently Hispanic students represent the largest section of our student body (40% as collected by

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
Director of Institutional Research Ricardo Anzaldua) and the suggested revision exposes students to a wider and richer history of Theater making in the Americas.

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

a. Revised course description: This course is an introduction to theater, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American Theater as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theater, relations to European theatre traditions, experimentation and absurdist theater, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and Latinidad.

b. Revised course title: Theater of the Americas since 1960

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): THEATER AMERICAS 1960-

d. Revised learning outcomes

1. Students will read, analyze and critique the plays assigned. Students will be exposed to the context in which the dramas were created as well as the artistic influences impacting their creation. Students will attend one play and also view excerpt from other works via DVDs.

2. Students will engage in in-depth analysis of the plays and will be responsible for oral presentations and discussions of the secondary sources to the rest of the class. The in class response papers will test the student’s ability to provide a clear, well-reasoned argument that provides evidence for their claims from both their primary and secondary sources.

3. Students will write both low and high stakes writing assignments for the course. Close readings of the plays along with perceptive, critical analyses of the secondary sources provided are required. Students will also present, orally to the class, their research paper at the end of the semester.

4. Students will know the major theater movements, practitioners, and regions important to the development of Latino/a theater in the US (Teatro Campesino, Chicano Theater, Nuyorican Theater, Cuban American Theater). Students will also be exposed to other theaters in Latin America (Mexico, Chile, Argentina) and will analyze the contact, influence, or lack of it, between the Latino/a Theater in the US and other Latin American theaters. Relationships to European Theater traditions, experimentation and absurdist
theater, censorship and self-censorship, revolution, dictatorship, terror and violence, trauma and memory, borders and latinidad will also be addressed.

5. Through analysis of plays and performances students will examine how the Teatro Campesino served as a foundational model of theater making in the US for recently immigrated Mexican communities. Its relationship to other forms of Latino Theater in the US will trace the continuities and divergences among different Latino theaters in the US. The significant influence in the Latin American theater of European traditions, as well as indigenous practices, will also be discussed.

6. Students will understand how theater reflects, comments, participates, and/or critiques the historical momentum in which is created. The impact and relevance of the audience on the plays will also be examined. Particular emphasis will be paid to the importance of the plays as powerful sociopolitical acts of intervention against discrimination, repression, and marginalization of citizens at a given time by their governments.

e. Revised assignments and activities related to revised outcomes

The revised course focuses on the literary creations of Hispanic, Latino communities in and outside the US. The requirement to perform and create a play no longer applies.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: 20

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)
   Yes

Flexible Core:

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

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

The course identifies and applies the fundamental concepts and methods of Theatre in the Americas to articulate how creative expression of a distinct group of Hispanic cultures in the Americas is relevant to the cultural context of global creativity. The course analyzes how theatre arts from the Americas of the past serve as a foundation for those of the present by analyzing the significance of dramas in the context of societies that created them. The course articulates how meaning is created in theatre of the Americas and how that experience is interpreted and conveyed in performance. The course fosters knowledge of the skill sets that theatre artists of the Americas deploy in the creative process.

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

| Every semester | X | Number of sections: 2 |

10. Does this change affect any other departments?  
   _____ No  

Discussions between the CTA, LLS, and SPA chairs Profs. Baumrin, Perez, and Dapia preceded the finalization of the course revision.

11. Date of Department or Program Curriculum Committee approval: November 5, 2012

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

[Signature]
# 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</td>
<td>DRA 217</td>
</tr>
<tr>
<td>Course Title</td>
<td>Theater of The Americas from 1960</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Communication and Theater Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Theater</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 or Sophomore standing or above</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 is an introduction to theater, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American Theater as aesthetic and socio-cultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theater, relations to European theatre traditions, experimentation and absurdist theater, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.</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 revision of current course

## CUNY COMMON CORE Location

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

### Flexible

- X Creative Expression

### C. Creative Expression

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

- Students will read, analyze and critique the plays assigned. Students will be exposed to the context in which the dramas were created as well as the artistic influences impacting their creation. Students will attend one play and also view excerpt from other works via DVDs. For example: On February 7th we will watch archival material on the history of Teatro
- Gather, interpret, and assess information from a variety of sources and points of view.
Students will engage in in-depth analysis of the plays and will be responsible for oral presentations and discussions of the secondary sources to the rest of the class. The in-class response papers will test the student’s ability to provide a clear, well-reasoned argument that provides evidence for their claims from both their primary and secondary sources. For example: On March 1st the students will conduct their second in-class response paper in which they will have to evaluate the meaning and function of Pachuco within Zoot Suit. They will be required to use Valdez’s introduction to the play and refer to the reading by Huerta when answering the question.

Students will write both low and high stakes writing assignments for the course. Close readings of the plays along with perceptive, critical analyses of the secondary sources provided are required. Students will also present, orally to the class, their research paper at the end of the semester. For example: Refer to the following assignments in the syllabus: Scene Analysis and Close reading paper.

Students will know the major theater movements, practitioners, and regions important to the development of Latino/a theater in the US (Teatro Campesino, Chicano Theater, Nuyorican Theater, Cuban American Theater). Students will also be exposed to other theaters in Latin America (Mexico, Chile, Argentina) and will analyze the contact, influence, or lack of it, between the Latino/a Theater in the US and other Latin American theaters. Relationships to European Theater traditions, experimentation and absurdist theater, censorship and self-censorship, revolution, dictatorship, terror and violence, trauma and memory, borders and latinxidad will also be addressed. For example: Refer to the Research Paper assignment in the syllabus.

Through analysis of plays and performances students will examine how the Teatro Campesino served as a foundational model of theater making in the US for recently immigrated Mexican communities. Its relationship to other forms of Latino Theater in the US will trace the continuities and divergences among different Latino theaters in the US. The significant influence in the Latin American theater of European traditions, as well as indigenous practices, will also be discussed. For example: On March 24th the class will discuss the impact, influence and significance of Greek Tragedy when analyzing Antígona Furiosa by Gambaro. We will also discuss Taylor’s essay in relation to Gambaro’s work and Argentine politics.

Students will understand how theater reflects, comments, participates, and/or critiques the historical momentum in which is created. The impact and relevance of the audience on the plays will also be examined. Particular emphasis will be paid to the importance of the plays as powerful sociopolitical acts of intervention against discrimination, repression, and marginalization of citizens at a given time by their governments. For example: On May 3rd A kingdom, a Country or a Wasteland, in the Snow by Lola Arias will be discussed in the context of the massive socio economic crisis in Argentina in 2001.

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.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
Theater of the Americas from 1960. (Writing Intensive)

Course Prerequisite: English 101

COURSE DESCRIPTION

This course is an introduction to theater, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American theater as aesthetic and sociocultural practices. We will discuss how identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theater, relations to European theatre traditions, experimentation and absurdist theater, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.

COURSE LEARNING OUTCOMES

1. Students will read, analyze and critique the plays assigned. Students will be exposed to the context in which the dramas were created as well as the artistic influences impacting their creation. Students will attend one play and also view excerpt from other works via DVDs.

2. Students will engage in in-depth analysis of the plays and will be responsible for oral presentations and discussions of the secondary sources to the rest of the class. The in-class response papers will test the student’s ability to provide a clear, well-reasoned argument that provides evidence for their claims from both their primary and secondary sources.

3. Students will write both low and high stakes writing assignments for the course. Close readings of the plays along with perceptive, critical analyses of the secondary sources provided are required. Students will also present, orally to the class, their research paper at the end of the semester.

4. Students will know the major theater movements, practitioners, and regions important to the development of Latino/a theater in the US (Teatro Campesino, Chicano Theater, Nuyorican Theater, Cuban American Theater). Students will also be exposed to other theaters in Latin America (Mexico, Chile, Argentina) and will analyze the contact, influence, or lack of it, between the Latino/a Theater in the US and other Latin American theaters. Relationships to European Theater traditions, experimentation and absurdist theater, censorship and self-censorship, revolution, dictatorship, terror and violence, trauma and memory, borders and latinidad will also be addressed.

5. Through analysis of plays and performances students will examine how the Teatro Campesino served as a foundational model of theater making in the US for recently immigrated Mexican communities. Its relationship to other forms of Latino Theater in the US will trace the continuities and divergences among different Latino theaters in the US. The significant influence in the Latin American theater of European traditions, as well as indigenous practices, will also be discussed.
6. Students will understand how theater reflects, comments, participates, and/or critiques the historical momentum in which it is created. The impact and relevance of the audience on the plays will also be examined. Particular emphasis will be paid to the importance of the plays as powerful sociopolitical acts of intervention against discrimination, repression, and marginalization of citizens at a given time by their governments.

**Required Text/s:**

*A Short Guide to Writing about Theater.* By Marcia L. Ferguson.

*El Teatro Campesino.*

El Acto. Luis Valdez. *Actos, Bernabe, and Pensamiento Serpentino.* (On Blackboard)

**Chicano Theater**

*Zoot Suit.* By Luis Valdez.

*Straight as a Line.* By Luis Alfaro. (On Blackboard)

**Nuyorican Theater**

*Short Eyes.* By Miguel Pinero.

*La Gringa.* By Carmen Rivera.

**Cuban American Theater**

*Anna in the Tropics.* By Nilo Cruz.

*The Conduct of Life.* By Maria Irene Fornes. (On Blackboard)

**Mexican Theater**

*Between Pancho Villa and a Naked Woman.* By Sabina Berman.

**Argentine Theater**

*Antígona furiosa.* By Griselda Gambaro.

*A Kingdom, a Country or a Wasteland, in the Snow.* By Lola Arias.

**Chilean Theater**

*Finished from the Start.* By Juan Radrigán.

All secondary sources for this course will be made available on blackboard.

**Attendance and Active Class Participation.** I conceive of this class as a collective endeavor, so your attendance and participation are crucial for the success of the course. You will not be able to receive a passing grade in the course if you miss more than four sessions. If you miss three I will deduct ten points from your grade. You must also participate in our interactive timeline, hosted by Dipity, in order to secure full credit for in class participation.

**Four in-Class Response Papers.** These will be interspersed throughout the semester. They will at once test your knowledge of the assigned readings and jump start your thinking about the texts discussion. These assignments will be take place at the beginning of class, and they can not be made up, so make sure you arrive on time. The questions are already in the syllabus so you should think about them before you get to class and start writing.

**Two Formal Essays**

1. A 5 page close reading with a First Draft due on March 22 and the Final Paper due April 3. Here the idea is to select a scene from one the texts we’ve read and analyze it. To “analyze” means to pull apart, to dissect. When you analyze your short passage you will want to look at the word choices, images, use of theater techniques, audience, point of view, and so on. After you have done a close reading, you should be able to make a claim about the scene as whole (that is, your close reading should result in a thesis about the scene)

2. A 7 to 8 page Research Project/Essay with a first Draft due on April 24 and the Final Draft due on May 8. The topic of this project is open if you want, however, it does not to be approved by me so by April 8 you need to give me a proposal for it. You may write a literary critical research paper on one or more texts we have looked at in class. You may write about sociological or psychological aspects associated with one or more texts. For those of you who prefer more guidance I will distribute a hand out with for one of the plays which gives clear instructions on tentative topics and the steps to follow when composing your essay. If nevertheless you prefer more freedom you are welcome to explore any of the other works we have looked into but make sure I approve the topic before you proceed any further. I will provide tentative topics to help you get started if you need a bit of extra guidance for all the works. You can also use as a departing point any of the shorter response papers we have done in class as the beginning of a longer paper.

Prepared for UCASC, Dec 7, 2012
Each student will give a 10 minute presentation of his/her research project to the class on the due date of the paper.
NOTE: Both papers require that you submit a draft. On the draft day you will exchange papers with a partner and fill out a comment sheet. If you do not submit the draft and comment sheet with your final paper, you will lose 10 points.

Two Summaries of Secondary Sources. A separate sheet with guidelines for this assignment will be distributed.
One close analysis of a scene. A separate sheet with guidelines for this assignment will be distributed.

GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>10 points</td>
</tr>
<tr>
<td>Scene Analysis Assignment</td>
<td>5 points</td>
</tr>
<tr>
<td>In-Class Response Papers</td>
<td>20 points</td>
</tr>
<tr>
<td>Close Reading Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Research Project</td>
<td>30 points</td>
</tr>
<tr>
<td>Oral Presentation of the Research Project</td>
<td>5 points</td>
</tr>
<tr>
<td>Summary Assignment</td>
<td>10 points</td>
</tr>
</tbody>
</table>

Class 1. 1/31 Introduction and Overview of Coursework.
Assigned Reading: “An Octopus with Many Legs…” by Alberto Sandoval-Sánchez (José Can You See?)

Class 2. 2/2 Introduction of Scholarship.
“An Octopus with Many Legs…” by Alberto Sandoval-Sánchez (José Can You See?)
“From the Margins to the Mainstream: Latino/a Theater in the U.S.” by Jorge Huerta (Studies in Twentieth and Twenty-First Century Literature 32)

Assigned Reading: Writing about Theater. Pages 1 through 23.

Assigned Reading: Zoot Suit by Luis Valdez.

Assigned Reading: “Professionalizing Teatro: An Overview of Chicano Dramaturgy since Zoot Suit.” (Ollantay Theater Magazine 4/1)

Assigned Homework: Summary of Huerta’s essay.

Assigned Reading: Straight as a Line by Luis Alfaro (Out of the Fringe).
Preparing to write and writing the Essay. 25-59.

Assigned Reading: Introduction to Out of the Fringe by Svich

Assigned Reading: The Analytical Theater Essay. 81-103.

Assigned Reading: Short Eyes by Miguel Piñero (Assigned Homework: Scene analysis assignment due 3/8.

Prepared for UCASC, Dec 7, 2012
Class 11. 3/6. Nuyorican Theater. : Short Eyes by Miguel Piñero
Assigned Homework: Scene analysis assignment due 3/8. Consider a topic for your paper, and be ready to discuss it in class with your peers.

Assigned Reading: La Gringa by Carmen Rivera.

Assigned Reading: "Nostalgia in Cuban Theater across the Shores" by Patricia González (State of Latino Theater).

Assigned Homework: Summary of González’s essay.

Assigned Reading: The Conduct of Life by Maria Irene Fornés. “Introduction” by Rodolfo Cortina (Cuban American Theater).

Assigned Homework: Bring two copies of your draft to class next session.

Class 17. 3/27. Writing Class. Review of Drafts.

Assigned Reading: Anna in the Tropics by Nilo Cruz.

Assigned Reading: Between Pancho Villa and a Naked Woman by Sabina Berman.

Class 20. 4/5 Crossing the Border. Mexican Theater. Between Pancho Villa and a Naked Woman by Sabina Berman.
Assigned Reading: Sharon Magnarelli, "Tea for Two: Performing History and Desire in Sabina Berman's Entre Villa y una mujer desnuda" (Latin American Theatre Review 30.1 [1996]: 55-74) [available online at https://journals.ku.edu/index.php/latr].


Class 22. 4/12. Spring Break.
Assigned Reading: Griselda Gambaro. Antígona furiosa (in Gambaro, in Information for Foreigners).

Class 23. 4/19. Mexican Theater. Between Pancho Villa and a Naked Woman by Sabina Berman.
Assigned Reading: Diana Taylor, "Violent Displays: Griselda Gambaro and Argentina's Drama of Disappearance, in Information for Foreigners.

Assigned Homework: Your first Draft is due next class.

Assigned Reading: A Kingdom, a Country or a Wasteland, in the Snow by Lola Arias.

Class 26. 5/1 Argentine Theater. A Kingdom, a Country or a Wasteland, in the Snow by Lola Arias.
Assigned Reading: Finished from the Start by Juan Radrigán and "Juan Radrigán and the Duty to Tell" (in Memory, Allegory, and Testimony in South American Theater) by Ana Elena Puga.

Class 28. Chilean Theater. *Finished from the Start* by Juan Radrigán.

Final Exam: Presentations of Research Papers.
Course Revision Form

Date Submitted: July 2012

1. Name of Department or Program: Anthropology and Sociology

2. Contact information of proposer(s):
   
   Name(s): Ric Curtis
   Email(s): rcurtis@jjay.cuny.edu
   Phone number(s): 212-237-8962


4. Current course description:

   An overview of drug substances and drug abuse as considered from various approaches, including types and patterns of drug abuse, symptoms, causes, treatment modalities and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug use.

   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 course is being dropped by the Psychology Department. Some course content is being added in the revision and the course learning outcomes are being adjusted for the Individual and society area.

6. Rationale for the proposed change(s): The course is being revised for inclusion in the CUNY Flexible Core.

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

Prepared for UCASC, Dec 7, 2012
a. Revised course description:

This class explores the controversies surrounding the causes and consequences of substance abuse as well as treatment modalities and prevention strategies. The course examines the methods used by social scientists to estimate the numbers of people who defy the law by using controlled substances; whether drug use is growing or diminishing; the impact of drug-taking on individuals and groups; and the effects of drug use on health problems and crime rates. A wide variety of works, including ethnographic, sociological and clinical studies, first-hand accounts by drug users, anti-drug polemics, reports from criminal justice sources engaged in the “War on Drugs,” and media accounts will encourage critical thinking about this entrenched individual and social problem.

b. Revised course title: ANT/SOC 110 Drug Use and Abuse

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

d. Revised learning outcomes:

1. Identify and apply the fundamental concepts and methods of social science, especially anthropology and sociology, to explore the relationship between the individual and society, beginning with, but not limited to the concepts of “deviance and normalcy,” “stigmatization” and “subculture,” and how they contribute to an analysis of the role of drugs in society.
2. Gather, interpret, and assess information about drugs from a variety of sources and points of view, including but not limited to participant observation, ethnography, surveying, and interviewing.
3. Articulate and assess ethical views and their underlying premises in the study of drugs for both individuals and society.
4. Evaluate evidence and arguments critically or analytically, and develop the ability to differentiate between empirical evidence and belief with regard to drug use and abuse.
5. Produce well-reasoned written or oral arguments using evidence to support conclusions.
6. Articulate ethical uses of data and other information resources to respond to problems and questions regarding drug use and abuse as they relate to individuals and society.

d. Revised assignments and activities related to revised outcomes: Please see attached syllabus

e. Revised number of credits: No change

f. Revised number of hours: No change

g. Revised prerequisites: N/A

8. Enrollment in past semesters:

Prepared for UCASC, Dec 7, 2012
Up to 20+ sections are offered every semester with an average enrollment of 30+ students per section.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?

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

**Flexible Core:**

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

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

Drug use is both an individual and a societal problem, with profound economic, political, criminal-justice, and public-health repercussions. The drug-taking practices of individuals are affected by societal attitudes and policies, which are shaped, in turn, by the patterns of individual behavior.

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

| Every semester _X__ | Number of sections: ___20+__ |
| Fall semesters only ____ | Number of sections: _____ |
| Spring semesters only ____ | Number of sections: _____ |

10. Does this change affect any other departments?

   _____ No _______ __x____ Yes (if so what consultation has taken place)?

The Sociology Department was consulted and made some suggested changes to the proposal. The Psychology Department decided to end their cross-listing of the course as it is no longer in their major.

11. Date of Department or Program Curriculum Committee approval:  August 27, 2012

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

   Ric Curtis, Department Chair, Anthropology Dept.
# 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-CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number</strong></td>
<td>ANT / SOC 110</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Drug Use and Abuse</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Anthropology and Sociology</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Anthropology and Sociology</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Pre-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Catalogue Description**

This class explores the controversies surrounding the causes and consequences of substance abuse as well as treatment modalities and prevention strategies. The course examines the methods used by social scientists to estimate the numbers of people who defy the law by using controlled substances; whether drug use is growing or diminishing; the impact of drug-taking on individuals and groups; and the effects of drug use on health problems and crime rates. A wide variety of works, including ethnographic, sociological and clinical studies, first-hand accounts by drug users, anti-drug polemics, reports from criminal justice sources engaged in the “War on Drugs,” and media accounts will encourage critical thinking about this entrenched individual and social problem.

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

N/A

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

---

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

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

---

**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>

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Prepared for UCASC, Dec 7, 2012
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.

<table>
<thead>
<tr>
<th><strong>Learning Outcomes</strong></th>
<th><strong>Course Assignments and Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In 10 short papers as well as a final research project, students will gather, interpret, and assess information about drugs from a variety of sources and points of view, including but not limited to participant observation, ethnography, surveying, and interviewing.</td>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>In 10 short papers summarizing and evaluating assigned readings, students will assess evidence and arguments critically and analytically, thus developing the ability to differentiate between empirical evidence and belief with regard to drug use and abuse.</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>In oral discussions as well as in assigned short essays and the final research project, students will 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>
</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><strong>Learning Outcomes</strong></th>
<th><strong>Course Assignments and Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In oral and written work, students will identify and apply the fundamental concepts and methods of social science, especially anthropology and sociology, to explore the relationship between the individual and society, beginning with, but not limited to the concepts of “deviance and normalcy,” “stigmatization” and “subculture,” and how they contribute to an analysis of the role of drugs in society. In week 12, for example, they will read about and write a short paper on methods used by social scientists for collecting data on drug use.</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>In oral and written work, students will articulate and assess ethical views and their underlying premises in the study of drugs for both individuals and society. In week 4, for example, they will write a short paper assessing arguments about the morality of marijuana use. In week 9 they will write a short paper on drugs and ethical research.</td>
<td>Examine how an individual's place in society affects experiences, values, or choices.</td>
</tr>
<tr>
<td>In oral and written work students will articulate ethical uses of data and other information resources to respond to problems and questions regarding drug use and abuse as they relate to individuals and society. In week 6, for example, they will discuss and write about the ethics of interviewing as a means of collecting data for academic and/or policy use.</td>
<td>Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
</tr>
<tr>
<td>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</td>
<td></td>
</tr>
</tbody>
</table>
Course Information:
Prof. Ric Curtis, Department of Anthropology
rcurtis@jjay.cuny.edu, (212) 237- 8962
Rm. 9.63.22
Office hours: M-F, 7am-7pm, or by appointment

Course description:
This class explores the controversies surrounding the causes and consequences of substance abuse as well as treatment modalities and prevention strategies. The course examines the methods used by social scientists to estimate the numbers of people who defy the law by using controlled substances; whether drug use is growing or diminishing; the impact of drug-taking on individuals and groups; and the effects of drug use on health problems and crime rates. A wide variety of works, including ethnographic, sociological and clinical studies, first-hand accounts by drug users, anti-drug polemics, reports from criminal justice sources engaged in the “War on Drugs,” and media accounts will encourage critical thinking about this entrenched individual and social problem.

Course Learning Outcomes:
In this course, students will:

- Identify and apply the fundamental concepts and methods of social science, especially anthropology and sociology, to explore the relationship between the individual and society, beginning with, but not limited to the concepts of “deviance and normalcy,” “stigmatization” and “subculture,” and how they contribute to an analysis of the role of drugs in society.
- Gather, interpret, and assess information about drugs from a variety of sources and points of view, including but not limited to participant observation, ethnography, surveying, and interviewing.
- Articulate and assess ethical views and their underlying premises in the study of drugs for both individuals and society.
- Evaluate evidence and arguments critically or analytically, and develop the ability to differentiate between empirical evidence and belief with regard to drug use and abuse.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Articulate ethical uses of data and other information resources to respond to problems and questions regarding drug use and abuse as they relate to individuals and society.

Reading and writing assignments: This class will provide you with an overview of the field of drug use and abuse from a perspective informed by the social sciences, especially those from anthropology and sociology. The readings that are assigned for the class come from a wide
variety of disciplines and are intended to stimulate your thinking and to develop critical insights around the topic of drugs as they relate to individuals and societies.

You will write short responses of 500 words to an assigned reading each week. The written assignments will summarize the author(s)’ main arguments or points, outline the evidence that they present in support of their positions, and draw conclusions based on your reading of the articles. You will be graded on how well you are able to summarize each article using a limited number of words. All of the assigned readings are available on electronic reserve in the John Jay Library. The password is “Curtis”.

There is also a research component for the class that will require you to gather original data and write it up into a final report. The project is described at the end of the syllabus.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Short Papers (of 500 words)</td>
<td>50%</td>
</tr>
<tr>
<td>Research Paper (2,500 words)</td>
<td>40%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Attendance: Students are expected to attend class and show up on time. Absences and chronic lateness will have a negative impact on your grade.

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

Definitions of Grades:
As established by the College Council, Undergraduate grades are defined as follow:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A–</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B–</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C–</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D–</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F*</td>
<td>Below 60.0</td>
</tr>
<tr>
<td>Completion of course</td>
<td>P** Pass</td>
</tr>
</tbody>
</table>

Completion of course is defined as the submission of a final research paper that meets the requirements outlined in the syllabus. Students who do not complete the course will receive a grade of F* or less.

Prepared for UCASC, Dec 7, 2012
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Why people take drugs What Drugs do to you</td>
<td>Weil, “Why people take drugs” (chapter from <em>The Natural Mind</em>) Gahlinger, “Quickest route to the brain” (excerpt from <em>Illegal Drugs</em>) <strong>Paper 1 due</strong> (select one of the above for review) <strong>CITI Certificate due:</strong> (see research paper instructions)</td>
</tr>
<tr>
<td>3</td>
<td>Drug control Alcohol</td>
<td>Gahlinger, “A century of increasing drug control” (excerpt from <em>Illegal Drugs</em>) Barr, “Drink” (excerpts) <strong>Paper 2 due</strong> (select one of the above for review)</td>
</tr>
<tr>
<td>4</td>
<td>Marijuana</td>
<td>Anslinger, “Marihuana: Assassin of youth” Schultes, “Nectar of the gods” (chapter from <em>Plants of the Gods</em>) <strong>Paper 3 due</strong> (select one of the above for review)</td>
</tr>
<tr>
<td>5</td>
<td>Marijuana Cocaine</td>
<td>Sifaneck, et al., “Retail marijuana purchases in designer and commercial markets” Freud, “Über coca” (excerpts) <strong>Paper 4 due</strong> (select one of the above for review)</td>
</tr>
<tr>
<td>6</td>
<td>Hard Drugs in NYC Crack in America</td>
<td>Curtis, “Crack, cocaine and heroin” Agar, “The story of crack” <strong>Paper 5 due</strong> (select one of the above for review)</td>
</tr>
<tr>
<td>Conducting Surveys in Neighborhoods</td>
<td>Submit description of neighborhood observations</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7 The ethnography of drugs</td>
<td>Ethnographic film shown in class: The shooting gallery</td>
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<tr>
<td>Autobiography of drug use</td>
<td>Burroughs, “Junky” (excerpts)</td>
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<tr>
<td>8 Heroin</td>
<td>Preble &amp; Casey, “Taking care of business”</td>
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<td>Wendel &amp; Curtis, “The heraldry of heroin”</td>
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<tr>
<td>9 Drugs and Ethical Research</td>
<td>Leary, “Trip 15: Your faith will perform miracles” (chapter from <em>High Priest</em>)</td>
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<td>Hallucinogens</td>
<td>Doblin, “Pahnke’s ‘Good Friday Experiment’”</td>
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<td>(<a href="http://druglibrary.org/schaffer/lsd/doblin.htm">http://druglibrary.org/schaffer/lsd/doblin.htm</a>)</td>
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<td>10 Youth and Drugs</td>
<td>Rosenbaum, “Safety first”</td>
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<td></td>
<td>Friedman, “Sex, drugs, and infections among youth”</td>
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<td><strong>Paper 6 due</strong> (select one of the above for review)</td>
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<td>11 Class and drugs</td>
<td>P. &amp; M. Silcote, “Ecstasy at the Saint Disco” (excerpt from <em>Book of E</em>)</td>
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<td>Wendel, “Zero tolerance”</td>
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<td><strong>Paper 9 due</strong> (select one of the above for review)</td>
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<tr>
<td>12 Methods of Data Collection with Drug Users</td>
<td>Goldstein: “Self-Reports of HIV Risk Behavior by Injecting Drug Users”</td>
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<tr>
<td>Women and Drugs</td>
<td>Maher and Daly, “Women in the street-level drug economy”</td>
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<td></td>
<td><strong>Paper 10 due</strong> (select one of the above for review)</td>
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<tr>
<td>13 Drug Policy</td>
<td>Office of National Drug Control Policy (online)</td>
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<td>Drug Policy Alliance (online)</td>
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<tr>
<td>14 Presentation of findings from Student Research</td>
<td>Oral and Written presentation of findings from research projects</td>
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<td></td>
<td><strong>Research Paper due</strong></td>
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<tr>
<td>Final Presentation of findings from Student Research</td>
<td>Oral and Written presentation of findings from research projects</td>
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</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
Instructions for completing the research paper:

This assignment requires you to collect three kinds of original data: 1) quantitative, 2) qualitative, and 3) observational data to write a paper of about 2,500 words called “drugs in my neighborhood.”

The primary purpose of this assignment is to introduce you to the methods, techniques and tools that social scientists use by giving you first-hand experience in conducting your own research project, and as part of a team.

Since all of the students in this class (and others) will write the same paper, this will give us the opportunity to compare and contrast findings from the various neighborhoods and thereby engage in a “comparative analysis” of the data that all of you will collect. We will talk more about this in class.

Below, the tasks that you have to complete are described in more detail:

Preparing for Data Collection:

Two of the tasks that you will complete for this class involve interviewing people in your neighborhood, and because of that, we need to be careful that their privacy is protected. A standard feature of all research that is done at colleges and universities across the country, including John Jay, is to train researchers to protect the people that participate in their research. To ensure that the people who participate in your study are protected, as well as you and the College, all students and faculty must complete an on-line course – the CITI program – that teaches us about protecting “human subjects.” You can access this web page by going to:

http://www.citiprogram.org/default.asp?language=english

You must complete this online course and submit the CITI certification of completion by the end of week 2.

Collecting Observational Data (write-up due by end of week 6):

Since this is a paper about your neighborhood, your own observations of local conditions and your observations about the people that you interviewed for the research are important sources of data that will help readers better understand the quantitative and qualitative data that you collect. Your own observations should be used to write a description of your neighborhood that will help the reader understand the attitudes, orientations and opinions expressed by the people that you interview for the study. But the paper cannot be primarily based upon your observational data, and the paper cannot be autobiographical in nature, these data are primarily intended to supplement and contextualize the other two types of data.

Collecting the Qualitative Data (write-ups due by end of week 8):

To collect qualitative data, you must interview at least 3 people who live or work in your neighborhood who are willing to express their opinions about drugs. You may interview just about anyone in the neighborhood about this topic, including next-door neighbors, family members, postal workers, grocery store clerks, the gossipy old lady who looks out her window all day, your local beat cop, school crossing guards, local officials, and so on. The paper is not intended to solicit the opinions of drug dealers or drug users, but rather, people in your neighborhood that have an opinion
about drugs that they are willing to share with you. Your task, then, is to collect information from them and present their point of view, accompanied by your analysis. (Note: while you are free to interview anyone from your neighborhood, writing up findings from the qualitative interviews is often easier when the people that you have interviewed do not share the same opinions about drugs).

In writing about the people that you interviewed for your paper, you must use pseudonyms, that is, you may not use people's real names or describe them in such a way that anyone who reads your paper will be able to identify them. Of course, there are exceptions. For example, if you interview the captain of your local police precinct, it would be virtually impossible to disguise his or her identity. As such, you may use the real names of some public figures or officials, but otherwise use a fake name.

**Collecting the Quantitative Data (must be completed by end of week 10):**

The quantitative data that you will collect will come from a short, anonymous survey of about 25 questions that you will administer to at least 10 people in your neighborhood. You may select ANY 10 people that live in your neighborhood, but they must be adults, that is, 18 or above. Since these surveys are anonymous, you will not collect any information that would allow someone else to identify these people by looking at their answers, like their names, phone numbers or addresses.

We have composed the survey that you will use and we will go over it in class, and we will practice the procedures for administering it to people in your neighborhood. The survey can be completed online or you can fill it out by hand and enter the answers into our database at a later time.

Because you will administer the survey to such a small number of people in your neighborhood, it would be unwise to draw conclusions based on the statistics that so few responses might produce. But by adding your completed surveys with those completed by other students in this class and other classes, the number of surveys will be much larger and it may enable us to produce findings that would not otherwise be possible.

**Data Analysis and Write Up:**

The 2,500-word final paper that you write will include all three types of data that you collected for the project, and it will compare and contrast the responses that you got from questions on the survey with responses that you got from your in-depth interviews, weighed against your own observations and experiences in the neighborhood.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted: August 26, 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


4. Current course description:

   This course seeks to analyze the sociological, economic, and political experience of Puerto Ricans in the United States. Its emphasis is the study of legislation, policies and practice with regard to the Puerto Rican immigration/migration. Areas of re-search and examination are education, welfare, housing, employment, church, 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

5. Describe the nature of the revision: Change of course title, course description and Learning Outcomes

6. Rationale for the proposed change(s):
The change in course title and description better reflects the heterogeneity of the Latina/o population in the United States and the nature of the course. It broadens the perspective the course to provide students with a more national perspective of the Latina/o population in the U.S. and the Latinization of U.S. cities. Changes in learning outcomes reflect the approved CUNY learning outcomes.

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

Revised course description:

This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.

b. Revised course title: Latina/os and the City

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Latina/os & the City

d. Revised learning outcomes

- Gather, interpret, and assess information from a variety of sources and points of view to discuss Latina/os in U.S. cities.
- Evaluate evidence and arguments about Latina/os and urban living critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of Sociology and Anthropology exploring the U.S. experience in its diversity, specifically, how Latinidad has emerged and is experienced in particular geopolitical areas.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States and cities with Latina/o populations
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society, such as social and public institutions: the educational system, the government, the legal system, 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

Quizzes: 15%
You will be given three quizzes during the semester focusing on the relationships between Latina/os and trends in education, the criminal justice system, and poverty. The quizzes will be announced before hand.

Response Papers: 15%
You will be assigned three brief (2-3 pages) response papers throughout the semester. In these papers, you must discuss the readings assigned and provide your own response to the articles read. If there are two articles, you must tie the two articles together and identify a problem(s) and/or pose an issue that would be a good starting point for the class discussion. Lastly, you must provide two questions you would ask the authors if you could about/clarifying the articles and/or the issue. Response papers should be typed,
double-spaced and include a word count. Please post your response paper to the Blackboard Discussion Board by no later than Monday, 12am the evening before Tuesday’s class or Wednesday, 12 am, the evening before Thursday’s class. Please also print out a copy of your response paper to class to refer to. If you do not post before class and it is your assigned reading(s), do not skip class! You will be penalized for your absence AND not posting your paper.

**Policy Brief: 20%**

You will identify one issue affecting the neighborhood you have selected for your final project and write a policy brief discussing the issue and possible solutions. Your policy brief must provide a background of the issue in the neighborhood; identify the actors involved in the issue, and possible solutions. It must be 3-5 pg., typed and double spaced.

**Final Project: Ethnography of New York City Neighborhood: 40%**

Students will select a NYC neighborhood [Spanish Harlem, Washington Heights, Corona, Sunset Park or South Bronx] on/in which to conduct both library and original research related to their “Latinization.” In addition to conducting library research based on previous research/written texts, students will attend ONE public meeting AND also spend no less than five hours in the neighborhood conducting observations. You must keep a journal with notes on the public meeting as well as ethnographic notes on your observations to turn in for grading. Lastly, you must take seven pictures of activities or sites reflecting the Latinization of the neighborhood to include in your final paper and tour paper. Incorporating both primary and secondary data, students will write a 6-8 pg paper on the Latinization of the neighborhood in question, and a 2 page, numbered, walking tour of their neighborhood featuring no less than the seven sites that represent the Latinization of the neighborhood. These numbered points will be presented in class, during the final exam period. Further guidelines will be distributed in class.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: Fall 2011: 10, Fall 2010: 16

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)

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

**Flexible Core:**

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

9b. Please explain why and how this course fits into the selected area:

This course examines the origins of racial/ethnic diversity within the Latina/o population that exists across various metropolises in the United States as well as current trends in immigration, settlement and integration in these cities. The course will place particular emphasis on the current growing diversity of U.S. cities due to Latina/o immigration and settlement and as well as opportunities and challenges to successful integration.
9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester _______  Number of sections: _______
   Fall semesters only _____X____  Number of sections: ___1__
   Spring semesters only ______   Number of sections: ______

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: August 24, 2012

12. Name of Department Chair(s) approving this revision proposal:

   Lisandro Pérez

   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. 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>
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<tbody>
<tr>
<td>Course Number</td>
<td>LLS 241</td>
</tr>
<tr>
<td>Course Title</td>
<td>Latina/os and the City</td>
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<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
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<tr>
<td>Discipline</td>
<td>Latina/o (Puerto Rican) Studies</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
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<tr>
<td>Catalogue Description</td>
<td>This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.</td>
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<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
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</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.)

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.

B. U.S. Experience in its Diversity

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

Students will write a 6-8 pg. paper focusing on the Latinization of particular NYC neighborhoods. Of the 6-8 pg., four must use secondary sources to produce a history of the neighborhood and its Latinization.

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

Prepared for UCASC, Dec 7, 2012
### Students must write three brief response papers throughout the semester. These papers must evaluate assigned readings and critically analyze their arguments in relation to previous readings/concepts.
- Evaluate evidence and arguments critically or analytically.

### Students must identify policy issues and provide (1pg.) policy recommendations based on the findings of their ethnographic study of an NYC neighborhood and secondary sources. To do so, students will attend no less than one public meeting and spend five hours conducting observation in their selected neighborhood.
- 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:

### Students must conduct an ethnography of a NYC neighborhood whose majority population is Latina/o. Drawing from Anthropology and Sociology, students will use primary data gathered by using ethnographic methods to produce a 6-8 pg. paper, 4 pg. of which must include ethnographic notes and analysis.
- 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.

As part of the historical analysis in their final papers, students will discuss the immigration patterns that have led to the Latinization of particular NYC neighborhoods in their final paper.
- 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.

Through in-class quizzes, students will demonstrate knowledge about particular public institutions and how they influence Latina/os in different U.S. cities, including the educational system, the government, the legal system, etc.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

### Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

### Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

### Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

### Demonstrate knowledge of the skills involved in the creative process.

### Use appropriate technologies to conduct research and to communicate.
John Jay College of Criminal Justice  
City University of New York  

LLS 241-01  
Latina/os and the City  

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 seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.  

Prerequisites: ENG 101  

Required Course Texts:  


Other required readings will be placed on E-Reserve according to the week they are assigned. I will designate the readings in the syllabus by <T> Text, <R>Reserved Reading, <H> Handout, or <O> Available On-line. Students are responsible for all readings, not only those found in the texts. Please find the texts in the JJay bookstore or online through Amazon or Barnes and Noble.  

Learning Objectives  

- Gather, interpret, and assess information from a variety of sources and points of view to discuss Latina/os in U.S. cities.  
- Evaluate evidence and arguments about Latina/os and urban living critically or analytically.  
- Produce well-reasoned written or oral arguments using evidence to support conclusions.  
- Identify and apply the fundamental concepts and methods of Latina/o Studies exploring the U.S. experience in its diversity, specifically, how Latinidad has emerged and is experienced in particular geopolitical areas.  

Prepared for UCASC, Dec 7, 2012
• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States and cities with Latina/o populations
• Analyze and discuss common institutions or patterns of life in contemporary U.S. society, such as social and public institutions: the educational system, the government, the legal system, and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Course Requirements, Grades, Assignments and Guidelines

Office Hours: By the end of the first month of classes, you must have scheduled and completed one office visit. My office hours are on Tuesdays and Thursdays, 4:15 to 5:30 pm, and by appointment. Aside from this visit, 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!

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 3 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 the class Blackboard website; communicate 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.
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. ALL students must visit the Writing Center in NB Room 1.68, at least once during the completion of your final paper (during creation of outline, annotated bibliography and/or draft completions) and provide me with proof of visit. Their website is http://web.jjay.cuny.edu/~writing/homepage.htm.

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.

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, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in NB L. 66.00, (212) 237-8031. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

Grading:

Attendance, Classroom Participation: 10%
Your participation grade will be based on your attendance and verbal participation in class, as well as leading one discussion based on your response paper. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

Quizzes: 15%
You will be given three quizzes during the semester focusing on the relationships between Latina/os and trends in education, the criminal justice system, and poverty. The quizzes will be announced before hand.
Response Papers: 15%
You will be assigned three brief (2-3 pages) response papers throughout the semester. In these papers, you must discuss the readings assigned and provide your own response to the articles read. If there are two articles, you must tie the two articles together and identify a problem(s) and/or pose an issue that would be a good starting point for the class discussion. Lastly, you must provide two questions you would ask the authors if you could about/clarifying the articles and/or the issue. Response papers should be typed, double-spaced and include a word count. Please post your response paper to the Blackboard Discussion Board by no later than Monday, 12am the evening before Tuesday’s class or Wednesday, 12 am, the evening before Thursday’s class. Please also print out a copy of your response paper to class to refer to. **If you do not post before class and it is your assigned reading(s), do not skip class! You will be penalized for your absence AND not posting your paper.**

Policy Brief: 20%
You will identify one issue affecting the neighborhood you have selected for your final project and write a policy brief discussing the issue and possible solutions. Your policy brief must provide a background of the issue in the neighborhood; identify the actors involved in the issue, and possible solutions. It must be 3-5 pg., typed and double spaced.

Final Project: Ethnography of New York City Neighborhood: 40%
Students will select a NYC neighborhood [Spanish Harlem, Washington Heights, Corona, Sunset Park or South Bronx] on/in which to conduct both library and original research related to their “Latinization.” In addition to conducting library research based on previous research/written texts, students will attend ONE public meeting AND also spend no less than five hours in the neighborhood conducting observations. You must keep a journal with notes on the public meeting as well as ethnographic notes on your observations to turn in for grading. Lastly, you must take seven pictures of activities or sites reflecting the Latinization of the neighborhood to include in your final paper and tour paper. Incorporating both primary and secondary data, students will write a 6-8 pg paper on the Latinization of the neighborhood in question, and a 2 page, numbered, walking tour of their neighborhood featuring no less than the seven sites that represent the Latinization of the neighborhood. These numbered points will be presented in class, during the final exam period. Further guidelines will be distributed in class.

Grading Breakdown:

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<thead>
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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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</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

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, Framing the course</td>
<td>&lt;R&gt; Park and Burgess, Excerpt, Chapter 1: The City: Suggestions for the Investigation of Human Behavior in the Urban Environment, pg. 1-12, 23-33 &lt;R&gt;LaGuerre, “The Spatial Order of Things”, pg. 7-18 &lt;O&gt; Multicultural Use of Space: <a href="http://www.pps.org/archive/multicultural_places/">http://www.pps.org/archive/multicultural_places/</a></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>From Industrial to Post Industrial to Global: Changes in Metropolis</td>
<td>&lt;T&gt; Davis, Intro, Chapters 1, 2 and 14, In Magical Urbanism: Latinos Reinvent the U.S. Big City, pg. xi-24, 137-142 &lt;T&gt; Beyond El Barrio, Introduction, pg. 1-6 &lt;R&gt; Herzog, Globalization of the Barrio, In Hispanic Spaces, Latino Places, pg. 103-124</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Case of New York City</td>
<td>&lt;R&gt; The Young Lords Reader, The Origins and History, pg. 27-56 &lt;R&gt; Rivera, Preface, Chapter 2: Enter the New York Ricans, in New York Ricans From the Hip Hop Zone, pg. 21-48 Film Clip: Pedro Pietri; Piri Thomas;</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The Case of New York City</td>
<td>&lt;R&gt; Smith, Chapter 2, Mexican Immigrants in New York: Contexts for Transnational Life, in Mexican New York, pg. 18-52 Film Clip: Seen But Not Heard Film: Whose Barrio?</td>
<td>First Set of Ethnography Notes Due</td>
</tr>
<tr>
<td>8</td>
<td>The Case of New York</td>
<td>&lt;T&gt; Beyond El Barrio, Translocal Barrio Politics, pg. 253-272 &lt;T&gt; Beyond El Barrio, Becoming Suspect, pg. 81-102 &lt;T&gt; Introduction, Hispanics en Queens, pg. 1-23</td>
<td>Annotated Bibliography Due</td>
</tr>
</tbody>
</table>
| 10 | The Case of Miami | <R> Sassen and Portes, Miami: A New Global City?, pg. 471-477  
<R> Nijman, Globalization to a Latin Beat: The Miami Growth Machine, pg. 164-177  
<O> Latinos Become Largest Racial Group, February 2010  
<R> Portes and Stepick, Introduction in City on the Edge, xi-xiv  
<R> Excerpt, The Legacy of Exile, pg. 45-84 | Ethnography Notes #1 Due  
Quiz #2 |
<table>
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<tbody>
<tr>
<td>11</td>
<td>The Case of Miami</td>
<td>&lt;R&gt; Grenier and Castro, Chapter 5: Blacks and Cubans in Miami: The Negative Consequence of the Cuban Enclave on Ethnic Relations, In Governing American Cities, pg. 137-157</td>
<td>Ethnography Notes #2 Due</td>
</tr>
</tbody>
</table>
| 12 | The Case of Chicago | <R> Padilla, The Quest for Community: Puerto Ricans in Chicago, in In the Barrios, pg. 129-148  
<T> Beyond El Barrio, Fernandez, From the Near West Side, pg. 233-252 | Ethnography Notes #3 Due; Quiz #3 |
| 13 | The Cases of San Francisco and Houston | <T> Beyond El Barrio, Gay Latino Histories, pg. 103-128  
<T> Beyond El Barrio, The Mission in Nicaragua, pg. 211-232  
Film: The Death of Jose Campos Torres | Response Paper #3 completed |
| 14 | Border Cities | <T> Davis, Chapter 3: La Frontera’s Siamese Twins, in Magical Urbanism, pg. 25-38  
<R> Rodriguez and Hagan, Transborder Community Relations, pg. 88-116  
<R> Crime and the U.S. Mexico Border, pg. 1-25  
Film Clips: Senorita Extraviada | First Draft of Paper Due! |

**FINAL EXAM DATE:**  
XXXX  
XXXpm  
Room: XXX

In class, you will present your 6-8 minute walking tour of your neighborhood and hand in your final paper and images.
Course Revision Form

Date Submitted: August 26, 2012

1. Name of Department or Program: Latin American and Latina/o Studies

2. Contact information of proposer(s):
   Name(s): Suzanne Oboler
   Email(s): soboler@jjay.cuny.edu
   Phone number(s): 212 237 8751; 646 510 5001

3. Current number, title, and abbreviated title of course: LLS 247; Growing Up Latino/Latina: From the 1940s to the Present (abbreviated title: Growing Up Latina/o

4. Current course description:

   Using literary novels, memoirs, essays, poetry and autobiographies by Latinos and Latinas and focusing on the experience of growing up latino/Latina, this course will explore the relationship between history, literature and society. We will read literary texts to explore the ongoing (re)creation(s) of a “Latino/a identity” from the 1940s until the present. The course will focus on the ways that the identities and diverse experiences of Latinos and Latinas have been (re)shaped over time, according to the meanings attributed to race, class, gender, sexuality, national identity and citizenship status in each decade.

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

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

   c. Current prerequisites: ENG 101

5. Describe the nature of the revision:

   The title and course description have been revised, and the course has been framed to more specifically address the relationship between individual and society.

6. Rationale for the proposed change(s):

   This course has been retitled, the course description and syllabus have been reframed, and the learning outcomes have been revised to more closely map onto the “Individual and Society” GEN ED Flexible Core.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies, to focusing on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a “Latino/a identity” from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.

b. Revised course title: Growing Up Latina/o

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Growing Up Latina/o

d. Revised learning outcomes

- Gather, interpret, and assess information from a variety of sources and points of view to discuss the identity formation of U.S. Latina/os across different historical periods in relation to race, class, gender, sexuality, etc.
- Evaluate evidence and arguments about the development of Latina/o identity throughout the history of the United States from various points of view, and will analyze and assess the relationship between individuals and society in a given historical moment.
- Produce well-reasoned written or oral arguments using evidence to support conclusions about the construction of Latina/o identity throughout U.S. history
- Identify and apply the fundamental concepts and methods of English, Sociology and Anthropology, exploring the U.S. experience in its diversity, specifically, how U.S. Latina/o identity has emerged in relation to global, national and local forces across time
- Examine the role and place of individuals in society and the differentiated impact of societal trends in shaping the experiences, values and choices of individuals at different historical moments.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on the decision-making of individual Latina/os and different Latina/o subgroups including ethnic groups, political groups, etc.

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: 17 in Fall 2012
9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

**Flexible Core:**

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

9b. Please explain why and how this course fits into the selected area:

The purpose of this course is to examine the changing nature of the relationship between Latino/a youth and the society in which they grow up at different decades in US history. The focus of the course pertains directly to the selected area, for it examines various issues that have shaped the [changing] nature of Latino/as’ relationship with US society, over time. The course specifically aims to assess both the extent to which Latino/as’ position in US society affects their experience at different historical moments and simultaneously explores the extent to which Latino/as have contributed to shape US society over time.

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 ____XX___ Number of sections: __1___

10. Does this change affect any other departments?

___X__ No
_____ Yes (English)

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, 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</th>
</tr>
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<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LLS 247</td>
</tr>
<tr>
<td>Course Title</td>
<td>Growing Up Latino/Latina</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latina/o (Puerto Rican) 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>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Catalogue Description

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies, to focusing on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a “Latino/a identity” from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.

| Special Features (e.g., linked courses) | N/A |
| Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended |

Indicate the status of this course being nominated:

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

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>

Prepared for UCASC, Dec 7, 2012
## 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.

<table>
<thead>
<tr>
<th>In class discussions, students will draw upon course readings to critically examine the role of individuals in society and the differentiated impact of societal trends in shaping the experience of individuals at different historical moments.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will submit written weekly assessments of the readings in the form of “Intellectual journal entries,” identifying, discussing and assessing the main points and arguments of the texts and ending with a question that the readings raised for him/her.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Drawing from the course readings, students in groups will present oral presentations and will identify arguments on a given topic related to Latina/os, presenting them from various points of view, and will analyze and assess the relationship between individuals and society in a given historical moment.</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:

| Each week through their intellectual journal entries, students will identify and define changing concepts such as race, class, ethnicity, sexualities, gender, generation, etc.) as these pertain specifically to Latino/a identity formation throughout distinct historical decades. | • 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. |
| Drawing from the course readings and their own life experiences as testimonio, students will complete a 5pg. midterm paper that answers the following question: “To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to mold the individual's sense of self and social identities?” | • 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. | |
| Drawing from course readings as well as external research, students will write a 10pg. final essay that considers, analyze the impact of trends in society on Latina/os or, conversely, the role of Latina/os in defining and impacting on societal trends during a given historical period. | • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
COURSE DESCRIPTION:
To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies, to focusing on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a “Latino/a identity” from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.

The questions guiding our class discussions this semester are:

1) What can literary texts tell us about the individual and his/her relationship to society and to historical and social change over time?
2) How does the Latino/a ethnic identity change (or not) according to the events of each decade from the Post World War II period through the present?
3) More specifically, how do the changing social, cultural, racial, economic and political conditions of the 1950s, 60s, 70s, 80’s, 90’s and 00’s contribute (or not) to differentiate the socialization of Latinos and Latinas through each decade?

LEARNING OUTCOMES:
- Gather, interpret, and assess information from a variety of sources and points of view to discuss the identity formation of U.S. Latina/os across different historical periods in relation to race, class, gender, sexuality, etc.
- Evaluate evidence and arguments about the development of Latina/o identity throughout the history of the United States from various points of view, and will analyze and assess the relationship between individuals and society in a given historical moment.
- Produce well-reasoned written or oral arguments using evidence to support conclusions about the construction of Latina/o identity throughout U.S. history.
- Identify and apply the fundamental concepts and methods of English, Sociology and Anthropology, exploring the U.S. experience in its diversity, specifically, how U.S. Latina/o identity has emerged in relation to global, national and local forces across time.
- Examine the role and place of individuals in society and the differentiated impact of societal trends in shaping the experiences, values and choices of individuals at different historical moments.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on the decision-making of individual Latina/os and different Latina/o subgroups including ethnic groups, political groups, etc.
COURSE PREREQUISITES: ENG 101

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 lates will be counted as an absence
*** 3 non-medical absences will bring your grade down 1 letter.
*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension; It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

REQUIRED TEXTS:

** NOTE: Books are available for purchase at the JJC bookstore. Please make sure you bring the assigned book/articles to class

1. Tomas Rivera. *Y no se lo trago la tierra/And the earth did not devour him* Houston: Arte Publico Press, 1995

Additional required readings are posted on BLACKBOARD

GRADING:

15%: Attendance and class participation
20%: Intellectual Journals. Short (1-2 page) critical account of the assigned readings for the week. Discuss the text critically and end with one question that the readings raised for you. You will be asked to draw on these accounts and questions as part of your participation in class discussion. These accounts must also be posted on Blackboard every week at least 15 minutes before class.
15%: Introduce one class discussion with another student. Based on the week’s intellectual journal entry, each student must submit a 1-page outline of his/her remarks on the day of his/her class discussion. Each student’s spoken remarks should not be more than 5 minutes each.
25%: 5 page Midterm essay (not including cover page and bibliography)
25%: 10 page final essay (not including cover page and bibliography)

PLEASE NOTE: All grading of written assignments will be based on the insightfulness of comments, development of ideas related to the readings and your thoroughness (i.e. proving to me that you read the material).

COURSE CALENDAR

I. WHAT IS AN AMERICAN?: CITIZENS, IMMIGRANTS, AND LATINO/AS: AN OVERVIEW

WEEK 1: The Individual and Society: A question of generational differences?
Film: Mi Familia

WEEK 2
Reading:
* “Papelitos Guardados: Theorizing Latinidades Through Testimonio” pp 1-24 (BB)


* Richard Rodriguez. Hunger of Memory. Introduction, chapters 1 and 2

WEEK 3-4: Growing up in the 1950s
READING:
Richard Rodriguez. Hunger of Memory Chapters 3, 4, 5, 6

WEEK 5 GENDER ROLES AND SEXUALITY: FORMS OF REPRESSION?--OR OF COMMUNITY BUILDING?

Judith Ortiz Cofer. "Quinceañera." pp. 139-148 BB


Cherrie Moraga. “La Güera” BB

**Film and discussion** *Real Women Have Curves...*

**WEEK 6 MIGRANT WORKERS/"AMERICAN" VALUES**

**READ**

Tomas Rivera. *Y no se lo trago la tierra/And the Earth did not devour him*

**WEEK 7 THE “GREAT MIGRATION” AND THE URBANIZATION OF LATINOS: THE LATINO AS “JUVENILE DELINQUENT”**

**READ**

Piri Thomas. *Down These Mean Streets*


**READ:**

Luis Rodriguez. *Always Running, La Vida Loca: Gang Days in L.A.*

**NOTE: DUE WEDNESDAY OF WEEK 8: MID TERM ASSIGNMENT**

**WEEK 9-10: Gender and Social Activism (1960s-1980s)**

Ana Castillo. *So Far From God.*


**READ:**

Alisa Valdes Rodriguez. *The Dirty Girls Social Club*

**VIDEO: A Crushing Love**

**WEEK 13-14: LATINO/A SEXUALITY**

**READ:**

WEEK 15: COURSE CONCLUSION: Latino/a Youth Today.


Leisy Abrego. 2006. “‘I can’t go to college because I don’t have papers’: Incorporation Patterns of Latino Undocumented Youth.” *Latino Studies* 4(3): 212-231.


VIDEO: Precious Knowledge (excerpts)

CLASS DEBATE: To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to mold the individual's sense of self, social identities and belonging?

FINAL ESSAY and INTELLECTUAL JOURNAL DUE ON WEDNESDAY.

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

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 who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin)
2. Attendance, participation, lateness and classroom behavior

A. Students are expected to attend class, complete reading and writing assignments on time, and actively participate in class discussions and activities. Written assignments must be submitted on the scheduled due dates.

B. Lateness, early departures, absences, walking in and out of class, eating in class, and any other form of disruptive behavior will negatively affect your final grade. MORE THAN FOUR ABSENCES WILL RESULT IN AN AUTOMATIC “F” GRADE. THREE LATENESSES WILL BE COUNTED AS AN ABSENCE.

Updated: 01.26.06
Course Revision Form

Date Submitted: August 26, 2012

1. Name of Department or Program: Latin American and Latina/o Studies

2. Contact information of proposer(s):

   Name(s): Suzanne Oboler
   Email(s): soboler@jjay.cuny.edu
   Phone number(s): 646 510 5001; 212 237 8751


4. Current course description:

   This course examines the social and political forces in the contemporary Caribbean and will focus on the following major themes: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class, and ethnic conflict.

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

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

   c. Current prerequisites: ENG 101

5. Describe the nature of the revision:

   The title, course description, learning outcomes, syllabus and requirements of this course have been revised to reflect the recent growth and development of the field of Afro-Latin American studies. The revisions reflect recent theoretical, conceptual and substantive debates and additions to the bibliography on Blacks in Latin America. The revisions also expand the earlier syllabus’ specific focus on the Black experience in Caribbean societies, to include examples drawn from the nations of Mexico, and South and Central America.

6. Rationale for the proposed change(s):

   The proposed syllabus reflects the fact that both field of Afro-Latin American studies and the debates and available bibliography on the experience of Blacks in Latin American societies have advanced and developed considerably since this course was last taught in 2003. In addition, like
the course content and course title change also reflects the expansion of the course to include the Black experience in Latin America’s non-Caribbean societies.

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

a. Revised course description:

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans’ construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

b. Revised course title: Blacks in Latin America

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Blacks in Latin Amer

d. Revised learning outcomes

- Define and apply basic terms and concepts about race and blackness in Latin America, and its relation to issues of class, ethnicity, gender, and sexuality and their intersections

- Gather, interpret, and assess information from a variety of sources and points of view to understand the construction of Afro-Latinidad in multiple nation-states in the Americas

- Critically and analytically evaluate evidence and arguments related to the construction of Afro-Latina/o identity in the Americas

- Produce well-reasoned written or oral arguments using evidence to support conclusions about the contemporary status of Afro-Latina/os in the past and present

- Draw from theoretical and methodological orientations found in Ethnic Studies to identify, examine and apply current debates on the experiences of Blacks in Latin American society as they are race and ethnicity in Latin America, including but not limited to issues of social and gender inequalities, cultural diversity, social justice, and civil and political rights.

- Draw from the historical social, legal and economic legacy of slavery in the Americas and analyze its relationship to contemporary cultures of Afro-Latina/os in the Americas

- Analyze the historical development of Afro-Latina/os in the Latina/o Caribbean, as well as other nation-states, including Mexico, Peru, and others.
e. Revised assignments and activities related to revised outcomes:

1. Students will be asked to draw from their readings of a variety of interdisciplinary texts from the social science and humanities to write 1 page weekly essays that critically examine the black experience in distinct Latin American and Caribbean societies from a variety of perspectives.
2. As part of a group, students will orally present a comparative assessment of the black experience in different national contexts.
3. Students will deepen their knowledge of a particular issue in the black experience in Latin America through the production of a final research paper.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: 2003: 4 students

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

   **Flexible Core:**

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

9b. Please explain why and how this course fits into the selected area:

   This course meets several of the requirements of the Flexible Core’s World Cultures and Global issues area. Using an interdisciplinary approach and drawing from texts in various fields, this course seeks to define and apply the meaning and social value attributed to the concept of blackness in Latin America. In so doing, its purpose is both to analyze and discuss the role of race and blackness in Latin American culture and to describe the extent of the process of integration of blacks in their respective non-US societies over time.

9c. If yes, frequency and number of sections to be offered for General Education:
Every semester ______ Number of sections: ______
Fall semesters only ___xx___ Number of sections: ___1___
Spring semesters only ______ Number of sections: ______

10. Does this change affect any other departments?
   ______ No
   ___xx___ Yes (Africana Studies and History)

What consultation has taken place?
The Chairs of both the History and Africana Studies Departments were sent a copy of this complete proposal for their feedback. Responses are pending as of the date of submission of this proposal.

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

   Department Chair
   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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LLS/HIS/AFR 263</td>
</tr>
<tr>
<td>Course Title</td>
<td>Blacks in Latin America</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>
</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>An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans’ construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.</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:

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

CUNY COMMON CORE Location

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

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

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.
| Students will submit an annotated bibliography for their final paper that draws on multiple databases, historical periods and points of view. | ● Gather, interpret, and assess information from a variety of sources and points of view. |
| Students will produce a 10pg. final paper that interrogates one aspect of their group oral presentations in-depth. Students must provide a thesis statement and no less than three arguments and supporting evidence in the final paper. | ● Evaluate evidence and arguments critically or analytically. |
| Students will organize and conduct a group oral presentation/debate on an assigned topic related to the readings. | ● 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:

| Students will identify and apply concepts related to ethnic studies (race, class, ethnicity, gender, citizenship) as they relate to the construction of Afro-Latino identity, race relations, socio-cultural and political activities in different societies in a take-home midterm exam. | ● 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 organize and present an in-class oral group project/debate in which students will argue an issue related to the Afro-Latina/o experience in the Americas from opposing sides. | ● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| Students will apply the concepts pertaining to the historical legacy of slavery and the meaning of blackness in various nations of Latin America and the Caribbean in their take-home midterm exam. | ● 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
524 West 59th Street; 8th floor New York, NY 10019
DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES
BLACKS IN LATIN AMERICA
LLS/HIS/AFR 263
Professor Suzanne Oboler    Office: New Building, Room 08.63.06
Telephone: 212 237-8751    email: soboler@jjay.cuny.edu

Office Hours: TBA

Slavery was not born of racism; rather, racism is the consequence of slavery

COURSE DESCRIPTION

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans’ construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.

LEARNING OUTCOMES.
In this course, students will learn to:

• Define and apply basic terms and concepts about race and blackness in Latin America, and its relation to issues of class, ethnicity, gender, and sexuality and their intersections

• Gather, interpret, and assess information from a variety of sources and points of view to understand the construction of Afro-Latinidad in multiple nation-states in the Americas

• Critically and analytically evaluate evidence and arguments related to the construction of Afro-Latina/o identity in the Americas

• Produce well-reasoned written or oral arguments using evidence to support conclusions about the contemporary status of Afro-Latina/os in the past and present

• Draw from theoretical and methodological orientations found in Ethnic Studies to identify, examine and apply current debates on the experiences of Blacks in Latin American society as they are methods race and ethnicity in Latin America, including but not limited to issues of social and gender inequalities, cultural diversity, social justice, and civil and political rights.

• Draw from the historical social, legal and economic legacy of slavery in the Americas and analyze its relationship to contemporary cultures of Afro-Latina/os in the Americas
• Analyze the historical development of Afro-Latina/os in the Latina/o Caribbean, as well as other nation-states, including Mexico, Peru, and others.

COURSE PRE-REQUISITES:  ENG 101

GENERAL COURSE INFORMATION AND POLICIES:
OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.
  *** 3 lates will be counted as an absence
  *** 3 non-medical absences will bring your grade down 1 letter.
  *** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

TURNITIN.COM: Students enrolled in this class are hereby placed on notice the professor reserves the right to use TURNITIN.COM to help identify plagiarism

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

REQUIRED TEXTS:
** NOTE: Books are available for purchase at the JJC bookstore. You MUST bring the assigned book/articles to class


COURSE ARTICLES. Additional readings are on our course page on blackboard (click on “COURSE DOCUMENTS”). They are marked with “(BB)” in the syllabus.

**GRADING** will be based on:

1. 15% Attendance.

2. 25% **Midterm Exam** (take home exam based entirely on the content of the readings, lectures, and class discussions: make sure you take good notes during lectures and class discussions).

3. 15% **Group Presentation** (Participation in organizing and leading one class debate)

4. 25% **Final Essay** (An indepth analysis of one aspect of your group presentation –10 pages. not including cover page and bibliography-- + a 1 page group presentation self-assessment)

5. 20% **Class Preparation: Reading and Intellectual Journals**: You are expected to submit each week a 1-2 page response to the main points of the assigned readings for that week. The 1-2 page account should summarize your understanding of the reading for the week as follows:
   a) provide the main point(s) of the texts for the week
   b) analyze and comment on (i.e. agree/disagree/etc.) on the main point(s) of the readings for the week
   c) end your paper with at least one question that the readings/main point raised for you.

NOTE: Your question may be used as a guide in class discussions. Your weekly intellectual journal essay must be submitted through the “Assignments” section of Blackboard no later than 15 minutes before class on the assignment due date listed on blackboard. (NOTE: Blackboard will not allow you to submit the assignment after the due date and time has passed). No emailed journal entries are accepted.

**COURSE CALENDAR**

*Slavery was not born of racism; rather, racism is the consequence of slavery*


(NOTE: “*” indicates article is posted and available on BB, under “Course Documents”)

**PART I: HAITI AND BLACKNESS IN THE AMERICAS: AN OVERVIEW**

**WEEK 1**: Course Overview, requirements, etc.
READ: Ariel Dulitzky in *A Region in Denial: Racial Discrimination and Racism in Latin America (Oboler and Dzidzienyo)*

WEEK 2:
READ: Tanya K. Hernandez. The Social Exclusion Of Afro-Descendants In Latin America Today  
P. Blanchard. The Language of Liberation: Slave Voices in the Wars of Independence. 499-523 BB  
FILM: *QUEIMADA/BURN*

WEEK 3: *The Meaning & Legacy of the Haitian Revolution For Latin America and the World*  
READ: Knight, Franklin W. The Haitian Revolution. BB  

PART II. UNDERSTANDING BLACKNESS AND SLAVERY IN THE AMERICAS: THE TERMS AND APPROACHES TO THE DEBATE

WEEK 4: *THE MEANING OF DISCRIMINATION IN LATIN AMERICA*  
Peter Wade. *Introduction: Defining Race and Sex* pp 1-14 (BB)  
Peter Wade. *Making Nations Through Race and Sex.* pp 110-155 (BB)

WEEK 5:  
READ: Frank Tannenbaum. *Slave and Citizen*  
Eric Williams. “Race Relations in Caribbean Society” pp.54-60 (BB)

PART III. THE CASE STUDIES

WEEK 6 *Dominican Republic*  
David Howard. Coloring the Nation. Pp 21-24 BB  
Giannetta Candelario. We Declare that We Are Indians: Dominican Identity Displays and Discourses in Travel Writing Museums, Beauty Shops and Bodies; pp. 1-34 BB  
VIDEO: Henry Louis Gates. Haiti and DR: An island divided

WEEK 7 *Cuba*  
Aline Helg. Race and black mobilization in colonial and early independent Cuba: A comparative perspective.  
Aline Helg. To Be Black and to Be Cuban: The Dilemma of Afro-Cubans in Post-independence Politics  
Alejandro de la Fuente The Resurgence of Racism in Cuba (NACLA)  
VIDEO: Henry Louis Gates. *Cuba: The Next Revolution*
WEEK 8  Uruguay and Argentina

WEEK 9  Brazil
Anani Dzidzienyo. The Changing World of Brazilian Race Relations? (in Dzidzienyo and Oboler)
Kia Lilly Caldwell, A Foot in the Kitchen":Brazilian Discourses on Race, Hybridity and National Identity"pp 27-49.
Video: Adam Stepan Brazil in Black and White

WEEK 10  Peru
READ:  Herman Melville. Benito Cereno
Peter Blanchard. Slavery in Peru (excerpts) BB
Suzanne Oboler. The Foreignness of Racism: (National) Pride and (Social) Prejudice Among Limeños in Contemporary Perú (In Dzidzienyo and Oboler)
Charles Henry Rowell, Marcus D. Jones and Mónica Carrillo An Interview with Rocio Muñoz Flores
VIDEO: Cimarrones

WEEK 11  Colombia and Ecuador
Aviva Chomsky. The Logic of Displacement Afro-Colombians and the War in Colombia.
Juliet Hooker. Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America
Carlos de la Torre. Afro-Ecuadorian Responses to Racism: Between Citizenship and Corporatism (in Dzidzienyo and Oboler)

WEEK 12  Mexico and Central America
Mark Anderson. El "Garifuna Pacífico," El "Indio Violento" and the Inner-City "Bad Boy": The Transnational Traffic in Stereotypes of Blackness and Violence in Honduras (Dzidzienyo and Oboler)
VIDEO: Henry Louis Gates –Peru and Mexico

WEEK 13  Puerto Rico: An anomalous case?
READ:  José Luis González. Puerto Rico: The Four Storeyed Country pp. 1-29
Jorge Duany. Neither White nor Black: The Representation of Racial Identity among Puerto Ricans on the Island and in the U.S. Mainland (Dzidzienyo and Oboler)
Piri Thomas. Down these Mean Streets (excerpts)
Begin Class Presentations

**Part 4: Where do we go from here?**

**WEEK 14**

READ: Peter Wade. Black and Indigenous Social Movements BB  
Tanya Hernandez Hate Speech And The Language of Racism In Latin America: A Lens  
For Reconsidering Global Hate Speech Restrictions And Legislation Models

**WEEK 15:**

READ:  
Suzanne Oboler and Anani Dzidzienyo. Flows and Counterflows: Latinas/os, Blackness, and  
Racialization in Hemispheric Perspective (in Oboler and Dzidzienyo)  
Anani Dzidzienyo. Conclusion. Minority Rights Group. No Longer Invisible  
Silvio Torres Saillant. Racism in the Americas and the Latino Scholar (Dzidzienyo and Oboler)

**COURSE BIBLIOGRAPHY**


Candelario, Ginetta. We Declare that We Are Indians: Dominican Identity Displays and Discourses in Travel Writing Museums, Beauty Shops and Bodies. In Candelario, Ginetta *Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops*. Duke University Press, 2007


Cook, Rebecca J. “Overcoming Discrimination: Introduction.” In Juan E. Méndez, Guillermo O’Donnell
De la Fuente, Alejandro The Resurgence of Racism in Cuba (NACLA)


Dzidzienyo, Anani. Conclusion. Minority Rights Group. No Longer Invisible


González, José Luis. Puerto Rico: The Four Storeyed Country pp. 1-29


Knight, Franklin W. The Haitian Revolution. *American Historical Review*; 2000, Vol. 105(1) 103

Melville, Herman *Benito Céren*  


Rowell, Charles Henry, Marcus D. Jones and Mónica Carrillo. *An Interview with Rocío Muñoz Flores*  


Wade, Peter. Black and Indigenous Social Movements. in Peter Wade. Race and Ethnicity in Latin America

Williams, Eric. “Race Relations in Caribbean Society” pp.54-60 (BB)

Williams, Eric. Capitalism and Slavery

ADDITIONAL BIBLIOGRAPHY


Bettina Ng’weno, *Turf Wars: Territory and Citizenship in the Contemporary State* (Stanford University Press, 2007)


Candelario, Ginetta *Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops* (Duke University Press, 2007)


de la Fuente, Alejandro. *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba* (University of North Carolina Press, 2001)

Diaz Sanchez, Ramon *Cumboto* (University of Texas Press, 1969)


Howard, David. *Coloring the Nation: Race and Ethnicity in the Dominican Republic* (Signal Books, 2001)


Nicholls, David. *From Dessalines to Duvalier: Race, Colour and National Independence in Haiti* (Rutgers University Press, 1996)


Sawyer, Mark *Racial Politics in Post-Revolutionary Cuba* (Cambridge University Press, 2005)


**COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES**

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. **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.” (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)

2. **College Policies on Academic Integrity and Plagiarism**

   All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the *John Jay College of Criminal Justice Undergraduate Bulletin*. These standards will be strictly observed and enforced in this class.

   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 who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides 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)

**NOTE:** With respect to plagiarism, students enrolled in this class are hereby placed on notice that in this class the professor reserves the right to use TURNITIN.COM at any time to help identify plagiarism.
Course Revision Form

Date Submitted: August 26, 2012

1. Name of Department or Program: Latin American and Latina/o Studies

2. Contact information of proposer(s):
   
   Name(s): Suzanne Oboler  
   Email(s): soboler@jjay.cuny.edu  
   Phone number(s): 212 237 8751; 646 510 5001

3. Current number, title, and abbreviated title of course: LLS 322 Civil Liberties and Civil Rights in Urban Latina/o Communities (Cvl Rts Hisp Comm)

4. Current course description:

   Analysis of the Bill of Rights and civil rights legislation on issues of discrimination in housing, employment, education, welfare, prisons, immigration and ethnicity/race affecting Latinas/os

   a. Number of credits and hours: 3 hours, 3 credits.
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 102 or ENG 201, and junior standing or above or permission of the section instructor

5. Describe the nature of the revision: The title, course description, prerequisites, learning outcomes and assignments of this course have been revised.

6. Rationale for the proposed change(s):

   This course has been revised to address the requirements of the upper level college option Justice Core: Struggles for Justice and Equality in the United States. The revisions both provide students with a socio-political perspective on the often-neglected Latino/a participation in the Civil Rights era and its legacy, and better reflect the changing nature of Latino/a perspectives, understandings and approaches to these struggles. The revisions incorporate and expand on the earlier syllabus’ specific focus on the legal dimensions of the Latino/a struggles for civil rights, by providing a comparative analysis of the social and political context within which the struggle for rights and justice of Latino/as and other groups have taken place over the past 50 years. The course revisions have also been fine tuned to
meet the requirements for the upper level college option, “Justice Core II: Struggle for Justice and Inequality in the U.S.”

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

   a. Revised course description:

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the US. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino/a and African American alliance building; Latino/a citizenship and the military and gender values and sexuality.

   b. Revised course title: Latino/a Struggles for Civil Rights and Social Justice

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Latn Strgl for Jstce

   d. Revised learning outcomes:

   - Develop an understanding of the social, political, economic, and cultural contexts of the Latino/a struggles for equality, social justice and rights in the U.S., through a chronological and comparative examination of key events in the Latino/as’ struggles for civil rights and social justice from the 1950s to the present.

   - Analyze how the changing nature of the social, political and cultural dynamics from the 1950s to the present, have contributed to continuously reshape Latino/as’ approaches to the struggles for equality, civil rights and justice. Students will also assess the consequent impact of Latino/as’ changing socio-political location and economic significance for US society and culture

   - Comparatively examine and debate different perspectives in US society on the nature and meaning of social change and social justice in the Latina/o community, including women, youth, citizens, etc., from the 1950s to the present.

   e. Revised assignments and activities related to revised outcomes:

The assignments have been reframed to more closely align them with the social justice and equality focus of this upper level justice core course and learning outcomes. As a result:

   a. the readings have been changed

   b. students will also be required to write 1 page essays assessing the readings

   c. the key assignment for this course focuses on a semester-long stepped research paper

Prepared for UCASC, Dec 7, 2012
through which students will be able to analyze, comparatively examine and assess/debate one issue or event that best reflects the complexity of the legacy of the 1960s in the struggle for justice and equality among Latino/as in the US.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201

8. Enrollment in past semesters:
   
   **Spring 2010: 18 students**
   **Fall 2010: 31 students**
   **Fall 2011: 24 students**
   **Fall 2012: 28 students**

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   
   No _____   Yes ____XXX__   If yes, please indicate the area:

**College Option:**

<table>
<thead>
<tr>
<th>Justice Core 100-level: Justice and the Individual</th>
<th>XXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core 300-level: Struggle for Justice &amp; Inequality in the U.S.</td>
<td>XXX</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>
</tr>
<tr>
<td>Communications</td>
<td></td>
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</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

This course provides students with a socio-political perspective on the often-neglected Latino/a participation in the Civil Rights era and its legacy. In so doing, it seeks to inform students of the little-known participation of Latino/as in the movements for Civil Rights, and their ongoing legacies today. The course introduces students to the various movements of the 1960s and the ongoing efforts by Latino/as for justice and against the inequalities in US society that continue to deeply affect live their lives today. In so doing, this course seeks to help students to develop a better understanding of
the personal and civic responsibility that Latino/a movement activists assumed during the 1960s, and the causes and consequences of their struggles for social justice and equality in US society. It also seeks to provide students with an understanding of the broader and often-nuanced complexities of the struggle for social change, equality and social justice in US society.

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?

_____ No
_____ Yes

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
Department Chair
August 24, 2012
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 322</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Latino/a Struggles for Civil Rights and Social Justice</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Latina/o (Puerto Rican) Studies</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></td>
</tr>
</tbody>
</table>

**Course Description**

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the US. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino and African American alliance building; Latino/a citizenship and the military and gender values and sexuality.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

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

- [ ] current course
- [ ] XX 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.)
### 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>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>xx 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>

#### I. Justice Core II: Struggle for Justice and Inequality in the U.S. - Please explain how your course meets these learning outcomes

Students will:

- Complete a take-home midterm exam that demonstrates an understanding of the social, political, economic, and cultural contexts of the Latino/a struggles for equality, social justice and rights in the U.S., through a chronological and comparative examination of key events in the Latino/as' struggles for civil rights and social justice from the 1950s to the present.

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.

- Complete weekly intellectual journal entries that draw from the week's readings and analyze how the changing nature of the social, political and cultural dynamics from the 1950s to the present, have contributed to continuously reshape social stratification in U.S. society and culture and more specifically, Latino/as' approaches to the struggles for equality, civil rights and justice and their shifting social positions.

- Analyze how struggles for justice have shaped U.S. society and culture
Complete a 15 pg. final paper that comparatively examines and debates different perspectives in US society on the nature and meaning of social change and social justice, by focusing on the changing understandings of race, gender and inequality from the 1950s to the present. The paper will also explore the commonalities and differences in the experiences of various groups, particularly, but not limited to Latino/as and African Americans, in terms of both alliance building and outcomes of various civil rights struggles over the past 50 years, to ensure access to education, and employment, equal opportunity, legal and racial justice, etc.

- Differentiate multiple perspectives on the same subject
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 West 59th Street; 8th floor New York, NY 10019
DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES

Latino/a Struggles for Civil Rights and Social Justice
LLS 322.01

Professor Suzanne Oboler
Office: New Building, 8th fl. Room 63.06
Telephone 212 237 8751
e-mail: soboler@jjay.cuny.edu
Department Office Telephone: 212 237 8749

OFFICE HOURS: BY APPOINTMENT

COURSE DESCRIPTION

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the US. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino/a and African American alliance building; Latino/a citizenship and the military and gender values and sexuality.

The questions guiding our class discussions this semester are:

- How does change occur over time in a society? What role do individuals, groups, movements and/or state institutions play in the struggle for equality, civil rights and social justice?

- What were the aims of the Latino/a Civil Rights movements? To what extent were they achieved? How did they affect Latina/os lives in during the Civil Rights era? To what extent does their legacy affect Latina/os and U.S. society today?
➢ To what extent have the participants in Latina/o Civil Rights movements interacted with those of other racial minority groups? What are the possibilities of forging alliances among racial and ethnic groups today?

➢ How have the events of the Civil Rights period shaped contemporary debates on equality justice and civil rights and liberties among racial minorities?

LEARNING OUTCOMES

In this course, students will:

• Develop an understanding of the social, political, economic, and cultural contexts of the Latino/a struggles for equality, social justice and rights in the U.S., through a chronological and comparative examination of key events in the Latino/as’ struggles for civil rights and social justice from the 1950s to the present.

• Analyze how the changing nature of the social, political and cultural dynamics from the 1950s to the present, have contributed to continuously reshape Latino/as’ approaches to the struggles for equality, civil rights and justice. Students will also assess the consequent impact of Latino/as’ changing socio-political location and economic significance for US society and culture

• Comparatively examine and debate different perspectives in US society on the nature and meaning of social change and social justice in the Latina/o community, including women, youth, citizens, etc., from the 1950s to the present.

• assess the commonalities and differences in the experiences of various groups, particularly, but not limited to Latino/as and African Americans, in terms of both alliance building and outcomes of various civil rights struggles over the past 50 years, to ensure access to education, and employment, equal opportunity, legal and racial justice, etc.

COURSE PRE-REQUISITES: ENG 201

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall
college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.
*** 3 lates will be counted as an absence
*** 3 non-medical absences will bring your grade down 1 letter.
*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class. Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

REQUIRED BOOKS
NOTE: All texts are available at the JJC bookstore and are also on reserve at the library:


6. Other required readings will be available on our course Blackboard website. A password will be provided for these readings.

**GRADING** will be based on:

10% Attendance

20% Class Preparation: Reading and Intellectual Journals:
   - Short (1-2 page) critical account of the assigned readings for the week.
   - Discuss the text critically and end with one question that the readings raised for you. You will be asked to draw on these accounts and questions as part of your participation in class discussion. These accounts must also be posted on Blackboard every week at least 15 minutes before class.

10% Introduce the key issues for 1 class discussion
   - Each student will sign up to discuss one of his/her intellectual journal entries and questions as a way of introducing 1 class discussion.

20% Mid term exam
   - The midterm exam is a take-home exam based on the lectures, readings, and class discussions. Make sure you take good notes during the semester!

35% Final Paper. 15 page research paper (not including cover sheet or bibliography) focusing on one aspect of the legacy of the 1960s:
   - Grading of this research paper will be in steps, as follows:
     - 5% : A paragraph with a preliminary bibliography on the topic of your final research paper is due on Monday of WEEK 3
     - 10% : An outline of your paper: Your outline must include the key point and argument of your paper and a preliminary annotated bibliography. This outline is due on Monday of WEEK 9
     - 20% : Final Paper is due on Wednesday of Week 15

5% : 10 minute presentation of your final paper’s research findings.

The topic of the final research paper is up to each student; Here are some suggested topics. Please see me if you are interested in researching a different issue. All research paper topics must be approved by the Professor:
Change from Above? Or Change from Below?
SB 1070 and Arizona’s “Papers Please” policies
The Immigration Debates
The English Only movement
Justice for Janitors
Stop-and-Frisk
Latina feminisims
Latino/as in the Criminal Justice System
99% Movement and Latino/as
Hate Crimes
Black-Latinos and The politics of coalitions
SB 2281 and the Future of Ethnic Studies
Latino/a Access to Education and the Dream Act

COURSE CALENDAR
PART I: DEFINING THE QUESTION

WEEK 1
Reading: Lalo Delgado. “Stupid America” (BB)

ASSIGNMENT #1: DUE NEXT CLASS

Please write a one-page response to the poem “Stupid America.”
In addition, write a 2-page essay on the following question:
“What do you know about the Sixties and how did you come to know it?”
Your essay should discuss what you know about the sixties. Please note that I do
not want a research paper or a bibliography. Instead, your essay should reflect on
what you know about the 1960s and how you learned about it (school, the media,
readings, hearsay, etc.), and any impressions you might have about the ways that
the sixties are perceived/presented today in U.S. society—e.g. in the media,
popular culture, etc.

PART II.
DO YOU SEE WHAT I SEE? CIVIL RIGHTS MOVEMENTS AND
"AMERICA'S SELECTIVE MEMORY"

WEEK 2: CULTURE AND SOCIAL CHANGE
READ:
Lawrence Goodwyn. Introduction: The Populist Movement (BB)
Iris Morales and Denise Oliver-Velez. Foreword: Why Read the Young Lords Today? BB
Judith Blau and Alberto Moncada. The Idea of Rights  (pp. 1-20); and The Social Foundations of Human Rights (pp 41-56)

**Week 3: CHANGE FROM ABOVE? OR CHANGE FROM BELOW**

**READ:**
Steven Lawson and Charles Payne. *Debating the civil rights movement, 1945-1968*

**CLASS DEBATE #1:** Lawson vs. Payne

**VIDEO:** The Freedom Riders

**PART III:** “EL PUEBLO UNIDO JAMÁS SERÁ VENCIDO!”
(“The people united, will never be defeated!”)


**READ:**
Fran Leeper Buss/Maria Elena Lucas. *Forged Under the Sun/Forjada Bajo El Sol: The Life of Maria Elena Lucas* (excerpt). (BB)

**VIDEO:** Chicano! The Fight in the Fields

**WEEK 5:** **LAWS VS. CUSTOMS: RACISM AND THE COURTS**

**READ:**

**WEEK 6: **

**READ:**
Rodolfo Corky González. *I am Joaquín.* BB

M. Berta Ávila, Anita Tejerina Revilla and Julie López Figueroa. *Marching Students: Chicano/o Identity and the Politics of Education, 1968 and the Present.* Introduction, Chapters 2, 5, 6, 7, 8

**VIDEO:** WALKOUT!

**WEEK 7: ** **THE PUERTO RICAN CIVIL RIGHTS MOVEMENTS**

**READ:**
The Young Lords, Michael Abramson and Iris Morales. *Palante! The Young Lords.*

VIDEO: Palante

**WEEK 8**

**READ:**
The Young Lords, Michael Abramson and Iris Morales. *Palante! The Young Lords* (continued)
Judge Sonia Sotomayor. ‘A Latina Judge’s Voice’
Suzanne Oboler, Angelo Corlett, and Linda Martín Alcoff. (pp 6–11)
Appendix 4.1 Roosevelt’s Second Bill of Rights p. 108

**NOTE: I WILL HAND OUT MIDTERM EXAM ON WEDNESDAY**

**PART IV: DEBATING THE LEGACIES OF THE 1960s in the 21st CENTURY**

**WEEK 9: ACCESS TO EDUCATION, ETHNIC STUDIES AND THE POLITICS OF DIVERSITY: HAS IT BEEN AFFIRMATIVE ACTION FOR LATINO/AS?**

**NOTE: MIDTERM EXAM DUE ON MONDAY**

**READ:**
Arizona Ethnic Studies Law (HB 2281)
Hinda Seif * Undocumented Latino Youth and the Struggle for Higher Education Access*
Nicole Ochi. Reinventing Plyler: Undocumented Students, Public School Reform, and the DREAM Act
Jorge Mariscal. Immigration and Military Enlistment: The Pentagon’s Push for the DREAM Act Heats Up
John King. Reps. Gutierrez and Bilbray Debate the DREAM Act,

VIDEO: *The Legacy of Brown v. Board of Education*

**WEEK 10: UP FOR DEBATE: Gender and Sexuality: Latino/a LGBTs and The Struggle for Equality –Then and Now**

**READ:**
Margaret Montoya. *Mascaras, Trenzas, y Grenas: Un/Masking The Self While Un/Braiding Latina Stories And Legal Discourse*
Same-Sex Marriage and Constitutional Issues: Q and A with CUNY Law Distinguished Prof. Ruthann Robson
MKB Darmer and Tiffany Chang. Moving Beyond The "Immutability Debate" In The Fight For Equality After Proposition 8

VIDEO: Latino Beginnings

WEEK 11: LATINOS AND THE MILITARY: THEN AND NOW
READ:
George Mariscal. *Aztlan and Viet Nam: Chicano and Chicana Experiences of the War.* pp 15-46; 53-62; 156-158; 297-302  BB

WEEK 12: UP FOR DEBATE: IMMIGRANT MARCHES/IMMIGRANT RIGHTS IN THE 21ST CENTURY
READ:
Kevin R. Johnson and Bill Ong Hing. The Immigrant Rights Marches of 2006 and the Prospects for a New Civil Rights Movement., pp 99-138

WATCH: Frontline: *Lost in Detention.*
http://www.pbs.org/wgbh/pages/frontline/lost-in-detention/


NOTE: RESEARCH PRESENTATIONS BEGIN THIS WEEK

READ:
Kristina M. Campbell *The Road To S.B. 1070: How Arizona Became Ground Zero For The Immigrants' Rights Movement And The Continuing Struggle For Latino Civil Rights In America*
George Will. An argument to be made about immigrant babies and citizenship (March 2010)
James Ho, Margaret Stock, Eric Ward & Elizabeth Wydra Made In America: Myths & Facts About Birthright Citizenship.

READ
Lee Bebout. The Nativist Aztlán: Fantasies and Anxieties of Whiteness on the Border.
Robert Bauman. The Black Power And Chicano Movements In The Poverty Wars In Los Angeles

DVD: Immigrant Nation

WEEK 15: COURSE CONCLUSION: CHANGE FROM ABOVE? OR CHANGE FROM BELOW?
READ:
Judith Blau and Alberto Moncada. In Search of Society 171-184
Bill Moyers, The Fight of Our Lives (BB)

FINAL ASSIGNMENT DUE!!
Latino/a Struggles for Civil Rights and Social Justice
Course bibliography and Suggested Additional Readings

The following is by no means a full list of all the books published on the 1960s. It is merely some suggestions for you, in addition to those on the syllabus, to further explore the Civil Rights movements of Latino/as as well as other racial minorities during the era.


Garcia, Mario T. *Memories of Chicano History: The Life and Narrative of Bert Corona.* Berkeley: University of California Press, 1995


Ho, James, Margaret Stock, Eric Ward & Elizabeth Wydra Made In America: Myths & Facts About Birthright Citizenship. Immigration Policy Center Perspectives on Immigration. (September 2009)


Oboler, Suzanne. 2006. It’s Time to Brush Up and Make History: A Response to Mary


COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. 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.” (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)

2. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

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 who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides 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)

NOTE: With respect to plagiarism, students enrolled in this class are hereby placed on notice that in this class the professor reserves the right to use TURNITIN.COM at any time to help identify plagiarism.
Course Revision Form

Date Submitted: 8/13/12

1. Name of Department or Program: History

2. Contact information of proposer(s):
   
   Name(s): MIKE WALLACE
   Email(s): MWALLACE@JJAY.CUNY.EDU
   Phone number(s): 212 237 8812

3. Current number, title, and abbreviated title of course: HIS 217 Three Hundred Years of New York City: A History of the Big Apple (Abbreviated title: 300 Years of NYC)

4. Current course description:

   A study of selected institutions and classes of people, traced over time. Topics include the docks, Wall Street, the poor, water supply, bars, subways, the rich, riots, architecture, bosses and corruption, novels of New York, police, parks, famous fires. The course will include occasional walking tours about the city to the docks, museums, famous buildings, etc.

   a. Number of credits and hours: THREE/THREE
   b. Number of class hours (please specify if the course has lab hours): THREE
   c. Current prerequisites: ENGLISH 101, SOPHMORE STANDING OR ABOVE

5. Describe the nature of the revision: REVISING COURSE NAME, PREREQUISITES, AND DESCRIPTION, ADOPTION OF NEW PATHWAYS LEARNING OUTCOMES

6. Rationale for the proposed change(s): UPDATING CONTENT, UNDERSCORING DIVERSITY THEME

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

   a. Revised course description:

   As early as 1640, 18 different languages were spoken in New Amsterdam; today, Jamaica Hospital provides interpreters in 180 languages. This course tracks the ways peoples from around the planet settled in New York and how they constructed a city of spectacular diversity. New York’s different nationalities, races, religions, and classes didn’t always agree, but their clashing and fusing generated a cosmopolitanism that made the city a site of dramatic cultural production and political innovation. Gotham’s economic arrangements became equally complex over the centuries, adding functions to its original seaport base and
ultimately producing today’s diverse mix of finance, media, marketing, manufacturing, entertainment, and tourism, among many others. New York City is arguably the most complex human construction ever created, and students in this course will learn how it got to be that way.

b. Revised course title: **HISTORY OF NEW YORK CITY**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **HISTORY of NYC**

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.
- 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.

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: approximately 36 students in one section

9. Will this course be offered as part of the new JJ General Education program (Common Core)?

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

**Flexible Core:**

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

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

New York City is one of the world’s most diverse cities. Partly this is a matter of the amazing variety of
its peoples. I always begin this course by conducting, with the students, a historical census, that calls out the peoples who came here, in the order of their arrival – the native Lenape, the 17th and 18th century Dutch, Africans, English, on through the 19th century Irish, German, Poles, Russians, Italians, and Chinese, down to the 20th century Puerto Ricans, Pakistanis, Ecuadorians, Nigerians – and asks, with each new addition, if students have any ancestor who was in that particular group of arrivals, and if so, if they can share any story they’ve heard about who came, when, and why. It’s astonishing every year to discover the breathtaking array of genealogical roots that culminate in the classroom of a public university in Gotham. If you want to get a preliminary grip on the history of New York City, I tell them, just look around you. Historically, I remind them, those peoples often didn’t get along. There were clashes, often violent, among contending races, religions, ethnicities, genders, and classes. But there were also compromises, alliances, and fusions, out of which emerged a rough-hewn cosmopolitanism, an (occasionally grudging) tolerance of difference, and an astounding cultural creativity. These are just some of the themes organized around diversity that this course will attend to – there’s also the dizzying variety of political, ideological, economic, and social institutions to be studied.

Please note that the syllabus is not structured around these various topics, but rather proceeds chronologically, as does Gotham – and the pages from Gotham II, in progress, that I’m sharing with them – as I’m an old fashioned believer in the power of chronological narrative. These issues of diversity are the meat and potatoes of each of the periods we examine, but tracking them sequentially rather than separately allows us to see the interconnections between various topics, and their mutual development over time.

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 _XX__ Number of sections: __1_

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 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>HIS 217</td>
</tr>
<tr>
<td>Course Title</td>
<td>HISTORY OF NEW YORK CITY</td>
</tr>
<tr>
<td>Department(s)</td>
<td>HISTORY</td>
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<td>Discipline</td>
<td>HISTORY</td>
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<td>Subject Area</td>
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<td>Credits</td>
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<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
</tr>
</tbody>
</table>

**Mode of Instruction**

Select only one:

- [x] In-person
- [ ] Hybrid
- [ ] Fully on-line

**Course Attribute**

Select from the following:

- [ ] Freshman Seminar
- [ ] Honors College
- [ ] Quantitative Reasoning
- [ ] Writing Intensive
- [ ] Other (specify): ______________________________________________________________________

**Catalogue Description**

As early as 1640, 18 different languages were spoken in New Amsterdam; today, Jamaica Hospital provides interpreters in 180 languages. This course tracks the ways peoples from around the planet settled in New York and how they constructed a city of spectacular diversity. New York’s different nationalities, races, religions, and classes didn’t always agree, but their clashing and fusing generated a cosmopolitanism that made the city a site of dramatic cultural production and political innovation. Gotham’s economic arrangements became equally complex over the centuries, adding functions to its original seaport base and ultimately producing today’s diverse mix of finance, media, marketing, manufacturing, entertainment, and tourism, among many others. New York City is arguably the most complex human construction ever created, and students in this course will learn how it got to be that way.

**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>
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<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>[x] US Experience in its Diversity</td>
<td>[ ] Scientific World</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
### 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>Assignments and Course Attributes</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather, interpret, and assess information in their final 15-page oral history research paper, which requires them to gather information from an interview and then contextualize and assess this information using secondary and primary sources such as newspapers and census data.</td>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>An essay analyzing the Civil War Draft Riots will require students to use demographic evidence from census data as well as secondary sources to analyze arguments about the causes and effects of the riots (March 13). Almost all class discussions, essays, and exam questions will require students to evaluate a variety of historical questions and arguments. For example students will prepare for and engage in a class debate about Moses-era urban renewal (week of April 26).</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will be required to write thesis-driven essays with supporting evidence from both the assigned readings and primary sources (in-class, exam or homework essays due March 6, 13; April 19, May 1 and May 22). For example, they will write a 4-5 page paper evaluating LaGuardia as mayor, drawing on their reading and research to assess his strengths and weaknesses. (April 19)</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>Additional Learning Outcomes</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>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
</tr>
<tr>
<td>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</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>
<tr>
<td>Analyze and discuss common institutions or patterns of life in contemporary U.S.</td>
</tr>
<tr>
<td>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>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COURSE TITLE AND SECTION: HISTORY 217-01  HISTORY OF NEW YORK CITY

PROFESSOR: MIKE WALLACE

OFFICE LOCATION: 8.65.19 NEW BUILDING

CONTACT HOURS: 4:30-5:30 THURSDAYS

PHONE: 212 237 8812

EMAIL: MWALLACE@JJ.CUNY.EDU

COURSE DESCRIPTION:

As early as 1640, 18 different languages were spoken in New Amsterdam; today, Jamaica Hospital provides interpreters in 180 languages. This course tracks the ways peoples from around the planet settled in New York and how they constructed a city of spectacular diversity. New York’s different nationalities, races, religions, and classes didn’t always agree, but their clashing and fusing generated a cosmopolitanism that made the city a site of dramatic cultural production and political innovation. Gotham’s economic arrangements became equally complex over the centuries, adding functions to its original seaport base and ultimately producing today’s diverse mix of finance, media, marketing, manufacturing, entertainment, and tourism, among many others. New York City is arguably the most complex human construction ever created, and students in this course will learn how it got to be that way.

LEARNING OUTCOMES: Along with providing a substantive understanding of New York City’s history this course is expected to improve your ability to:

- Gather, interpret, and assess information from a variety of sources and points of view, including primary sources and census data.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written and oral arguments with a strong thesis statement and supporting evidence.
- Through the lens of New York City, analyze and explain major themes of U.S. history from more than one informed perspective.
- Through the lens of New York City history, evaluate how indigenous populations, slavery, and immigration have shaped the development of the United States.

Prepared for UCASC, Dec 7, 2012
• Through the lens of New York’s development as a global city, explain and evaluate the role of the United States in international relations.

COURSE PRE-REQUISITES: ENGLISH 101

REQUIREMENTS: Regular and on-time attendance is required. Using cellphones, i-pods/pads (or any equivalent) for twittering or facebooking or chatting or checking emails, etc, or using earphones in class, or reading, or engaging in private conversations, are all prohibited. Students doing any of these during class will be considered absent from that class. More than three unexcused absences will be grounds for failing the course. If you are an addicted user, I sympathize, but suggest the smart move would be to remove temptation by parking your electronic device somewhere else before class, like people used to check their guns before entering Wild West towns.

REQUIRED TEXTS:

Edwin Burrows and Mike Wallace, Gotham: A History of New York City to 1898. ISBN: 0195140494 [AVAILABLE FOR PURCHASE IN BOOKSTORE, OR AT AMAZON FOR KINDLE/COMPUTER]

REQUIRED TEXTS (EXCERPTS, AVAILABLE ON E-RESERVE, USE THE PASSWORD: “GOTHAM”)


Martin Shefter, Political Crisis/Fiscal Crisis: Collapse and Revival of New York City ISBN: 0465058752


Chris McNickle, To Be Mayor of New York ISBN: 0231076363

Prepared for UCASC, Dec 7, 2012

**GRADING:**

- Class Participation ............ 10%
- In-class essay, March 6....... 10%
- Draft Riots essay............... 10%
- LaGuardia essay...............10%
- Tour quiz...................... 5%
- Midterm.......................15%
- Oral History Project.........25%
- Final Exam.....................15%

There will also be a required self-guided walking tour of lower Manhattan. Further information will be given later. There will be a pass/fail quiz on the tour. You cannot pass the course if you do not pass the quiz. If you take the tour you will pass the quiz.

**COURSE CALENDAR:**

**JANUARY 31** **INTRODUCTION: DIVERSITY AND THE PEOPLING OF NEW YORK**

**FEBRUARY 2** **INTRODUCTION: “IT DEPENDS”: CHANGING TIMES, CHANGING CITY**

*GOTHAM*, xi-xxiv

**FEBRUARY 7** **THE LENAPE & DUTCH CITY**

*GOTHAM*, 1-74

**FEBRUARY 9** **THE DUTCH CITY**

**FEBRUARY 14** **THE ENGLISH CITY**

*GOTHAM*, 118-37, 144-149, 159-190

**FEBRUARY 16** **THE ENGLISH CITY & THE REVOLUTION**

Prepared for UCASC, Dec 7, 2012
FEBRUARY 21 NO CLASS (MONDAY SCHEDULE)

FEBRUARY 23 THE MERCANTILE CITY

*GOTHAM*, 299-312, 333-370, 386-408, 419-422

FEBRUARY 28 THE MERCANTILE CITY

*GOTHAM*, 429-451, 473-492, 498-508, 522-528, 542-602

MARCH 1 THE MANUFACTURING CITY

*GOTHAM*, 649-711, 735-760, 784-795, 842-851

MARCH 6 THE MANUFACTURING CITY

In-class essay: describe and explain the evolution of NYC from a mercantile to a manufacturing city. What are the two or three most significant reasons why this change came about?

MARCH 8 NEW YORK IN THE CIVIL WAR

*GOTHAM*, 852-905

MARCH 13 THE INDUSTRIAL CITY

*GOTHAM*, 929-950, 966-978, 986-1001, 1041-1070

Essay due: Explain and analyze the motivations of the Civil War draft rioters. If you could interview one of the rioters, why might he say he had turned to violence? As a historian looking back, would you say this explanation is sufficient? Or were there other forces that may have contributed to his actions? Be sure to use evidence from your reading to support your argument. (4-5 pages)

MARCH 15 THE INDUSTRIAL CITY: CLASS & POLITICS

*GOTHAM*, 1071-1110

MARCH 20 THE INDUSTRIAL CITY: IMMIGRATION & LABOR

Prepared for UCASC, Dec 7, 2012
GOTHAM, 1111-1131

MARCH 22 THE INDUSTRIAL CITY: ENTERTAINMENT

GOTHAM, 1132-1154

MARCH 27 THE INDUSTRIAL CITY: EXPANSION AND CONSOLIDATION

GOTHAM, 1209-1236
#1 WALLACE, GOTHAM II

MARCH 29: MIDTERM EXAM: COVERS READINGS AND LECTURES FROM JAN. 31 - MARCH 27

APRIL 3 THE TWENTIES

#2 WALLACE, GOTHAM II

APRIL 5 THE TWENTIES

APRIL 6-15 NO CLASSES (SPRING BREAK)

APRIL 17 THE GREAT DEPRESSION

#3 WALLACE, GOTHAM II

APRIL 19 THE NEW DEAL & LAGUARDIA ERA

#4 WALLACE, GOTHAM II
Essay due: Evaluate LaGuardia as a Mayor. What were his strengths? Weaknesses? How would evaluate his legacy to the city? (4-5 pages)
Be sure to be specific and to cite evidence from your research and reading

APRIL 24 WORLD WAR II

#5 WALLACE, GOTHAM II

Prepared for UCASC, Dec 7, 2012
APRIL 26 THE GLOBAL CITY: THE MOSES ERA

#6 CARO
#7 PODAIR

Assignment: Prepare for a debate assessing Moses as the architect of urban renewal.

MAY 1 THE CITY IN THE SIXTIES

#8 SHEFTER
#9 MORRIS

MAY 3 FISCAL CRISIS IN THE SEVENTIES

#10 FREEMAN

MAY 8 NEW YORK IN THE EIGHTIES

#11 MCNICKLE
#12 BINDER & REIMERS

MAY 10 NEW YORK AT THE MILLENIUM

TOUR QUIZ

**ORAL HISTORY PROJECT DUE!! **

______________________________________________________________

MAY 15 THE FUTURE OF NEW YORK CITY

MAY 22 FINAL EXAM: 6:15-8:15

______________________________________________________________

**ORAL HISTORY PROJECT

Prepared for UCASC, Dec 7, 2012
Write a fifteen page typed oral history research paper in which you interview someone over 60 years old -- a relative, neighbor, friend, shopkeeper, teacher, etc. -- and ask them about New York in their lifetime. Detailed instructions will be handed out separately.

COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES
(see the Undergraduate Bulletin, Chapter IV Academic Standards)
Incomplete Grade Policy
Extra Work During the Semester
Americans with Disabilities Act (ADA) Policies

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)
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>AFR 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>The Origins of Contemporary Africa</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary/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>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>This course, focused on “Learning from the Past”, will introduce students to the central themes dominating African economic and social history in the “long” twentieth century. It will survey colonialism, nationalism, development, dependency, and armed conflict through the lens of economic and social transformation. The course is designed to challenge preconceptions of African “failure” – as often conveyed in contemporary Western media – through a series of historically-grounded investigations into the changes experienced by the continent since the onset of colonialism, with reference to the pre-colonial period when appropriate for background and context.</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

John Jay College Option Location

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

I. 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

Students in this class will demonstrate knowledge of key formative events and ideas in the modern humanities and social sciences, by developing an understanding of modern colonialism, imperialism, and decolonization – themselves critical themes of inquiry in any historical overview of the twentieth century. They will accomplish this by attending in class lectures, completing a series of map projects (due in weeks 3 and 4) designed to familiarize them with the political and physical geography of Africa, doing readings that will introduce them to interdisciplinary perspectives on the continent’s past. Students will be assessed on their reading through outlined quizzes (scheduled for weeks 4, ...
This course will analyze the significance of major developments in World History through an investigation of 19th and 20th century colonial history. We will pay particular attention to Africa and the major debates surrounding the continent’s situation in the global economic and political order. The recent role of the United States (from Liberia in the 19th century to Libya in the present) will also be touched upon in this course. Readings from the contemporary press of various countries, including African newspapers, will help students situate Africa’s role in 20th-century history. Students will each have an individual research topic locating a key historical event in an African country of their choice, which they will share with the class in their essays and presentations which will be held on the last day of class in week 14.

Students will learn to differentiate between multiple perspectives on the same subject, especially through a comparative analysis of different case studies built on measured, evidenced-based arguments which they will develop particularly in their individualized research essays. Each essay topic, in turn, will give students the chance to both present their findings to others, and to familiarize themselves with a wide range of reportage and scholarship on their individual case studies. Other activities, including watching contrasting documentaries (weeks 5, 8, and 13), and discussions of different research topics, which will expose students to multiple viewpoints.

| - | Analyze the significance of major developments in U.S. and World History. |
| - | Differentiate multiple perspectives on the same subject |
I. Course Description:

This course, focused on “Learning from the Past”, will introduce students to the central historical themes dominating African economic and social history in the “long” twentieth century. It will survey colonialism, nationalism, development, dependency, and armed conflict through the lens of economic and social transformation. The course is designed to examine and analyze preconceptions of African “failure” – as often conveyed in contemporary Western media – through a series of historically-grounded investigations into the changes experienced by the continent since the onset of colonialism, with reference to the pre-colonial period when appropriate for background and context.

Learning Objectives (“Learning from the Past”):

1. Students will demonstrate knowledge of formative events and ideas in the modern humanities and social sciences, by developing an understanding of modern colonialism, imperialism, and decolonization.

2. Analyze the significance of major developments in World History, with particular reference to Africa and the major debates surrounding Africa’s situation in the modern global economic and political order.

3. Differentiate multiple perspectives on the same subject, especially through a comparative analysis of different case studies built on measured, evidenced-based arguments and research essays.

II. Text and Materials:


Various other readings will be assigned and posted on BlackBoard under “Course Documents”. These may include journal articles, chapters in books, media articles (newspapers, magazines, etc.), maps, tables, and other items. Students are expected to follow the BlackBoard postings and to do the appropriate readings for each week. Remember that you will be quizzed on these readings.
I. Important Information

It is also your responsibility to use your CUNY email address as it is linked to your BlackBoard account, and you will receive regular notices through BlackBoard’s “Announcements” that will also forward to your email. Information about the course, including a copy of this syllabus, and detailed instructions on how to contact me can be found in “Course Information” tab. Lectures will cover the general span of African colonial history from the Berlin Conference of 1885, which partitioned the continent between the European powers, to the present day (2012). Topics will be covered in the order outlined in “Course Documents,” and the schedule below.

Classroom behavior:

Student participation is required. You are expected to arrive to class prepared to work. Students should be respectful of the professor and their classmates both on-line and in person, not disrupting another classmates or the instructor, addressing issues and scholarship, and referring to readings and academic arguments to support their statements. The professor encourages students to think critically and use scholarly analysis in their oral and written assessments. Students should come to class prepared, having read the readings and completed assignments on time. Students should be punctual and responsible. **Students are expected to stay awake in class. Do not use cell phones during class.**

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 the citation of original sources. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. **PLAGIARISM WILL INCURE AN F GRADE.** 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, summaries, and direct quotations are acceptable forms of restatement, as long as the source is cited. Students who are unsure of 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. *(Adapted from the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)*

Statement Regarding Students with Disabilities:

The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office and then me.

Grading and Evaluation

**Evaluation:**

- You must use your John Jay email. All course communications will be handled through your John Jay account. It is your responsibility to check this account as well as BlackBoard.
• CLASS ATTENDANCE IS VITAL. Note that a very large percentage of your overall grade is based on in-class activities and discussions. Lecture topics and discussions will cover textbook materials AND a wider range of interregional, transnational, and world-historical themes that are not necessarily found in your textbook. **DO NOT COME LATE TO CLASS – LATENESS WILL COUNT AGAINST YOU.**

• PARTICIPATE IN DISCUSSIONS. Your classroom comments will be used to assess your ability to locate, analyze, and integrate information from readings and lectures.

• Writing assignments (including quizzes and the Term Paper) will enable students to work early on doing research, to apply theoretical and conceptual analysis to research questions, and to learn at least one commonly-used citation style. Mastery of these skills is crucial if you are going to do well in later courses.

• Your final grade will reflect to the degree to which you do the assigned readings, think critically, and write well. Students will be also rewarded for being good communicators with their fellow students and the professor. Coherent and thorough arguments are welcome. Credit will also be given for consistent attempts to present ideas in class. **The key to this course is to learn to think critically about economic, social, and political questions as applied to African history, and to be able to apply these analytical skills to interrogate contemporary socio-economic issues of international significance.**

## I. Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Further information and readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 (27 Aug / 29 Aug)</td>
<td>Introductions, Review Syllabus</td>
<td>Syllabus – First day of class; READ: Boahen, Chapter 1, Wainaina (BlackBoard)</td>
</tr>
<tr>
<td>WEEK 2 (5 Sep)</td>
<td>Pre-Colonial and Early Colonial Period</td>
<td>READ: Boahen: finish Chapter 1; Oliver &amp; Atmore, Chapter 9 (BlackBoard)</td>
</tr>
</tbody>
</table>
| WEEK 3: (10 Sep / 12 Sep) | Scramble for Africa                  | **Completed Map 1 is due**  
READ: Boahen: first half of Chapter 2 (to p. 41); Oliver & Atmore, Chapter 10 (BlackBoard)         |
| WEEK 4 (19 Sep)     | Imposing the Colonial State; Quiz 1   | **Completed Map 2 is due**  
Quiz 1: The Scramble for Africa  
Read: Boahen: second half of Chapter 2                                                          |
| WEEK 5 (24 Sep)     | The Colonial State; Film 1           | **Film 1 screened in class** (Gates’s *Slave Kingdoms*)  
**Essay topic due:** Which country, which event, and 200 words justification as to why you’ve chosen it.  
Read: Boahen, First half of Chapter 3 (to p. 75);                                               |
| WEEK 6 (1 Oct / 3 Oct) | The Colonial State II               | **Film 1 response paper** is due  
Read: Boahen, second half of Chapter 3; Collin & Burns (BlackBoard)                              |
| WEEK 7 (15 Oct / 17 Oct) | Decolonization; LITERATURE REVIEW due; | **Completed Term Paper literature review due, including your working, annotated bibliography**  
Read: Boahen, Chapter 4; Reid, Chapter 18 (BlackBoard)                                        |
<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>Decolonization II; TERM PAPER due; Film 2</th>
<th>Term paper is due in class and on-line through SafeAssign Film 2: <em>Battle of Algiers</em> Read: Fanon (BlackBoard); Reid, Chapter 19 (BlackBoard);</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 9</td>
<td>Decolonization III</td>
<td>Film 2 response paper is due Read: Adas (BlackBoard); Whitlock (BlackBoard)</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Underdevelopment; Quiz 2</td>
<td>Quiz 2: Decolonization Read: Rodney (BlackBoard); Frank (BlackBoard);</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Africa &amp; Global Political Economy</td>
<td>Read: Wallerstein (BlackBoard); Shah (BlackBoard); Clark (BlackBoard)</td>
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<tr>
<td>WEEK 12</td>
<td>Contemporary Africa</td>
<td>Read: Reid, Chapter 22 (BlackBoard); Read: <em>Time</em> (1968) on Biafra (BlackBoard); Wainaina (BlackBoard)</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Resource Wars Film 3</td>
<td>Film 3: <em>The Trouble With Pirates</em> Junger (BlackBoard); Carney (BlackBoard); Ghazvinian (BlackBoard); Haron Snow (BlackBoard)</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Strangers in Africa; Quiz 3</td>
<td>Quiz 3: Modern Africa Film 3 response paper is due Read: Allen, Marks, Balachandran (all on BlackBoard) Presentations on your Term Paper subject</td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Final Exam</td>
<td>IN-CLASS FINAL</td>
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</tbody>
</table>

**Grading:**

Points per Assignment:
- Participation including Attendance and Discussion 20%
- Film Reflection Papers (5% each) 15%
- Map Projects (5% each) 10%
- “Africa in the Press Today” Term Paper: 20%
- “Africa in the Press Today” Oral Presentation: 5%
- Quizzes (5% each) 15%
- Final Examination (in class) 15%

Point Conversion to Grade:

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

**II. Examinations and Writing Assignments**

**Notes and Glossary:**

Please keep a glossary of key terms. This will help you build your vocabulary and will give us more precise

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
ways of expressing ourselves in class and in our assignments. Please include words or terms from the lectures, our discussions, and your readings. Your glossary will be evaluated as part of your participation grade. Please note that the glossary can be used during the final exam, which is closed book. Therefore, it is to your advantage to build up a substantial glossary of key terms.

**Map Projects:**

Students will submit two map projects which are intended to familiarize them with Africa’s political and physical geography. These projects are detail-oriented and will require a certain level of research. Together these are worth 10% of your grade.

**Quizzes:**

Three brief written quizzes will take place as outlined in the timetable above. Quizzes usually take the form of short responses that must be composed coherently and demonstrate evidence of critical inquiry. Questions will be based upon the readings assigned AND LECTURE MATERIAL PRESENTED. **There will be no make-ups for missed quizzes. If you come late to the quiz, you will not be allowed to finish the remainder of the quiz and will therefore receive only partial credit.**

**Documentary Films and Reaction Pieces:**

You will be assigned several films to watch. These are documentary films about African history and politics. You will need to write a 300-400 reaction piece answering questions about the film posed. Due dates are indicated in the table above.


You will be required to complete a term paper based on one country’s depiction in the international press, and concerning one relevant recent event (election, coup, civil war, famine, natural disaster, etc.). You will be required to select four to five recent articles on an assigned topic of contemporary relevance. Before your term paper is submitted, you will be required to produce an annotated bibliography and to send the professor the links to the articles you have chose. You should incorporate at least one book (from the library) to contextualize your articles. Past topics have included issues such as the brain drain debate in West Africa, Somali pirates in the Indian Ocean, and representations in the Western media of land redistribution policies of the Zimbabwean government. The students should coordinate his/her selection of news items to help expose different perspectives, prejudices, and ideological positions. You will need to clearly relate the contemporary issue you are covering with the history of the territory or nation you’re studying. This is an integral part of the assignment which the professor will help you tailor individually during office hour appointments.

**You will be required to make a brief (5 minute) oral presentation for your class on your term paper after you have submitted it, followed by a question-answer session of several minutes with your peers.**

Students should draw on a wide variety of international newspapers of record for their “Africa in the Press Today” term papers and presentations. Possible sources include the following newspapers, which can be found on-line:

- **China** – *People’s Daily (Xinhua)*: Beijing [English]
- **France** - *Le Monde diplomatique*: Paris [English]
- **Ghana** – *Daily Graphic*: Accra
- **Kenya** – *The Standard*: Nairobi
- **Lebanon** – *The Daily Star*: Beirut
- **Malaysia** – *New Straits Times*: Kuala Lumpur
- **Nigeria** – *The Guardian*
- **Nigeria** – *The Vanguard*: Lagos

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Students should visit the Writing Center before completing the Term Paper. The Writing Center is located in Room 2450 in the North Hall, and the phone number is: 212-237-8569.

You must also acquaint yourself with the Chicago style of citation used in the Humanities and the Social Sciences. Notes on citations formats for bibliographies and footnotes will be presented in “Course Documents” in BlackBoard. The professor or a visiting expert librarian from John Jay will summarize format, citation styles, and other requirements during the sessions in the second or third week of class. Finding appropriate sources, including books and articles (both online and in hard copy) is the student’s responsibility. Acquaint yourself with the on-line resources available through the CUNY system’s research web portals and the John Jay library, and use these to build your arguments. A strong essay should demonstrate the student’s critical and analytical skills.

The Term Paper must conform to the following criteria:

(1) A cover page with the, title, date, professor’s name, and course name, and the semester.
(2) 5-7 pages, 12-point font, double-spaced
(3) Separate bibliography in Chicago style
(4) Footnotes in the Chicago style
(5) Consult at least 5 sources. In addition to newspaper articles, these should include at least one scholarly source such as academic journal articles, academic books or book chapters. Appropriate news media sources should be at the core of this project.
(6) Introduction which presents a general overview of the problem or issue you researched, poses the essay question in your own terms, and offers a THESIS STATEMENT. A thesis statement is one or two sentences that present your answer to the question posed, which you will develop in the body. It answers the question: What is your argument?
(7) The Body must consist of several paragraphs where you tackle what you have identified as the main issues posed by the essay question. It should include a discussion of the information you found, and what perspectives scholars have on the issue (a review of the literature). However, the emphasis of the body paragraphs should address ideas you have identified as relevant to answering the essay question posed, and the arguments you have selected to support your thesis statement. Each paragraph should address one theme, concept, or idea.
(8) The Conclusion should summarize your argument in the context of the evidence you have presented. In many respects, it is a reiteration of your thesis statement.
(9) Critical analysis and commentary based upon your research. Remember, a key objective of this course to learn to think and write critically and independently about economic, social, and political questions relevant to your specific country’s history – and the continent’s history.

The final draft of the term paper will be at the end of Week 8, in class and on-line, as outlined above. You must submit the essay through BlackBoard’s anti-plagiarism function (SafeAssign).

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
**Final Examination:** The final examination may be a combination of multiple choice, identifications (1 sentence answer or phrases), short answer questions (3-5 sentence answers each), and short essay questions (1-2 paragraphs) and longer essay questions (1 page). The test will be administered during the last class during the exam period listed above. It will cover all topics and readings assigned and/or discussed during lectures. The final will particularly test your ability to draw out the larger historical themes of the course by relating Africa’s colonial past with the legacy of nation-building, ethnic and resource-based conflict, and
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Music 103</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Popular Music from Jazz to Rock</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art &amp; Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Music</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Contact Hours</td>
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</tr>
<tr>
<td>Pre-requisites</td>
<td>none</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>
</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></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 surveys the history of jazz and of the major styles of American popular music, including blues, gospel, rhythm ‘n’ blues, soul, and hip-hop, exploring both stylistic features as well as socio-cultural themes. This course is a historical and contextual survey of American popular music. This course examines (1) the mid-19th-century establishment of a distinctly American style, followed by ragtime and blues; (2) the birth of jazz and a survey of its social history and major styles from 1910 to the mid-1960s; (3) popular musics since the mid-1960s (Rock, Funk, Country, Rap, Hip-Hop); 4) the integration of musical elements from different cultural streams. The textbook is organized around five themes – Listening, Music and Identity, Music and Technology, Music Business, and Centers and Peripheries. We will be exploring a wide range of musical styles, artists, trends, and aesthetics.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>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>
<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>□ Creative Expression</td>
<td>□ Scientific World</td>
</tr>
</tbody>
</table>

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</td>
</tr>
</tbody>
</table>
C. Creative Expression

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

Through a five-page concert report (week 8) that details the concert experience, provides a short biography of a chosen composer, analyzes one piece employing musical and theoretical concepts and vocabulary, and historically contextualizes the composer-performer and the work in regards to the history of popular 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.

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

Through a sound journal (weeks 7 and 13) that describes and analyzes assigned listenings as well as listenings of the student’s choice. students will evaluate evidence and arguments critically or analytically in their discussion of the works in relation to the assigned readings. In the journal students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical contextualization.

- Evaluate evidence and arguments critically or analytically.

Through a 15-minute oral presentation (a portion of each class will be devoted to presentations and presentation dates will be assigned) on an artist and genre of the student’s choosing, students will produce well-reasoned arguments using evidence to support conclusions. Presentations will include a brief biography, two listening examples (approximately 5 minutes of musical excerpts), one musical analysis for each piece (employing musical and theoretical concepts and vocabulary), and historical contextualization of the composer-performer and the work in regards to the history of popular music in various cultures and genres.

- 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:

Through a series of discussion board assignments (weeks 2, 4, 6, 8, 10, and 12) that will address assigned questions regarding musical styles and artists, 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, 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.

- 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.

Through a five-page final paper (week 15) that compares and contrasts two musical periods (one from before 1950 and one from after 1950), students will: 1) analyze how arts from diverse cultures of the past serve as a foundation for those of the present, while also describing the significance of works of art in the cultures that created them; 2) discuss the musical, musicological, and socio-musical aspects of the periods or styles; and 3) will analyze one piece from each period employing musical and theoretical

- 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.
| concepts and vocabulary. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited. | • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| Through three quizzes (weeks 5, 8, and 11) and a final exam (week 15) students will demonstrate knowledge of the skills involved in the creative process through the use of musical terminology to analyze musical selections from the periods and styles of American popular music covered during the semester 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. | • Demonstrate knowledge of the skills involved in the creative process. |
| | • Use appropriate technologies to conduct research and to communicate. |
Syllabus for: American Popular Music: MUS 103
Professor: _____________________________________________
Office: Department of Art & Music, Suite 325T
Office Hours: By Appointment
Phone:________________________________________________
Email: ________________________________________________

COURSE DESCRIPTION: This course surveys the history of jazz and of the major styles of American popular music, including blues, gospel, rhythm 'n' blues, soul, and hip-hop, exploring both stylistic features as well as socio-cultural themes. This course is a historical and contextual survey of American popular music. This course examines (1) the mid-19th-century establishment of a distinctly American style, followed by ragtime and blues; (2) the birth of jazz and a survey of its social history and major styles from 1910 to the mid-1960s; (3) popular musics since the mid-1960s (Rock, Funk, Country, Rap, Hip-Hop); 4) the integration of musical elements from different cultural streams. The textbook is organized around five themes – Listening, Music and Identity, Music and Technology, Music Business, and Centers and Peripheries. We will be exploring a wide range of musical styles, artists, trends, and aesthetics.

STUDENT LEARNING OUTCOMES—FLEXIBLE CORE:
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 OUTCOMES FROM CATEGORY C: 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. 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.
6. Demonstrate knowledge of the skills involved in the creative process.

ASSESSMENT (See assessment tools identified above in numbers 1-6 as well as the tools below)
1. Three quizzes and a final exam. All quizzes and the final exam will require a written essay (in which students will demonstrate knowledge of the skills involved in the creative process through the use of musical terminology to analyze musical selections from the periods and styles of American popular music covered during the semester for issues such as instrumentation, formal structure, rhythmic principles, and musical texture), definitions of musical terminology, and identification of listening examples. All analyses must be accompanied by complete and clearly stated rationales. Historical contextualization of all musical periods is also required on all quizzes and the final exam.
2. Bi-weekly Blackboard discussion board assignments that will address assigned questions regarding musical styles and artists. In their discussions students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical contextualization.
3. A sound journal that describes and analyzes assigned listenings as well as listenings of the student’s choice. Students will also evaluate and analyze the works critically and analytically in relation to the assigned readings. In the journal students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical contextualization.
4. A five-page concert report that details the concert experience, provides a short biography of a chosen composer and/or performer, analyzes one piece from the concert employing musical and theoretical concepts and vocabulary, and historically contextualizes the composer-performer and the work in regards to the history of popular 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.

5. A 15-minute oral presentation on an artist and genre of the student’s choosing. Presentations will include a brief biography, two listening examples (approximately 5 minutes of musical excerpts), one musical analysis for each piece (employing musical and theoretical concepts and vocabulary), and historical contextualization of the composer-performer and the work in regards to the history of popular music in various cultures and genres. A portion of each class will be devoted to presentations and presentation dates will be assigned.

6. A five-page final paper that compares and contrasts two musical periods. Students will chose two periods covered during the semester, one from before 1950 and one from after 1950. Students will: 1) analyze how arts from diverse cultures of the past serve as a foundation for those of the present, while also describing the significance of works of art in the cultures that created them; 2) discuss the musical, musicological, and socio-musical aspects of the periods or styles; and 3) will analyze one piece from each period employing musical and theoretical concepts and vocabulary. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

PREREQUISITES: None

Required Text and Materials:

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 is mandatory. More than four unexcused absences will result in a failing grade. 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
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: Assignments are weighted as follows.
1. Three quizzes: 10 points each; Final exam: 20 points.
2. Bi-weekly Blackboard discussion board assignments: 10 points.
3. Sound journal (2 due dates): 10 points.
4. Five-page concert report: 10 points.
5. 15-minute oral presentation: 10 points.
6. Five-page final paper: 10 points.
Total points available: 100.
Five points of extra credit will be given for outstanding classroom participation.
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.

Week 1
Handouts: Course Description; Syllabus; How to use Blackboard; Key themes of course outlined
Sources of Popular music (European, African, Anglo-American Folksong, Latin)
Assignment: APM: Ch. 1&2;

Week 2
Review key themes from APM; Introduction to early forms of American popular music (Minstrelsy, Parlor song, Concert bands).
Assignment: APM: Ch. 3; DB (Discussion Board) #1 on Blackboard

Week 3
Ragtime, Syncopated dances, the Jazz Age begins.
Assignment: APM: Ch. 4 & 5

Week 4
Form; Tin Pan Alley, Negro Spirituals, Intro to the Blues. Review course themes.
Assignment: APM: Ch. 6; DB #2 on Blackboard

Week 5
Blues (Cont.) Performing in Class; Swing; Intro to Jazz
Assignment: Oxford “Roots of Jazz” (on BB “course docs”)
Quiz #1

Week 6
The Story of Jazz: New Orleans; New Orleans Musicians go North; Chicago jazz in the 1920s; L. Armstrong, Duke Ellington. Bop/Post-Bop Jazz, 1940’s; 1950s Jazz; Reactions to Bop; 1960s Jazz; Who were Miles Davis, Thelonius Monk, and Charlie Parker?
Assignment: Gridley Chs. 1&2 (on BB); DB #3 on Blackboard

Week 7
The Story of Jazz (cont.) – Free Jazz, Modern Jazz, Jazz-Rock
Assignment: CONCERT REPORT; APM Ch. 7 & 8; Sound Journal #1 Due

Week 8
CONCERT REPORT DUE
Postwar era; Rhythm & Blues; Country; Rock 'n' Roll
Assignment: APM: Ch. 9 & 10; DB #4 on Blackboard
Quiz #2

Week 9
The Roots and Early Years of Rock; Emergence of Soul
Assignment: APM: Ch. 11

Week 10
Rock and Soul: 1950s-1960s; DB #5 on Blackboard
Assignment: APM: Ch. 12

Week 11
1970s – Reactions to Rock; Other musics
Assignment: APM: Ch. 13
Quiz #3

Week 12
New trends: Reggae, Disco, Punk, Rap; Electronics
Discuss final paper (final paper handout)
Assignment: APM: Ch. 14; DB #6 on Blackboard. CHOOSE FINAL PAPER TOPIC

Week 13
Music in the USA; Heavy Metal, Grunge in the 1990s
Assignment: APM: Ch. 15; Adorno on Pop Music (BB “course docs”); Final Paper Outline due; Sound Journal #2 Due

Week 14
The new century is now!
Assignment: FINAL PAPER

Week 15
FINAL EXAM / FINAL PAPER DUE
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>MUS 140</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>INTRODUCTION TO GUITAR</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>MUSIC</td>
</tr>
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<td><strong>Credits</strong></td>
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<td><strong>Contact Hours</strong></td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>NONE</td>
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<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
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</tbody>
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### Course Description
This course will enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.

### 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
  - □ Communication

### Learning Outcomes

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Communications - Please explain how your course meets these learning outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>Students will write a concert report/research paper based on attendance at a live guitar-focused performance that demonstrates their knowledge of the influence of historical and cultural processes of various styles of guitar performance techniques. Students will be able to communicate musically as they play the guitar with knowledge of all the music skills, including accuracy in reading rhythm, pitch, articulation, phrasing, dynamics, correct hand position, and complete continuity of concentration.</td>
<td></td>
</tr>
<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>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Students work collaboratively playing duets and group pieces in class as well as assisting each other with execution of pieces. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the guitar or step into the foreground as dictated by each piece of music.</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>Students will be able to fully contextualize and recognize cultural patterns in the music that they study. Because of their concert report, required guided listening/viewing assignments on guitar performance styles, and their active participation in creating these musical styles, students will be able to</td>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
<tr>
<td>appreciate how musical sound is used to convey meaning in various cultures.</td>
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</tbody>
</table>

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Syllabus for: Introduction to Guitar: MUS 199

City University of New York
899 Tenth Avenue, New York, NY 1019

Professor: ______________________________

Office: Department of Art, Music & Philosophy, Suite 325T

Office Hours: By Appointment

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

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 concert report/research paper based on attendance at a live guitar-focused performance that demonstrates their knowledge of the influence of historical and cultural processes of various styles of guitar performance techniques. Students will be able to communicate musically as they play the guitar 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.

3. Work collaboratively

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Students work collaboratively playing duets and group pieces in class as well as assisting each other with execution of pieces. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the guitar or step into the foreground as dictated by each piece of music.

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. Because of their concert report, required guided listening/viewing assignments on guitar performance styles, 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)**

1. Research Paper: 20% of grade. Choose a style of guitar music and attend a live performance. Then write a paper of a minimum of 4 pages, investigating the style’s history, the performer and the music performed. Standard MLA or APA forms are to be used.

2. Midterm: 20% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

3. Final Exam: 20% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

4. Quizzes: 25% of grade. Consist of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

5. Class preparedness/Attendance: 15% of grade.

**REQUIRED READINGS:**

1) *Alfred’s Basic Guitar Method, Complete* by Morty Manus and Ron Manus
ISBN: 0739048937

**ADDITIONAL MATERIALS:**

1) A few guitar picks (25¢/each)  
2) A guitar for at-home study and practice  
3) A metronomoe

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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.

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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.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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: Students will make up an incomplete within the next semester. I will oversee any exams that have to be made up.

Weekly Schedule:

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

**Week 2:** Guitar Styles 2 - Double-Course Guitars of the Americas: Cuban tres and laúd, Puerto Rican cuatro, Colombian tiple, Andean charango

The Second String B, pp. 16-19

The Third String G and Introducing Chords, pp. 20-22

**Week 3:** Guitar Styles 3 - Ragtime Blues: Son House, Blind Lemon Jefferson, Blind Blake, Blind Boy Fuller, Texas Alexander, Leadbelly, Mississippi John Hurt, Lightening Hopkins, Booker White, Skip James, Rev. Gary Davis, Big Bill Broonzy, Sonny Terry and Brownie McGhee

*QUIZ 1 - COVERING PREVIOUS 4 CLASSES AND STYLES*

Three-String C Chord, Three-String G7 Chord, Three-String G Chord, pp. 24-27

The Fourth String D, Fermata, Common Time, pp. 28-31

**Week 4:** Guitar Styles 4 - Blues: Albert Collins, Albert King, Muddy Waters, Buddy Guy, T-Bone Walker, BB King, John Lee Hooker, Freddie King, Stevie Ray Vaughan, Robert Cray, Keb Mo, Corey Harris, Ben Harper

Four-String G & G7 Chords, pp. 32-33

**Week 5:** Guitar Styles 5 - Country and Bluegrass: Bill Monroe, Doc Watson, Tony Rice, Clarence White, Bill Monroe, Andy Statman, Bela Fleck, Earl Scruggs, Jimmy Bryant, Speedy West, Buddy Emmons, Doug Jernigan

The Fifth String A, pp. 34-36

*QUIZ 2 - COVERING PREVIOUS 4 CLASSES AND STYLES*

Introducing High A and Incomplete Measure, pp. 37-39

**Week 6:** Guitar Styles 6 - Rock and Blues1: Bo Diddley, Chuck Berry, Curtis Mayfield, Jimi Hendrix, Carlos Santana, Scotty Moore, Steve Cropper, Eric Clapton, Jeff Beck, Pete Townshend, George Harrison, James Burton

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
*GUITAR STYLES CONCERT REPORT DUE

The Sixth String E, Tempo Signs, Bass-Chord Accompaniment, pp. 40-42
Dynamics, Rests, pp. 43-45

Week 7: Guitar Styles 7 - Rock and Blues 2: Eddie Van Halen, Jimmy Page, Ritchie Blackmore, Tommy Iommi, Duane Allman, Dicky Betts Brian May, Keith Richards, Randy Rhoads

Four-String C Chord, More Bass-Chord Accompaniments, pp. 46-49

*QUIZ 3 - COVERING PREVIOUS 5 CLASSES AND STYLES

Eighth Notes, pp. 50-51

Week 8: Guitar Styles 8 - Rock and Blues 3: Robert Fripp, Adrian Belew, Steve Howe, Alex Lifeson, David Gilmour, Andy Summers, Prince, Nils Lofgren, Jennifer Batten

Sharps, Flats, Naturals, pp. 52-55

Four String D7 Chord, pp. 56-57

Week 9: Review Guitar Styles

The Major Scale, Key Signatures, pp. 58-59

*MIDTERM

Week 10: Guitar Styles 9 - Jazz: Charlie Christian, Oscar Moore, Freddy Greene, Herb Ellis, Django Reinhardt, Wes Montgomery, Kenny Burrell, George Benson, Jim Hall, Joe Pass, Pat Metheny, Eddie Lang, Pat Martino, Bill Frisell, Kurt Rosenwinkel, John Scofield, Mike Stern, Emily Remler, Mimi Fox, Sheryl Bailey

Eighth Rests, pp. 60-61

Dotted Quarter Notes and Guitar Fingerboard Chart, pp. 62-64

Week 11: Guitar Styles 10 - African Guitar Music: Jean Bsc Mwenda, Ali Farka Touré, King Sunny Ade, Diblo Dibala, Sekou Diabaté, François Luambo Makiadi, Oliver Mtukudzi, Christogonus Ezebuio Obinna, Abdul Tee Jay, Hamed Soumounou

*QUIZ 4 - COVERING PREVIOUS 2 CLASSES AND STYLES

Key of C Major, pp. 65-68

Week 12: Guitar Styles 11 - Europe: Paco de Lucia, Ramón Montoya, Tomatito, Andrés Segovia, Niccolò Paganini

Bass Solos with Chord Accompaniment, p. 69
Key of G Major I, pp. 70-72

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Key of G Major II, pp. 73-74

**Week 13:** Guitar Styles 12 – Asia and Hawaii: Tau Moe, Eddie Kamae, Gabby Pahinui, Jake Shimabukuro, Nguyen Le, Wu Wenguang, VM Bhatt, Debashish Bhattacharya

*QUIZ 5 - COVERING PREVIOUS 3 CLASSES AND STYLES*
Syncopation, pp. 75-77
Key of A Minor, pp. 78-79

**Week 14:** Guitar Styles 13 - Modern Fingerstyle: Tuck Andress, Martin Taylor, Michael Hedges, Vicki Genfan, Lenny Breau, Andy McKee, Kaki King

6/8 Time, pp. 80-81
Bass-Chord Accompaniment: Key of C, pp. 82-83

**Week 15:** Guitar Styles 14 - Experimental Instruments and Techniques: Charlie Hunter, Trey Gunn, Tony Levin, Stanley Jordan

**FINAL EXAM 10:15AM-12:15PM**

Approved by UCASC, Nov 16, to College Council, Dec 12, 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 of the City of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Art 105</td>
</tr>
<tr>
<td>Course Title</td>
<td>Modern Art</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>Art History</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>None</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>◯ In-person □ Hybrid □ Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
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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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<tr>
<td></td>
<td>□ Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>◯ Other (specify):____________________________________________________________________________</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course considers the development of art in the modern</td>
</tr>
<tr>
<td></td>
<td>Western world beginning with Europe in the late 18th century</td>
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<td></td>
<td>and ending with American art after World War II. The work</td>
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<td>of such major artists as David, Degas and Monet, Van Gogh</td>
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<tr>
<td></td>
<td>Andy Warhol are studied as the history of individual</td>
</tr>
<tr>
<td></td>
<td>achievement and in the contexts of modern life.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>attached</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>
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</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>Life and Physical Sciences</td>
<td>US Experience in its Diversity</td>
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<tr>
<td></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>◯ Creative Expression</td>
</tr>
</tbody>
</table>
## Learning Outcomes

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

<table>
<thead>
<tr>
<th>C. Creative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course <strong>must meet the three learning outcomes</strong> in the right column.</td>
</tr>
<tr>
<td>Students will gather information by: (a) directly observing the artworks; (b) reading primary sources documents; (c) reading secondary source documents and (d) viewing slides. Based on the aforementioned, students will be asked to prepare a research paper about a work of modern art displayed at the Museum of Modern Art (Week 11).</td>
</tr>
<tr>
<td><strong>Gather, interpret, and assess information from a variety of sources and points of view.</strong></td>
</tr>
<tr>
<td>By utilizing direct observation, examining primary sources such as manuscripts, diaries, journals, exhibition catalogues, contemporary reviews and later secondary sources such as compendiums and art history texts students will be able to analyze creative expression of the modern art form from differing historic, cultural, societal and technological viewpoints. These sources will be incorporated into the research paper as aforesaid (Week 11). In addition, students will have weekly questions to answer based on the readings assigned which will allow the students a formal means of explaining and assessing the facts they have observed and/or read.</td>
</tr>
<tr>
<td><strong>Evaluate evidence and arguments critically or analytically.</strong></td>
</tr>
<tr>
<td>Students will produce well reasoned written argument in their formal research paper of 4-5 typewritten pages which will address in properly organized paragraphs with attendant punctuation, grammar and citations not only the formal qualities of the work selected, but also address issues raised at the time work was first displayed. By studying the work itself and primary source material students will have evidentiary support for their own interpretation of the work as it agrees or disagrees with previous scholarship and/or critique.</td>
</tr>
<tr>
<td><strong>Produce well-reasoned written or oral arguments using evidence to support conclusions.</strong></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: |
| In the midterm, final examination and weekly question assignment students will be required to identify and apply the fundamental concepts and methods used by art historians; **to wit,** (a) identification of the work, - title, artists, date, medium; (b) style of the work – formal elements - how paint is applied, use of color, use of perspective, influence of other sources for the work (c) context of the work – societal, cultural, political, philosophical, technological ideas and/or occurrences that influenced the artistic choices. |
| **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.** |
| In written weekly assignments, midterm and final examinations as well as the research paper students will demonstrate an understanding of how Modern art was strongly influenced by the arts and artifacts of non-western societies and past cultures. Students will answer questions such as how did African tribal masks influence the work Picasso as seen in Demoiselle D’Avignon? Or, how did a Japanese woodcuts/prints influence the work of Impressionists and post Impressionists as seen in the works of Cassatt and Toulouse-Lautrec? Students will be required to describe in detail with specific examples using the works, how the formal qualities are expressed. |
| **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.** |
in both the non-western and modern work and explain the link between them. The information will be given to the students as part of the lectures, in viewing the slides as well as in, readings and direct observation of the works.

| **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.** |

In written weekly questions, midterm and final examination as well as the research paper students will be asked to discuss how the work was created. Specifically, what formal techniques of the artists, to wit, brushwork, choice of color palette and use of perspective will be presented so that the students will be able to articulate how the new work and style were created by modern artists.
Syllabus for Modern Art (Art 105)

Professor: Dr. Thalia Vrachopoulos
Office: Department of Art, Music Suite 325T

Office Hours: By Appointment

COURSE DESCRIPTION:
This course considers the development of art in the modern Western world beginning with Europe in the late 18th century and ending with American art after World War II. The work of such major artists as David, Degas and Monet, Van Gogh and Gauguin, Picasso and Brancusi, Jackson Pollack and Andy Warhol are studied as the history of individual achievement and in the contexts of modern life.

LEARNING OUTCOMES:

Students will:

1. Gather, interpret, and assess information about modern art works from a variety of sources and points of view.
2. Evaluate evidence and arguments about modern art works and modernism critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence from their reading, research, and observation of art works to support conclusions.
4. Identify and apply the fundamental concepts and methods of art history in exploring creative expression.
5. Analyze how arts from diverse cultures of the past serve as a foundation for modern art and modernist concepts of art and describe the significance of works of art in the societies that created them.
6. Demonstrate knowledge of the skills involved in creating visual art in general and modern art in particular.

PREREQUISITES: None

REQUIRED READINGS: Available at Amazon.com; Barnes & Noble; John Jay Library and online.


ONLINE RESOURCES:

JSTOR – Art Magazines, various

NYPL - Main Branch & Mid Manhattan (Large collection of art historical books)

The Art History Archive

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 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).

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**GRADES:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/ review/ critique. The grade distribution is as follows: 30% mid-term exam, 30% research/formal analysis paper, 30% final exam, 10% answer sheets to reading questions.

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: No incomplete will be accepted.

**WEEKLY QUESTION RESPONSES:** You will be asked to write a 1-page essay each week in response to a question posed about the readings and lectures. The questions will be posted on Blackboard and will deal with one of the major themes presented in the course—10% of Grade.

**RESEARCH PAPER:** Students will write an analysis/research paper (4-5 typewritten pages) based on a work of art on view at the Museum of Modern Art (53rd St btwn 5th & 6th Ave). Utilizing the analysis guide create an essay following the format of the guide. Further information and the guide to be handed out in class and discussed. 30% of Grade.

**MIDTERM AND FINAL:** Students will be required to take both a midterm and final examination. Which will consist of explaining and analyzing specific works viewed in class, the artists who created the works and formal qualities of the works as discussed in class, seen in the slides and as set forth in readings. 60% of Grade (30% for each exam).

**ATTENDANCE AND CLASS PARTICIPATION:**

- More than THREE (3) absences (which are to be used for emergencies only) constitute failure.
- Three (3) lateness’ constitute one (1) absence.
- Any missed work or missed assignments will lead to an incomplete (INC) for the course.
- Students are expected to attend class, complete reading and writing assignments on time, and actively participate in class discussion and activities. Written assignments **must** be submitted on the scheduled due dates.
- There will be no use of cell phones or other electronic devices during class.
- Professor reserves the right to change items on the syllabus; you will receive proper notification of such changes.

**Week 1 Introduction**  
Why do we study the history of art? Pages 1-25

**Week 2 The Early Renaissance**  
Pages 466-527 & Weekly question assignment
Week 3 Neo Classicism & Late 18 & Early 19th Century

Pages 690-709 & weekly question assignment

Week 4 Romanticism Late 18th & Early 19th Century

Pages 709-728 & weekly question assignment

Week 5 19th Century Realism

Pages 732-758 & weekly question assignment

Week 6 19th Century Impressionism

Pages 758-781 & weekly question assignment

Submit research paper topic for approval.

Week 7 Midterm

Week 8 Post Impressionism & the late 19th Century

Pages 789-816 & weekly question assignment

Week 9 Turn of the Century: Early Picasso; Fauvism, Expressionism and Matisse

Pages 816-836 & weekly question assignment

Week 10 Cubism Pages 836-41

Synthetic Cubism Pages 841-4 & Weekly question assignment

Other Early Abstract Developments & Early 20th Century Architecture Pages 855-63

Week 11 Dada Pages 863-68

Surrealism Pages 868-75 & weekly question assignment

Surrealist Sculpture and Sculpture Derived From Surrealism Pages 875-881

RESEARCH PAPER DUE: Visit the Museum of Modern Art (directions are on Blackboard) and choose a work from the collection that particularly interests you. Once your choice has been approved, you will conduct online and library research on what was written about the work by critics and scholars when it was first displayed. In your paper you should use your own observations of the work to agree or disagree with what those previous scholars and critics said about it.

A successful paper will draw on evidence from your research and the work itself to make a well reasoned written argument of 4-5 typewritten pages with a clear thesis and properly organized supporting paragraphs. Formal qualities,
including correct punctuation, grammar and citations are important. You will find it helpful to consult Barnet, *A Short Guide to Writing about Art* (on Library reserve).

**Week 13  US: Regionalism & Social Realism** Pages 881-885

- **American Self Taught Painters** Pages 885-86 & weekly question assignment
- **Mexico** Pages 886-87
- **Toward American Abstraction** Pages 887-92
- **The Teachers: Hans Hofmann & Josef Albers** Pages 892-93
- **Abstract Expressionism: The New School** Pages 893-908

**Week 14  Figurative Abstraction In Europe** Pages 908-10

- **Sculpture** Pages 910-13 & weekly question assignment
- **Pop Art In England: Richard Hamilton** Pages 913-15

**Week 15 Pop Art in the US** Pages 915-26

- **Op Art** Page 926 & weekly question assignment
- **Minimalism** Page 926-31
- **Conceptualism** Pages 931-34
- **Action Sculpture: Joseph Beuys** Page 934

**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>
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<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>MAT 108</td>
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<tr>
<td>Course Title</td>
<td>Social Science Mathematics</td>
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<tr>
<td>Department(s)</td>
<td>Mathematics and Computer Science</td>
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<tr>
<td>Discipline</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Credits</td>
<td>3.0</td>
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<tr>
<td>Contact Hours</td>
<td>3.0</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>MAT 104 or MAT 105 or 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>Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.</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>
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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

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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.

E. Scientific World

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

In this course, real-world data are studied through the lenses of three different mathematical methods: linear programming, probability, and

- Gather, interpret, and assess information from a variety of sources and points of view.
In linear programming, students study maximization and minimization problems in realms including personal finance, public transit, and business decision-making. In probability, students evaluate and interpret the likelihood of events, with examples relevant to sports, college admissions, and disease testing. In statistics, students learn the fundamental science of studying and drawing conclusions from quantitative data, applying these methods to human anatomy and political polling.

The successful student will be able to determine which aspects of problems are relevant to their mathematical solution, understand and argue convincingly why mathematical methods and assumptions are appropriate to the problem at hand, and evaluate whether solutions make mathematical and real-world sense.

Verbal arguments are central to the solution of problems in probability and statistics. Students must be able to explain why their method of solving a problem is appropriate and what the results of their computations mean in intuitive and real-world terms. A solution is incomplete if verbal arguments are not included. In addition, applied problems in all three topics studied in the course require discussion of how the problem can be translated to mathematics and what the mathematical solution means in the context of the problem.

A course in this area (II.E) 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 scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
Course description: Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

We study a variety of mathematical topics that are necessary for quantitative aspects of the social sciences, covering four topics:

- Linear programming seeks to maximize a quantity subject to given constraints. We consider quantities and constraints given by linear equations and inequalities. Students will also graph lines, solve systems of linear equations, and graph systems of linear inequalities.
- Sets and combinatorics give us convenient ways of representing and counting large and complex collections of objects. We focus on examples relevant to probability.
- Probability quantifies the likelihood that an event will occur. We study equally likely outcomes, conditional probability, independence, Bayes’ Theorem, and expected value, with an emphasis on practical applications.
- Statistics is the fundamental science of studying quantitative data. Students will explore statistical measures and probability distributions, in particular the normal and binomial distributions, and apply their knowledge to real-world data sets.

Learning outcomes: At the end of the semester, the successful student will be able to:

- set up and solve linear programming problems using graphs of linear inequalities;
- determine the appropriate techniques to use when counting the number of elements in a set;
- compute probabilities using a variety of techniques;
- understand and apply conditional probability, independence, and Bayes’ Theorem;
- understand and compute statistical measures of central tendency and dispersion;
- recognize and apply the normal and binomial distributions; and
- apply the above topics to applied, real-world problems by expressing them in appropriate mathematical form and interpreting the solution in the context of the problem.


Homework: Homework assignments will be assigned weekly and are due the following Monday unless otherwise specified.
Tests: There will be three tests during the semester in addition to the final examination. Review sessions will precede each test and the final. Each test covers the material presented between that test and the previous test. The final is cumulative. IT IS THE POLICY OF THE MATH DEPARTMENT POLICY THAT AN INDIVIDUAL SCORING LESS THAN 40% ON THE FINAL EXAMINATION AUTOMATICALLY RECEIVES A FAILING GRADE FOR THE COURSE.

Calculators: A calculator is recommended for this course; a pocket calculator will suffice. Calculators will be allowed on the tests and final. However, graphing calculators, cell phones, and any device that can connect to the internet are not acceptable for use.

Grading: Your homework is worth 25% of your final grade, each test is worth 15%, and the final is worth 30%. Your final grade is determined by your average as follows:

- A: 93 or 4 above
- A-: 90-92
- B+: 86-89
- B: 83-85
- B-: 80-82
- C+: 76-79
- C: 73-75
- C-: 70-72
- D+: 66-69
- D: 63-65
- D-: 60-62
- F: 59 or below

Course policies:
- Attendance is the student’s responsibility.
- There are no make-up tests except in extreme circumstances.
- Late homework is marked down 20%.

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

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. This grade will be considered in cases of major disruptions in the life of the student.

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. Therefore individual extra credit assignments will not be available.

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.,)

Prepared for UCASC, Dec 7, 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 *(Day, topic and section):*

1. Introduction  
2. Cartesian coordinate system (1.1); straight lines (1.2)  
3. Linear functions and mathematical models (1.3); intersection of straight lines (1.4)  
4. Systems of linear equations (2.1)  
5. Systems of linear inequalities (3.1)  
6. Linear programming problems (3.2)  
7. Graphical solution of linear programming problems (3.3)  
8. TEST 1 REVIEW  
9. TEST 1  
10. Sets and set operations (6.1); number of elements in a finite set (6.2)  
11. Multiplication principle (6.3)  
12. Permutations and combinations (6.4)  
13. Experiments, sample spaces, and events (7.1)  
14. Definition of probability (7.2)  
15. Rules of probability (7.3)  
16. Counting techniques in probability (7.4)  
17. TEST 2 REVIEW  
18. TEST 2  
19. Conditional probability and independent events (7.5)  
20. Bayes’ Theorem (7.6)  
21. Distribution of random variables (8.1); expected value (8.2)  
22. Variance and standard deviation (8.3)  
23. Binomial distribution (8.4)  
24. Normal distribution (8.5)  
25. Applications of the normal distribution (8.6)  
26. TEST 3 REVIEW  
27. TEST 3  
28. FINAL REVIEW
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>MUS/LLS 110</td>
</tr>
<tr>
<td>Course Title</td>
<td>Popular Musics of the Caribbean</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art &amp; Music (with cross-listing in Latin American Studies)</td>
</tr>
<tr>
<td>Discipline</td>
<td>music</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>none</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only:</td>
</tr>
<tr>
<td></td>
<td>x 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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<tr>
<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 the major popular music styles of the Caribbean, including salsa, merengue, reggae, soca and other genres, exploring their historical development, social contexts, relation to indigenous folk music and continued evolution in New York City.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:  
□ current course □ revision of current course □ a new course being proposed

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

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

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

### C. Creative Expression

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through a five-page concert report (week 9) that details the concert experience, provides a short biography of a chosen composer and/or performer, analyzes one piece employing musical and theoretical concepts and vocabulary, and historically contextualizes the composer-performer and the work in regards to the history of Caribbean 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.</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Through a sound journal (weeks 7 and 13) that describes and analyzes assigned listenings as well as listenings of the student’s choice. Students will evaluate evidence and arguments critically or analytically in their discussion of the works in relation to the assigned readings. In the journal students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical and cultural contextualization.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Through a 15-minute oral presentation (a portion of each class will be devoted to presentations and presentation dates will be assigned) on an artist and genre of the student’s choosing, students will produce well-reasoned arguments using evidence to support conclusions. Presentations will include a brief biography, two listening examples (approximately 5 minutes of musical excerpts), one musical analysis for each piece (employing musical and theoretical concepts and vocabulary), and historical and cultural contextualization of the composer-performer and the work in regards to the history of Caribbean music in various cultures and genres.</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>
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</tr>
</thead>
<tbody>
<tr>
<td>Through a series of discussion board assignments (weeks 2, 4, 6, 8, 10, and 12) that will address assigned questions regarding musical styles and artists, 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, while also providing a brief historical and cultural contextualization of the composer/performer and the work in regards to the history of Caribbean music in various cultures and genres.</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
</tr>
<tr>
<td>Through a five-page final paper (week 14) that compares and contrasts two Caribbean musical styles (one from before 1950 and one from after 1950), students will: 1) analyze how arts from diverse cultures of the past serve as a foundation for those of the present, while also describing the significance of works of art in the cultures that created them; 2) discuss the musical, musicological, and socio-musical aspects of the periods or styles; and 3) will analyze one piece from each style employing musical and theoretical</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>
</tbody>
</table>
concepts and vocabulary. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Through three quizzes (weeks 5, 8, and 11) and a final exam (Finals Week) students will demonstrate knowledge of the skills involved in the creative process through the use of musical terminology to analyze musical selections from the periods and styles of Caribbean music covered during the semester for issues such as instrumentation, formal structure, rhythmic principles, musical texture, etc. All analyses must be accompanied by complete and clearly stated rationales. Historical and cultural contextualization of all musical styles and periods is also required on all quizzes and exams.

- Demonstrate knowledge of the skills involved in the creative process.

- Use appropriate technologies to conduct research and to communicate.
COURSE DESCRIPTION
This course surveys the major popular music styles of the Caribbean, including salsa, merengue, reggae, soca and other genres, exploring their historical development, social contexts, relation to indigenous folk music and continued evolution in New York City.

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:
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 C: 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. 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.
6. Demonstrate knowledge of the skills involved in the creative process.

ASSIGNMENTS (See assessment tools identified above in numbers 1-6 as well as the tools below)
1. Three quizzes and a final exam. All quizzes and the final exam will require a written essay (in which students will demonstrate knowledge of the skills involved in the creative process through the use of musical terminology to analyze musical selections from the periods and styles of Caribbean music covered during the semester for issues such as instrumentation, formal structure, rhythmic principles, and musical texture), definitions of musical terminology, and identification of listening examples. All analyses must be accompanied by complete and clearly stated rationales. Historical and cultural contextualization of all musical styles and periods is also required on all quizzes and the final exam.
2. Bi-weekly Blackboard discussion board assignments that will address assigned questions regarding musical styles and artists. In their discussions students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical and cultural contextualization.
3. A sound journal that describes and analyzes assigned listenings as well as listenings of the student's choice. Students will also evaluate and analyze the works critically and analytically in relation to the assigned readings. In the journal students will employ musical terminology to assess and analyze musical selections for issues such as instrumentation, formal structure, rhythmic principles, and musical texture, as well as provide historical and cultural contextualization.
4. A five-page concert report that details the concert experience, provides a short biography of a chosen composer and/or performer, analyzes one piece from the concert employing musical and theoretical concepts and vocabulary, and historically contextualizes the composer-performer and the work in regards to the history of Caribbean 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.
5. A 15-minute oral presentation on an artist and genre of the student's choosing. Presentations will include a brief biography, two listening examples (approximately 5 minutes of musical excerpts), one musical analysis for each piece (employing musical and
theoretical concepts and vocabulary), and historical and cultural contextualization of the composer-performer and the work in regards to the history of Caribbean music in various cultures and genres. A portion of each class beginning in Week 3 will be devoted to presentations and presentation dates will be assigned.

6. A five-page final paper that compares and contrasts two Caribbean musical styles and discusses the significance of each style to the cultural life of NYC. Students will chose two styles covered during the semester, one from before 1950 and one from after 1950. Students will: 1) analyze how arts from diverse cultures of the past serve as a foundation for those of the present, while also describing the significance of works of art in the cultures that created them; 2) discuss the musical, musicological, and socio-musical aspects of the periods or styles; 3) analyze one piece from each style employing musical and theoretical concepts and vocabulary; and 4) discuss the significance of both of these musics to the cultural life of NYC. In addition to the course texts, at least three library resources must be employed (they may not all be electronic) and properly cited.

PREREQUISITES: None

REQUIRED MATERIALS
Manuel, Caribbean Currents: Caribbean Music from Rumba to Reggae (Second Edition). A compact disc of musical examples will be on reserve. Audio examples will also be available on Blackboard. The best way to excel in the course is to be familiar with the music and use it to organize the major concepts in each unit.

RESERVE MATERIALS (Library): Supplementary CDs and other materials will be placed on reserve as needed and will be made available on Blackboard.

ATTENDANCE: Class attendance is essential. More than four absences results in failure. Two lates = one absence.

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)

GRADES: Assignments are weighted as follows.
1. Three quizzes: 10 points each; Final exam: 20 points.
2. Bi-weekly Blackboard discussion board assignments: 10 points.
3. Sound journal (2 due dates): 10 points
4. Five-page concert report: 10 points
5. 15-minute oral presentation: 10 points
6. Five-page final paper: 10 points
Total points available: 100
Five points of extra credit will be given for outstanding classroom participation.
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.
SCHEDULE OF CLASSES AND ASSIGNMENTS

Week 1
Class 1 - Introduction and Overview
Class 2 - Gender, Ethnography, and Caribbean Music
Read: Manuel, Chapter 1 and pp. 278-283

Week 2
Class 3 - Indigenous Music and Afrocuban Sacred Music
Read: Manuel, Chapter 2, pp. 19-27
Class 4 - Rumba and Danzón
Read: Manuel, Chapter 2, pp. 27-43
DB (Discussion Board) #1 on Blackboard

Week 3
Class 5 - Haitian influences and Son
Read: Manuel, Chapter 2, pp. 43-54
Class 6 - Carnival, Música Campesina, Bolero

Week 4
Class 7 - Chachachá, Mambo, and NYC
Read: Manuel, Chapter 2, pp. 54-63
Class 8 - 1959-1989: Nueva Trova, Jazz, Popular Dance Music, Rock
DB #2 on Blackboard

Week 5
Class 9 - 1989-present: Popular Dance Music, Hip Hop, Rock
Class 10 Quiz #1

Week 6
Class 11 - Puerto Rico: Danza and Música Jíbara
Read: Manuel Chapter 3, pp. 65-72
Class 12 - Bomba and Plena
Read: Manuel Chapter 3, pp. 73-79
DB #3 on Blackboard

Week 7
Class 13 - Puerto Rican Diaspora, NYC, Bolero
Read: Manuel Chapter 3, pp. 80-87
Class 14 - Boogaloo and early Salsa
Read: Manuel, Chapter 4, pp. 88-99
Sound Journal #1 Due

Week 8
Class 15 - Salsa and Identity
Read: Manuel, Chapter 4, pp. 99-110
Class 16 - Hip Hop and Reggaetón
Read: Manuel, Chapter 4, pp. 110-115
DB #4 on Blackboard
Quiz #2

Week 9
Class 17 - Dominican Republic: Afro-Dominican music
Read: Manuel, Chapter 5, pp. 116-126
Class 18 - Dominican Republic: Merengue
Read: Manuel, Chapter 5, pp. 126-132
Concert Report Due

Week 10
Class 19 - Dominican Republic: Merengue and Bachata. Dominican music in NYC.
Read: Manuel, Chapter 5, pp. 132-140
Class 20 - Test: Puerto Rico, Salsa, Dominican Republic
DB #5 on Blackboard

Week 11
Class 21 - Haiti and The French Caribbean
Read: Manuel, Chapter 6, pp. 141-170
Class 22 - Jamaica: Afro-Jamaican religious music and folk music
Read: Manuel, Chapter 7, pp. 177-187
Quiz #3

Week 12
Class 23 - Ska to Reggae. Haitian and Jamaican music in NYC.
Read: Manuel, Chapter 7, pp. 187-199
Class 24 - Dance Hall
Read: Manuel, Chapter 7, pp. 199-215
DB #6 on Blackboard

Week 13
Class 25 - Trinidad: Afro-Trinidadian music, Calypso and Carnival
Read: Manuel, Chapter 8, pp. 216-227
*Hand in Music and Gender Assignment
Class 26 - Modern Calypso and Carnival, Steel Drums. Trinidadian music in NYC.
Read: Manuel, Chapter 8, pp. 227-247
Sound Journal #2 Due

Week 14
Class 27 - Indo-Caribbean music of Trinidad, Surinam, Guayana
Read: Manuel, Chapter 8, pp. 249-261

Class 28 - Five Themes in the Study of Caribbean Music
Read Manuel, Chapter 10

Final Paper Due

Final Exam to be given during finals week
Course Prefix & Number: POL 318

Course Title: The Law and Politics of Sexual Orientation

Department or Program: Political Science

Discipline: Political Science

Credits: Three

Contact Hours: Three

Prerequisites: ENG 201; POL 101 or GOV 101

Co-requisites: None

Course Description:
This course examines the law and politics affecting lesbians and gay men in the United States and investigates issues like same-sex marriage; the constitutionality of consensual-sodomy laws; sexual orientation discrimination in public accommodations, housing, and the workplace; antigay ballot initiatives; child custody, visitation, adoption, and foster care by lesbian and gay parents and their domestic partners; health insurance and other benefits for domestic partners; and gays in the military. These issues will be considered through an examination of case law.

Sample Syllabus: Attached

Course Status: Current Course

John Jay College Option Location

Justice Core: Struggle for Justice & Inequality in the United States (300-level)

Learning Outcomes

II. Justice Core II: Struggle for Justice and Inequality in the United States

A. Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the United States.

Prepared for UCASC, Dec 7, 2012
Students read and discuss *America’s Struggle for Same-Sex Marriage*, a Cambridge University Press book that chronicles the evolution of the social movement for same-sex marriage in the United States and examines the political controversies surrounding gay people’s quest for access to the civil institution of marriage -- currently the premier policy issue in the struggle for justice and equality by the American gay community. In addition, students also read and discuss *Political Institutions and Lesbian and Gay Rights in the United States and Canada*, which examines why lesbians and gay men have been given more legal recognition in Canada than in the United States. The book provides a compelling account of how and why the two countries responded differently to the justice and equality claims from the gay community between 1969 and 2005. Its comparative approach provides an excellent understanding of the social, political, and cultural contexts for justice struggles in the United States.

B. Students will analyze how struggles for justice have shaped U.S society and culture.

In addition to the readings above, students write a 12-page term paper that synthesizes their understanding of the two course books with eight American appellate-court decisions of their choice taken from a free online casebook of 150 such judicial opinions dealing with the law of sexual orientation. Students place the court decisions into the political, social, and cultural contexts that they learn about from the two books. Moreover, the online casebook spans more than 25 years of legal decision making in the United States. In this process, students learn about how the attitudes of judges – reflecting American public opinion generally – have shifted from a posture of hostility toward the rights of sexual minorities to a position of greater acceptance of them. Thus, students are able to analyze how the contour of justice for lesbian and gay Americans has evolved over time, thereby shaping our society and culture to be more welcoming of diversity.

C. Students will differentiate multiple perspectives on the same subject.

Not only do the two course books offer both progressive and conservative viewpoints on the civil rights of homosexual Americans, but students also read more than ten court decisions on the law of sexual orientation that have both majority and dissenting opinions. For example, the first assigned case of the semester is *Bowers v. Hardwick*, the 1986 U.S. Supreme Court ruling that upheld the constitutionality of state consensual-sodomy statutes as applied to gay people. *Bowers* has a majority opinion, two concurring opinions, and two dissenting opinions. Moreover, for the next course meeting, students read and discuss *Lawrence v. Texas*, the 2003 U.S. Supreme Court decision that overruled *Bowers*. *Lawrence* has a majority opinion, a concurring opinion, and two dissenting opinions. In short, by the end of those two classes, students are fully able to differentiate among the multiple perspectives on sodomy statutes. The same circumstance also applies for same-sex marriage, First Amendment claims, and other topics of interest to the gay community.
Syllabus for Political Science 318
M-W, 3rd Period, Spring 2013, Room NB _____
John Jay College of Criminal Justice

The Law and Politics of Sexual Orientation

Instructor
Professor Daniel R. Pinello
Office: NB 09.65.02  Telephone: 212-237-8762  Email: dpinello@jjay.cuny.edu
Office Hours: Mondays and Wednesdays, 1:40 - 2:30 p.m., and by appointment

Course Description and Objectives
This course examines the law and politics affecting lesbians and gay men in the United
States and Canada and investigates issues like same-sex marriage; the constitutionality of
consensual-sodomy laws; sexual-orientation discrimination in public accommodations, housing,
and the workplace; anti-gay ballot initiatives; child custody, visitation, adoption, and foster care
by lesbian and gay parents and their domestic partners; and health-insurance and other benefits
for domestic partners. Developing students’ ability to think critically and analytically, and their
reading and understanding court decisions, are primary objectives of the semester.

Learning Outcomes
By the end of the semester, students will
• Develop an understanding of the social, political, and cultural contexts of the
  struggles for justice in the United States.
• Be familiar with the structure and functions of government, both within the
  United States and abroad, that affect the civil rights of sexual minorities.
• Differentiate multiple perspectives on the legal and constitutional rights of sexual
  minorities.
• Be able to read, and prepare briefs of, appellate-court opinions.
• Think more critically and analytically about the political and legal sources for the
  acceptance of greater diversity in American society and culture.

Prerequisites
ENG 201, GOV/POL 101, and Junior Standing or above.

Required Texts
The paperback books required for the course that are available for purchase at the John
Jay Bookstore and elsewhere are:
Daniel R. Pinello, America’s Struggle for Same-Sex Marriage,
ISBN 0521613035
Miriam Smith, Political Institutions and Lesbian and Gay Rights in the United
States and Canada, ISBN 0415806518

Prepared for UCASC, Dec 7, 2012
Copies of these required books are also on reserve at the John Jay College Library. Pinello’s volume is under call number HQ1034 .U5 P55 2006, and Smith’s under HQ76.8 .U5 S65 2008.

Assigned court decisions must be read only at www.danpinello.com and nowhere else.

**Course Arrangements, Requirements, and Rules**

In general, course grades are determined by students’ performance on examinations, quizzes, writing assignments, and the briefing of court cases. However, students should note that attendance, late arrivals, class participation, and inappropriate behavior may affect their course grades, as discussed below.

Course grades are determined as follows:

A. Four non-cumulative objective exams, each counting 12% of the course grade. The first is given on February __; the second on March __; the third on April __; and the fourth as the Final Exam, on May __. Students may use two 5" X 8" index cards of prepared notes for reference while taking each exam and may write or print as small as they want on the four sides of the cards, as long as the notes may be read without aids like magnifying glasses.

B. Two writing assignment, written outside of class, with the first counting 8% of the course grade and the second 20%.

C. An unspecified number of unannounced (“pop”) quizzes, collectively counting 12% of the course grade. Students may not use notes while taking quizzes.

D. Case briefs, collected in class without prior notice from the Instructor, and counting 12% of the course grade.

Make-up objective exams are offered only for those students having legitimate and documented (that is, something the Instructor independently can verify) excuses for missing scheduled exams. However, **those who miss quizzes because of absence, late arrival to class, or any other reason will receive scores of zero for the quizzes missed.** Further, **late case briefs are not accepted for any reason. Students without legitimate and documented excuses who miss exams, or fail to hand in briefs when collected, receive grades of zero.** The Instructor is the final judge of the legitimacy of an excuse.

John Jay College subscribes to Turnitin, an online plagiarism prevention service. In addition to turning in paper copies of writing assignments and case briefs to the Instructor, students are required to submit all writing assignments and case briefs in electronic format (Word, Wordperfect, RTF, PDF, or HTML) directly to Turnitin prior to class meetings. Documents submitted to Turnitin will be included in Turnitin’s restricted access database solely for the purpose of detecting plagiarism. Students may not submit an electronic version of documents to Turnitin in advance of the due date to “test” the documents’ originality. Students may not submit in this course original material that has been or is being used for written assignments in other courses. Information about Turnitin is available at [http://www.turnitin.com](http://www.turnitin.com).

In order to encourage student participation in class discussion, the Instructor allows up to 20% of a course grade optionally to be reflected by a student's informed, thoughtful, and consistent classroom participation. In such event, the proportion of the value of examinations, quizzes, the writing assignments, and briefs in calculating a course grade is diminished, if beneficial to the student. **The Instructor allows no other form of "extra credit" in the course.**
Students should not feel embarrassed to ask questions in class they may think are "stupid." If a student honestly does not know the answer, there is a very good chance many of his or her classmates are in the same position. Asking sincere questions, therefore, is an important contribution to class participation.

Attendance is taken at every scheduled meeting of the course at the very beginning of class. Moreover, three late arrivals to class (regardless of reason) equal one absence. Students may miss no more than five course meetings to receive credit for the course. More than five absences automatically results in a course grade of "WU."

In addition, attendance is important if a student is on the borderline between two grade levels when course grades are calculated. For example, suppose a student has a course average, say, of 89 after taking all examinations, where 90 is the minimum score for an "A-". If the student's attendance is high, then he or she will receive the benefit of the doubt and get the higher grade. If another student also has an 89, but with low attendance, then the second student will receive a "B+".

A grade of Incomplete (INC) may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is completely within the Instructor’s discretion whether to assign the grade of Incomplete.

The Instructor reserves the right to have students who disrupt class removed involuntarily from the course, with whatever impact such removal may have upon course grades. Cross-conversations between students during class, late arrivals, and departures from the classroom before the end of the period disturb class and are not acceptable. Furthermore, the use of slurs or other demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and disrupts the educational process.

Abuse of the John Jay Library’s policies regarding the use and prompt return of books on reserve for the class may result in substantial penalties to students’ course grades.

Both cheating and plagiarism are separate and independent grounds for failing the course. Plagiarism is the presentation of someone else’s ideas or words 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 citation to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve students of responsibility for plagiarism. See the discussion of cheating and plagiarism in the John Jay College Undergraduate Bulletin, Chapter IV on Academic Standards.

Adult visitors are welcome, provided they observe course rules. However, please do not bring children to class. Doing so is unfair both to the Instructor and to the other students in the course.

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (Room L.66.00; 212-237-8031). Prior to granting disability accommodations in this course, the Instructor must receive written verification of a student’s eligibility from the OAS. It is the student’s responsibility to initiate contact with the OAS and to follow the established procedures for having the accommodation notice sent to the Instructor.
Reading Assignments and Course Calendar

Week #1: The Same-Sex Marriage Debate: Historical Background; Massachusetts Chronicle.
   Class #1 — Introduction and housekeeping details; and America's Struggle for Same-Sex Marriage, Chapters 1 and 2.
   Class #2 — America's Struggle for Same-Sex Marriage, Chapter 3; and First Writing Assignment distributed in class.

Week #2: Same-Sex Marriage: The Political Struggles in California and Oregon.
   Class #3 — America's Struggle for Same-Sex Marriage, Chapter 4.
   Class #4 — America's Struggle for Same-Sex Marriage, Chapter 5.

Week #3: Same-Sex Marriage: DOMA, Super-DOMAs, and Conclusions.
   Class #5 — America's Struggle for Same-Sex Marriage, Chapters 6 and 7.
   Class #6 — Pinello’s 2010 conference paper, pages 6-26 (available online); and First Writing Assignment due in class.

Week #4: Historical Institutionalism in the United States and Canada.
   Class #7 — First Objective Exam.
   Class #8 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 1.

Week #5: Early Political Struggles; Bowers; the Charter of Rights and Freedoms
   Class #9 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 2.
   Class #10 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 3.

Week #6: Sexual-Orientation Discrimination in the 1980s and 1990s.
   Class #11 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 4.
   Class #12 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 5.

Week #7: Policy Divergence and Policy Diffusion; Conclusions.
   Class #13 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 6.
   Class #14 — Political Institutions and Lesbian and Gay Rights in the United States and Canada, Chapter 7.

Week #8: Case Briefing; the Constitutionality of Consensual Sodomy and Solicitation Statutes.
   Class #15 — Second Objective Exam.

Week #9: Sodomy (cont.); Identity and the First Amendment; Anti-Gay Referenda.
   Class #17 — Lawrence v. Texas and National Gay Task Force v. Board of Education of the City of Oklahoma City. Second Writing Assignment distributed in class.
Class #18 — *Hurley v. Irish-American Gay, Lesbian and Bisexual Group of Boston* and *Romer v. Evans.*

Week #10: Associational Rights; Workplace Discrimination.
   Class #19 — *Boy Scouts of America v. Dale.*
   Class #20 — *Florida Board of Bar Examiners Re. N.R.S.; City of Dallas v. England; and Peterson v. Hewlett-Packard Co.*

Week #11: Interregnum.
   Class #21 — **Draft of Second Writing Assignment due in class.**
   Class #22 — **Third Objective Exam.**

Week #12: Interpretations of Super-DOMAs; Same-Sex Marriage Watershed.
   Class #23 — *National Pride at Work, Inc. v. Governor of Michigan* and *State of Ohio v. Carswell.*
   Class #24 — *Goodridge v. Department of Public Health.* [Note: this is a *long* case.]

Week #13: Divorce; Parenting; Full Faith and Credit.
   Class #25 — *In the Matter of the Marriage of J.B. and H.B.* and *In Re Divorce of Naylor and Daly.*
   Class #26 — *Miller-Jenkins v. Miller-Jenkins* and *Adar v. Smith*  [Note: this is a *long* case].

Week #14: Foster Care and Adoption.
   Class #27 — *Department of Human Services v. Howard* and *Florida Department of Children and Families vs. In re: Matter of Adoption of X.X.G. and N.R.G.*
   Class #28 — **Final Version of Second Writing Assignment due in class.**

Week #15 — [Date and Time] — **Final Exam.**
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPA 112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introductory Spanish II for Heritage Students</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Spanish Language</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 111 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world. Open only to heritage students.</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>Learning from the Past</th>
<th>Communications</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>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☐ Justice in Global Perspective (300-level)</td>
<td>☑ Communications</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning...
<table>
<thead>
<tr>
<th>outcomes in the right column.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. <strong>Communications</strong> - Please explain how your course meets these learning outcomes</td>
</tr>
</tbody>
</table>

| • Through class discussions, oral presentations (week 14), compositions (weeks, 3, 6, 9, 12, 15), mid-term (week 8), and final exam (week 15), students will demonstrate their ability to express themselves in oral and written communication in the target language and culture. |
| • They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, and letters. |
| • Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. |

| • Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic. |
| • 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. Furthermore, the student will write about how their discoveries concerning the Spanish language and culture affect their understanding of culturally-based meanings, contexts, and their own cognitive and emotional awareness of themselves as bilingual/bicultural people. |
| • 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. |
| • Maintain self-awareness and critical distance |
• Students will work in pairs or groups every class session. For example, they will receive a description of their role and then they will have a few minutes to organize and practice. The emphasis is on spontaneous speech, but the situations will reflect, to some degree, linguistic functions and cultural, historical, or political topics covered in class.

• Students will also work with two or more people to produce a written document with group responsibility for the end product.

• Students will demonstrate an understanding of appropriate listening and reading behavior by adapting active strategies to suit a variety of situations and audiences (for example, different regional varieties of Spanish, cultural contexts, gender differences, formal or informal registers, etc.).

• They will demonstrate understanding of a variety of messages by summarizing important ideas or responding to statements in a dialogue.

• They will do online listening practice individually. Assignments include 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
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th street, 7th floor, New York, NY 10019 

SYLLABUS FOR “INTRODUCTORY SPANISH II FOR HERITAGE STUDENTS”

Professor:  
Classroom and Time:  
Semester: Fall 2012  
Professor’s office:  
Course Code: SPA 112  
Office Hours: By Appointment  
Course Section: 01  
Professor’s e-mail:  

Course Prerequisite: SPA 111 or placement examination 

Course Description: The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world. Open only to heritage students.


**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
• 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 on 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 but main points stand out although sequencing of ideas is not complete</td>
<td>Proficient B</td>
</tr>
</tbody>
</table>
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 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>Exemplary A</th>
<th>Proficient B</th>
<th>Marginal C-D</th>
<th>Unacceptable F</th>
</tr>
</thead>
<tbody>
<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</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>
</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
   - 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).
<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>71-139</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repaso - L3 – La familia- - L4 – La moda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>L5 – Características físicas*</td>
<td>139-153</td>
<td>languageguide.org</td>
</tr>
<tr>
<td></td>
<td>L5 - Características físicas – parecerse a; los verbos reflexivos</td>
<td>154-175</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quiz 1-Lecciones 3, 4 &amp; 5</td>
<td>177-192</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Lección 6: Aquí empieza tu futuro</td>
<td></td>
<td>Composition 1</td>
</tr>
<tr>
<td></td>
<td>Talking about classroom and class schedules</td>
<td></td>
<td>Compare &amp; contrast the schedule of an American student to that of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin American student.</td>
</tr>
<tr>
<td></td>
<td>L6 – saber vs. conocer &amp; DO pronouns</td>
<td>193-205</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>L6 – Verbos irregulares en la primera persona</td>
<td>206-215</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz 2 – Lección 6</td>
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<td>Quiz 2</td>
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<tr>
<td>5</td>
<td>Repaso del examen 1 – Lección 7: Las maravillas del mundo</td>
<td>217-223</td>
<td>Languageguide.org</td>
</tr>
<tr>
<td></td>
<td>L7 –Las maravillas del mundo –El futuro &amp; ir vs. venir</td>
<td>224-229</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>L7 – The superlative; possessive &amp; relative pronouns. The preterit of hacer</td>
<td>230-241</td>
<td>Composition 2</td>
</tr>
<tr>
<td></td>
<td>L7 – Verbs of opinion and emotion. Irregular preterits.</td>
<td>242-250</td>
<td>las universidades del mundo hispano y las universidades estadounidenses</td>
</tr>
<tr>
<td>7</td>
<td>L8 – Mi ritmo de vida. reflexive constructions &amp; reciprocal actions</td>
<td>253-270</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
<td>Quiz 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz 3 – Lección 8</td>
<td></td>
<td>Composition 3</td>
</tr>
<tr>
<td>9</td>
<td>Repaso del examen 2 – L9: Mente sana en cuerpo sano – los deportes</td>
<td>287-90</td>
<td>Las contribuciones de los hispanos al mundo de los deportes</td>
</tr>
<tr>
<td></td>
<td>L9 – pasado progresivo, expresiones impersonales</td>
<td>291-305</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>L9 – pretérito vs. imperfecto, indirect object pronouns</td>
<td>305-319</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L9 – Repaso – el pretérito vs. el imperfecto –</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>L10 – La madre naturaleza</td>
<td>321-322</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>L10 – Affirmative and negative expressions, past participles</td>
<td>323-345</td>
<td>Compositon 4</td>
</tr>
<tr>
<td></td>
<td>L10 – En contacto con la naturaleza; el subjuntivo</td>
<td>346-350</td>
<td>Calentamiento global</td>
</tr>
<tr>
<td>12</td>
<td>L10 – por vs para</td>
<td>351-357</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>13</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Oral Presentations</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>
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>FRE 2XX (201)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intermediate French 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>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101, and FRE 102 or 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 Intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.</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:

- [ ] 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</td>
<td>[ ] Individual and Society</td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Quantitative Reasoning</th>
<th>US Experience in its Diversity</th>
<th>Scientific World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Physical Sciences</td>
<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.

**CUNY COUNCIL ON WORLD LANGUAGE:** Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to

- Gather, interpret, and assess information from a variety of sources and points of view.
**emphasize the following:** Through readings, viewing of films, class discussions, composition assignments, and oral presentations students will gather, interpret, and assess information on topics such as education (week 9); French university versus American university (week 2); the postcolonial status of Francophone countries (particularly la Martinique, la Guadeloupe and Le Sénégal), their literatures, and the situation of women in these societies (weeks 3, 6, 7, 11 and 12); immigration and racism in contemporary French society (weeks 4 & 7). Sources include but are not limited to literary texts (weeks 3, 4, 5), autobiographies (weeks 2 & 6), films (weeks 1, 4, 10), newspapers articles (weeks 7, 10, 11, 12), essays (1 & 9).

| CUNY COUNCIL ON WORLD LANGUAGE: | Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. | • Evaluate evidence and arguments critically or analytically. |
| JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: | Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15). | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

| CUNY COUNCIL ON WORLD LANGUAGE: Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied |  |  |
and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

<table>
<thead>
<tr>
<th>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUNY COUNCIL ON WORLD LANGUAGE:</strong> 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. <strong>JOHN JAY COLLEGE:</strong> In addition to the CUNY Council requirements, our department wants to emphasize the</td>
</tr>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</td>
</tr>
</tbody>
</table>
### CUNY COUNCIL ON WORLD LANGUAGE:

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.

**JOHN JAY COLLEGE:**

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

### An additional emphasis

- 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
### CUNY Council on World Language

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

**In addition to the CUNY Council requirements, our department wants to emphasize the following:**

Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

---

- 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.
SYLLABUS FOR "INTERMEDIATE FRENCH I"

Professor: 
Semester: Fall 2013 
Course Code: FRE 201 
Course Section: 
Course Prerequisite: ENG 101, and FRE 102 or placement exam 
Course Description: An Intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

Required Texts: 

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

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

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

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

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

<p>| 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 |</p>
<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 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>
<tr>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Very few errors in the grammar presented in lesson; work was well edited for language.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

4. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

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

<table>
<thead>
<tr>
<th>Criteria for Oral Assessment</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Superior</td>
<td>Completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
</tr>
<tr>
<td>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:**

   - 10% Participation
   - 10% Student Manual / Homework
   - 10% Compositions or Writing Assessment Projects
   - 10% Quizzes
   - 20% Oral Exam
   - 20% Midterm
   - 20% Final Exam

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

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure
- WU Withdrew Unofficially
- P PASS
- R REPEAT

**Plagiarism:**
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified.

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

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

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

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**TENTATIVE CLASS SCHEDULE**
(Subject to change at the discretion of the instructor)

<table>
<thead>
<tr>
<th>Week</th>
<th>Vocabulary</th>
<th>Culture</th>
<th>Readings</th>
<th>Grammar</th>
<th>Films &amp; Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semaine 3</td>
<td>Chapitre 2</td>
<td>LES RACINES</td>
<td></td>
<td></td>
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<td>-----------</td>
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<td></td>
</tr>
<tr>
<td>logement</td>
<td>culturelles.</td>
<td>une université américaine dans les années 1950.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Les relations coloniales. La vie quotidienne.</td>
<td>L'identité. L'éducation.</td>
<td>Les temps du passé: l'imparfait, le passé composé, le plus-que-parfait.</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Semaine 4</th>
<th>Chapitre 3</th>
<th>DE L'ADOLESCENCE À L'ÂGE D'ADULTE</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 5</th>
<th>Chapitre 4</th>
<th>LA VIE PROFESSIONNELLE-LE PLACARD.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 6</th>
<th>Chapitre 5</th>
<th>POLITIQUE ET VIE PERSONNELLE: INDOCHINE.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 7</th>
<th>Chapitre 6</th>
<th>LES HOMMES ET LES FEMMES: CHAOS.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 8</th>
<th>Chapitre 7</th>
<th>ÉCOLE ET SOCIÉTÉ: ENTRE LES MURS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 9</th>
<th>Chapitre 7</th>
<th>MIDTERM REVIEW and MIDTERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>La vie scolaire. Les conflits. p. 177</td>
<td>Le futur. Le conditionnel. Les phrases hypothétiques.</td>
<td>Comp. # 3 (*&quot;Rue Cases Nègres&quot;): Imaginez ce qui s'est passé après que Léopold s'est enfui. Inventez une histoire qui révèle que vous comprenez le contexte.</td>
</tr>
</tbody>
</table>

| Comp. # 1 | Un portrait de vous-même, de vos intérêts, de vos films préférés. |

| Comp. # 2 | Ecrivez un dialogue entre vous et un des personnages de "L'Auberge." |

<p>| Comp. # 3 | Online Student Manual-Homework |</p>
<table>
<thead>
<tr>
<th>Semaine 10</th>
<th>Chapitre 8</th>
<th>DIVERTISSEMENT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 11</th>
<th>Chapitre 9</th>
<th>VIE PRIVÉE, VIE PUBLIQUE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semaine 12</th>
<th>Chapitre 9 (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>La vie privée.</td>
<td>La tradition et la modernité. La polygamie.</td>
</tr>
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</table>

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<tr>
<th>Semaine 13</th>
<th>Oral Presentations</th>
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<tbody>
<tr>
<td>Révisions</td>
<td>Examen final</td>
</tr>
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<table>
<thead>
<tr>
<th>Semaine 14</th>
<th>Semaine 15</th>
</tr>
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<tbody>
<tr>
<td>Oral Presentations</td>
<td>Révisions Examen final</td>
</tr>
</tbody>
</table>

**Comp. # 4**
Imaginez une conversation entre vous et un des personnages du film. Donnez-lui des conseils. Utilisez: il faut, il est essentiel que, etc.
## 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>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101, and ITA 102 or 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 Intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.</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>[ ] Individual</td>
<td></td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>and Society</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Life and Physical Sciences</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.

### A. World Cultures and Global Issues

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

#### CUNY COUNCIL ON WORLD LANGUAGE

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

---

**Gather, interpret, and assess information from target language culture** from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Through readings, class discussions, composition assignments, and oral presentations.
students will gather, interpret, and assess information on Italy’s geography, economy, and politics (week 1); the contribution of Italians and Italian Americans to world society (week 2); the impact of Italian culture on the world of music (week 5) and the world of literature (weeks 9 & 12); on Italian post-war history such as the great flood of Florence to Tangentopoli (Bribesville), the revolutionary movements of ‘68, and the kidnapping of Aldo Moro (week 10). Sources include but are not limited to literary texts (see “letture” section in syllabus), films and short videos (see “films” section in syllabus), and radio programs (weeks 3, 4, 8, and 11).

<table>
<thead>
<tr>
<th>CUNY COUNCIL ON WORLD LANGUAGE: Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.</th>
<th>Evaluate evidence and arguments critically or analytically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 &amp; 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).</td>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

| CUNY COUNCIL ON WORLD LANGUAGE: 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 | |

Prepared for UCASC, Dec 7, 2012
genres students employ to expand and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study. **JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following:** Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and 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:

**CUNY COUNCIL ON WORLD LANGUAGE**: 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. **JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following:** Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as

- 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.
as the imperfect tense, prepositions, imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

**CUNY COUNCIL ON WORLD LANGUAGE:** 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. **JOHN JAY COLLEGE:** In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 11).

- 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
**CUNY COUNCIL ON WORLD LANGUAGE:** Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. In addition to the CUNY Council requirements, our department wants to emphasize the following: Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own.

<table>
<thead>
<tr>
<th>orientation, belief, or other forms of social differentiation play in world cultures or societies.</th>
</tr>
</thead>
<tbody>
<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, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR “INTERMEDIATE ITALIAN I”

Professor: Classroom and Time:
Semester: Fall 2013 Professor’s office:
Course Code: ITA 201 Office Hours: By Appointment
Course Section: 01 Professor’s e-mail:

Course Prerequisite: ENG 101, and ITA 102 or placement exam

Course Description: An Intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

Required Texts:
▪ Online Workbook to accompany textbook.

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

Prepared for UCASC, Dec 7, 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. Homework (10%) — The exercises are online and target culture, reading, listening, writing, and speaking abilities. In the online format, 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. Task – Writing Assessment Projects (25%) — During the course of the semester, you will also have 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 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>Points</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>
Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Evaluation</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 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>
<tr>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Very few errors in the grammar presented in lesson; work was well edited for language.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

4. **Quizzes (10%)** — 4 quizzes will be given. There is no make-up quizzes.

5. **Oral Presentation (15%)** — Presentation 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 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><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>
6. **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.**

7. **Final Grade Weighting:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Tasks</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

- A, A-
- B+, B, B-
- C+, C
- C-, D+, D, D-
- F
- WU
- P
- R

**PLAGIARISM:**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.

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

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

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

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**TENTATIVE CLASS SCHEDULE**

Please note the daily syllabus is subject to change

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Introduzione al corso</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultura:</strong></td>
<td>Conoscenza dell'Italia da un punto di vista geografico, economico e politico-amministrativo</td>
</tr>
<tr>
<td><strong>Letture:</strong></td>
<td>“Come ci vedono gli stranieri”</td>
</tr>
<tr>
<td><strong>Vocabolario:</strong></td>
<td>Vocabolario delle fotocopi distribuite dall'insegnante</td>
</tr>
<tr>
<td><strong>Film:</strong></td>
<td>L'Italia e gli italiani secondo Bruno Bozzetto</td>
</tr>
<tr>
<td><strong>Compito:</strong></td>
<td>Esercizi di ripasso distribuiti dall'insegnante</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>ITALAMERICA?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultura:</strong></td>
<td>“Tu la conosci Claudia” (Massimo Venier, 2004).</td>
</tr>
<tr>
<td><strong>Letture:</strong></td>
<td>“L’Itanglese” (Ponti p. 5)</td>
</tr>
<tr>
<td><strong>Vocabolario:</strong></td>
<td>Vocabolario delle letture (Ponti pag. 6)</td>
</tr>
<tr>
<td><strong>Grammatica:</strong></td>
<td>Comparativi e superlativi (Ponti pag. 9)</td>
</tr>
<tr>
<td><strong>Ascolti:</strong></td>
<td>Jazz italiano: “Tu vuo’ fa’ l’americano” di Renato Carosone</td>
</tr>
<tr>
<td><strong>Compito:</strong></td>
<td>Cerca delle immagini (online, su libri, riviste, ecc.) per creare slogan pubblicitari che promuovano l’Italia e gli Stati Uniti nel mondo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th><strong>LA PUBBLICITÀ E LA STAMPA IN ITALIA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultura:</strong></td>
<td>“Mito o realtà?” “Chiama la polizia per un ladro, ma era l’amante della moglie”</td>
</tr>
<tr>
<td><strong>Letture:</strong></td>
<td>Vocabolario delle letture (pag. 42)</td>
</tr>
<tr>
<td><strong>Grammatica:</strong></td>
<td>Passato prossimo e imperfetto</td>
</tr>
<tr>
<td><strong>Ascolti:</strong></td>
<td>“Radiogiornale” (cd 1, track 11) ; Ponti, p. 45</td>
</tr>
<tr>
<td><strong>Compiti:</strong></td>
<td>Composition # 1: Descrivi un evento del passato per te particolarmente significativo.</td>
</tr>
</tbody>
</table>
### 4 Cultura: TERRA DI VITELLONI E CASALINGHE? Lavoro e pari opportunità in Italia

**Film:** "Notte Sento" (Daniele Napolitano, 2008)

**Lettura:** "Terra di vitelloni e casalinghe" *Ponti*, pag. 69 "Pari opportunità. L’italia ancora indietro" "Com’è ingiusta la parità"

**Vocabolario:** *Ponti*, pag. 70 e quello dell’ articolo distribuito dall’insegnante.

**Grammatica:** Traspassato prossimo e preposizioni semplici ed articolate

**Ascolti:** "Prezzi speciali" (cd 1, track 22) *Ponti*, pag. 73 “Dove non c’è parità” (cd 1, track 23)

**Compito:** Descrivi un evento del passato per te particolarmente significativo.

### 5 Cultura: LA MUSICA IN ITALIA

**Lettura:** Intervista a Cristina Donà All’opera, *Ponti* pag.107.

**Vocabolario:** *Ponti*, pag. 108 e quello delle fotocopie

**Grammatica:** Imperativo informale e formale. I pronomi diretti/indiretti/riflessivi

**Ascolto:** [http://www.youtube.com/watch?v=zVkg7tc-9dE](http://www.youtube.com/watch?v=zVkg7tc-9dE) “La donna è mobile” da *Rigoletto* di Verdi

**Compiti:** Parla del tuo rapporto con la musica. La suoni, la componi o l’ascolti solamente? E in generale quando l’ascolti? Quali generi musicali preferisci? Chi sono i tuoi musicisti e cantanti favoriti?

### 6 Cultura: LA CUCINA ITALIANA

**Film:** "Four Days in Summer" (in Italian) (Jonathan Darby, 1989)

**Lettura:** "Pizza, pasta e cappuccino?" “La cucina italiana: cenni storici"

**Vocabolario:** *Ponti*, pag. 139 e quello delle fotocopie

**Grammatica:** Ci e ne. Piacere e verbi simili

**Compito:** Composition # 2: Lavoro e parità. Quali sono state le tue esperienze lavorative? Tu e i tuoi compagni di lavoro eravate trattati in maniera diversa a seconda del vostro sesso?

### 7 Ripasso & Midterm

### 8 Cultura: ITALIA ON-LINE? Italia e tecnologia.

**Film:** "Il premio" (Ermanno Olmi, 2009).

**Lettura:** "Italia on-line?" *Ponti*, pag. 199

**Vocabolario:** *Ponti*, pag. 200 e quello delle fotocopie

**Grammatica:** Futuro semplice e anteriore

**Ascolti:** "Voglio quello con..." (cd 2 Track 5 ) *Ponti* pag. 202-3

**Compito:** In piccoli gruppi, gli studenti devono scegliere una festa da presentare alla classe.

### 9 Cultura: LETTERATURA

**Lettura:** «La ragazza mela,» Italo Calvino

**Vocabolario:** *Ponti*, pag. 211

**Grammatica:** I pronomi relativi

**Compito:** Composition # 3: La tecnologia. Che posto occupa nella tua vita la tecnologia? Quante ore al giorno passi al computer? Hai mai voglia ogni tanto di liberarti di tutti questi aggeggi?

### 10 Cultura: ITALIAN POST-WAR HISTORY

**Film:** "La meglio gioventù " (Marco Tullio Giordana, 2003)

**Lettura:** "Bella e sciala. Ecco come parla la generazione 20 parole"

**Vocabolario:** *Ponti*, pag. 223-4

**Grammatica:** Condizionale presente e passato

**Compiti:** Questa settimana gli studenti devono iniziare a pensare alla loro presentazione orale. Possono usare immagini, video, musica, preparare un piatto tipico per la classe, portare oggetti o souvenirs.

### 11 Cultura: Emigration, Immigration and Social Identity

**Lettura:** “Fratelli d’Italia?” *Ponti*, pag. 235

**Vocabolario:** *Ponti* pag. 236 e fotocopia “Problemi e impegno sociali”
<table>
<thead>
<tr>
<th><strong>Grammatica:</strong></th>
<th>Congiuntivo presente e passato</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ascolti:</strong></td>
<td>“Vita da cani” (cd 2, track 14) <em>Ponti</em>, pag. 238-9</td>
</tr>
<tr>
<td><strong>Compiti:</strong></td>
<td>Esercizi assegnati dall’insegnante</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cultura:</strong></td>
<td>POESIA ITALIANA</td>
</tr>
<tr>
<td><strong>Lettura:</strong></td>
<td>“La differenza” di Guido Gozzano</td>
</tr>
<tr>
<td><strong>Vocabolario:</strong></td>
<td><em>Ponti</em>, pag. 293 e quello della fotocopia distribuita dall’insegnante</td>
</tr>
<tr>
<td><strong>Grammatica:</strong></td>
<td>L’imperfetto e piuclieperfetto congiuntivo.Congiunzioni</td>
</tr>
<tr>
<td><strong>Video:</strong></td>
<td>Discorso di Roberto Benigni sulla poesia. <a href="http://www.youtube.com/watch?v=Phk_o91g2EU">http://www.youtube.com/watch?v=Phk_o91g2EU</a></td>
</tr>
<tr>
<td><strong>Compito:</strong></td>
<td>Composition # 4: immigrati in America. Molti extracomunitari parlano del senso di alienazione e d’isolamento provato in Italia. Che cosa sai sugli immigrati in America? Che tipo di rapport hai avuto con persone immigrate recentemente in America?</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>INIZIO PRESENTAZIONI ORALI</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>PRESENTAZIONI ORALI. RIPASSO PER L’ESAME FINALE</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>ESAME FINALE</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 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 201</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intermediate Spanish 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>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101, and SPA 102 or 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 intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.</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 A current course

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 and Society</td>
</tr>
<tr>
<td>Mathematical and</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Quantitative Reasoning</th>
<th>US Experience in its Diversity</th>
<th>Scientific World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Physical Sciences</td>
<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.

**CUNY COUNCIL ON WORLD LANGUAGE:** Students will gather information about target language culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches and focusing attention on high-frequency linguistic structures and lexical items, students will assess and interpret salient features of contemporary target culture and express them appropriately: social relationships and systems, linguistic variations and personal identity, climate and health, geography and travel, social rituals or traditions, standard routines and notions of time, modes of attire, modes of work and leisure, workplace settings and practices, urban vs. rural and other environments, etc. Lexical and structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both the target language and English; graphs, news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in the intermediate courses of the target language. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to

- Gather, interpret, and assess information from a variety of sources and points of view.
**emphasize the following:** Through readings, class discussions, writing assignments (*composiciones*), and oral presentations students will gather, interpret, and assess information on the themes of the arts (weeks 4); immigration (weeks 6); Mexican and Cuban revolutions (week 3, 5); hybrid cultures and Spanglish (week 7), and human rights in Spain and Latin America (weeks 10, 11). Sources include but are not limited to literary texts (weeks 10, 5); films (weeks 2, 3, 5, 9, and 11); newspaper articles (7, 12); website (week 4); radio programs (weeks 9), and essays (weeks 1, 5, 6).

**CUNY COUNCIL ON WORLD LANGUAGE:** Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures. **JOHN JAY COLLEGE:** In addition to the CUNY Council requirements, our department wants to emphasize the following: Students will participate in class discussions, read texts, produce compositions (weeks 3, 6, 9 & 11) and oral presentations (week 13), all of which require evaluating evidence and arguments critically. In addition, they will have to evaluate evidence and arguments critically in the midterm (week 8) and final exam (week 15).

- Evaluate evidence and arguments critically or analytically.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
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. **JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following:** Students will participate in class discussion, oral presentations (week 13), complete written assignments (weeks 3, 6, 9 & 11), take a midterm exam (week 8) and a final exam (week 15), all of which require producing well-reasoned written and oral arguments using evidence to support conclusions.

<table>
<thead>
<tr>
<th>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CUNY COUNCIL ON WORLD LANGUAGE: 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. <strong>JOHN JAY COLLEGE: In addition to the CUNY Council requirements, our department wants to emphasize the following:</strong> Students will be able to identify and apply fundamental grammatical, syntactic, and morphological concepts such as the imperfect tense, prepositions,</th>
</tr>
</thead>
</table>

<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>
imperative, direct and indirect object, relative pronouns, which are generally introduced by foreign language study (see “grammatical” section on the syllabus).

**CUNY COUNCIL ON WORLD LANGUAGE:** 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. **JOHN JAY COLLEGE:** In addition to the CUNY council requirements, our department wants to emphasize the following: Culture (see weekly “culture’ section) is the core of this course and is the unifying context for the activities, learning, and skill building that take place in the course. Class discussions draw from materials in the films, activities in the text, as well as from students’ personal experiences and opinions. Since students will analyze, compare and contrast several cultural practices, history, literature, and other products of the target language societies to those of the United States and other cultures that they may know first-hand, they will be necessarily considering more than one point of view. Furthermore, since the course will address cultural diversity, students will also analyze the role of minorities in the societies that speak the target language (week 6 and 7).

- 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
| CUNY COUNCIL ON WORLD LANGUAGE: Students will understand, speak, read, and write appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through reports, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, narrations, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms. **In addition to the CUNY Council requirements, our department wants to emphasize the following:** Throughout the course, through class discussions, oral presentations (week 13), compositions (weeks 3, 6, 9 & 11), midterm (week 8), final exams (week 15), and readings (see “readings” section of the syllabus) students will demonstrate their ability to speak, read, and write in a language other than English and to respond to cultures other than one’s own. | • 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 “INTERMEDIATE SPANISH I”

Professor: Dr. Silvia Dapía                        Classroom and Time:
Semester: Fall 2013                                     Professor’s office: 07.65.03
Course Code: SPA 201                                        Office Hours: By Appointment
Course Section: 01                                     Professor’s e-mail: sdapia@jjay.cuny.edu

Course Prerequisite: ENG 101, and SPA 102 or placement exam

Course Description: An Intermediate-level course in the Spanish language to increase 
proficiency in the language skills (listening, reading, speaking, writing, and culture/history) 
essential to communicative language learning.

Required Texts:
▪ Mary McVey Gill, Deana Smalley, and María-Paz Haro. Cinema for Spanish 

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

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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**
- 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. 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 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</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
4. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

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

### 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</td>
<td>Partial</td>
<td>Minimal or</td>
</tr>
<tr>
<td></td>
<td>completion</td>
<td>of the task,</td>
<td>completion</td>
<td>no attempt</td>
</tr>
<tr>
<td></td>
<td>of the task,</td>
<td>responses</td>
<td>of the task,</td>
<td>to complete</td>
</tr>
<tr>
<td></td>
<td>responses</td>
<td>appropriate and</td>
<td>responses</td>
<td>the task, responses</td>
</tr>
<tr>
<td></td>
<td>appropriate and</td>
<td>adequately</td>
<td>mostly</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>with elaboration</td>
<td>developed</td>
<td>appropriate yet</td>
<td>inappropriate</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
<td>Responses</td>
</tr>
<tr>
<td></td>
<td>readily</td>
<td>comprehensible,</td>
<td>mostly</td>
<td>barely</td>
</tr>
</tbody>
</table>

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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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
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<tr>
<td>B</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>Poor</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
</tr>
<tr>
<td>B</td>
<td>Withdrawed Unofficially</td>
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<tr>
<td>A-</td>
<td>P</td>
</tr>
<tr>
<td>B-</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
*Please note the daily syllabus may be subject to change.*
*Please pay attention to in-class or Blackboard announcements* 
*For date and time of the final, consult the university examination schedule*

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>VOCABULARIO</th>
<th>CULTURA</th>
<th>FILMS &amp; LECTURAS</th>
<th>GRAMÁTICA</th>
<th>TAREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semana 4 Unidad 3</td>
<td>El arte. Pintura,</td>
<td>Grandes artistas españoles y</td>
<td>El corazón de Frida: las cartas y dibujos</td>
<td>El pasado (I): pretérito</td>
<td>Composición</td>
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<tr>
<td>Semana 8</td>
<td>MIDTERM REVIEW and MIDTERM</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Semana 11</td>
<td>Unidad 9</td>
<td>DERECHOS</td>
<td>Libertades y derechos humanos en España y Latinoamérica a lo</td>
<td>Derechos humanos en España y Latinoamérica a lo</td>
<td>La historia oficial (Luis Puenzo, 1985).</td>
</tr>
</tbody>
</table>

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Prepared for UCASC, Dec 7, 2012
<table>
<thead>
<tr>
<th>Semana 12</th>
<th>Unidad 10</th>
<th>LIBERTAD DE ELECCIÓN: MAR ADENTRO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;Le puse el vaso con agua, cianuro y una pajita. Preparé la cámara y le di al botón&quot;. Reportaje sobre Ramona Maneiro. El País, 10 de enero de 2005.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>El estilo indirecto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comp o-sición # 4****</td>
</tr>
<tr>
<td>Semana 13</td>
<td>Presentación oral</td>
<td>Presentación oral</td>
</tr>
<tr>
<td>Semana 14</td>
<td>Revisión</td>
<td>Revisión</td>
</tr>
<tr>
<td>Semana 15</td>
<td>Examen final</td>
<td>Examen final</td>
</tr>
</tbody>
</table>
1. a. **Department(s) or program(s) proposing this course:** Political Science

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

      Email address(es): skang@jjay.cuny.edu

      Phone number(s): 646-557-6446

2. a. **Title of the course:** The Politics of International Security

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

   c. **Level of this course:**

      - 100 Level
      - 200 Level
      - 300 Level [X]
      - 400 Level

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

      This course is appropriate for the 300 level because it expects a more advanced level of writing and thinking ability. Students will be expected to have taken basic 200 level political science courses relevant to the field (either POL 260 or POL 259), as well as ENG 201. Therefore, this class will not spend time reviewing concepts, but will build on existing ones. Students will read many academic articles and sources covering a range of security related issues. Additionally, students should be able to write effectively, demonstrating basic research and citation skills, about academic sources.

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

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.)

In this course students will explore the issues raised and theories utilized in the scholarly study of international security – an empirical domain central to the political science subfield of
international relations. Students are introduced to this field in POL260: International Relations and/or POL257: Comparative Politics, which are prerequisite for this class. The level of work expected of students (e.g. a 10-12 page research paper and weekly readings that are mostly drawn from peer reviewed academic journals) is appropriate to the 300 level and requires some grounding in international relations and comparative politics. In turn, students will be able to further advance their understanding of this field in their 400-level coursework.

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.)

   How are terrorist attacks and a failure to stop climate change linked? Both of these political problems are understood as important security threats. This course explores both traditional and contemporary challenges of security, to advance students’ understanding of the sources of conflict and peace in world politics. States must deal with many new threats both external (international) and internal (domestic) that reflect emerging political, technological, and social developments. Topics of study include “traditional” security concerns, such as wars, peacekeeping, insurgency, child soldiers, nuclear proliferation, and new human security concerns.

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 102/201, and POL 257 or POL 260, or permission of instructor

5. Number of:
   a. Class hours  __3__
   b. Lab hours  ____
   c. Credits  __3__

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

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

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. Students will initiate, develop, and present a medium-length research paper on security issues, using primary and secondary sources.

This relates to the Political Science major’s performance objective: “Students will initiate, develop, and present independent research.” A key learning outcome of this course is the completion of three independent writing assignments focused on peer reviewed articles. These shorter writing assignments will expose students to the methods, and research questions, which will help orient students when they do a larger independent research project at the 400 level. In addition, students will also write the longer research paper. The 10-12 page paper requires a short literature review, this will help expose students to the types of skills required for an independent future project.

2. Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments relating to security studies, particularly through the use of theoretical approaches to major topics within security studies, including both “traditional” and contemporary security issues.

This relates to the major objective that “Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.” By learning the major theoretical approaches of the Security Studies literature, and applying this to various case studies, students will demonstrate their knowledge of these different approaches. The exams will be written to test students in their ability to apply different theoretical approaches and to argue from a variety of perspectives about a security studies related topic. In addition, the short, low stakes assignments are meant specifically to engage students within larger Security Studies debates. In the longer paper, students will write literature reviews that set up scholarly debates.

3. Students will use reasoned judgments to evaluate issues relating to contemporary and historical international security issues.

This relates to the major learning objective “Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas.” Because of the pressing importance of many security studies related issues, this course will also introduce students to a wide range of substantive security studies issues. This outcome will be assessed in the exam essay questions, reaction papers, and the research paper. Students will be expected to demonstrated reasoned judgments in their written assignments. This requires that students make arguments and write about security issues from a position that may not reflect their own opinions, as a way to better understand difficult perspectives and take a broad view of a topic. Developing more sophisticated understanding of these Security Studies issues will help students better evaluate various countries’ security policies, and in turn hone their critical faculties about contemporary and historical security-related issues and controversies.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
4. Students will demonstrate knowledge of key contemporary national and global security problems.

This relates to the major objective that “Students will demonstrate knowledge of the major subfields of political science, as represented by the major’s foundations requirements and concentrations.” Security Studies is an important component of Comparative Politics and International Relations. The readings, tests, and assignments are designated to expose students to a broad range of substantive materials and concepts from Security Studies. This exposure to the breadth of literature, debates, and accumulated knowledge on Security Studies will provide students with a stronger understanding of the discipline of political science.

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

_ X Yes

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

- Political Science major (Concentration D)
- Political Science minor (elective)
- International Criminal Justice major (Part IV, Category A)

9. How will you assess student learning?

Student assessment will be evaluated in the following ways. First, the course will measure student understanding of course materials, relating to learning objectives 3 and 4 through conventional exams. Students will be expected to explain and identify key security studies concepts. In addition, exams will also assess learning objective 2 through the use of essay questions, which will require students to understand the major security studies theories, apply them to a contemporary issue, and form a cogent and well-defended argument.

Secondly, students will be assessed on learning objectives 2, 3, and 4 through the use of both high and low stakes writing assignments. The reaction papers are more formal assignments, in which students will write a short synthesis-based paper on two readings from recent class assignments, applying security studies theories to the findings of the papers. Through these shorter, but formal, writing assignments, students will be able to demonstrate their knowledge about relevant security studies issues. The lower stakes “in class” writing assignments will provide a more informal way to assess this knowledge (and provide useful feedback to the instructor about which topics require further explanation and discussion).

Finally, students will be assessed through the grading of the 10-12 page research paper, which will assess learning objectives 1, 2, 3, and 4. It will mostly contribute to the assessment of objective number 1, however, as it will be the best way for students to demonstrate their ability
to initiate a shorter research paper. This will be graded using a rubric that will closely match the department’s grading rubric for the senior paper.

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 ____ Janice Dunham _________
   - Are there adequate resources in the library to support students’ work in the course
     Yes _X__ No _______
   - Will your students be expected to use any of the following library resources? Check all that apply.
     
     X The library catalog, CUNY+
     X EBSCOhost Academic Search Complete
     X Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     X LexisNexis Universe
       - Criminal Justice Abstracts
       - PsycINFO
       - Sociological Abstracts
     X JSTOR
       - SCOPUS
     - Other (please name) **Multiple International Affairs Databases**, **International Security and Counter Terrorism Reference Center, and Praeger Security International online**, Boon, K.E., and Huq, A. **Terrorism: Commentary on Security Documents**, New York: Oxford University Press. (Serial)

12. **Syllabus** – see attached

13. Date of **Department curriculum committee** approval _March 1, 2012_

14. **Faculty** - Who will be assigned to teach this course? **George Andreopoulos, Desmond Arias, Susan Kang, Peter Romaniuk, Jennifer Rutledge**

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

   Met with Peter Romaniuk, major coordinator of International Criminal Justice. Prof. Romaniuk gave useful feedback on the syllabus and course proposal.

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

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

18. Signature/s of Endorsement

   __________________________________________________________
   Harold Sullivan
   Chair, Proposer’s Department

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Description:

How are terrorist attacks and a failure to stop climate change linked? Both of these political problems are understood as important security threats. This course explores both traditional and contemporary challenges of security, to advance students’ understanding of the sources of conflict and peace in world politics. States must deal with many new threats both external (international) and internal (domestic) that reflect emerging political, technological, and social developments. Topics of study include “traditional” security concerns, such as wars, peacekeeping, insurgency, child soldiers, nuclear proliferation, and new human security concerns.

Learning Outcomes

1. Students will initiate, develop, and present a medium-length research paper on security issues, using primary and secondary sources.
2. Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments relating to security studies, particularly through the use of theoretical approaches to major topics within security studies, including both “traditional” and contemporary security issues.
3. Students will use reasoned judgments to evaluate issues relating to on issues relating to contemporary and historical international security issues.
4. Students will demonstrate knowledge of key contemporary national and global security problems.

Required Texts:

All readings are available online, on the course Blackboard page.
Course Requirements:

Grade Breakdown:
- Exams: 30%
- Participation: 15%
- In class writing: 15%
- Reaction Papers: 10%
- Research Paper: 25%
- Presentation: 5%

Exams: (15% each): There will be two exams, a midterm and final exam. Both exams are means for students to demonstrate their understanding of the key concepts, debates, and theories of security studies. These exams will be held in class and consist of open identification questions, short answers, and an essay question. You will receive a review sheet with the most important topics beforehand, but we will not spend class time on review. Instead, there will be Blackboard discussion board set up a week before the exam to allow for a “virtual review session.”

Dates: The first exam will be held March 23, the final exam will be during the scheduled final exam period.

Participation: (15%): Students are expected to come to class prepared, having completed the assigned reading. You are expected to come to class with the readings available (either electronically or as a print out) and actively participate in the class discussion. I reserve the right to call on students throughout the semester, to promote wide participation. You will be graded on whether you ask and answer questions, as well as your participation in small group work. I will post a preliminary participation grade on Blackboard after the midterm exam.

In class writing assignments (15%): Every week, students will be given a writing prompt based on the readings and course materials, and will write a response for 5-10 minutes. This is meant as a way to facilitate discussion, serve a preparation for exams, and to provide feedback to the professor about your mastery of the material. They will be graded as either satisfactory/unsatisfactory.

Reaction Papers (5% each): You are required to write one reaction papers based on the readings from either weeks 1-6 and one write paper based on a week’s worth of readings from weeks 7-13. You may choose the week that you prefer, but you must write a paper based on all the assigned readings for the week. You must submit your paper to turnitin.com by the No late reaction papers will be accepted. No citation is required for reaction papers

Due date: March 16 and May 10

Research Paper: (25%): Students are expected to write a 10-12 page research paper on a security studies topic of their choice. Research papers must utilize a theoretical framework from security studies and apply it to a contemporary security studies issue area. A paper proposal is due in week 6. More information on the research paper expectations will be handed out later in the course. You may use either APA or Chicago style citation. Due Date: May 12
Presentation: (5%) Each student will do an independent, short presentation about a security studies related, current news story. Presentations will be between 5-7 minutes long, and will be done in the beginning of each class. You are required to present the newspaper article to the professor for approval at least one week prior to the presentation. Presentation dates will be assigned in week 3, and students will make presentations during the beginning of class for the remainder of the semester.

Attendance and Classroom Expectations:

Students are expected to attend every class, but there will be four “free” absences allowed to every student, with no grade penalty. There will be no opportunities to make up work missed in class, including presentations. Students will only be allowed to make up exams if they bring documentation of a medical or family emergency. Unfortunately, as students tend to get sick with increasing frequency around presentation, exam dates, this policy will be strictly enforced. After four absences, your final grade will be lowered a 1/3 of a letter grade for every absence. Tardiness counts as a half an absence. Emergency situations beyond the four allotted absences will be considered on a case by case basis.

At the advanced undergraduate level, you are expected to conduct yourself in a professional and respectful manner. Students engaged in disruptive behavior will be asked to leave the classroom. Please do not text or engage in social media during class time. While students increasingly use personal electronics to aid their learning and notetaking, the professor is not able to repeat and accommodate distracted students, as this course requires a high level of engagement and commitment.

College Wide Policies

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. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards)
Please note that all students in this course are required to submit reaction papers and the research paper to Turnitin.com for original review. The class code is xxxx and the password is: Security.

Incomplete grade policy:
As a matter of policy, I do not give incomplete grades except in very dire, emergency circumstances. You are required to complete the course work within the assigned time frame of the course.

Extra Work During the Semester:
As a college wide policy, faculty are not permitted to offer extra work during or after the semester to students on an individual basis. If you are worried about your grade, you should attend office hours to address your questions. Please do not ask for extra credit or other forms of extra work, as this is not permissible.

Americans With Disabilities Act Accommodations:
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS 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)

COURSE OUTLINE

Week 1: Security Studies and the “Three Images”

Week 2: The State

Week 3: Perspectives on Security: Nature

In class: presentation dates distributed!

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Week 4: Perspectives on Security: Social Construction

Week 5: Origins of Wars

Week 6: Causes of war: Realism and the Security Dilemma

Reaction Paper one due!

Week 7: Exam and Internal War: Anarchy within the state/Civil and ethnic conflict

Week 8: Economics and Security

Week 9: Comparative Security Crises:

Week 10: Child Soldiers

Week 11: Nuclear proliferation:
•
Week 12: Asymmetrical Wars and Counter-Insurgency

Week 13: Human Security Concerns:

Reaction Paper 2 due

Week 14: International Organizations: Policing and Peacekeeping:

Research paper due!

Final exam: Schedule to Be Announced
New Course Proposal Form

Date Submitted: 4/17/2012

1. a. **Department(s) or program(s)** proposing this course: Security, Fire and Emergency Management

   b. **Name** and contact information of proposer(s): Dr. Charles Nemeth & 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:** Private Security: Trends and Movements

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

   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:

   Private security trends relate to several dynamic factors. These include: the emergence of homeland defense, the shift of public to private protective functions, and broader understanding of public-private partnerships in security and safety. These specialized topics are appropriate for a senior level student. Foundational courses in the major will aid students to better prepare for this topic.

   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.)

   The private security industry has undergone a dramatic evolution in the last three decades. This Trends and Movements course analyzes the diverse changes that have transformed the industry practices. These developments include: homeland defense and the larger legal and programmatic expectations of private protection for the public sphere. Examples of these changes include private contributions to law enforcement, emergency planning and response, and private sector fire companies. Trends in private ownership and management of adult and juvenile correctional facilities will be included.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course analyzes cutting edge activities, trends and movements in private sector justice. New practices, innovations and programs are evaluated for their effectiveness. The course will emphasize the evolution of the private security industry and anticipates its future direction. Special emphasis will be given the increased role private security plays in the policing function, including community based policing models. The role of private security in federal and state contracts will be considered. Entrepreneurship opportunities will be explored. Focused attention will also be given to the legal implications and potential civil liability that emerge from privatized services.

5. **Course Prerequisites or co-requisites:** ENG 102/201, SEC 101, SEC 210

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:
   
   • Analyze the relationship between public and private models of criminal justice and protection.
   • Compare and contrast the positive and negative consequences of the privatization movement.
   • Assess the various community-based approaches in policing and fire service as well as identify and categorize specific community threats.
   • Examine various strategies for integration of private security professionals in the community and to evaluate the tactics chosen.
• Distinguish the ways in which private sector justice will be a critical player in community based public safety.

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; Core Curriculum

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.

Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. Sec 405- the Senior Seminar, is the designated capstone course for the department in the matter of assessment.

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?

   ___ 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
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
Department of Security, Fire and Emergency Management  
The City University of New York

Syllabus for Private Security: Trends and Movements SEC 3XX-01

Professor: Charles P. Nemeth  
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:

This course analyzes cutting edge activities, trends and movements in private security. New practices, innovations and programs are evaluated for effectiveness. Special emphasis will be given to the increased role private security plays in public policing and judicial functions. How the public sector transfers policing, military, emergency planning, and fire response services will be explored. Entrepreneurial opportunities will be considered. Focused attention will also be given to the legal implications and potential civil liability problems that emerge from privatized functions.

Learning outcomes

The student will be able to:

- Analyze the relationship between public and private models of criminal justice and protection.
- Compare and contrast the positive and negative consequences of the privatization movement.
- Assess the various community-based approaches in policing as well as identify and categorize specific community threats.
- Examine various strategies for integration of private security professionals in the community and to evaluate the tactics chosen.
- Distinguish the ways in which private sector justice will be a critical player in community based public safety.

Course pre-requisites or co-requisites:

ENG 102/201, SEC 101, SEC 210

Outlook and Approach to the Course

Be informed 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. Students will be encourage to engage in classroom discussions.
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

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). Lastly, students must participate in all discussions posted on Bb as assigned.

Course Requirements

Short Writing Assignments: Each student to write two (2) papers of 4-6 pages on the following:

- The first paper will detail current private security issues in community protection.
- The second paper will require students to research public safety practices and provide a detailed case study analysis on a particular segment of the private security, 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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</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
### Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
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<tbody>
<tr>
<td>1</td>
<td>History and the Public/Private Distinction</td>
<td>Poulin: Chapters 1, 2</td>
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<td>Privatization, the Private Sector, and the Public Safety Paradigm</td>
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<td>Private Sector Community Profile and Threat Assessment</td>
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<td>Private Sector Community Based Integration Tactics</td>
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<td>Private Sector Community Based Communication Tactics</td>
<td>Poulin: Chapters 6, 7, 8</td>
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<td>Private Sector Community Based Psychological Tactics</td>
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<td>Private Sector Community Based Physical Tactics</td>
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<td>4</td>
<td>Personal Security and Constitutional Rights</td>
<td>Pastor: Chapters 1, 2</td>
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<td></td>
<td>Privatization and Public Safety</td>
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<td>Policing on Contemporary Circumstances</td>
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<td>7</td>
<td>Mid-term</td>
<td></td>
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<tr>
<td>8</td>
<td>A Legal Overview of Private Policing</td>
<td>Pastor: Chapter 5</td>
<td></td>
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<td>9</td>
<td>Scope and Impact of Civil Liability</td>
<td>Kappeler: Chapter 1 Scope of legal Authority of Private Security Personnel at</td>
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<td></td>
<td>Kappeler: Chapters 2, 3</td>
<td>Short Paper #2</td>
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<td>11</td>
<td>Excessive Use of Force</td>
<td>Kappeler: Chapters 4, 5, 6</td>
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<td>High-Risk Drug Enforcement Operations Failure to Protect</td>
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<td>12</td>
<td>Negligent Pursuits Failure to Arrest DUIs</td>
<td>Kappeler: Chapters 7, 8</td>
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</tr>
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<td>13</td>
<td>Negligence at Accident Scenes Failure to prevent detainee suicide</td>
<td>Kappeler: Chapters 9, 10</td>
<td></td>
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<td>14</td>
<td>The Future</td>
<td>Poulin: Chapter 9 Pastor: Chapter 8 Kappeler: Chapter 11</td>
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</tr>
<tr>
<td>15</td>
<td>Final Examination</td>
<td>Sessions 8-14</td>
<td></td>
</tr>
</tbody>
</table>

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

**A. Incomplete Grade Policy**

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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.

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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.

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

Statement of the College Policy on Plagiarism

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

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

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.
New Course Proposal Form

Date Submitted: 4/17/2012

1. a. **Department(s) or program(s)** proposing this course: Security, Fire and Emergency Management

   b. **Name** and contact information of proposer(s): Dr. Charles Nemeth, 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**: Retail and Commercial Security

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

   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:
   Retail and commercial security is a specialized security activity and vocation. The emphasis on the protection of assets in commercial, industrial and retail settings assumes prior knowledge. Therefore, foundation courses should be completed before enrollment in this class.

   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.)

   The need for specialized knowledge concerning the protection of assets and property for security professionals is central to the mission of private sector justice. Since public policing concerns itself with the primary mission of personal crimes and social tranquility, the task of assuring the protection of private goods falls upon proprietary organizations and the private security industry. Just as compellingly, the knowledge base of retail and commercial protection opens up significant career opportunities for the program’s graduates. Future success in the field of private security will inevitably depend upon continuing education on retail theft, fraud, and other types of criminal behavior occurring in these industrial segments.
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 encompasses the breadth and depth of considerations involved in implementing general loss prevention concepts and security programs within a retail or commercial establishment. Strategies to prevent and reduce incidents of loss due to theft and other crimes, fire, harm from employees, as well as the ramifications of corporate mismanagement will be covered. Topics covered also include: mitigation strategies to reduce loss and pilferage, physical security systems, background investigations of employees, protection of sensitive information, internal dishonesty, and sensitivity to human rights of employees and the public.

5. **Course Prerequisites or co‐requisites:** ENG 102/201/SEC 101/210

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?

   • Identify the origins of contemporary private security systems and discuss the modern practices to efficiently and effectively run a security department.
   • Analyze and critique leadership in management and employee relations and demonstrate risk management techniques.
   • Outline the legal considerations and issues associated with information security.
   • Demonstrate practical countermeasures to combat internal theft, burglary, and shoplifting.
   • Identify the new and unique security risks that exist because of terrorism and the global nature of business and prepare for such risks.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
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.

   Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department utilizes SEC 405 - the Senior Seminar as capstone for all majors and its chief locus for assessment.

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 RUBAREV
   • 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](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 ___ 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
This course encompasses the breadth and depth of considerations involved in implementing general loss prevention concepts and security programs within a retail or commercial establishment. Strategies to prevent and reduce incidents of loss due to theft and other crimes, fire, harm from employees, as well as the ramifications of corporate mismanagement will be covered. Topics covered also include mitigation strategies to reduce loss and pilferage, physical security systems for detection, background investigations of prospective and actual employees, protection of sensitive information, internal threats, and human rights.

Learning outcomes

The student will be able to:

- Identify the origins of contemporary private security systems and discuss the modern practices to efficiently and effectively run a security department.
- Analyze and critique leadership in management and employee relations and demonstrate risk management techniques.
- Outline the legal considerations and issues associated with information security.
- Demonstrate practical countermeasures to combat internal theft, burglary, and shoplifting.
- Identify the new and unique security risks that exist because of terrorism and the global nature of business and prepare for such risks.

Course pre-requisites or co-requisites: ENG 102/201, SEC 101, SEC 210

Outlook and Approach to the Course

Be informed and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of graduate students. Grammar, rhetoric, spelling, and attention to clarity of your arguments will be expected.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees. Your interaction in classroom discussion will be welcome.

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). Lastly, students must participate in all discussions posted on Bb as assigned.

Course Requirements

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 retail security or loss prevention sector
- The second paper will require students to research current practices and provide a detailed case study analysis on a particular segment of the retail security or loss prevention, a specific site or security concept or policy that has been effective OR
unsuccessful in deterring either internal or external theft.

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.

Examinations: The mid-term and final exam will assess students’ proficiency in assigned reading material and seminar lectures. The exams 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: 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 either retail security or loss prevention 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. The quality, completeness, and accuracy of the paper will count towards the student’s grade. Acceptable methods of citation/documentation and formatting include:


Required Texts & Reading


Grading

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Two short writing assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Active class participation (including Bb)</td>
<td>10%</td>
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<tr>
<td>Midterm and final exam</td>
<td>50%</td>
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<tr>
<td>Final paper</td>
<td>20%</td>
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## Course calendar

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<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
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<tr>
<td>1</td>
<td>Introduction to Security and Loss Prevention</td>
<td>Purpura: Chapter 1, 2</td>
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<tr>
<td>2</td>
<td>Foundations of Security and Loss Prevention</td>
<td>Purpura: Chapter 3</td>
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<td>3</td>
<td>Law</td>
<td>Purpura: Chapter 4</td>
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<td>4</td>
<td>Internal and External Relations</td>
<td>Purpura: Chapter 5</td>
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<td>5</td>
<td>Applicant Screening and Employee Socialization</td>
<td>Purpura: Chapter 6</td>
<td>Short Paper #1</td>
</tr>
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<td>6</td>
<td>Internal and External Threats and Countermeasures Services and Systems</td>
<td>Purpura: Chapter 7, 8, 9</td>
<td>Term Paper Prospectus</td>
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<td>7</td>
<td>Mid-term</td>
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<tr>
<td>8</td>
<td>Investigations</td>
<td>Purpura: Chapter 10</td>
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<td>9</td>
<td>Accounting, Accountability and Auditing</td>
<td>Purpura: Chapter 11</td>
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<tr>
<td>11</td>
<td>Terrorism and Homeland Security</td>
<td>Purpura: Chapter 15</td>
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<td>12</td>
<td>Protecting Critical Infrastructures, Key Assets and Borders</td>
<td>Purpura: Chapter 16, 17</td>
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<tr>
<td>13</td>
<td>Loss Prevention at Businesses and Institutions</td>
<td>Purpura: Chapter 18, 19</td>
<td></td>
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<tr>
<td>14</td>
<td>Human rights in the retail and commercial environment: the Issue of profiling</td>
<td>Gabbidon, pp. 345-364</td>
<td>Term Paper</td>
</tr>
<tr>
<td>15</td>
<td>Final</td>
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: Fall, 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 301 Penology
   (Abbreviated title: Penology)

4. Current course description:

   Programs for the social treatment of criminals. The police system and criminal procedure. The penal and reformatory institutions in their physical, educational and social aspects. Probation and parole problems. A survey of theories and practices in penology.

   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, SOC 203.

5. Describe the nature of the revision: We are changing the course description.

6. Rationale for the proposed change(s):

   The existing course description is out of date, incomplete, and stylistically inconsistent with other recently revised sociology course descriptions. This modification of the course description reflects the way most sections are actually taught.

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
a. Revised course description:

This course examines how criminal punishment has changed over time. It reviews the various justifications for punishment – including deterrence, retribution, rehabilitation, incapacitation, and restoration – and examines how these affect punishment in practice. It considers the social, political, and economic functions that punishment serves. It explores how and why incarceration has dramatically expanded in recent decades in the United States and elsewhere, and considers current and future changes in the use of criminal punishment.

b. Revised course title: N/A

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

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

e. Revised number of credits: N/A

f. Revised number of hours: N/A

g. Revised prerequisites: ENG 102 or ENG 201, SOC 101, and SOC 203

8. Enrollment in past semesters:

We usually have 36 students per section, and about 2 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 ___X___ Yes _____ If yes, please indicate the area:

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

Flexible Core:

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Please explain why and how this course fits into the selected area: N/A

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

Every semester _____ Number of sections: _____
Fall semesters only _____ Number of sections: _____
Spring semesters only _____ Number of sections: _____

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: October 17, 2012

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

   Prof. Jayne Mooney, co-chair
Course Revision Form

Date Submitted: Fall, 2012

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Prof. 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 309 Juvenile Delinquency
   (Abbreviated title: JUVENILE DELINQ)

4. Current course description:


   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, SOC 101, and junior standing or above.

5. Describe the nature of the revision: We are changing the course description.

6. Rationale for the proposed change(s):

   The existing course description is out of date, incomplete, and stylistically inconsistent with other recently revised sociology course descriptions. This modification of the course description reflects the way most sections are actually taught.

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

   a. Revised course description:
This course focuses on the illegal conduct of youth whose cases are handled by the juvenile justice system. It examines the ways that adults have reacted to transgressive behavior by youth over the centuries, and how treatment approaches and prevention efforts by social welfare and social control agencies have changed. The course explores how the teenage offenders’ race, class, and gender might influence the social and legal response to their delinquent activities. This course also evaluates the many sociological, psychological and even biological theories that attempt to identify the root causes of gang fighting, drug-taking, stealing, vandalism (graffiti), status offenses (such as truancy), and other varieties of adolescent misbehavior.

b. Revised course title:
   N/A

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Change to: DELINQUENCY

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

e. Revised number of credits: N/A

f. Revised number of hours: N/A

g. Revised prerequisites: N/A

8. Enrollment in past semesters:

We usually have 36 students per section, and about 9 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 ___X__  Yes _____  If yes, please indicate the area:

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

   Flexible Core:

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

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
E. Scientific World
Please explain why and how this course fits into the selected area: N/A

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

- Every semester __ Number of sections: _
- Fall semesters only _____ Number of sections: _____
- Spring semesters only _____ Number of sections: _____

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: October 17, 2012

12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
    Prof. Jayne Mooney, co-chair
For the consideration of the Undergraduate Curriculum and Academic Standards Committee,

On May 14, 2012 the Economics Department Curriculum Committee voted to approve a revision of the Economics Major. Based on assessment of the major and enrollment patterns the department proposes to eliminate Specialization B) Investigation of Economic Crimes, eliminate required courses in Specialization A) Economic Analysis, introduce new required courses for Specialization A and rearrange the categorization of courses in Specialization C) Forensic Financial Analysis. The curriculum for Specialization C remains unchanged to preserve the numerous Articulation Agreements and Dual/Joint degree programs with CUNY’s community colleges.

Rationale
When the current BS in Economics was proposed in 2006 it contained a multidisciplinary core and three specializations. Specialization A was constructed as a traditional Economics curriculum. Specialization B was constructed with a narrowly focused curriculum on economics and crime. Specialization C was constructed to house the forensic accounting “half” of the major. The accounting half was designed to create a pathway for CUNY students to take the New York State Certified Public Accountants (CPA) exam. To complete this pathway students would receive an Associates Degree in Accounting from a CUNY Community College, the Economics BS with Specialization C from John Jay College and a Masters of Public Administration from John Jay College. The idea at the time was that when both the economics half and the forensic accounting half were strong enough they would be split into separate majors.

After four years of operation enrollment patterns indicate Specialization B) Investigation of Economic Crimes is enrolling too few students; about 10% of total enrollments in the major. The enrollment patterns for Specializations A and C indicate both halves are nearing the point where the major can be split. The college has begun work to form a new interdisciplinary major on fraud issues that will house Specialization C and its pathway to the CPA exam. This process requires the creation of a Community of Practice Advisory Group, formation of a faculty governance committee, approval through John Jay governance and the CUNY process of filing a Letter of Intent (LOI), all before the final application for the new program can be submitted and approved. This process may take several years and assessment of the economics half indicates the need for critical curricular changes as soon as possible.

Assessment of the major indicates students in Specialization A need more required economics courses emphasizing student growth in the understanding of the diversity of thought in economics. The 2011-12 Assessment Report of the BS in Economics says the “assessment of learning outcomes for the BS in Economics continued to reveal a weakness in achieving a demonstration of learning for Goal #3: Demonstrate an Understanding of Alternative Theoretical Perspectives (p 1).” The department had set an objective for at least 30% of students to score in the “Excellent” range for Goal #3 on an in-class essay in the Capstone Course. No students scored in the “Excellent” or Good” range for this goal.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
assessment. The Assessment Report, “recommends additional curricular actions including a substantial revision to the major in anticipation of a split of the major (p1).”

In response to a similarly poor performance on Goal #3 in the 2010-2011 Academic Year the department proposed a new course, Political Economy, to address the shortcomings on Goal #3. This proposal moves Political Economy from an elective for Specialization A students into a required course. Another course designed to address this shortcoming, ECO 310 Economics in Historical Perspectives, has already been made a required course for Specialization A students.

Addressing the problems highlighted by the assessment can only be accomplished by reducing the number of required non-economics courses. The proposed curriculum preserves the curriculum for Specialization C by moving the non-economics courses out of requirements for all majors and into requirements for just Specialization C.

Proposed Changes

- In the description of the prerequisites ECO101 was described as fulfilling part of John Jay’s General Education. Now it is described as fulfilling CUNY Pathways Flexible Core Category A) World Cultures and Global Issues.
- The advice to students considering graduate programs is changed. Math courses that were electives in Specialization A are eliminated in this proposal and so eliminated in the graduate school advice. Students are now encouraged to pursue a minor in Mathematics.
- The title for the prerequisite (ECO 101) is changed from Principles of Economics to Introduction to Economics and Global Capitalism.
- **Part 1**: Economic Foundations is subdivided into three sections:
  - ECO 220 and ECO 225 are required for all students
  - ECO 1XX Understanding Economic Data and ECO 2XX Political Economy are required for students in Specialization A
  - ACC 250 and ACC 307 are required for students in Specialization C.
- **Part 2**: Interdisciplinary Perspectives is changed to 3 credits from 9 credits.
- **Part 2**’s name is changed from Interdisciplinary Perspectives to Statistics.
- CRJ 101 and LAW 202 are deleted from Part 2.
- In **Part 3**: Capstone students are no longer given a choice of capstone courses. Students in Specialization A must take ECO 405 and students in Specialization C must take ACC 410.
- **Part 4**: Specializations is changed from 12 to 18 credits.
- In **Part 4** Specialization B) Investigation of Economic Crimes is deleted.
- In Specialization A the number of elective courses is increased from three to five.
- In Specialization A the following courses are added to the electives:
  - Economics 1YY Introduction to Microeconomics
  - Economics 1ZZ Introduction to Macroeconomics
  - Economics 235 Finance for Forensic Economics
  - Economics 315 Economic Analysis of Crime
- In Specialization A the following courses are deleted from the electives:
  - Fire Science 104 Risk Management
  - Mathematics 241 Calculus I
  - Mathematics 242 Calculus II
- In Specialization A the electives are arranged in four clusters. Students are required to “Select five courses, at least one from each cluster with no single course satisfying more than one cluster.” The clusters are:
Criminal Justice Cluster
Economics 231 Global Economic Development and Crime
Economics 235 Finance for Forensic Economics
Economics 260 Environmental Economics Regulation and Policy
Economics 315 Economic Analysis of Crime
Economics 360/Sociology 360 Corporate and White Collar Crime

Public Sector Cluster
Economics 1YY Introduction to Microeconomics
Economics 260 Environmental Economics Regulation and Policy
Economics 265 Introduction to Public Sector Economics
Economics 270 Urban Economics
Economics 280 Economics of Labor
Economics 324 Money & Banking
Economics 360/Sociology 360 Corporate and White Collar Crime

Economic Justice Cluster
Africana Studies 250 Political Economy of Racism
Africana Studies 322 Inequality and Wealth
Economics 280 Economics of Labor
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat

International Cluster
Africana Studies 250 Political Economy of Racism
Economics 1ZZ Introduction to Macroeconomics
Economics 231 Global Economic Development and Crime
Economics 245 International Economics
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat

- In Specialization C the number of required courses is increased from two to four.
- In Specialization C Law 202 Law and Evidence is added to the required courses.
- In Specialization C Criminal Justice Bachelor of Science 101 Introduction to the American Criminal Justice System is added to the required courses.

Appendix A Proposed Curriculum
Appendix B Current Curriculum (2012-13 Bulletin)
Appendix C Curriculum changes in strikethrough deletions and bold additions
Appendix D Enrollment Patterns
Appendix A: Proposed Curriculum

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

Credits required. 36 or more, depending upon the completion of prerequisites (if needed).

Prerequisites. ECO 101 is a prerequisite for many required courses in the Economics major and also fulfills the CUNY Pathways requirement in the Flexible Core Category A) World Cultures and Global Issues. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the Economics 101 prerequisite.

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives or part of a minor. Students are strongly advised to discuss graduate school options early in their progression through the major.

Coordinators. Professor Jay Hamilton, Department of Economics (212.237.8093, jhamilton@jjay.cuny.edu) or for Forensic Financial Analysis specialization Professor Randy LaSalle, Department of Public Management (212.484.1308, rlasalle@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2013 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Prerequisite: Economics 101: Introduction to Economics and Global Capitalism

PART ONE. ECONOMIC FOUNDATIONS Subtotal: 12 credits

Required for all students
Economics 220 Intermediate Macroeconomics
Economics 225 Intermediate Microeconomics

Required for Specialization A students
Economics 1XX Understanding Economic Data
Economics 2XX Political Economy

Required for Specialization C students
Accounting 250 Introduction to Accounting
Accounting 307 Forensic Accounting I

PART TWO. STATISTICS Subtotal: 3 credits

Required
Statistics 250 Principles and Methods of Statistics
### PART THREE. CAPSTONE

**Economics 405 Seminar in Economics**  
(required for Specialization A)

**Accounting 410 Seminar in Forensic Financial Analysis**  
(required for Specialization C)

### PART FOUR. SPECIALIZATIONS

Select one specialization.

**Specialization A. Economic Analysis**

*Required*

- **Economics 310 Economics in Historical Perspectives**

*Electives*

Select five courses, at least one from each cluster with no single course satisfying more than one cluster.

**Criminal Justice Cluster**

- **Economics 231 Global Economic Development and Crime**
- **Economics 235 Finance for Forensic Economics**
- **Economics 260 Environmental Economics Regulation and Policy**
- **Economics 315 Economic Analysis of Crime**
- **Economics 360/Sociology 360 Corporate and White Collar Crime**

**Public Sector Cluster**

- **Economics 1YY Introduction to Microeconomics**
- **Economics 260 Environmental Economics Regulation and Policy**
- **Economics 265 Introduction to Public Sector Economics**
- **Economics 270 Urban Economics**
- **Economics 280 Economics of Labor**
- **Economics 324 Money & Banking**
- **Economics 360/Sociology 360 Corporate and White Collar Crime**

**Economic Justice Cluster**

- **Africana Studies 250 Political Economy of Racism**
- **Africana Studies 322 Inequality and Wealth**
- **Economics 280 Economics of Labor**
- **Economics 327 Political Economy of Gender**
- **Economics 333 Sustainability: Preserving the Earth as Human Habitat**

**International Cluster**

- **Africana Studies 250 Political Economy of Racism**
- **Economics 1ZZ Introduction to Macroeconomics**
- **Economics 231 Global Economic Development and Crime**
- **Economics 245 International Economics**
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat

Specialization C. Forensic Financial Analysis

Required
Accounting 308 Auditing
Accounting 309 Forensic Accounting II
Criminal Justice Bachelors of Science 101 Introduction to the American Criminal Justice System
Law 202 Law and Evidence

Electives (select two)
Accounting 264 Business Law
Accounting 265 Digital Forensics for the Fraud Examiner
Economics 215 Economics of Regulation and the Law
Economics 235 Finance for Forensic Economics
Economics 330 Quantitative Methods for Decision Makers
Economics 360/Sociology 360 Corporate and White Collar Crime

Total: 36 credits
Appendix B: Current Curriculum (2012-13 Bulletin)

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

Credits required. 36 or more, depending upon the completion of prerequisites (if needed).

Prerequisites. ECO 101 is a prerequisite for many required courses in the Economics major and also fulfills one of the College's general education requirements in the social sciences. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the Economics 101 prerequisite.

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives, part of a minor, or as electives within Concentration A. Concentration A includes MAT 241 Calculus I and MAT 242 Calculus II as course options. MAT 241 requires MAT 141, which can fulfill general education requirements. Students are strongly advised to discuss graduate school options early in their progression through the major.

Coordinators. Professor Jay Hamilton, Department of Economics (212.237.8093, jhamilton@jjay.cuny.edu) or for Forensic Financial Analysis specialization Professor Randy LaSalle, Department of Economics (212.484.1308, rlasalle@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2012 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Prerequisite: Economics 101: Principles of Economics

PART 1. ECONOMIC FOUNDATIONS Subtotal: 12 credits

Required
Accounting 250 Introduction to Accounting
Accounting 307 Forensic Accounting I
Economics 220 Macroeconomics
Economics 225 Microeconomics

PART 2. INTERDISCIPLINARY PERSPECTIVES Subtotal: 9 credits

Required
Criminal Justice 101 Introduction to Criminal Justice
Law 202 Law and Evidence
Statistics 250 Principles and Methods of Statistics

Subtotal: 3 credits
PART 3. CAPSTONE
Select one
Economics 405 Seminar in Economics and Crime (recommended for Specializations A or B)
Accounting 410 Seminar in Forensic Financial Analysis (recommended for Specializations B or C)

PART 4. SPECIALIZATIONS
Subtotal: 12 credits
Select one specialization. Four courses must be completed in the specialization selected.
Specialization A. Economic Analysis

Required
Economics 310 Economics in Historical Perspectives

Electives (select three)
Africana Studies 250 Political Economy of Racism
Africana Studies 322 Inequality and Wealth
Economics 231 Global Economic Development and Crime
Economics 245 International Economics
Economics 260 Environmental Economics Regulation and Policy
Economics 265 Introduction to Public Sector Economics
Economics 270 Urban Economics
Economics 280 Economics of Labor
Economics 324 Money & Banking
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat
Economics 360/Sociology 360 Corporate and White Collar Crime
Fire Science 104 Risk Management
Mathematics 241 Calculus I
Mathematics 242 Calculus II

Specialization B. Investigation of Economic Crimes

Required
Accounting 251 Introduction to Management Accounting
Economics 315/Police Science 315 An Economic Analysis of Crime

Electives (select two)
Accounting 265 Digital Forensics for Fraud Examiner
Accounting 308 Auditing
Economics 215 Economics of Regulation and the Law
Economics 260 Environmental Economics Regulation and Policy
Economics 324 Money & Banking
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat
Economics 360/Sociology 360 Corporate and White Collar Crime
Police Science 207 The Investigative Function
Specialization C. Forensic Financial Analysis

Required
Accounting 308. Auditing
Accounting 309. Forensic Accounting II

Electives (select two)
Accounting 264/ Law 264 Business Law
Accounting 265 Digital Forensics for the Fraud Examiner
Economics 215 Economics of Regulation and the Law
Economics 235 Finance for Forensic Economics
Economics 330 Quantitative Methods for Decision Makers
Economics 360/Sociology 360 Corporate and White Collar Crime

Total: 36 credits
Appendix C: Curriculum Changes from 2012-13 Bulletin
Deletions in strikethrough additions in bold.

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

Credits required. 36 or more, depending upon the completion of prerequisites (if needed).

Prerequisites. ECO 101 is a prerequisite for many required courses in the Economics major and also fulfills one of the College's general education requirements in the social sciences the CUNY Pathways requirement in the Flexible Core Category A) World Cultures and Global Issues. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the Economics 101 prerequisite.

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives, part of a minor, or as electives within Concentration A. Concentration A includes MAT 241 Calculus I and MAT 242 Calculus II as course options. MAT 241 requires MAT 141, which can fulfill general education requirements or as part of a minor. Students are strongly advised to discuss graduate school options early in their progression through the major.

Coordinators. Professor Jay Hamilton, Department of Economics (212.237.8093, jhamilton@jjay.cuny.edu) or for Forensic Financial Analysis specialization Professor Randy LaSalle, Department of Economics (212.484.1308, rlasalle@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2012 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Prerequisite: Economics 101 Principles of Economics Introduction to Economics and Global Capitalism

PART 1. ECONOMIC FOUNDATIONS Subtotal: 12 credits

Required

Required for all students
Accounting 250 Introduction to Accounting
Accounting 307 Forensic Accounting I
Economics 220 Intermediate Macroeconomics
Economics 225 Intermediate Microeconomics

Required for Specialization A students
Economics 1XX Understanding Economic Data
Economics 2XX Political Economy

Required for Specialization C students
Accounting 250 Introduction to Accounting
Accounting 307 Forensic Accounting I

PART 2. INTERDISCIPLINARY PERSPECTIVES
STATISTICS

Required

Required
Criminal Justice 101 Introduction to Criminal Justice
Law 202 Law and Evidence
Statistics 250 Principles and Methods of Statistics

PART 3. CAPSTONE

Select one
Economics 405 Seminar in Economics and Crime *(recommended for Specializations A or B)* *(required for Specialization A)*
Accounting 410 Seminar in Forensic Financial Analysis *(recommended for Specializations B or C)* *(required for Specialization C)*

Subtotal: 9 3 credits

PART 4. SPECIALIZATIONS

Select one specialization. Four courses must be completed in the specialization selected.

Specialization A. Economic Analysis

Required
Economics 310 Economics in Historical Perspectives

Electives *(select three)*
Africana Studies 250 Political Economy of Racism
Africana Studies 322 Inequality and Wealth
Economics 231 Global Economic Development and Crime
Economics 245 International Economics
Economics 260 Environmental Economics Regulation and Policy
Economics 265 Introduction to Public Sector Economics
Economics 270 Urban Economics
Economics 280 Economics of Labor
Economics 324 Money & Banking
Economics 327 Political Economy of Gender
Economics 333 Sustainability: Preserving the Earth as Human Habitat
Economics 360 Sociology 360 Corporate and White Collar Crime
Fire Science 104 Risk Management
Mathematics 241 Calculus I
Mathematics 242 Calculus II

Select five courses, at least one from each cluster with no single course satisfying more than one cluster.

Criminal Justice Cluster
Economics 231 Global Economic Development and Crime
Specialization B. Investigation of Economic Crimes

**Required**

Accounting 251 Introduction to Management Accounting  
Economics 315/Police Science 315 An Economic Analysis of Crime

**Electives (select two)**

Accounting 265 Digital Forensics for Fraud Examiner  
Accounting 308 Auditing  
Economics 215 Economics of Regulation and the Law  
Economics 260 Environmental Economics Regulation and Policy  
Economics 324 Money & Banking  
Economics 327 Political Economy of Gender  
Economics 333 Sustainability: Preserving the Earth as Human Habitat  
Police Science 207 The Investigative Function
Specialization C. Forensic Financial Analysis

*Required*

**Accounting 308 Auditing**  
**Accounting 309 Forensic Accounting II**  
**Criminal Justice BS 101 Introduction to the American Criminal Justice System**  
**Law 202 Law and Evidence**

*Electives (select two)*

**Accounting 264/Law 264 Business Law**  
**Accounting 265 Digital Forensics for the Fraud Examiner**  
**Economics 215 Economics of Regulation and the Law**  
**Economics 235 Finance for Forensic Economics**  
**Economics 330 Quantitative Methods for Decision Makers**  
**Economics 360/Sociology 360 Corporate and White Collar Crime**

Total: 36 credits
# Appendix D: Enrollment Patterns

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<th>Specialization Enrollments</th>
<th>A</th>
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<th>C</th>
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<td>Spring 2012</td>
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* Including the Valedictorian
Proposal to Revise the B.S. in Security Management

The Security Management curriculum has not changed substantially since 1985 and a revision is long overdue. At a time of increasing demand for both private security and homeland protection, an up-to-date Security Management degree program must take account of the changes in professional policies, technologies, and expectations that have transformed the field in recent years.

The revised curriculum outlined below is the result of consultations with outside experts as well as internal discussions. The department unanimously approved the new curriculum in December, 2011.

Overview of the Proposed Changes:

I. Core Courses:

a. Four basic courses will continue to be required:
   - SEC 101 Introduction to Security
   - SEC 210 Methods of Security
   - SEC 211 Security Management
   - SEC/MAT 270 Security of Computers and Their Data

b. SEC 310 Emergency Management - will be moved to Part II - “Security Applications”

c. SEC 3XX Private Security and the Law - will replace Law 207 Law for Security Personnel

d. A new course, SEC 3XX Private Security: Trends and Movements will be required.

These above changes better scaffold the core of the major and create a course where the latest knowledge, techniques, skills and strategies can be regularly incorporated into the major’s curriculum. The private security course will be at the 300-level and be offered by the Department of Security, Fire and Emergency Management.

II. Part II. Security Applications – Will be increased from 6 to 18 credits; many more course choices (at the 300-level) will be added. Two categories will be added to organize the courses: Security and Risk Management; and Industrial, Commercial, and Retail. Students will take three courses from the first cluster and two courses from the second cluster.

a. New courses will be added on:
   - Art & cultural institutions

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
These new courses reflect the expansion of the private security industry; the need for specialized protocols to meet the needs of different kinds of institutions; and new trends and occupational possibilities in the field. Students will have a fuller understanding of the private security industry. Students will have to complete several additional 300-level courses. This will increase the rigor of the major. This area will concentrate more heavily on security courses and those that align closer to the field. FIS 101 Introduction to Fire Science and PSC 207 Investigative Function are being removed from the major. One existing course, PAD 314 Leadership, Supervision and Performance is being added. Descriptions of the new courses are provided in Appendix I (p.7).

III. **Part Three Security-Related Courses** – this part is being removed to allow students to focus more course work on the applications of private security. ENG 235 Writing for Management, Business and Public Administration will become a course option in Part Two Security Applications.

IV. **Internship Requirement is being added**

John Jay’s security management curriculum needs a course where theory meets practice, where students can discover the sense and sensibility of the content taught and the reality of its effectiveness. The internship will provide a mechanism for our majors to test the waters of career direction and occupational interest. Students who have experience working for at least three years in a responsible position within the security field can pursue an exemption with the Major Coordinator and/or Department Chair.

V. **Credits:** The addition of the internship requirement will increase the overall number of credits students need to earn the major from 36 to 39.

VI. **Revised Learning outcomes:**

**Students will:**

1. Critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. 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.


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.
SECURITY MANAGEMENT – Bulletin Material for REVISED Curriculum

(Bachelor of Science)

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

Credits required. 39

Prerequisites: ECO 101 & SOC 101. These courses fulfill the College’s general education requirements in the social sciences.

Coordinator. Professor Robert McCrie, Department of Security, Fire and Emergency Management (212.237.8386, rmccrie@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College in September 2013 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

PART ONE. CORE COURSES Subtotal: 18

Required
SEC 101 Introduction to Security
SEC 210 Methods of Security
SEC 211 Security Management
SEC /MAT 270 Security of Computers and Their Data
SEC 3XX Private Security and the Law
SEC 3YY Private Security: Trends and Movements

PART TWO. SECURITY APPLICATIONS Subtotal: 15
Select three courses from A and two from B.

A. Security and Risk Management
SEC / FIS 104 Risk Management
FIS 106 Safety Engineering
SEC 310 Emergency Management
SEC 3XX Risk and Vulnerability Analysis
SEC 3XX Security Risk and Technology
SEC 3XX Private Security and Homeland Defense

B. Industrial, Commercial, Retail
ENG 235 Writing for Management, Business and Public Administration
SEC 3XX Executive and Event Protection
SEC 3XX Energy Industry Security
SEC 3XX Security Investigations and Consulting
SEC 3XX Art Museums and Cultural Institution Security
SEC 3XX Security for Financial Institutions
SEC 3XX Retail and Commercial Security

PART THREE. INTERNSHIP Subtotal: 3

Required
SEC 3ZZ Internship in Security Management

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
Note: Students who have at least three years of experience in a responsible position within the security industry or in a security vocation may pursue an exemption from this requirement; contact the Major Coordinator and/or Department Chair for evaluation.

**PART FOUR. SENIOR SEMINAR**

*Required*

Security 405 Seminar in Security Problems

**Subtotal: 3**

**Total: 39**
SECURITY MANAGEMENT – Current Bulletin Material Reflecting the Proposed Changes

(Bachelor of Science)

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

Credits required. 36–39

Prerequisites: ECO 101 & SOC 101. These courses fulfill the College’s general education requirements in the social sciences.

Coordinator. Professor Robert McCrie, Department of Protection Management (212.237.8386, rmccrie@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College in September 2013 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

PART ONE. CORE COURSES Subtotal: 18

Required
LAW 207 Law for Security Personnel
SEC 101 Introduction to Security
SEC 210 Methods of Security
SEC 211 Security Management
SEC 270/Mathematics 270 Security of Computers and Their Data
SEC 310 Emergency Planning (moved below)
SEC 3XX Private Security and the Law
SEC 3YY Private Security: Trends and Movements

PART TWO. SECURITY APPLICATIONS Subtotal: 15

Select three courses from A and two from B.

A. Security and Risk Management
FIS 101 Introduction to Fire Science
FIS 106 Safety Engineering
Police Science 207 The Investigative Function
SEC / FIS 104 Risk Management
SEC 310 Emergency Management
SEC 3XX Risk and Vulnerability Analysis
SEC 3XX Security Risk and Technology
SEC 3XX Private Security and Homeland Defense

B. Industrial, Commercial, Retail
ENG 235 Writing for Management, Business and Public Administration
SEC 3XX Executive and Event Protection
SEC 3XX Energy Industry Security
SEC 3XX Security Investigations and Consulting
SEC 3XX Art Museums and Cultural Institution Security
SEC 3XX Security for Financial Institutions
SEC 3XX Retail and Commercial Security
Select one-six
FIS 210 Safety Engineering
Fire Science 101 Introduction to Fire Science

PART THREE. INTERNSHIP Subtotal: 9 3
Required
SEC 3ZZ Internship in Security Management*
Note: Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation

PART THREE. SECURITY-RELATED COURSES Subtotal: 9
Select three
Accounting 250 Introduction to Accounting
English 235 Writing for Management, Business and Public Administration
Sociology 203 Criminology
Sociology 360/Economics 360 Corporate and White Collar Crime

PART FOUR. SENIOR SEMINAR Subtotal: 3
Required
Security 405 Seminar in Security Problems

Total: 36 39
Appendix I: New Course Descriptions:

SEC 3XX Security Internship

This course introduces strategies to explore employment opportunities in the private and public sector through internship programs. The course will examine methodologies and strategies regarding obtaining an internship in the private and public justice sector. Topics include the value of conducting research on top 500 fortune companies, smaller companies, civil service organizations, hospitals, and the service industry. All of the stages of the internship process, from pre- to post-assessment will be covered. Practice suggestions on resumes, branding and career selection are fully provided.

SEC 3XX Security in Art Museums and Cultural Institutions

This course covers security and safety protocols for Museums & Cultural Institutions. How do cultural institutions begin to secure and protect valuable art, documents, employees and visitors? Course coverage is expansive and includes internal theft; external concerns such as vandalism or irate patrons as well as specific perimeter controls for the protection of valuable collections. Course will also delve into the possibility of violent acts or other deeds against art, landmarks and other cultural venues including natural disasters, fire and environmental hazards. Other topics include conducting a business impact analysis specifically for museums and cultural institutions, the design of security systems, security staffing, and standard operating procedures unique to museum and cultural institutions, as well as fire safety and business continuity issues and public accessibility management.

SEC 3XX Energy Industry Security

The primary purpose of this course is energy and infrastructure security. First, the synergy between homeland defense and energy security will be fully examined. Next, 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.

SEC 3XX Introduction to Executive and Event Protection

Course introduces and comprehensively analyzes standard and advanced protocols relating to security protection for special events and special categories of people, namely executives, celebrity and political figures. How to secure a large scale public setting to insure or minimize the potential for harm and injury within a large event, such as a sporting or entertainment affair, is a central course aim. The second phase of the course is dedicated to the standards and practice of professional executive protection. Protection of person, property, transport, use of decoy and deception, intelligence gathering and usage, are a few of the topics considered in this vital area of security. Other topics include risk assessments for sport and entertainment venues, the importance of public-private interface in high profile protection, case studies on real world situations and tactics to mitigate harm and risk.
SEC 3XX  Security and Safety for Financial Institutions

This course introduces the theory of providing security for financial institutions. Financial institution security refers to the various security measures for the purpose of protecting life and property, protecting the confidentiality of critical data and information and other financial assets. The course also reviews laws and regulations that guide security practices such as those promulgated by the Federal Trade Commission (FTC) and its Safeguards Rule amongst many other designs. This class will analyze the basics of this industry and review practical approaches to protecting against threats such as theft, both internal and external, vandalism, data center security, cyber-crimes and fraud. Topics include the value of conducting a business impact analysis, conducting security audits, implementing security systems and interfacing with the public.

SEC 3XX  Security Investigations and Consulting

This course examines the diverse investigative functions that are unique to the private security domain yet complimentary to public law enforcement. Aside from the generic investigative tasks, such as interview and interrogation, witnesses and evidence collection, report writing and other documentation, the course targets those realms common to the private security sector by stressing investigative function within theft and other property offenses, insurance, fraud, employment and personnel crime and drugs in the workplace. The course culminates with advice on how a security office should be structured and how a security consulting business, using these investigative tools, might be built into a profitable enterprise.

SEC 3XX  Private Security and Homeland Defense

How the idea of homeland defense connects with private security and private sector justice is the chief aim of this course. In a more particular sense, the course reviews and analyzes 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, and identification of various threats common to private security. Special emphasis is given to vulnerability analysis and risk management as well as suggestions on how public entities can partner with private sector justice in the defense of the homeland.

SEC 3XX  Private Security and the Law

A comprehensive look at how private security and private sector justice are historically and structurally woven into the American experience commences course coverage. How the private security industry is legally governed, subject to regulatory and administrative oversight as well as guided by judicial decision are the primary aims of the course. Participants will be exposed to the foundational liability issues, from both a civil and criminal context, as critique and assess the nature of rights in the private sector domain. Special emphasis is given the constitutional ramifications of private security action. Course fully outlines emerging case law and statutory directions regarding the industry; projects how the problems of entanglement between public and private law enforcement cause legal dilemmas and ends with concrete suggestions on how to avoid liability problems.

Approved by UCASC, Nov 16, to College Council, Dec 12, 2012
SEC 3XX  Private Security: Trends and Movements

Course analyzes cutting edge activities, trends and movements in private sector justice. New practices, innovations and programs are evaluated for effectiveness and efficiency. While the course direction may vary term to term, the emphasis resides in manifesting the continuing evolution of the private security industry; amplifying its new directions, initiatives and anticipating its future direction. Special emphasis will be given the increased role private security plays in the policing function including community based policing models, military services, cooperative and joint delivery of security services, transference of role and obligation from public to private sector entities as well as the entire privatization movement and how it impacts the rights of the individual and the collective. Focused attention will also be given the legal implications and potential civil liability problems that emerge and emanate from the privatized police function.

SEC 3XX  Retail and Commercial Security

This course encompasses the breadth and depth of considerations involved in implementing general loss prevention concepts and security programs within a retail or commercial establishment. Strategies to prevent and reduce incidents of loss due to legal issues, theft and other crimes, fire, accidental or intentional harm from employees, as well as the many ramifications of corporate mismanagement will be covered. Topics covered also include mitigation strategies to reduce loss and pilferage, physical security systems for detection, background investigations of prospective and actual employees, protection of sensitive information, internal threats, and targeted approaches to reduce theft or property from unique institutions such as energy, governmental and cultural settings.

SEC 3XX  Risk and Vulnerability Analysis

The course assesses, evaluates and researches data by analyzing asset identification and classification and corresponding vulnerabilities, threat analysis and an effective baseline security program. The coverage will address a broad array of approved methodologies in the matter of risk and vulnerability including the Central Intelligence Agency (CIA), Department of Defense (DoD), Department of State, Federal Emergency Management Agency (FEMA) and Department of Homeland Security (DHS) models. Specific facilities and industrial applications will be highlighted. The course culminates this analysis by recommended countermeasure methodologies which mitigate risk and threat.
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 and 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: Risk, Threat and Critical Infrastructure

   b. Abbreviated title (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Risk Threat & Infra

3. a. Course Description as it is to appear in the bulletin: (This should be clear and informative; no more than 75 words).
   This course gives a broad overview of the concept of threat and risk with a special emphasis on how private security plays a critical role in its control and maintenance. The course targets Critical Infrastructure (CI) in light of risk and threat by defining specific targets. CI is introduced as an industrial and enterprise risk conductor and reviews the reality that a CI failure can cascade to other CI sectors and the entire economic eco-system. The course considers the new global forces behind threats and hazards.

   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).

   How risk and threat are measured in the broadest of contexts is a perpetual security concern for professionals in the private sector. Private Security is forever vigilant about both the man-made and natural versions of risk and threat- from the earthquake to the dirty bomb; security professionals need to anticipate the potentiality of every sort of risk and plan accordingly. This course focuses on the best practices relating to risk and threat. The course also targets how risk and threat impact “critical infrastructure.” The term critical infrastructure encompasses many locales including but not limited to military installations, power plants, government entities, bridges and tunnels and the like, and all such designations tend to provide the risk analyst with large impact problems. Hence in the natural disaster, what alternatives exist for a collapsed viaduct or a subway tunnel that floods or a train station that has been bombed by terrorists? Since most course attendees will be mid-managers and policy makers in the security industry, preparation for risk and threat as to specified critical infrastructures will be a central occupational 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. Compare and contrast the nature of the various critical infrastructure systems, and recognize the vulnerabilities, interdependencies and importance of each of the critical infrastructure systems.
      2. Demonstrate the various approaches and variables considered when assessing critical infrastructure interdependency.
      3. Assess the various methodologies of threat-risk assessment and choose the most appropriate method for a given assessment.
      4. Prepare a threat-risk assessment using the various methodologies studied.
      5. Summarize the global nature of threats and hazards critical infrastructures face.
      6. Design risk assessments with cultural differences and variables in mind.
      7. Indicate how risk continues to evolve over time and generate risk assessments taking this variable into consideration.
b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
   1. Choose the most appropriate threat-risk assessment method for a given entity or situation.
   2. Prepare a threat-risk assessment using the various methodologies studied.
   3. Identify and focus upon the various dynamics of critical infrastructure.
   4. Design a Mitigation Plan for Critical Infrastructure.

c. **Assessment:**
   How will students demonstrate that they have achieved the objectives of the course?
   Through their: (1) class participation; (2) term paper; and (3) final examination.

7. **Proposed texts and supplementary readings: (ISBN Number is required).**
   1. *Managing Emerging Risk*
      Author: Kevin D. Burton
      Year: 2012
   2. *Critical Infrastructure*
      Author: Tyson Macaulay
      Year: 2009
      ISBN 10: 1-4200-6835-1
   3. *Homeland Security Review:, Volume 5, Number 3*
      Proceedings of the 2nd Annual West Point Critical Infrastructure Symposium (Winter 2011)
      ISSN: 1554-3234
   4. 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
      
      1. Academic Search Complete (EBSCOHost)
      2. Criminal Justice Abstracts with Fulltext
      3. Criminal Justice Periodical Index
      4. Ebook Collection from Ebscohost
      5. Ebrary
      6. FORENSICnetBASE
      7. Gale Academic OneFile
      8. Justice Information Center
      9. LEXIS-NEXIS Academic
10. NCJRS (National Criminal Justice Reference Service)
11. Oxford Criminology Bibliography Online
12. Race and Justice Clearinghouse
13. Sage Criminology Full Text Collection
14. Sage e-Reference Collection
15. SCOPUS
16. Social Sciences Full Text
17. SocINDEX with Full Text
18. Sociological Abstracts
19. Sourcebook of Criminal Justice Statistics Online
20. Uniform Crime Reports
21. Urban Studies Abstracts
22. Victim Law
23. Westlaw Campus

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
C1

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 that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field. More specifically, the following faculty have been identified:

- Dr. Charles Jennings
- Dr. Norman Groner
- Professor Kevin Cassidy
- Professor John Friedlander
- Professor Joseph Gulinello

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- Risk, Threat and Critical Infrastructure

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 Risk, Threat and Critical Infrastructure  
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  
A broad overview of the concept of threat and risk is first provided in the course approach with a special emphasis on how the private security industry plays a critical role in the control and maintenance thereof. Next, the course targets specified Critical Infrastructure in light of risk and threat by cataloguing and defining specific targets. The class introduces the concept of CI as an industrial and enterprise risk conductor, highlighting the reality that a CI failure can propagate a crisis with cascading repercussions to other CI sectors and the entire economic eco-system. The course then considers the new global forces behind threats and hazards the public and private sectors face. What is needed to better cultivate, design, develop, and operate emerging management and preparedness thinking in the current environment is explored.
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. Compare and contrast the nature of the various critical infrastructure systems, and recognize the vulnerabilities, interdependencies and importance of each of the critical infrastructure systems.
2. Demonstrate the various approaches and variables considered when assessing critical infrastructure interdependency.
3. Assess the various methodologies of threat-risk assessment and choose the most appropriate method for a given assessment.
4. Prepare a threat-risk assessment using all of the various methodologies available.
5. Summarize the global nature of threats and hazards facing critical infrastructures.
6. Design risk assessments with cultural differences and variables in mind.
7. Indicate how risk continues to evolve over time and generate risk assessments taking this variable into consideration.

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
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. Topics may cover the broad array of subject matter relevant to risk and threat in the security sector, but students are encouraged to focus their research on a designated type of critical infrastructure such as power plants, transportation hubs, museum or other public facility, by way of example, which may capture the eye of a terrorist. Other suggested topics might be:

- A Critique of A Structured Security Assessment Methodology for Critical Infrastructure
- Risk Filtering and Holographic Modeling in Critical Infrastructure
- Comparison of Vulnerability Protocols for Critical Infrastructure
- Interdependency in Risk Analysis for Critical Infrastructure
- Collaborative Modeling in Critical Infrastructure Protection
- The Role of Regulation and Law in Critical Infrastructure Policy
- Sustainability and Critical Infrastructure

Students are urged to zero in on a designated piece of infrastructure rather than cover the more global topic of risk. 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

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active class participation on Blackboard</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Calendar (each unit is covered over a two week period)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Risk and the Market State</td>
<td>1. Burton: Ch 1, 2</td>
</tr>
<tr>
<td></td>
<td>Scenario Planning, Strategy and Risk Assessments</td>
<td>2. FEMA Hazard Mitigation Planning Resources at <a href="http://www.fema.gov/plan/mitplanning/resources.shtm#1">http://www.fema.gov/plan/mitplanning/resources.shtm#1</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: Available on Bb</td>
</tr>
<tr>
<td>2</td>
<td>Sources of Data</td>
<td>1. Burton: Ch 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: Available on Bb</td>
</tr>
<tr>
<td>3</td>
<td>Coolhunters and Pattern Recognition</td>
<td>1. Burton: Ch 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: Available on Bb</td>
</tr>
<tr>
<td>4</td>
<td>Data Trends</td>
<td>1. Burton: Ch 8, 9</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Critical Infrastructure</td>
<td>1. Macaulay: Ch 1, 2</td>
</tr>
</tbody>
</table>
Infrastructure (CI) Interdependency  0827.shtm
4. Additional readings: Available on Bb

6 Information and Data Dependency Analysis
CI Correlation, Dependency Latency, and Vulnerabilities
1. Macaulay: Ch 3, 4
4. Additional readings: Available on Bb

7 Critical Infrastructure Threat-Risk CI Interdependency Case Studies
1. Macaulay: Ch 5, 6
4. Additional readings: Available on Bb

Final Examination   Week 15 Cumulative

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.
Committee on Graduate Studies
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: April 23, 2012

1. Name of Program: Master’s Program in Digital Forensics and Cybersecurity

2. Contact information of proposer(s):
   
   Name(s): Richard Lovely, Ph.D.
   Email(s): rlovely@jjay.cuny.edu
   Phone number(s): (212) 237-8685

3. Current number, title, and abbreviated title of course:
   FCM 740 Data Communications and Forensic Security (Abbreviated title can be found on SIMS)

4. Current course description:
   Study of the problems of securing, monitoring and investigating the content of private data communications. Issues considered include such topics as securing and monitoring private data exchanges over the Internet or between systems, vulnerabilities of communications protocols and media, cryptography and steganography.
   
   a. Number of credits and hours: 3 credits, 30 hrs. lecture plus conferences
   b. Number of class hours (please specify if the course has lab hours): N/A
   
   c. Current prerequisites:
      FCM 700 Theoretical Foundations of Computing,
      FCM 710 Architecture of Secure Operating Systems and
      FCM 742 Network Security
5. Describe the nature of the revision:

Removal of a prerequisite based on realignment of the program of study in conjunction with the program revision was approved by the Committee on Graduate Studies in Spring 2011.

6. Rationale for the proposed change(s):

This change in prerequisites for FCM 740 is necessary to balance required and elective offerings as result of the NYSED approved changes in the M.S. in Digital Forensics and Cybersecurity (D4CS) degree program of study. A faculty critique of the original M.S. in Forensic Computing (FCM) program of study led to a revision of the curriculum and degree requirements. A general finding of the self-study, reflected in the revised curriculum, was that the old FCM degree program had too many required courses which limited scheduling flexibility and had not proved productive academically based on several years of program assessment. Several of the elective courses were identified as courses that could be productively shifted from required to elective status: FCM 740 was one of the courses. Under the old program of study, FCM 740 was an advanced required course with several prerequisites. Although it is now an elective it still has the same prerequisites. The nuance is that one of those prerequisites, FCM 700, previously a core requirement was also shifted from required to elective status. Given the small number of courses the D4CS program offers, it is untenable to have an elective as a prerequisite. Moreover, FCM 700 was seen as unproductive in its role as a prerequisite for FCM 740. A change in the course description to resolve the prerequisite problem could not be made until NYSED approved the revised program. Thus, this change is intended to resolve the conflict in the prerequisite structure introduced by the revised program of study.

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: FCM 710 and FCM 742


9. Does this change affect any other program?

   X No
Yes

What consultation has taken place? N/A

10. Date of Program Committee approval: November 17, 2010

11. Signature of Program Director proposing this revision: Professor Richard Lovely
Committee on Graduate Studies
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: April 23, 2012

1. Name of Program: Master’s Program in Digital Forensics and Cybersecurity

2. Contact information of proposer(s):

   Name(s): Richard Lovely, Ph.D.
   Email(s): rlovely@jjay.cuny.edu
   Phone number(s): (212) 237-8685

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

   FCM 745 Network Forensics (Abbreviated title can be found on SIMS)

4. Current course description:

   Concerns the forensic security issues related to access to data stored on computer systems and the transmission of data between systems. Topics include detecting and monitoring intrusions of networks and systems, authentication protocols, viruses and worms and management of intrusion response teams. The course includes laboratory work, such as attack and defend exercises.

   a. Number of credits and hours: 3 credits, 30 hrs. lecture plus conferences

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

   c. Current prerequisites:

      FCM 700 Theoretical Foundations of Computing,
      FCM 710 Architecture of Secure Operating Systems and
FCM 742 Network Security

5. Describe the nature of the revision:

   Removal of a prerequisite based on a realignment of the program of study in conjunction with the program revision approved by the Committee on Graduate Studies in Spring 2011.

6. Rationale for the proposed change(s):

   This change in prerequisites for FCM 745 is necessary to balance required and elective offerings as result of the NYSED approved changes in the M.S. in Digital Forensics and Cybersecurity (D4CS) degree program of study. A faculty critique of the original M.S. in Forensic Computing (FCM) program of study led to a revision of the curriculum and degree requirements. A general finding of the self-study, reflected in the revised curriculum, was that the original FCM degree program had too many required courses which limited scheduling flexibility and had not proved productive academically based on assessment over several years of running the program. Several courses were identified that could productively be shifted from required to elective status. FCM 745 was one of those courses. Under the old program of study, FCM 745 was an advanced required course with several prerequisites. Although it is now an elective it still has the same prerequisites. The nuance is that one of those prerequisites, FCM 700, previously a core required courses was also shifted from required to elective status. Given the small number of courses the D4CS program offers, it is untenable to have an elective as a prerequisite. Moreover, FCM 700 was seen as unproductive in its role as a prerequisite for FCM 745. A change in the course description to resolve the prerequisite problem could not be made until NYSED approved the revised program. Thus, this change is intended to resolve the conflict in the prerequisite structure introduced by the revised program of study.

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:

      FCM 710 and FCM 742


10. Does this change affect any other program?

    X No
_____ Yes

What consultation has taken place? N/A

11. Date of Program Committee approval: November 17, 2010.

12. Signature of Program Director proposing this revision: Professor Richard Lovely