I. Adoption of the Agenda

II. Minutes of the May 16, 2013 College Council (attachment A), Pg. 3

III. Election of the Secretary to the College Council

IV. Approval of the Members of the College Council Committees (attachment B), Pg. 6

V. The Evaluation of Courses using an Online Tool (attachment C) – Provost Jane Bowers, Pg. 26

VI. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D7) – Interim Dean Allison Pease

   New Courses
   D1. AFR 3XX  Self, Identity and Justice: Global Perspectives (JCII), Pg. 30
   D2. COM 1XX  Social Encounters: Understanding Interpersonal Communication (Com), Pg. 44
   D3. HJS 1XX  The Individual on Trial (JCI), Pg. 59
   D4. PSY 3XX  Tests and Measures, Pg. 77

   Course revisions
   D5. PHI 210  Ethical Theory (I&S), Pg. 90
   D6. LIT 327 (326) Crime and Punishment in Literature (revised title: Crime, Punishment & Justice in U.S. Literature) (JCII), Pg. 100

   Programs
   D7. Proposal for a New Minor in Sustainability and Environmental Justice, Pg. 110

VII. Report from the Committee on Graduate Studies (attachment E) – Dean Anne Lopes

   Programs
   A NYSED application to add Distance Education to the Certificate in Terrorism Studies, Pg. 124

VIII. 2012-2013 College Council Committee Activity Report (attachment F), Pg. 135

IX. 2013-2014 College Council Calendar (attachment G), Pg. 136
X. New Business

XI. Administrative Announcements – President Travis

XII. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XIII. Announcements from the Student Council – President Clinton Dyer
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Thursday, May 16, 2013

The College Council held its final meeting of the 2012-2013 academic year on Thursday, May 16, 2013. The meeting was called to order at 1:50 p.m. and the following members were present: Schevaletta Alford, Zeeshan Ali, Andrea Balis, Salahdine Baroudi, Warren Benton, Adam Berlin, Jane P. Bowers, Erica Burleigh, Anthony Carpi, James Cauthen, Katarzyna Celinska, Elise Champeil, Kinya Chandler, Shu-Yuan Cheng, Lynette Cook-Francis, Lyell Davies, Jannette Domingo, Janice Dunham, Margaret Escher, Robert Terry Furst, Lior Gideon, Maki Haberfeld, Jay Hamilton, Charles Jennings, Janice Johnson-Dias, Karen Kaplowitz, Mehak Kapoor, Katherine Killoran, Kwando Kinshasa, Maria Kiriakova, Tom Kucharski, Angelos Kyriacou, Anru Lee, Ma’at Lewis, Anne Lopes, Cyriaco Lopes, Yue Ma, Amie MacDonald, Evan Mandery, Nancy Marshall, Roger McDonald, Brian Montes, David Munns, Robert Pignatello, Melinda Powers, Carina Quintian, Raul Romero, Robert Saulnier, Dev Sharma, Francis Sheehan, Staci Strobl, Jeremy Travis, Shonna Trinch, and Hyunhee Park.

Absent were: Emiliya Abramova, Jeffrey Aikens, Nicholas Calabro, John Clarke, Maria DCruze, Shaobai Kan, Ammarah Karim, Hashemul Khan, Vincent Maiorino, Michael Maxfield, Jean Mills, Richard Ocejo, Nicholas Petraco, Amanda Stapleton, and Michelle Tsang.

I. Adoption of the Agenda

A motion was made to approve the agenda. The motion was seconded and approved unanimously.

II. Minutes of the April 15, 2013 College Council

It was moved to amend the minutes as presented. Correct Amie MacDonald’s and Francis Sheehan’s names. The motion was seconded and approved unanimously with the amendments.

III. Election to the College Council and Executive Committee

It was moved to elect Dev Sharma to the vacant College Council and Executive Committee position. The motion was seconded and approved unanimously.

IV. Approval of the 2012-2013 graduates

It was moved to approve the 2012-2013 graduates list which was voted on by the faculty only. The motion was seconded and approved unanimously.
V. Report from the Undergraduate Curriculum and Academic Standards Committee and The Committee on Graduate Studies on the Policies for Online Programs and Courses

It was moved to adopt the Policy for Online Programs and Courses as presented. The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments E1-E4)

It was moved to adopt the new course proposal marked “E1. FOS 7XX: Advanced Topics in Physical Evidence”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “E2. FOS 7XX: Forensic Examination of Firearms and Toolmarks”. The motion was seconded and approved unanimously.

It was moved to amend the renewed motion for item E3. the NYSED Part B Distance Education application for the Security Management Program to remove the line that reads “and will be implemented when our new college-wide education policy is approved by College governance”. The motion was seconded and approved unanimously.

Item E4. The 2011-2012 MPA IG online program evaluation was for submission only. President Travis asked Provost Bowers and Senior Vice President Pignatello to make sure that this document goes on the Budget Planning Committee agenda from now on for further discussion.

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments F1-F11)

It was moved to adopt the revision to the Minor in Public Administration. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “F2. COM 1XX: Justice and the Outsider (JCI)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “F3. PSY 1XX: Memory: Imperfections, Injustices and Improvements (JCI)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “F4. ANT 1XX (190): Policing in a Multiracial and Multicultural City (NYPD Program)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “F5. PSC 1XX (191): Supervisory Leadership for Police Services (NYPD Program)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “F6. POL 3XX: International Organizations”. The motion was seconded and approved unanimously.
It was moved to adopt the course being mapped to Gen Ed Outcomes marked “F7. MUS 104: Music in World Culture (CE)”. The motion was seconded and approved unanimously.

It was moved to adopt the course being mapped to Gen Ed Outcomes marked “F8. SPA 230: Translating I (Com)”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “F9. PHI 201: Philosophy of Art (CE)”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “F10. SPA 208: The Theme of Justice in 20th Century Spanish Literature (rev title: SPA 3XX The Theme of Justice in Spanish Literature (JCI)”. The motion was seconded and approved unanimously.

It was moved to adopt the course revisions marked “F11. Proposal to Revise the Prerequisites of Selected ENG and LIT Courses (200 & 300) (due to change in Gen Ed)”. The motion was seconded and passed.

In Favor: 51    Oppose: 0    Abstentions: 1

VIII. New Business.

Provost Bowers on behalf of the FPC motioned to adopt “Proposed Changes to the FPC Guidelines to Implement the Delegation of Case Consideration to Subcommittees”. A motion was made by Prof. Gideon to table the motion. That motion was seconded and passed.

In Favor: 32    Oppose: 12    Abstentions: 2

The meeting was adjourned at 3:24 p.m.
**Table of Contents**

**College Council Membership** ........................................................................................................... 2

Administration ........................................................................................................................................... 2

Faculty .................................................................................................................................................. 2-3

Students ................................................................................................................................................. 3-4

**College Council Interim Executive Committee** .................................................................................. 5

**College Council Executive Committee** ................................................................................................. 6

**Undergraduate Curriculum and Academic Standards Committee** .................................................. 7-8

**Committee on Student Interest** ........................................................................................................... 8

**Faculty-Student Disciplinary Committee** ............................................................................................ 9

**Committee on Faculty Personnel** ......................................................................................................... 10-11

**Budget and Planning Committee** ........................................................................................................ 12-14

  Financial Planning Subcommittee ........................................................................................................... 13

  Strategic Planning Subcommittee .......................................................................................................... 13-14

**Committee on Graduate Studies** ........................................................................................................... 15

**Committee on Student Evaluation of the Faculty 2013-2014** ............................................................. 16

**Provost Advisory Council** .................................................................................................................. 17

**Council of Undergraduate Program Coordinators** ............................................................................. 18

**Committee on Honors, Prizes and Awards** ............................................................................................ 19

**Faculty Elections Committee** ............................................................................................................. 19

**College-Wide Assessment Committee** ................................................................................................ 20
College Council Membership

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

Administration:
1. President (chairperson) Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Vice President for Student Affairs Lynette Cook-Francis
5. Vice President for Enrollment Management Richard Saulnier
6. Associate Provost for Strategic Initiatives/Dean of Graduate Studies Anne Lopes
7. Interim Dean of Undergraduate Studies Allison Pease
8. Interim Dean of Research Anthony Carpi

Faculty:
a. Full-time faculty elected from each academic department:
9. Africana Studies Kwando Kinshasa
10. Anthropology Robert Furst
11. Art and Music Claudia Calirman
12. Communication & Theater Arts Kathryn Wylie-Marques
13. Counseling Caridad Sanchez
14. Criminal Justice Stanley Ingber
15. Economics Geert Dhondt
16. English Dale Barleben
17. Foreign Languages and Literature Raul Romero
18. Health and Physical Education Vincent Maiorino
19. History David Munns
20. Interdisciplinary Studies Program Andrea Balis
21. Latin America and Latina/o Studies John Gutierrez
22. Law, Police Science and CJA Lior Gideon
23. Library Maria Kiriakova
24. Mathematics and Computer Science Shaobai Kan
25. Philosophy Tanya Rodriguez
26. Political Science James Cauthen
27. Psychology Tom Kucharski
28. Public Management Warren Benton
29. Security, Fire and Emergency Management Norman Groner
30. Sciences Richard Stripp
31. SEEK Carmen Solis
32. Sociology Jay Pastrana

Revised: September 19, 2013
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>Library</td>
</tr>
<tr>
<td>34.</td>
<td>English</td>
</tr>
<tr>
<td>35.</td>
<td>Psychology</td>
</tr>
<tr>
<td>36.</td>
<td>History</td>
</tr>
<tr>
<td>37.</td>
<td>Law &amp; Police Science</td>
</tr>
<tr>
<td>38.</td>
<td>Science</td>
</tr>
<tr>
<td>39.</td>
<td>Anthropology</td>
</tr>
<tr>
<td>40.</td>
<td>SEEK</td>
</tr>
<tr>
<td>41.</td>
<td>Law &amp; Police Science</td>
</tr>
<tr>
<td>42.</td>
<td>Psychology</td>
</tr>
<tr>
<td>43.</td>
<td>Psychology</td>
</tr>
<tr>
<td>44.</td>
<td>History</td>
</tr>
<tr>
<td>45.</td>
<td>English</td>
</tr>
<tr>
<td>46.</td>
<td>English</td>
</tr>
<tr>
<td>47.</td>
<td>English</td>
</tr>
<tr>
<td>48.</td>
<td>Foreign Language &amp; Literature</td>
</tr>
<tr>
<td>49.</td>
<td>Law &amp; Police Science</td>
</tr>
<tr>
<td>50.</td>
<td>English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td>Janice Dunham</td>
</tr>
<tr>
<td>52.</td>
<td>Karen Kaplowitz</td>
</tr>
<tr>
<td>53.</td>
<td>Charles Stone</td>
</tr>
<tr>
<td>54.</td>
<td>Fritz Umbach</td>
</tr>
<tr>
<td>55.</td>
<td>Staci Strobl</td>
</tr>
<tr>
<td>56.</td>
<td>Francis Sheehan</td>
</tr>
<tr>
<td>57.</td>
<td>Anru Lee</td>
</tr>
<tr>
<td>58.</td>
<td>Schevaletta Alford</td>
</tr>
<tr>
<td>59.</td>
<td>Maki Haberfeld</td>
</tr>
<tr>
<td>60.</td>
<td>Jennifer Dysart</td>
</tr>
<tr>
<td>61.</td>
<td>Diana Falkenbach</td>
</tr>
<tr>
<td>62.</td>
<td>Hyunhee Park</td>
</tr>
<tr>
<td>63.</td>
<td>Danius Remeza</td>
</tr>
<tr>
<td>64.</td>
<td>Margaret Escher</td>
</tr>
<tr>
<td>65.</td>
<td>Charles McKenzie</td>
</tr>
<tr>
<td>66.</td>
<td>Raul Rubio</td>
</tr>
<tr>
<td>67.</td>
<td>Katarzyna Celinska</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.</td>
<td>Melinda Powers - English</td>
</tr>
<tr>
<td>69.</td>
<td>Vacant</td>
</tr>
<tr>
<td>70.</td>
<td>Vacant</td>
</tr>
<tr>
<td>71.</td>
<td>Vacant</td>
</tr>
<tr>
<td>72.</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.</td>
<td>Rosann Santos-Elliott</td>
</tr>
<tr>
<td>74.</td>
<td>Katherine Killoran</td>
</tr>
<tr>
<td>75.</td>
<td>Janet Winter</td>
</tr>
<tr>
<td>76.</td>
<td>Nancy Marshall</td>
</tr>
<tr>
<td>77.</td>
<td>Carina Quintian</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.</td>
<td>Marisol Marrero</td>
</tr>
</tbody>
</table>
Students:
56. President of the Student Council
   Clinton Dyer
57. Vice President of the Student Council
   Salahdine Baroudi
58. Treasurer of the Student Council
   Shereef Hassan
59. Secretary of the Student Council
   Nadia Taskeen
60. Elected At-Large Representative
   Gabriella Mungalsingh
61. Elected graduate student representative
62. Elected graduate student representatives
63. Elected senior class representative
   Ivonne Torres
64. Elected senior class representative
   Anthony Deda
65. Elected junior class representative
   Benedicta Darteh
66. Elected junior class representative
   Joshua Medas
67. Elected sophomore class representative
   Nancy Jeeuth
68. Elected sophomore class representative
   Veronica Acevedo
69. Freshman representative designated according to a method duly adopted by the Student Council.
   Joanne Jeung

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

| 1. Mohammed K. Taha | 2. Dev Sharma |
College Council Interim Executive Committee

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

- President (chairperson)          Jeremy Travis
- Provost and Senior Vice President for Academic Affairs    Jane P. Bowers
- Senior Vice President for Finance and Administration    Robert Pignatello
- Vice President for Student Affairs                   Lynette Cook-Francis
- President of the Faculty Senate                     Karen Kaplowitz
- Vice-President of the Faculty Senate                 Staci Strobl
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Janice Dunham
- President of the Higher Education Officers Council    Carina Quintian
- Vice-President of the Higher Education Officers Council  Nilsa Lam
- President of the Student Council                     Clinton Dyer
- Vice-President of the Student Council                 Salahdine Baroudi

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

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

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Schevaletta Alford
  2. Warren Benton
  3. Jennifer Dysart
  4. Karen Kaplowitz
  5. Tom Kucharski
  6. Francis Sheehan
  7. Staci Strobl

- Two (2) higher education officers
  1. Rosann Santos-Elliot
  2. Janet Winter

- Three (3) students
  1. Vacant
  2. Vacant
  3. Vacant
**Undergraduate Curriculum and Academic Standards Committee**

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

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

- Interim Dean of Undergraduate Studies (Chairperson)  Allison Pease
- Vice President for Enrollment Management  Richard Saulnier
- Executive Academic Director of Undergraduate Studies  Kathy Killoran

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

1. Africana Studies  C. Jama Adams
2. Anthropology  Anthony Marcus
3. Art and Music  Ben Bierman
4. Communication & Theater Arts  Marty Wallenstein
5. Counseling  Ma’at Lewis
6. Criminal Justice  Violet Yu
7. Economics  Jay Hamilton
8. English  Al Coppola
9. Foreign Languages and Literature  Silvia Dapia
10. Health and Physical Education  Jane Katz
11. History  Andrea Balis
12. Interdisciplinary Studies Program  Sondra Leftoff
13. Latin American and Latina/o Studies  Luis Barrios
14. Law, Police Science and CJA  Katarzyna Celinska
15. Library  Marta Bladek
16. Mathematics and Computer Science  Hunter Johnson
17. Philosophy  Hernandez Estevez (spring)
18. Political Science  Tanya Rodriguez (fall)
19. Psychology  Brian Arbour
20. Public Management  Peggilee Wupperman
21. Sciences  Judy-Lynne Peters
23. SEEK  Glenn Corbett
24. Sociology  Monika Son

Revised: September 19, 2013
There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Dean of Students (chairperson)        Kenneth Holmes
- Director of Athletics                 Carol Kashow
- Director of Student Life              Danielle Officer
- Two (2) members of the faculty
  1. Alexa Capeloto
  2. Sheeba Johnson
- Six (6) students
  1. Benedicta Darteh
  2. Clarika Dixon
  3. Jennifer Lall (not certified)
  4. Joanne Jeung
  5. Nandanie Jeeuth
  6. Vacant
Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Janice Bockmeyer
  2. Barry Latzer
  3. Robert McCrie

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Schevaletta Alford
  2. Margaret Escher
  3. Jeffrey Kroessler
  4. Staci Strobl
  5. Vacant
  6. Vacant

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Imtashal Tariq
  2. Vacant
  3. Vacant
  4. Vacant
  5. Vacant
  6. Vacant

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

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

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

- President (Chairperson)  
  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  
  Jane Bowers
- Associate Provost for Strategic Initiatives / Dean of Graduate Studies  
  Anne Lopes
- Interim Dean of Undergraduate Studies  
  Allison Pease
- Interim Dean of Research  
  Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies  
     C. Jama Adams
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Roberto Visani
  4. Communication & Theater Arts  
     Seth Baumrin
  5. Counseling  
     Lynette Cook-Francis
  6. Criminal Justice  
     Evan Mandery
  7. Economics  
     Jay Hamilton
  8. English  
     Valerie Allen
  9. Foreign Languages and Literature  
     Silvia Dapia
  10. Health and Physical Education  
     Davidson Umeh
  11. History  
     Allison Kavey
  12. Interdisciplinary Studies Program  
     Richard Haw
  13. Latin American & Latino/a Studies  
     Lisandro Perez
  14. Law, Police Science and CJA  
     Maki Haberfeld
  15. Library  
     Larry Sullivan
  16. Mathematics and Computer Science  
     Peter Shenkin
  17. Philosophy  
     Jonathan Jacobs

2013-2014
Revised: September 19, 2013
• Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Nivedita Majumdar
  2. Chitra Raghavan
  3. Rosemary Barbaret

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

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

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

- President (chairperson)                                   Jeremy Travis
- Provost and Senior Vice President for Academic Affairs    Jane Bowers
- Senior Vice President for Finance and Administration      Robert Pignatello
- Vice President for Student Affairs                       Lynette Cook-Francis
- Vice President for Enrollment Management                  Richard Saulnier
- Associate Provost for Institutional Effectiveness         James Llana
- Executive Director for Human Resources                   Kevin Hauss
- Associate Provost for Strategic Initiatives / Dean of Graduate Studies Anne Lopes
- Interim Dean of Undergraduate Studies                     Allison Pease
- Interim Dean of Research                                 Anthony Carpi
- Executive Director of Finance and Business Services       Patricia Ketterer
- President of the Faculty Senate                           Karen Kaplowitz
- Vice President of the Faculty Senate                      Staci Strobl
- Chair of the Faculty Senate Fiscal Affairs Committee     Warren Benton
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Janice Dunham
- Chairperson of each academic department
  1. Africana Studies                                         C. Jama Adams
  2. Anthropology                                             Anthony Marcus
  3. Art and Music                                             Roberto Visani
  4. Communication & Theater Arts                            Seth Baurnin
  5. Counseling                                               Lynette Cook-Francis
  6. Criminal Justice                                         Evan Mandery
  7. Economics                                                Jay Hamilton
  8. English                                                  Valerie Allen
  9. Foreign Languages and Literature                         Silvia Dapia
 10. Health and Physical Education                            Davidson Umeh
 11. History                                                  Allison Kavey
 12. Interdisciplinary Studies Program                        Richard Haw
 13. Latin American and Latina/o Studies                      Lisandro Perez
 14. Law, Police Science and CJA                             Maki Haberfeld
 15. Library                                                  Larry Sullivan
 16. Mathematics and Computer Science                         Peter Shenkin
 17. Philosophy                                               Jonathan Jacobs
 18. Political Science                                        James Cauthen
 19. Psychology                                               Tom Kucharski
There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

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

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

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

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

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

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

- Associate Provost for Strategic Initiatives / Dean of Graduate Studies (chairperson) Anne Lopes
- Dean of Students Kenneth Holmes
- Vice President for Enrollment Management Richard Saulnier
- Chief Librarian Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice Avram Bornstein
  2. Digital Forensics and Cybersecurity Richard Lovely
  3. Forensic Mental Health Counseling Kevin Nadal
  4. Forensic Psychology Diana Falkenbach
  5. Forensic Science Margaret Wallace
  6. International Crime and Justice Rosemary Barberet
  7. Protection Management Charles Nemeth
  8. MPA: Public Policy & Administration Marilyn Rubin
  9. MPA: Inspection & Oversight Warren Benton
- BA/MA Director Chitra Raghavan
- Two (2) graduate students
  1. Radoslava Mechuyrova
  2. Taisha Guy
Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Joshua Clegg
  2. Keith Markus
  3. Vacant
  4. Vacant

- Two (2) students
  1. Yougeeta Tulice
  2. Tyheem Parrot

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

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

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

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

- Interim Dean of Undergraduate Studies (chairperson) Allison Pease
- Coordinators of Undergraduate Majors
  1. Computer Information Systems Doug Salane
  2. Criminal Justice (B.A.) Evan Mandery
  3. Criminal Justice (B.S.) Serguei Cheloukhine
  4. Criminal Justice Management Salomon Guajardo
  5. Criminology David Green
  6. Culture and Deviance Studies Patricia Tovar
  7. Dispute Resolution Maria Volpe
  8. Economics Cathy Mulder
  9. English Caroline Reitz
  10. Fire Science Marie Maras
  11. Fire and Emergency Services Marie Maras
  12. Forensic Psychology Deryn Strange
  13. Forensic Science Larry Kobilinsky
  14. Gender Studies Katie Gentile
  15. Global History Matthew Perry
  16. Humanities and Justice David Munns
  17. International Criminal Justice Maki Haberfeld (Fall)
     Klaus Von Lampe (Spring)
  18. Law and Society Maxwell Mak
  19. Library Karen Okamoto
  20. Legal Studies Jack Jacobs (Fall)
     Daniel Pinello (Spring)
  21. Philosophy Catherine Kemp
  22. Police Studies Jon Shane
  23. Political Science Monica Varsanyi
  24. Public Administration Maria D’Agostino
  25. Security Management Robert McCrie
Committee on Honors, Prizes and Awards

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Dean of Students Kenneth Holmes
- Director of Student Life Danielle Officer
- Three (3) full-time members of the faculty
  1. Mangai Natarajan
  2. Sanjair Nair
  3. Vacant
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Clarika Dixon
  2. Vitali Kremez
  3. Vacant

Special Committee of the College Council

Committee on Faculty Elections

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

1. Schevaletta Alford
2. Katarzyna Celinska
3. Ekaterina Korobkova
4. Samantha Majic
5. Hyunhee Park

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Leona Lee
2. Lorraine Moller
3. Staci Strobl
4. Toy-Fung Tung
5. Vacant

2013-2014
Revised: September 19, 2013
College-Wide Assessment Committee

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

- Political Science (Chair) Jennifer Rutledge
- Director of Assessment (ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness (ex officio) James Llana
- Seven (7) Full-time Faculty Members
  1. James De Lorenzo
  2. Elizabeth Jeglic
  3. Marie-Helen Mares
  4. Bonnie Nelson
  5. Belinda Rincon
  6. Denise Thompson
  7. Jennifer Rutledge

- Three(3) Higher Education Officers
  1. Danielle Officer
  2. Kelly Greene
  3. Maureen Coyle
To: The College Council Executive Committee  
From: Provost Jane Bowers  
Date: September 3rd, 2013  
Re: Proposal for the Evaluation of All Courses using an Online Tool & Questionnaire  
Effective: Fall 2013

Current Situation:

The PSC CUNY Contract requires that students be given an opportunity to evaluate the courses in which they are enrolled. At John Jay, the student evaluation of faculty process is conducted every semester after the withdrawal date and prior to the beginning of the official exam period, using an in-class paper evaluation instrument. While students are not mandated to complete a questionnaire, they are encouraged to do so by the Office of the Provost and by the faculty. The questionnaires ask students a series of questions that offer faculty feedback in a summative form on a numerical scale with written commentary. This feedback is used in the faculty personnel process as one piece of information about the quality of the faculty member’s teaching.

Due to the multilayered process for receiving, analyzing, and then reporting the data, it takes a minimum of a year from completion of the questionnaires to the point at which the results are in the hands of the appropriate faculty and chairs for review. There is thus considerable lag-time in assessing student satisfaction with courses and in providing the chairs and faculty meaningful information necessary for timely course adjustments and critical personnel decisions. Recognizing that online administration allows faculty to receive results directly within thirty days of the entry of final grades for courses and that they do not have to allocate valuable class time to administer evaluations, the College began to pilot using an online tool in the fall of 2010. This pilot began with evaluating courses taught online with the online tool (approximately 65 classes) and has expanded over three years, so that in the spring of 2013 it included traditional courses in 13 Departments and all online and hybrid classes (approximately 1700 classes total).

After three years of successfully piloting an online tool and soliciting feedback from students, faculty, and administration and after consultation with the Faculty Personnel Committee, the Faculty Senate, and the Student Evaluation of Faculty Committee (SEOF), the Provost proposes that, for a period of three years, all courses be evaluated using an online process and online questionnaire.
Proposal:

Be it resolved to conduct the semi-annual student evaluation of faculty online, using an online instrument, for a period of three years, beginning in fall 2013. At the end of the three-year period, based on data provided by the Office of the Provost about response rates and overall ranges of evaluation scores and other data as appropriate, the College Council will vote to continue with an online tool or select an alternative format for the student evaluation of faculty process. There will be no changes in the content/questions of the current questionnaire unless the Student Evaluation of Faculty Committee (SEOF) determines to make such changes in accordance with its charter role as a subcommittee of the College Council.

Rationale:

The College has evaluated the pros and cons of using paper vs. online questionnaires to evaluate courses over the three years of its pilot (See attachment for details). The online process has the following advantages:

For Students:
1. Technology is intrinsic to the way students learn, process, and respond to information, and they easily adapt to the online process and prefer it.
2. Students can complete their evaluations in a secure online environment that authenticates respondent’s identities, prevents duplicate submissions, and generally guards against misuse.
3. Students can complete their evaluations conveniently and through multiple access points (email link, Blackboard, and the J-Stop).

For Faculty and Chairs:
4. More timely feedback can be offered to faculty and chairs: minimum 1 year for paper- 1 month for online evaluation feedback.
5. Using online data allows the faculty to keep track of their teaching effectiveness over time.
6. Faculty are not required to use valuable class time to administer the tool

For the College:
7. Online administration of the questionnaire is cost effective since we will be able to reduce the number of vendors required to support the process from three to one. We will contract with the current online vendor, IOTA, and continue to use their product, My Class Evaluation, since it is reasonably priced and has proven very effective.
8. The online process reduces the burden on staff. Presently there are 7 offices required to manage the paper process: Testing, Registrar, Provost’s Office, Facilities, Information Technology, Security, and Student Affairs. None of these offices will need to be involved in the online administration and data collection.
9. The online process supports our school-wide efforts to go-green.
ONLINE PILOT: TIMELINE, PROCESSES & STRATEGIES

- **Spring 2009:** Provost Establishes Ad Hoc Committee on Online Teaching Effectiveness (faculty, administrators & union reps) to Create Process for Evaluating Online Courses. The Committee meets for 3 semester and agrees to pilot an online evaluation tool that asks the same questions as the paper tool, for a pilot commencing fall 2010.

- **Spring 2010:** Legal & Committee Review & Endorsement to use IOTA/MyClassEvaluation.com as tool for pilot.

- **Fall 2010 (pilot semester 1):** Faculty may opt out, and evaluations not officially included in personnel process, students asked same questions as paper instrument, but also questions about applicability of the questions for online learning.

- **Spring 2011 (pilot semester 2):** Online and all hybrid classes participate (unless opt out). More direct contact and emails with faculty about the process, feedback from first semester participants, notice goes out to students from Student Affairs & Provost.

- **Fall 2011 (pilot semester 3):** Small sample of traditional classes included (Psychology, English, Philosophy: tenured & promoted, and adjuncts). Letters to students from Student Council emphasizing Going Green. Blackboard interface for students for online/hybrid course. Faculty advised regarding response rates throughout evaluation period.

- **Winter 2011 (bonus semester):** Experimental inclusion of all classes taught. We do not currently evaluate Winter Classes via paper.

- **Spring 2012 (pilot semester 4):** 5 Departments opt into online evaluation for all of their courses. All online and hybrid classes evaluated online. Online instrument uses established questions from paper instrument. Online evaluations to be counted in the faculty personnel process.

- **Fall 2012 (pilot semester 5):** 11 Departments opt in for online participation (9 departments = all courses; 2 departments = selected faculty only). All online and hybrid classes evaluated. Created multiple points for student access to online evaluations (e-mail link, BB, J-Stop). Experimentation with faculty and student communication streams to create targeted messaging, greater exposure (Posters, multiple e-mail communications from us/vendor, blurbs posted to JJ web sites, etc.)

- **Spring 2013 (Final pilot semester 6):** 13 Departments opt in for online participation (12 = all courses, 1 = all tenured and adjuncts). All online and hybrid classes to be evaluated online. Continued refinement of communication streams. Extension of interface with social media; use of postcards and QRC code scanning; Expansion of student outreach beyond Student Council via informal focus groups (McCauley, Peer Ambassadors, Vera, and Club Row).
### ONLINE EVALUATION SNAPSHOT

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Classes</th>
<th>Type of Classes</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>65</td>
<td>Online Only</td>
<td>35.9%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>83</td>
<td>Online/Hybrid</td>
<td>30.4%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>140</td>
<td>Online/Hybrid/3 Traditional Department’s Courses (selected classes for ENG, PHI, PSY).</td>
<td>44.2%</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>54</td>
<td>All Winter Classes (Our process does not allow for paper evaluation administration due to time).</td>
<td>26.4%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>700 approx.</td>
<td>All Online Classes; All Hybrid Classes; 5 Department’s Traditional Classes (all courses for AFR, AMU, His, LAS, and PAD; All Adjuncts and select Fulltime Faculty for PSY)</td>
<td>35%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1,500 approx.</td>
<td>All Online classes; All Hybrid classes; 11 Department’s Traditional classes (9 all courses, 2 partial)</td>
<td>45%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>1700 approx.</td>
<td>All Online classes; All Hybrid classes; 13 Department’s Traditional courses</td>
<td>45%</td>
</tr>
</tbody>
</table>

### Next Steps & Future Opportunities:

1. During the pilot, due to direct engagement with students and faculty, the rate of student participation went up by 10% (Spring 2012 - 35%; Spring 2013- 45%). This is lower than the average response rate for paper (67.4% in spring 2011), but we believe online response rate will reach paper response rates when all classes are evaluated online. The Office of the Provost will mount an informational and incentive campaign to promote students’ full participation.

2. A key benefit to online evaluations is that it does not require dedicated class time. However, as more and more students have mobile/electronic devices in class, faculty may prefer to dedicate class time to complete their online evaluations to ensure increased response rates.

3. Techniques for raising participation include offering incentives to an entire class. An example might be when there is over an 80% response rate students would receive extra credit or a special opportunity. We know from student focus groups, the most appealing idea for raising student rates of participation is early grade release.

4. Faculty and Chairs can create customizable reports for their use (i.e. grant submission).

Prepared by Kevin Nesbitt, Office of the Provost
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 22, 2012

1. a. Department(s) or program(s) proposing this course Africana Studies
b. Name and contact information of proposer(s) C. Jama Adams
   Email address: cadams@jjay.cuny.edu
   Phone number(s) 212-237-8761

2. a. Title of the course: Self, identity and justice: Global perspectives
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Global Identities
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:

   Students should have already been exposed to the basic theories and terminology of the disciplines used in this course. In addition it is assumed that they also have acquired basic research and communication skills prior to taking this course.

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.)

   The modern individual is increasingly responsible for managing the development of his/her self. At the same time the degree of agency and the social and economic resources available to the individual in doing this work, is heavily influenced by the quality of the justice systems in which s/he is embedded. As a result some individuals have less resources and less of a capacity to act than others, for doing self-work. This course explores what we mean by the self, and the features of justice as manifested in different regimes of justice. Case studies are used from a diverse range of cultures to

Approved by UCASC, May 17, to College Council, Sept 26, 2013
examine the interaction of justice regimes and the work of self-development. This course is a valuable addition to the John Jay General Education College Option as it provides students with perspectives on the ways in which the quality of available justice impacts on attempts to develop the self. It will be especially attractive to transfer students who have not taken our 100 level Justice Core classes.

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 examination of some of the ways in which the development of the self is impacted by the quality of justice that is available to the individual. Students will develop an appreciation of the interaction between self, identity and justice. Using perspectives that have emerged from the enlightenment, modernity and globalization, we examine how these ways of thinking assist and often limit the ability to develop a healthy self. We will focus on how the policies of justice-related institutions affect self-work and therefore one’s access to justice. Case studies will illustrate these issues from the perspectives of gender, class, religion, ethnicity and race, in the United States and in other regions of the world.

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

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?

At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

- They will have developed an understanding of the individuals, social, political, economic, and cultural contexts of the struggles for justice throughout the world
- They will be able to analyze how struggles for justice have shaped societies and cultures throughout the world
- They will be able to differentiate multiple perspectives on the same subject

Approved by UCASC, May 17, to College Council, Sept 26, 2013
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)

   - John Jay College Option: Justice Core II: Justice in Global Perspective
   - Africana Studies Minor

10. How will you assess student learning?

    Daily Quizzes: 5%
    Glossary: 5%
    Prep Papers: 40%
    Research Paper: 20%
    Classroom discussions: 10%
    Classroom presentations: 10%
    Final: 10%

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

   x Yes    ___ No

   - If yes, please state the librarian’s name: Kathleen Collins 8/21/12
   - Are there adequate resources in the library to support students’ work in the course
     x 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
     x Criminal Justice Abstracts
     x PsycINFO
Sociological Abstracts
X JSTOR
X SCOPUS
Other (please name) ____________________________

- Middle East & North Africa: http://guides.lib.jjay.cuny.edu/middleeast

For video resources (both physical and streaming): http://guides.lib.jjay.cuny.edu/video

12. Syllabus – see attached

13. Date of Department curriculum committee approval 6/12/12 _________________

14. Faculty - Who will be assigned to teach this course? C. Jama Adams

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
X ___ No
___ Yes. If yes, give a short summary of the consultation process and results.

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

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

18. Signature/s of Endorsement

C. Jama Adams

Chair, Proposer’s Department

Approved by UCASC, May 17, to College Council, Sept 26, 2013
# 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>Self, identity and Justice: Global perspectives</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Africana 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>Co-requisites</td>
<td>NA</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course is an examination of some of the ways in which the development of the self is impacted by the quality of justice that is available to the individual. Students will develop an appreciation of the interaction between self, identity and justice. Using perspectives that have emerged from the enlightenment, modernity and globalization, the course examines how these ways of thinking assist and often limit the ability to develop a healthy self. We will focus on how the policies of justice-related institutions affect self—work and therefore one’s access to justice. Case studies will illustrate these issues from the perspectives of gender, class, religion, ethnicity and race, in the United States and in other regions of the world.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
<tr>
<td>Indicate the status of this course being nominated:</td>
<td>[ ] current course  [ ] revision of current course  [x] a new course being proposed</td>
</tr>
<tr>
<td>John Jay College Option Location</td>
<td></td>
</tr>
<tr>
<td>Justice Core</td>
<td></td>
</tr>
<tr>
<td>[ ] Justice &amp; the Individual (100-level)</td>
<td>[ ] Learning from the Past</td>
</tr>
<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
</tr>
<tr>
<td>[x] Justice in Global Perspective (300-level)</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, May 17, to College Council, Sept 26, 2013
1. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes

Students will:

1. In the first six weeks of the semester students are reading, discussing and writing about the idea of the self, the possibility for agency and the way in which macro-forces influence such strivings.
2. This work is embedded in materials that have a social justice theme in talking about the self. In the case studies, especially on health, religion and the self in China they are exposed to models of struggle.
3. The assigned research paper is scaffolded to synthesize these themes.

| In reading and discussing Western secular and sacred models and non-Western models (Nigeria, China) of the self, students are able to discern the ways in which the struggle for just institutions and the enforcement of the rights of the individual have influenced, not always positively selected societies and cultures. |
| In the second week of the semester the students will write a two page paper on what justice in their particular culture means to them and how it has influenced how they have developed as a person. |
| In Week Six they will analyze the impact of modernity with its implication on individual rights, on the development on the modern notion of the self. This is a five page paper. |
| In Week Nine they will write a five page paper in which they analyze the relationship between some aspect of self-identity (race, ethnicity, youth, gender, religion and access to justice. |
| In the various case studies they will write short reaction papers and do oral presentations on the violations of justice principles and the struggle for corrective action in various societies. The focus of the analysis is the institutionalization of (in) justice. |

| 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 readings on self in combination with the readings on religion, youth, health and gender will give a good sense of the different ways in which self and agency can be expressed.

Students will also through their research project explore the different strategies used to establish the right to justice.
John Jay College of Criminal Justice: City University of New York

Department of Africana Studies

AFR 3XX: Self, agency, and justice: Global perspectives

C. Jama Adams, Ph.D.

Office: NB: 9.63.03

Mondays & Wednesdays
(212) 237-8761 (office)
cadams@jjay.cuny.edu

Course Description

This course is an examination of some of the ways in which the development of the self is impacted by the quality of justice that is available to the individual. Students will develop an appreciation of the interaction between self, identity and justice. Using perspectives that have emerged from the enlightenment, modernity and globalization, we examine how these ways of thinking assist and often limit the ability to develop a healthy self. We will focus on how the policies of justice-related institutions affect self – work and therefore one’s access to justice. Case studies will illustrate these issues from the perspectives of gender, class, religion, ethnicity and race, in the United States and in other regions of the world.

Learning Outcomes

At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

- Develop an understanding of the individual, 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 Requirements

Quizzes:

There will be a short quiz at the beginning of each class that will assess your familiarity with the assigned reading. We will discuss your response in class and the written portion should be kept in your portfolios, which I will periodically collect.
Glossary
You need to keep a glossary of all the terms, concepts and definitions that we discuss in class and that are found in the assigned readings. These should be at least 2-3 sentences in length and should be in your own words.

Prep Papers (3)
Students will write four preparatory papers of approximately 2-5 pages each excluding the cover page and the reference page. In these papers you will demonstrate your mastery of the theories and concepts of the core themes that we have discussed in the readings. These will help you develop the skills you need to excel on the research papers. More details will be given in class.

PREP PAPER ONE
Write a two page paper that explains your thoughts on what you think justice is, and how it has influenced how you have developed as a person.

PREP PAPER TWO
Discuss four perspectives on the ways in which modernity influences the construction of self-identity. (5 pages, excluding cover page and reference page)

PREP THREE
Discuss four relationships between a feature of self-identity such as race/ethnicity, youth or gender and access to justice. (5 pages, excluding cover page and reference page)

PREP PAPER FOUR: A + B.
This will be the first two drafts of your research project. More details will be given in class.

Research Paper
Students will do a twelve page case study. They will identify an ethnic, religious, gender, youth or class-based group that resides in the United States or in another country or region. Using the materials discussed in class, and with some researched material, they will do an analysis of how a given justice arrangement impacts on the sense of self of individuals in that group.

Mid-Term: None

Final
There will be an in-class oral examination on the day of the final based on the film, My beautiful launderette. More details will be given in class. Secure a copy of the film ASAP and begin to study it. You might do better on this assignment if you work in a small group.

Classroom Presentations
Approved by UCASC, May 17, to College Council, Sept 26, 2013
Each student will make a 5 minute presentation of the key points of a portion of an assigned reading. More details will be given in class.

**Extra Credit Assignments**

There will be opportunities for ten extra credit assignments. You can do up to a maximum of five. Each assignment is worth two extra points that will be added in the calculation of your final course grade. Each is a two page document that requires you to do an analysis of a given issue. Details will be given in class.

**Portfolio:** Purchase a basic file. It should contain all of your quizzes, papers, extra credit assignments, glossary, and anything else you want me to read. Bring the file to each class. Come and see me at least twice during the semester to discuss the portfolio.

**Grades**

- Daily Quizzes: 5%
- Glossary: 5%
- Prep Papers: 40%
- Research Paper: 20%
- Classroom discussions: 10%
- Classroom presentations: 10%
- Final: 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 30% of your final grade is based on in-class activities.

**Classroom Behavior:** 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.

**Bringing the Assigned Reading to Class and Be Prepared to Cite From It To Make Your Point.**

**Reading Assignments:**

**Week One: Overview**

In the first week students are given an overview of the course.
Using photographs to teach social justice, exploring identity

In this exercise we will become familiar with the major themes that we will be discussing during this course.


This video has themes of poverty and thwarted self-development. View: My mother is a scrap collector. http://english.cntv.cn/program/storyboard/20120322/115850.shtml

**PREP PAPER ONE IS DUE NEXT WEEK**

Write a two page paper that explains your thoughts on what you think justice is, and how it has influenced how you have developed as a person.

**WEEK TWO: THE SELF**

Here we explore a Western and an African conception of the self. We highlight both the facilitation of, and the limits on agency.

View: What is the self/ is there a real you?

http://www.ted.com/talks/julian_baggini_is_there_a_real_you.html


**WEEK THREE:**

In this module we highlight the epistemological underpinnings of the self as constructed in the West.

*The Enlightenment and the self*


**WEEK FOUR**

*Modernity and the self*


**WEEK FIVE**


Approved by UCASC, May 17, to College Council, Sept 26, 2013
WEEK SIX


**PREP PAPER TWO IS DUE**

WEEK SEVEN

Justice and the self

Here we explore a sense of justice as it applies to the individual.

Universal declaration of human rights.


WEEK EIGHT

*Limits on the self.*

In this module we explore five ways in which agency and therefore self-development can be limited:

Exploitation  Marginalization  Powerlessness  Cultural Imperialism  Violence


**CASE STUDIES**

In this section of the course we will take a diverse set of situations and using the perspectives discussed earlier explore the effects on the individual’s sense of agency and his/her ability to do self-work.

WEEK NINE

**PREP PAPER THREE IS DUE**

Health

Here we explore how self-development is affected when the institutions of justice act in unjust way or are neglectful.

Bad blood: The Tuskegee Syphilis Study.

Approved by UCASC, May 17, to College Council, Sept 26, 2013


WEEK TEN

YOUTH

In these readings we explore how self-development in youth is affected by resource availability, access to space and how they are treated in that space.


WEEK ELEVEN

PREP PAPER THREE IS DUE

In these readings we explore how the gender of the individual makes him or her vulnerable to various forms of injustice.

GENDER


WEEK TWELVE

PREP PAPER FOUR A IS DUE

RELIGION

Here we explore some different ways in which religion is deployed as a strategy in the fight for justice. We also explore the benefits and costs to self-agency.


Approved by UCASC, May 17, to College Council, Sept 26, 2013


WEEK THIRTEEN

RELIGION


WEEK FOURTEEN

PREP PAPER FOUR B IS DUE

Here we explore the benefits and costs in the development of Western style selfhood and agency in contemporary China.

IDENTITY and MORALITY in CHINA:


WEEK FIFTEEN

Final paper due and in class final will be administered.

PLAGARISM

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

Approved by UCASC, May 17, to College Council, Sept 26, 2013
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)
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkiloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course Communication & Theatre Arts

   b. Name and contact information of proposer(s) Professors Dara Byrne and Lorraine Moller
      Email address(es) dbyrne@jjay.cuny.edu Phone number(s) (212) 237-8320

2. a. Title of the course Social Encounters: Understanding Interpersonal Communication

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

   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:

Navigating a new landscape, students face a multitude of communication challenges. Students need to consider how diversity, popular culture, media, gender and technology influence their emerging self-concept, and understand how these elements impact upon new and existing relationships. Exposure to research, combined with the opportunity to reflect upon and practice skills, will enhance their experience in adapting to a new community and support them in interpersonal communication. This course provides the opportunity for students to analyze communication research and make connections between what they learn in the course and what they experience in their own relationships within social, work, family and school contexts.

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

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.)

Interpersonal communication has been a staple of the communication discipline for over fifty years. Students learn the fundamentals of interpersonal communication, theory and apply their knowledge through the practice of skills that are relevant to their lives as communicators.

In this course, students examine basic concepts, theories, and research findings relevant to initiating, developing, modifying, maintaining, and terminating relationships with an eye toward the role of communication in the process. This course requires that students participate in reflective writing, exercises and verbal activities designed to develop their understanding and practice of interpersonal

Approved by UCASC, May 17, to College Council, Sept 26, 2013
communication. Lecture, discussion, in and out-of-class observations, research assignments, film clips and excerpts from drama will be used to increase knowledge and behavioral competence in interpersonal communication.

Students entering the criminal justice field, in particular, need to develop self-awareness and manage their communication in a number of different contexts in order to avoid conflict and miscommunication. In their interpersonal relationships, it is also essential that they identify the many dimensions that shape the transmission of a message, the complex channels it travels and its reception by an audience/receiver. Given our global and diverse community, the study of interpersonal communication is essential for understanding of the need for multicultural perspectives in personal and professional contexts. Finally, this course helps students examine the impact of technology on interpersonal communication and can help them develop strategies to overcome challenges.

The interpersonal communication course helps to prepare John Jay students for their critical role in public service. This course will contribute to the development of leadership skills and productive group dynamics, providing them with a theoretical and practical understanding of how to be more effective communicators in their personal, college and professional lives. In addition, the course will set the stage for more advanced study of communication such as public speaking, organizational communication and media studies.

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.)

**Social Encounters: Understanding Interpersonal Communication.** This course takes a conceptual and applied approach to exploring the central role of interpersonal communication in our twenty-first century personal, college and professional lives. Students critically evaluate communication issues in various contexts such as casual friendships, significant relationships, family, work and school. The course teaches fundamental concepts, theories and research findings relevant to initiating, developing, modifying, maintaining, and terminating relationships, with an eye toward enriching students’ lives through the enhancement of interpersonal communication skills.

**Course Prerequisites:** ENG: 101

4. **Number of:**
   - a. Class hours 3
   - b. Lab hours __________
   - c. Credits 3

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

   _____ No  3 Yes. If yes, then please provide:

   As SPE 297 Interpersonal Communication

   - a. Semester(s) and year(s): Fall 2005
   - b. Teacher(s): Professor Marsha Clowers
   - c. Enrollment(s): 17
   - d. Prerequisites(s): ENG101

Approved by UCASC, May 17, to College Council, Sept 26, 2013
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed 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?

- 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)**?

   No   ___x___ Yes

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

   Minor in Speech

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

By the end of this course students will know, understand, and be able to articulate the definition, realm, and scope of interpersonal communication and relational communication, as well as apply this knowledge to their personal, college and professional lives. Assignments such as film analysis and case studies and interview role play ask students to explore some aspect of interpersonal communication and apply a theory to a current communication dilemma. Students will submit written papers and journal entries for assignments and present their analyses orally in class. This reflects the course’s first learning outcome of being able to “express oneself in one or more forms of communication.”

Students are introduced to and practice analyzing interpersonal research. In so doing, students learn to make connections between what they learn in the course and what they experience in their own relationships. Readings, journal reflection assignments, and in-class work like the Brown Bag Activity and help them to achieve the second learning outcome of “maintaining self-awareness and critical distance.”

Students work together on group presentations of case studies. This assignment asks them to demonstrate an ability to assess the appropriateness and effectiveness of interpersonal strategies used in various interpersonal scenarios while immersed in the challenge of working with a small group of other students on the project. This assignment applies to the “work collaboratively” learning outcome. Students read current research on a diverse range of interpersonal dynamics and apply this knowledge to their assignments.

The journals and quizzes ask them to assess the role of culture and community in their own relationships. The film analysis requires that students listen to and observe patterns of interaction and apply them to at least one theory explored throughout the semester. These assignments are designed to increase awareness of the cultural context of interpersonal communication theories and how they influence communication behaviors. Various exercises and role-play activities such as the mock interview and sexual harassment exercise will provide an opportunity to adapt new insights on communication to school and to the workplace. This addresses the fourth learning outcome of “listening, observing, analyzing and adapting messages in a variety of situations, cultural contexts, and target audiences in a diverse society.”

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

Every semester ___x__  Number of sections: ___4___
Fall semesters only ____  Number of sections: ____
Spring semesters only ____  Number of sections: ____

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
11. How will you **assess student learning**?

**COURSE ASSIGNMENTS:**

**Brown Bag Activity (5%)**
Students will need to gather three objects from their home that they feel describe them well. These three objects can be anything they wish to share with your peers but they should say something about themselves, so they must choose things representative of important aspects their personality. Also, no photos (pictures of others are okay, or cover their face), and no identifying items (i.e. they have student’s name or initials on them). They must also fit into a plain, large brown grocery bag with the student’s name at the bottom of the bag.

**Interview Role Play (5%)**
In preparation for the interview role play, each student will write out a variety of questions, including closed, open and hypothetical questions, which they might be asked on an employment interview for a realistically assessed job goal. As an interviewee, they will prepare responses to their own questions and in a role play with a partner posing as the interviewer, will respond to their own questions. The interviewer will add surprise follow-up questions. The transaction will be analyzed according to criterion of effective interview communication.

**Quizzes (15%)**
Students will take 3 quizzes covering course readings and lecture material. Exams will consist of multiple-choice, true/false, and short essay questions.

**Case Study (15%)**
This course provides an introduction to interpersonal communication research and theories, so in attainment of that goal, students will work with a small group of classmates to analyze, summarize, and explain an assigned journal article. Their job is to enlighten and inform their classmates about the salient points of the article and how it illustrates an issue in communication study. Each group should provide a one page article abstract and prepare and deliver a well organized presentation.

**Final Paper—Film Analysis (20%)**
As a class, we will view a movie and students will write a 4-5 page paper (not including the cover page and references) analyzing the movie from an interpersonal communication perspective. Specifically, students will apply theories and concepts learned in the course to situations revealed in the movie. Students are required to identify three major interpersonal themes or principles present in the film (i.e., self-disclosure, relationship maintenance, Rawlins’ model of disclosure, etc.) and describe they apply. Students may also analyze how communication could have been improved and what might have occurred if certain behavior demonstrated in the film had continued or stopped. Students may use quotes as needed to demonstrate key points. (See Blackboard for the full assignment description).

**Field Application Journals (30%)**
One of the most interesting components of this course is the incorporation of research articles and application journals. These activities serve to explain and reinforce concepts studied in the text or articles. There are three assignments that require students to apply an interpersonal communication concept or theory to a hypothetical situation in everyday life.
In these 2-3 page double-spaced papers students demonstrate their understanding of a theory/concept using course materials.

Form approved by U/CASC, Sept 16, 2011, modified for Pathways, March 28, 2012
Participation (10%)
Attendance and participation are paramount in a class such as this. Students will be assessed based on their overall contribution to the group dynamics and participation in exercises and role-play.

Assessment and Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper—Film Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Field Application Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Brown Bag Activity &amp; Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

Yes____x____ No____

• If yes, please state the librarian’s name________Kathleen Collins________
• Are there adequate resources in the library to support students’ work in the course  Yes____x____
No____

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ______Feb, 2013___________________

15. Faculty - Who will be assigned to teach this course? Professors Lorraine Moller, Marsha Clowers, and other qualified CTA 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:

   Professor Seth Baumrin, CTA

   Name of Chair giving approval, Proposer’s Department
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Com.1xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Social Encounters: Understanding Interpersonal Communication.</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Communication &amp; Theatre Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Communication</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>
</tbody>
</table>

Prerequisites:
(ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)

<table>
<thead>
<tr>
<th>Co-requisites</th>
</tr>
</thead>
</table>

Course Description:
Social Encounters: Understanding Interpersonal Communication. This course takes a conceptual and applied approach to exploring the central role of interpersonal communication in our twentieth century personal, college and professional lives. Students critically evaluate communication issues in various contexts such as casual friendships, significant relationships, family, work and school. The course teaches fundamental concepts, theories and research findings relevant to initiating, developing, modifying, maintaining, and terminating relationships, with an eye toward enriching students’ lives through the enhancement of interpersonal communication skills.

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

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

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

<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 (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. **Communications** - Please explain how your course meets these learning outcomes

Students will:

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.

Know, understand, and be able to articulate the definition, realm, and scope of interpersonal communication and

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
| Be introduced to and practice analyzing interpersonal research. In so doing, students learn to make connections between what they learn in the course and what they experience in their own relationships. Readings, journal reflection assignments, and in class work like the Brown Bag Activity help them to achieve this. | Maintain self-awareness and critical distance |
| Work together on group presentations of case studies. This assignment asks them to demonstrate an ability to assess the appropriateness and effectiveness of interpersonal strategies used in various interpersonal relationships while immersed in the challenge of partnering with a classmate for the project. | Work collaboratively |
| Read current research on a diverse range of interpersonal dynamics. The journals and quizzes ask them to assess the role of culture and community in their own relationships. The film analysis requires that students listen to and observe patterns of interaction and apply them to at least one theory explored throughout the semester. These assignments are designed to increase awareness of the cultural context of interpersonal communication theories and how they influence communication behaviors. | 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  
DEPARTMENT OF COMMUNICATION & THEATRE ARTS  
899 TENTH AVENUE  
NEW YORK, NY 10019

Social Encounters: Understanding Interpersonal Communication  
Com 1xx

Professor: Lorraine Moller, PhD  
Semester: Fall 2013  
Course Section: Com 1xx  
Classroom: TBD  
Class time: 10:30-1:30  
Contact Hours: 3; Credits: 3  
Professor’s office: 336.29 H  
Office Hours: Thursdays 1:30-3:00 or by appointment  
Professor’s phone and e-mail: (212) 237-8320; lmoller@optonline.net

COURSE DESCRIPTION

This course takes a conceptual and applied approach to exploring the central role of interpersonal communication in our twentieth century personal, college and professional lives. Students critically evaluate communication issues in various contexts such as casual friendships, significant relationships, family, work and school. The course teaches fundamental concepts, theories and research findings relevant to initiating, developing, modifying, maintaining, and terminating relationships, with an eye toward enriching students’ lives through the enhancement of interpersonal communication skills.

PREREQUISITES: ENG 101

LEARNING OUTCOMES:

- 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

REQUIRED READINGS:


Readings on E-reserve for case studies: Working in pairs, students will be assigned to report on one of the articles below.


Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012


**COURSE ASSIGNMENTS:**

**Brown Bag Activity (5%)**
You will need to gather three things from your home that you feel describe you well. These three things can be anything you want to share with your peers but they should say something about you, so choose things representative of important aspects of you and your personality. Also, no pictures of yourself (pictures of others are okay, or cover your own face), and no identifying items (i.e. they have your name or initials on them). They must also fit into a plain, large brown grocery bag. Put your name on the bottom of the bag.

**Interview Role Play (5%)**
In preparation for the interview role play, each student will write out a variety of questions, including closed, open and hypothetical questions, which they might be asked on an employment interview for a realistically assessed job goal. As an interviewee, they will prepare responses to their own questions and in a role play with a partner posing as the interviewer, will respond to their own questions. The interviewer will add surprise follow-up questions. The transaction will be analyzed according to criterion of effective interview communication.

**Quizzes (15%)**
Students will take 3 quizzes covering course readings and lecture material. Exams will consist of multiple-choice, true/false, and short essay questions.

**Case Study (15%)**
This course provides an introduction to interpersonal communication research and theories, so in attainment of that goal, students will work with a partner to analyze, summarize, and explain an assigned journal article. Their job is to enlighten and inform their
classmates about the salient points of the article and how it illustrates an issue in communication study. Each presentation should provide a one page article abstract and prepare and deliver a well organized presentation.

Final Paper—Film Analysis (20%)
As a class, we will view a movie and students will write a 4-5 page paper (not including the cover page and references) analyzing the movie from an interpersonal communication perspective. Specifically, students will apply theories and concepts learned in the course to situations revealed in the movie. Students are required to identify three major interpersonal themes or principles present in the film (i.e., self-disclosure, relationship maintenance, Rawlins’ model of disclosure, etc.) and describe they apply. Students may also analyze how communication could have been improved and what might have occurred if certain behavior demonstrated in the film had continued or stopped. Students may use quotes as needed to demonstrate key points. (See Blackboard for the full assignment description).

Field Application Journals (30%)
One of the most interesting components of this course is the incorporation of research articles and application journals. These activities serve to explain and reinforce concepts studied in the text or articles. There are three assignments that require students to apply an interpersonal communication concept or theory to a hypothetical situation in everyday life.
In these 2-3 page double-spaced papers students demonstrate their understanding of a theory/concept using course materials.

Participation (10%)
Attendance and participation are paramount in a class such as this. Students will be assessed based on their overall contribution to the group dynamics.

Assessment and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper—Film Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Field Application Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Brown Bag Activity &amp; Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

City University of New York Grade definitions

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

COURSE POLICIES:

Attendance/Punctuality/Participation
Regular attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. Excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be documented within a week of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. If it appears that vacation or other personal plans may conflict with an exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation therefore regular attendance is a fundamental component of this course. The text will be used as a supplement; therefore, poor class attendance can severely affect your grade.

Classroom Conduct
Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

Plagiarism
Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
ALL TYPED ASSIGNMENTS ARE SUBMITTED TO TURNITIN.COM TO DETECT PLAGIARIZED CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.

You plagiarize when you steal or use someone’s presentation as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

Cell Phones
Please respect your classmates and professor and turn off cell phones during class.

Presentation Days
All students are expected to present on their assigned presentation day. Any student who fails to deliver a presentation on the assigned day will receive no credit for the presentation assignment.

In-Class Exercise/Presentation Day Attendance
In-class exercises and presentation day attendance cannot be made up outside of class or at a later date for credit. There is no exception. If you are absent (excused or unexcused) on a required presentation or miss an in-class exercise, the instructor recommends completing the optional extra credit assignment to replace missed points.

The Writing Center: The Writing Center, located in room 1.67NB, 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.

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.

Special Needs Students
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>2/1 Introduction to the Course/Overview</td>
<td>Assigned Reading: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The Interpersonal Communication Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defining Interpersonal Communication Axioms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IPC Nature of Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assigned Reading: Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign Articles to partners for presentation dates. *</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>2/8 Fundamentals of Verbal Communication</td>
<td>Assigned Reading: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Rules, Goals, and Individual Differences</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>2/15 Fundamentals of Nonverbal Communication</td>
<td>Assigned Reading: (Chapter 4)</td>
</tr>
<tr>
<td></td>
<td>Assigned Reading: (Chapter 4)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>2/22 Communicating in a Multicultural Society</td>
<td>Quiz I (1, 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>Quiz I (1, 3 &amp; 4)</td>
<td>Durant &amp; Shepherd (2009)</td>
</tr>
<tr>
<td>Week 5</td>
<td>3/1 Perception and Stereotypes</td>
<td>Assigned Reading: Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>MacFarquhar (2007)</td>
</tr>
<tr>
<td>Week 6</td>
<td>3/8 Presenting the Self Dramaturgical Perspective</td>
<td>Assigned Reading: Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Johari Window</td>
<td>Miczo, N., Mariani, T., &amp; Donahue, C. (2011)</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/15 Politeness Theory Saving Face</td>
<td>Assigned Reading: Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td>Alexander, L. (2008)</td>
</tr>
<tr>
<td></td>
<td>QUIZ II (Chapters 6, 7, 8)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3/29 Escalating Relationships Elements of Attraction and Intimacy Turning Points</td>
<td>Assigned Reading: Chapter 10; Sahlstein &amp; Dun (2008)</td>
</tr>
<tr>
<td></td>
<td>Maintaining Relationships Baxter’s Relational Dialectics</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>4/5 Love Styles: Marital Typologies</td>
<td>Assigned Reading: Chapter 11; Dunleavy &amp; Booth-Butterfield (2009)</td>
</tr>
<tr>
<td></td>
<td>De-Escalating Relationships Infidelity, Dissolution, Divorce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>4/12 Activity—View Film for Paper</td>
<td>Assigned Reading: Ch. 12</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>4/19</td>
<td>Workplace pathologies: sexual harassment and bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Employment Interview</strong></td>
</tr>
<tr>
<td>13</td>
<td>4/26</td>
<td><strong>NO CLASSES: Spring Break</strong></td>
</tr>
<tr>
<td>14</td>
<td>5/3</td>
<td>Kellerman’s Conversational Approach Conflict in Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sibling Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Case Study</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Communication Attachment Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems Perspective</td>
</tr>
<tr>
<td>15</td>
<td>5/10</td>
<td>Semester Wrap-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Paper Due (Bring Paper to Class)</td>
</tr>
<tr>
<td>16</td>
<td>5/17</td>
<td>QUIZ 4 (Chapters 12, 13, 15)</td>
</tr>
</tbody>
</table>

*Note: You are required to present your article with your partner on the designated presentation dates. Given the relevance of the articles to the chapter readings, be advised that you must be prepared to present on the assigned date.*
**New Course Proposal Form**

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

Date Submitted: April 12, 2013

1. a. **Department(s) or program(s)** proposing this course: Humanities & Justice Program  
   b. **Name** and contact information of proposer(s): Margaret Tabb, Erica Burleigh  
      Email address(es): mtabb@jjay.cuny.edu; eburleigh@jjay.cuny.edu  
      Phone number(s): (212) 237-8578 (Tabb); (212) 237-8798 (Burleigh)

2. a. **Title of the course**: The Individual on Trial  
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Individual on Trial  
   c. **Level of this course**:  
      - [x] 100 Level  
      - [ ] 200 Level  
      - [ ] 300 Level  
      - [ ] 400 Level  
   
   Please provide a brief rationale for why the course is at the level:

   This course is designed as a first year seminar to help students build important reading, writing, critical thinking, and information literacy skills as they are introduced to texts in the humanities through the study of three trials. No previous experience in the study of the humanities is required. In the course of the semester, students will be introduced to the college, its academic resources, and to its mission of educating for justice.

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

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 for the Justice and the Individual section of the Common Core option. It develops from our recognition that the success of first year students depends not only on effective teaching of discipline-related content, but also on student acculturation to college life. This First Year Seminar, The Individual on Trial, will introduce students to the ways in which scholars and writers in the humanities have explored the relationship between the individual and justice through the *topos* of the trial. Students will develop foundational skills in reading, writing, information literacy, and working with their peers which are crucial for their successful transition to college-
level work. They will be shown how to maximize their learning opportunities by making use of the college’s resources, such as the library and Writing Center, and by attending course-relevant, college-sponsored events on campus and field trips. In this course, students will be exposed to a variety of sources (primary records, scholarly texts, novels, plays, films, campus events) that will help them to develop their own perspectives about why and how real-life justice and injustices are revealed through trials.

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 first-year seminar considers the individual’s experience of justice through the lens of the trial. Students will study three trials as recorded by historians, imagined by writers, and analyzed by philosophers, exploring events such as the Salem Witchcraft trials (1692), the Dred Scott Decision (1857), and the Scopes Monkey trial (1926). The course will situate the trials in their cultural and historical contexts as well as encourage students to examine their personal responses to them. While studying these pivotal trials, students will develop their writing and analytical skills as taught in the humanities disciplines of philosophy, literature, and history.

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:

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed 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?

   - 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)?

   _X_ No    _____ Yes

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

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:

   **College Option:**

   | Justice core 100-level: Justice & the Individual | _X_ |
   | Justice core 300-level: Struggle for Justice & Equality in U.S. |   |
   | Justice core 300-level: Justice in Global Perspective |   |
   | Learning from the Past |   |
   | Communication |   |

10b. Please explain why this course should be part of the selected area. Trials reveal fundamental relationships between the individual and justice. Each course section of this freshman seminar will explore selected topics related to three trials in their historical, philosophical, and literary contexts. Though the contents of sections will vary, all will employ an FYE-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 of the humanities to a graduated series of essays on the individual on trial.

10c. 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: _____

11. How will you assess student learning?

   Student learning will be assessed by the assignment and evaluation of three scaffolded formal essays along with weekly analytical journals, independent and collaborative research, group presentations and self-evaluations, and reports on field trips.

Approved by UCASC, May 17, to College Council, September 26, 2013
12. Did you meet with a librarian to discuss library resources for the course?

Yes _X_  No ___

- If yes, please state the librarian’s name _____Kathleen Collins___________
- Are there adequate resources in the library to support students’ work in the course
  Yes _X_  No________

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval  4/12/2013

15. Faculty - Who will be assigned to teach this course? Bettina Carbonell, Margaret Tabb, Erica Burleigh, Sara McDougall

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:
Margaret Tabb, Humanities and Justice Coordinator

Name of Chair giving approval, Proposer’s Department
**John Jay General Education College Option**

**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HJS 1xx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>The Individual on Trial</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Humanities and Justice</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary (history, literature, philosophy)</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>None</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This first-year seminar considers the individual's experience of justice through the lens of the trial. Students will study three trials as recorded by historians, imagined by writers, and analyzed by philosophers, exploring events such as the Salem Witchcraft trials (1692), the Dred Scott Decision (1857), and the Scopes Monkey trial (1926). The course will situate the trials in their cultural and historical contexts as well as encourage students to examine their personal responses to them. While studying these pivotal trials, students will develop their writing and analytical skills as taught in the humanities disciplines of philosophy, literature, and history.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

**John Jay College Option Location**

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

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

**Learning Outcomes**

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

Approved by UCASC, May 17, to College Council, September 26, 2013
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>Each section will require that students reflect upon and write about their experiences in observing a trial</th>
<th>Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class discussion at the end of each unit, students will consider the influence of each historical trial in shaping their understanding of the justice-related issues raised by or considered in the trials.</td>
<td></td>
</tr>
<tr>
<td>In the sample course, weekly journal writing will offer students an ongoing opportunity to personalize what they have learned in their reading and class discussions. Students will also observe a trial and attend a session of the John Jay College Law and Literature conference; in both cases students will write a reflection paper on their experiences as well as discussing those experiences in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In all sections of this course, formal writing assignments will ask students to evaluate multiple sources and to defend that evaluation, enabling them to more effectively ask analytical questions of the sources they rely upon in proposing solutions to a variety of problems. Each section will identify and evaluate arguments in writing, group discussions, and in-class presentations. Students will be introduced to and guided through the process of recognizing and evaluating arguments.</th>
<th>Identify problems and propose solutions through evidence-based inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the sample course, students will write three scaffolded papers in response to interdisciplinary readings on three trials that they have studied and discussed in class, working individually and in groups. The analytical tasks that are one part of the required weekly journals will provide repeated opportunities for students to practice the skills they will need to succeed in the scaffolded essay assignments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In all sections of this course, and in the sample course, students will work in small groups to develop a presentation for the class, offered at the end of the semester. Specific assigned roles within those groups will help students to understand and evaluate their contributions to this collaborative effort. They will write a self-evaluation on their role in the presentation and on their experiences working with the group, due after their presentation. In the sample course students will also be asked to assess their role in collaborative work as part</th>
<th>Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In all sections of this course students will draw up a time management plan which will be revisited periodically in the course of the semester. Class discussion will address successful and unsuccessful strategies. Students will be asked to reflect on their experiences, including planning, in assignments such as evaluations of their group’s presentation, evaluations of their own role in that group, and in reflection papers.

- In the sample course, students write two reflection papers on their attendance at a trial and at the law and literature conference, and a self and group assessment after their group presentation. Students will also have the opportunity to reflect on their planning in journal entries.

- In all sections of this course students will be introduced to a number of the college academic resources (the library, the Writing Center) and encouraged to use them to foster their research and writing skills. They will also be required to attend relevant campus events such as lectures and conferences.

- In the sample course, students will be required to attend the Law and Literature conference and encouraged to attend other related events. Representatives from the writing center and the library will also visit classes early in the semester.

- 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

Approved by UCASC, May 17, to College Council, September 26, 2013
John Jay College of Criminal Justice, CUNY  
899 Tenth Avenue, New York, NY 10019

The Individual on Trial

Fall 2013  
Professor Bettina M. Carbonell  
Office: 7.63.09NB  
Phone: (212) 237-8702  
Email: bcarbonell@jjay.cuny.edu  
Office Hours: M 5:00-6:00P; Tu 2-3P; W by appt.

Course Description  
This first-year seminar considers the individual’s experience of justice through the lens of the trial. Students will study three trials as recorded by historians, imagined by writers, and analyzed by philosophers, exploring events such as the Salem Witchcraft trials (1692), the Dred Scott Decision (1857), and the Scopes Monkey trial (1926). The course will situate the trials in their cultural and historical contexts as well as encourage students to examine their personal responses to them. While studying these pivotal trials, students will develop their writing and analytical skills as taught in the humanities disciplines of philosophy, literature, and history.

Section Description  
Trials are important benchmarks which reflect the spirit of their time. They affect individuals and the course of history. Whether the proceedings are just or unjust they provide scholars with a window on society’s norms, values and prejudices. This course will focus on three court cases in United States history: the Salem Witchcraft trials in 1692, the Dred Scott Decisions in 1856-57, and the hearings of the House Un-American Activities Committee (HUAC) in the 1950s. By examining actual court transcripts, historical documents, fiction, and drama, we will explore how writers in several different disciplines have approached and interpreted these proceedings, and we will compare various accounts of why these events occurred. In the process of these specific inquiries, we will also focus on broader subjects including: witch hunts and other forms of hysteria; racism; anti-Communism; loyalty; betrayal; and the pressure to name others in self-defense. This study will lead students to reflect upon their own relationship to justice in our complex twenty-first century world.

Learning Outcomes  
- 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 Texts  
The following texts are available for purchase at the John Jay Bookstore and online:  
- Nathaniel Hawthorne, “Young Goodman Brown” and Other Short Stories (Dover)

Approved by UCASC, May 17, to College Council, September 26, 2013
• Charles Chesnutt, *Tales of Conjure and the Color Line* (Dover)
• Arthur Miller, *The Crucible* (Penguin)

The following texts will be available in various formats: on e-reserve, on the web or, if public domain material, on the Blackboard course site.

- Mather, Cotton. *From On Witchcraft* (Bb)
- Calef, Robert. *From More Wonders of the Invisible World* (Bb)
- Felt, Joseph. *From The Annals of Salem* (Bb)
- Woodward, W.E. *From Records of Salem Witchcraft* (Bb)
- The Dred Scott Decision:  
  3. Other related materials TBA
- Conway, H.J. *Dred: A Tale of the Great Dismal Swamp* (Bb)
- Testimony before the House Un-American Activities Committee (HUAC) (Bb)

**Course Requirements:**

15% Participation, including attendance. Participation includes bringing your notes and the assigned readings to class with you, but above all involves your active engagement in the discussion. An open and inclusive attitude of critical academic inquiry and discourse is expected.

20% Analytic Reading Journals, due weekly except on essay due dates. These journals will help you learn how to analyze and write about reading assignments and other class projects. Different kinds of tasks will be required in the different journals. Every class I will pick up about 1/3 of journals due that day; if I call on you, hand in your journal for that day. If I don’t, file it and turn it in with all journals at the end of the semester.

Proofread your journals carefully. While you will not be penalized for editing and grammar on daily pick-ups, by the time you turn in all your journals at the end of the semester, they must be carefully edited. If you are told to take them to the Writing Center for tutoring help, do so -- and take your essays as well.

One third of the journal grade will be comprised of the average of all class pick-ups; the remaining two thirds of the journal grade will be based on the final submission of all the journals.

20% Attendance at and 500-word reflection paper on a trial at the NY State Supreme Court due week 8 (10%), and attendance at and 500-word reflection paper on one session of the Law and Literature Conference April 22-23 (10%).

30% Three formal essays of 700-800 words (first worth 5%, second worth 10%, third worth 15%, due at the end of each unit). You will be able to revise the third paper, which will be due at the final exam date.

15% Group presentation (10%), including written self and group evaluation (5%).

**Policies**

**Attendance and lateness:** If you are absent more than 4 times you will fail the course. Lateness is considered a variation on absence; if you are late twice this will equal one absence. Please come and
speak with me sooner rather than later if you want to discuss any emergencies or other issues which are affecting your ability to attend the class.

Please observe appropriate collegiate behavior. This means:

- Arrive on time. Arriving late is discourteous and disruptive.
- Be considerate of your fellow-students: raise your hand to speak; support comments and questions your classmates raise when you agree with them; when you disagree, do so respectfully; don’t whisper with the person sitting next to you.
- Please do not bring food to class; please refrain from any and all forms of cell-phone interaction. Turn off and put away all electronic devices (except electronic readers).

**Plagiarism:**

**College policy on plagiarism:**

Plagiarism is the presentation of another person’s ideas, words, artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permitted 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 a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (and 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 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.

**Deadlines:** Papers and/or exams must be submitted on the assigned date. Penalties will accrue for late papers, which I may or may not accept once we discuss the relevant circumstances.

**CUNY Blackboard:** I will be posting the syllabus, assignments, changes, and other notices on Blackboard. You will be introduced to the CUNY Portal during our first few class meetings. If you miss those classes it is your responsibility to seek help with any questions you have on how to use the system.

**Resources:** Writing Center

The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Disabilities**

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

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

Course Schedule:

Week 1  Introductions  
Overview of campus resources  
Creation of time management plan for the semester.  
Hunt et al. “Daily Bread, Damaged Bones, and Cracked Teeth”  
Webb. “The Shape of History” (1-page poem)

Journal 1: Write a paragraph or two explaining what experience (either in real life, through your reading, or in your TV watching) you’ve had with trials. Do you think they are more often sources or justice or injustice?

Unit I.  The Salem Witchcraft Trials:  
Facts, Fictions, and Interpretations of Witchcraft Hysteria

Week 2  An Introduction to Witchcraft  
Reading Assignment:  
Hawthorne. “Young Goodman Brown” [Dover text] 2258-2267  
Mather. From On Witchcraft [handout]  
Calef. From More Wonders of the Invisible World [handout]

*We will be joined by a representative from the Writing Center for a brief discussion of their offerings and how you can best take advantage of them.

Journal 2: What is witchcraft? Explain your understanding of witchcraft in two sentences, using what you have learned in this week’s reading and Monday’s discussion. Then in another couple sentences, explain one difference between the way Hawthorne (literature) and Mather (a contemporary preacher) present witchcraft. Provide one example from each work. Conclude by explaining which of the presentations you prefer and why.

Week 3  Witchcraft and Witches at Salem I  
Reading Assignment:  
Boyer and Nissenbaum, Salem Possessed: The Social Origins of Witchcraft  
• Preface (ix-xv); Prologue: “What Happened in 1692” (I-21)  
• Chapter I. “1692: Some New Perspectives” (22-36)  
• Chapter II: “In Quest of Community, 1639-1687” (37-59)

Journal 3: As historians, Boyer and Nissenbaum have a very different perspective from Hawthorne and Mather on witchcraft. In a paragraph, explain one of their methods for discussing witchcraft. Provide 3 examples from the week’s reading. In a two-sentence conclusion: does this kind of history make the situation of people who lived a couple centuries back come alive for you or not? Explain, briefly.
Week 4  Witchcraft and Witches at Salem II  
Reading Assignment:  
Boyer and Nissenbaum. Chapters III - Epilogue (60-221): concentrate on chapters 3, 7, and 8  
Felt. From The Annals of Salem (Bb)  
Woodward (Ed). From Records of Salem Witchcraft (Bb)  

Journal 4: Take reading notes on the theme of hysteria in B and N, Felt, and Woodward. The notes should be brief -- avoid complete sentences! -- but useful, keyed to page numbers, should you need this material for your essay. Finally, in a couple of concluding sentences: is this a time-bound view of hysteria or could it apply today?

Week 5  The Dred Scott Case:  
Fugitive Slave Laws; Natural Law v. the Rule of Law; the Status of Human Beings, and the Status of Language in Documents and Literary Texts  

Paper #1 is due -- Comparative study of Salem Witchcraft documents and sources  
An Introduction to Dred Scott  
Reading Assignment:  
Download:  
- Dred Scott Chronology (http://digital.wustl.edu/dredscott/chronology.html)  
- The Dred Scott Case » abstract  
(http://www.nathanielturner.com/dredscottcase.htm)  

*We will be joined by a representative from the library.

Week 6  Dred Scott  
Reading Assignment:  
Review above and answer questions posted on blackboard.  
Further consideration of materials relating to the Dred Scott Case in class.  

Journal 5: Your blackboard answers to questions comprise this journal. Copy them into your journal file and turn them in as Journal 5.

Week 7  A Playwright's Response  
Informal Writing Assignment: Answer questions distributed in last class as preparation for reading/ discussion of Dred.  
Reading Assignment:  
We will be assigning roles for the performance of Dred.  

Journal 6: Answer questions distributed in last class as preparation for reading and discussion of Dred.
Week 8  
Performing Injustice
Performance of selected scenes from *Dred: A Tale of the Great Dismal Swamp*

**Journal 7:** Analyze your performance in *Dred*. In a paragraph or two, explain your view of your character in general and then in the performance passage, providing 2-3 pieces of evidence from the text. Then Xerox the pages covering your performance and write in stage directions for yourself, showing how you converted your understanding of your character into gesture, facial expression, and voice tones. (Remember that you are acting even when you've got no lines -- you're responding to other characters!)

**Written responses to attendance of a state supreme court trial due in class.**
We will discuss students’ experiences and their use of their time management plan at this time, and also make any needed modifications to the plan for the rest of the semester.

Week 9  
**Paper #2 is due on the Dred Scott Case**
*Dred Scott in Context*
Today we will consider the post-Civil War period known as “Reconstruction” and the ongoing representation of the slave experience.

**Reading Assignment:**

---

**Unit III.**

The McCarthy Hearings and The House Un-American Activities Committee:
Cold War Anxieties; Communist Witch Hunts; New Generations of Hysteria and Profiling

Week 10  
Today we will begin small group work in preparation for final project group presentations.

**An Introduction to Un-American Activities**

**Reading Assignment:**
Selected examples of testimony before HUAC

**Journal 8:** Take reading notes from this week’s assignment on the charges made by HUAC accusers. In a short concluding paragraph: imagine that you were one of the defendants or one of the prosecutors. What would the experience have been like?

Week 11  
"Witch Hunts" I

**Reading Assignment:**
Miller, *The Crucible* [Penguin text]
Bigsby Introduction (vii-xxv)
“Note on the Historical Accuracy...” (2)
Act 1 (3-46)

**Journal 9:** What do you consider to be the dominant perspective on the hearings as presented by Miller in the *Crucible*? Whose side is he on, essentially? Explain and provide three pieces of evidence from today’s reading.

Week 12  
"Witch Hunts" II

**Reading Assignment:**
*The Crucible*: Acts II and III (47-111)

---

Approved by UCASC, May 17, to College Council, September 26, 2013
Reflection on attendance at Law and Literature Conference due in class.
Write a two-paragraph reflection on your experience at the Law and Literature conference. What was the session you attended about? How did it connect (or not) to ideas and themes we’ve discussed in class? Provide specifics so your reflection doesn’t stay too general.

Class discussion of experiences at the conference, review of time management plan for the final weeks, with special attention to preparations for the small group presentation.

Week 13 Witches and Us
Today we will consider two questions—Where have we come from? and Where are we going?—in the context of the 1690s — the 1850s — the 1950s — and our post 9/11 world.

Reading Assignment:
The Crucible: Act IV “Echoes,” Appendix Act II.2 (112-143)

Journal 10: Write a paragraph response to one of the week’s questions. Then apply this week’s reading from the Crucible to what you’ve said. If you see no application, explain the disconnect.

Week 14 Final projects: small group presentations

Paper #3 is due

Week 15 Conclusions
Self and group evaluations on presentations due in class, discussion.

Journal 11 (week 15): Summarize and evaluate your own and your group’s evaluations. (No more than one page!) Use evidence to support your points.

Journals 1-11 due, edited, complete.

Final Exam Revised third paper due.

Approved by UCASC, May 17, to College Council, September 26, 2013
Assignment One
Approaches to the Salem Witchcraft Hysteria

In the first unit of the course we have read several different sources: Mather, Calef, Hawthorne, Boyer & Nissenbaum, Felt & Woodward. These sources differ in their specific approach to the “events” in Salem and the hysteria surrounding the witchcraft trials in 1692. Some (but not all) sources offer explanations and/or draw conclusions as to the underlying causes and effects of these events.

In this writing assignment, which should be analytical and original, I want you to do the following things:

1. In your introduction, compare the sources we have read. Offer a brief, objective description of the scope of each source, the kind of evidence each source uses, and the explanations and/or conclusions, if any, each source offers about the nature, causes, and effects of the hysteria. Avoid long plot summaries.

2. Then go on to critically evaluate the sources; organize this section of your paper by arranging the sources in their order of “effectiveness,” putting the most effective in the first position, followed in descending order by the least effective; offer an explanation for your decisions.

3. Finally, construct an argument in which you explain how and why you have placed one source above the others as the most accurate or most effective account of what happened. In several paragraphs explain why this is the source which brings you closest to the “heart of the matter” of the Salem witchcraft hysteria. Defend your choice by showing how the approach used by this source results in a clearer picture of the events of 1692. Your support should take the form of analysis, summary, paraphrase and some direct quotation.

Due Date: xx/xx/xxxx at the beginning of the class period!

Length: 700-800 words

Format: Typed, double-spaced, one-inch margins

NOTE: Avoid plagiarism! Do not do outside research! Put quotation marks around all direct quotations and (in parenthesis) identify the source. Be original! Be critical! Trust thyself!
The Dred Scott Case(s)

Group assignments for xx/xx/xxxx using archival sources on line
  a. Each group should work with these sources to dig out material relevant to their specific focus.
  b. Each group should then develop a time line detailing dates and events and, as applicable, annotate events by adding commentary on their deeper historical, ethical, and political meaning.
  c. Each group should then prepare a final copy of the annotated timeline for distribution to the class on xx/xx/xxxx.
  d. Be sure to offer parenthetical citations to Web/archival sources (Web address, page #s, etc).
  e. Each group will be allowed Internet time in class to explore additional links, etc.

**Group 1: Dred Scott—The Man**
Trace Dred Scott’s status as property: how he was acquired, sold, etc., and include status of family members.
Group members:

**Group 2: U.S. Expansion during Scott’s lifetime**
Trace U.S. acquisitions of territory between 1893 and 1859 (including the results of the Mexican War). Show how acquisitions and reactions a) reflected sectionalism and b) affected slavery in general and Scott cases in particular.
Group members:

**Group 3: Legal Backgrounds to Dred Scott cases**
Trace the laws, “compromises” and precedents, etc. which affected the Scott cases.
Group members:

**Group 4: Dred Scott and Geographical Contexts**
Trace the travels of Scott and his family; how did they affect his status and his court cases?
Group members:

**Group 5: Dred Scott Case Law prior to Supreme Court**
Trace the court cases re: Scott up to, not including, the U.S. Supreme Court case (1856-57).
Group members:

**Group 6: Legal Venues for Dred Scott Cases**
Trace the various jurisdictions in which Scott cases were heard.
Group members:

Essay 2: Write a brief social history of the Dred Scott decision.

Approved by UCASC, May 17, to College Council, September 26, 2013
Drawing on the techniques used in Boyer and Nissenbaum and the information you have gleaned from the website materials, write your own history of the Dred Scott decision, using the play to offer some context for contemporary representations of African Americans to help explain how and why the decision turned out as it did. Feel free to focus your history on the aspect of the decision your group will be presenting. Reflect as well on the role of justice in the topic you are discussing. For example, you might discuss racism, citizenship, or the balance of individual and government’s rights.

**Due Date:** xx/xx/xxxx at the beginning of the class period!

**Length:** 700-800 words

**Format:** Typed, double-spaced, one-inch margins

Essay 3: Pick the testimony of one figure given before HUAC. Find out who this person was, and why he or she was asked to testify. Using this person’s testimony (both the questions asked and his or her responses) as evidence, develop an argument about whether HUAC is indeed (as Miller’s play suggests) another instance of “witchhunt” hysteria.

**Due Date:** xx/xx/xxxx at the beginning of the class period!

**Length:** 700-800 words

**Format:** Typed, double-spaced, one-inch margins

Approved by UCASC, May 17, to College Council, September 26, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted__04/04/2013__________________  

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

1.  
a. **Department(s) or program(s) proposing this course**_Psychology_  
b. **Name and contact information of proposer(s)**_Elizabeth Jeglic_  
   
   Email address(es)_ejeglic@jjay.cuny.edu  
   Phone number(s)_212-484-1195  

2.  
a. **Title of the course**_Tests and Measures_  
b. **Abbreviated title**_(not more than 20 characters including spaces to appear on student transcripts and in SIMS)_Tests and Measures  
c. **Level of this course**__100 Level __200 Level __300 Level __400 Level__  

   Please provide a brief rationale for why the course is at the level:  
   
   This is an upper level class that builds on foundational knowledge and skills developed in 100 and 200 level classes.  

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

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

At present there are no courses on the specifics of psychological test and measures offered at John Jay. Modern-day psychology is increasingly reliant on psychological assessment, thus it is integral to understand the implementation and utilization of these tests. This course familiarizes students with the basics of test construction, interpretation and utilization. An undergraduate course in Psychological Tests and Measures is standard in the curriculum of most undergraduate psychology majors, and is also typically expected on a student’s transcript when applying to study Psychology in graduate school. Therefore, we believe this course will help to strengthen our Psychology majors’ credentials for future study in the discipline of psychology.
Course description as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course is an introduction to the field of psychological assessment and testing. The course will explore the history, roles, and issues involved in the field of psychological assessment. The course will cover the principles of psychometrics and statistics, the applications of assessment in various contexts, a review of various types of psychological tests and measures. Further, the social and ethical issues involved in psychological assessment will be covered.

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, Psy 200 & Stats 250

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

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

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

8. Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course?

   By the end of this course students should be able to:
   1. Show orally and in writing the ability to explain psychometric concepts.
   2. Define and discuss the basic principles of test construction and validation.
   3. Articulate the basic principles of psychological assessment, and evaluate their application in the various contexts in which psychological assessment is applied (e.g., clinical, I/O, forensic, health, neuropsychology).
   4. Analyze the social, cultural and ethical issues related to psychological assessment.
   5. Apply research methods in the design and construction of psychological tests.
How do the outcomes relate to the program’s (major; minor) outcomes?

The study of test and measures is important as psychological assessment is a key activity performed by psychologists. A basic grasp of the psychometric properties of how such tests are designed and how they are developed is essential in providing a foundation to other more complex ideas in Psychology that are explored in other classes. The learning objectives for this course are consistent with the objectives of the program, which are to produce competent graduates with higher order thinking skills. Students should be able to analyze the course content with regard to broader social and ethical issues and evaluate the measures being studied in order to apply that knowledge outside the classroom to information on psychology and psychological testing they encounter in the future.

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

_____No __X___Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
This course will be one of the six core electives in general psychology (part 2) of the Forensic Psychology major. Students have to select two of the six core electives.

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 _X_____ Yes _____ If yes, please indicate the area:

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

10c. 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: _____

11. How will you assess student learning?

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

1. Participation in class discussions and written responses to in-class questions will be used to assess:
   • The ability to critically evaluate, examine and summarize concepts presented in class and in readings, both verbally and in written format.
• The students’ ability to analyze social, cultural and ethical issues related to psychological assessment.

2. **Three exams** will assess:
• Basic knowledge and application objectives

3. **Research Paper** will be used to assess:
• The application of research methods in the study of Psychological Assessment and analyze the ethics of their application.
• The ability to understand and critically evaluate the psychometric properties of psychological tests.
• The ability to critically evaluate relevant source materials and incorporate this analysis into a written format contrasting and comparing information from different sources.
• The ability to identify and critically evaluate appropriate Internet databases and sources for seeking information on a psychological assessment measure.
• The ability to explore appropriate general information sources such as textbooks, and Psychology research-based internet databases to increase familiarity with topic using well-defined key terms.
• Formulate a researchable topic for a term paper that can be supported by appropriate database search strategies through discussion with instructors and peers.
• The ability to understand and correctly use APA guidelines for formatting the research paper.

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

   Yes__X__  No____

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

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

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

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval _02/01/2013_

15. **Faculty** - Who will be assigned to teach this course? Elizabeth Jeglic

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:**

   **T. Kucharski**

   **Name of Chair giving approval, Proposer’s Department**
Tests and Measures
SAMPLE SYLLABUS
Calendar based on 2x per week schedule

PSY XXX Spring 2014
Office Phone: 212-484-1195
Fax: (212) 237-8742
Office: Rm 10.63.19 NB

Professor: Elizabeth Jeglic Ph.D.
E-mail: ejeglic@jjay.cuny.edu
Office hours: By Appointment

COURSE DESCRIPTION

The purpose of this course is to introduce the field of psychological assessment and testing. Throughout the course we will explore the history, roles, and issues involved in the field of psychological assessment. In particular, we will cover principles of psychometrics and statistics, the applications of assessment in various contexts, including a review of various types of psychological tests and measures, and finally an examination of the social and ethical issues involved in psychological assessment. We will cover both theoretical principles involved in the field of testing, as well as an examination of particular tests, such as the Rorschach, WAIS, and MMPI.

LEARNING OBJECTIVES

By the end of this course students should be able to:
1. Show orally and in writing the ability to explain psychometric concepts.
2. Define and discuss the basic principles of test construction and validation.
3. Articulate the basic principles of psychological assessment, and evaluate their application in the various contexts in which psychological assessment is applied (e.g., clinical, I/O, forensic, health, neuropsychology).
4. Analyze the social, cultural and ethical issues related to psychological assessment.
5. Apply research methods in the design and construction of psychological tests.

REQUIRED TEXT


Several journal articles will also be made available to you throughout the semester.

REQUIREMENTS

Your grade for this course will be based on 5 requirements: 3 non-cumulative exams, a paper, and participation. These requirements will be weighted as follows:

Exam 1 20%
Exam 2 20%
Exam 3 20%
Paper 25%
Participation: 15%
Exams

There will be three (3) exams: two exams during the semester and one final exam during the exam period (date TBA). Each exam will cover approximately 1/3 of the material covered in textbook and lecture notes. The exams will not be cumulative. Each of the exams will comprise both multiple choice and short answer questions. More details about the logistics and content of the exams will be presented in the weeks to come.

Lectures and Readings

Each week you will be assigned a series of readings in the textbook that correspond to the topic(s) that will be covered that week. Each chapter is approximately 36 pages in length. You will also be responsible for reading journal articles related to the week’s topic. These articles are noted in your syllabus and available in Blackboard. In addition I will post PowerPoint lecture notes. I will also post additional links and materials that can compliment your learning about the topics being discussed in Blackboard.

Paper

You will be required to write one 8-12 page (double spaced) paper based about the development, use and psychometric properties of a psychological assessment instrument. A list of potential assessment instruments will be distributed in class. The paper will be due on week 13-a via e-mail to professor Jeglic at ejeglic@jay.cuny.edu and must be written in APA style. Handouts describing the paper assignment in greater detail and APA style will be forthcoming.

Participation: Students are expected to come to class, arrive on time, and be prepared to critically discuss the assigned readings. If you are not in class you cannot receive credit for participation. Following 2 absences, students will lose 10% of their participation grade for each additional class missed (barring extenuating circumstances).

Grades

Grades will be assigned as follows

- 93-100%   A
- 90-92%     A-
- 87-89%     B+
- 83-86%     B
- 80-82%     B-
- 77-79%     C+
- 73-76%     C
- 70-72%     C-
POLICIES AND PROCEDURES

Academic Dishonesty:

In accordance with the Student Code of Conduct, any individual caught cheating, preparing work for another student, plagiarizing, or aiding in academic dishonesty will receive a failing grade for the work in question.

Late Assignments:

Late papers will not be accepted unless you have contacted the professor ahead of time.

Students with Disabilities:

If you have a documented disability that may affect your performance in this class, please schedule an appointment with the professor as soon as possible so that provisions may be made to better ensure that you will have an equal opportunity to meet the requirements of the class.

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.

Writing Center

If you feel that you need help with your writing you can use the College’s Writing Center. The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. State-of-the-art computers, grammar/writing software and a small specialized library of books on writing are available. Students may be referred to the Center by members of the faculty, or arrange tutoring sessions themselves. Contact Room 1.68 New Building; Phone: 212.237.8569; http://jjcweb.jjay.cuny.edu/writing/homepage.htm

Communication
The best way to contact me is via e-mail at ejeglic@jjay.cuny.edu. I generally respond within 24 hours. I will also be pleased to speak with you by appointment. I will also periodically e-mail the entire group when I have specific announcements to make.
# COURSE OUTLINE AND READING ASSIGNMENTS
Based upon meeting twice per week

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - a</td>
<td>Introduction</td>
<td>n/a</td>
</tr>
</tbody>
</table>
| 1 - b   | History of Psychological Assessment | Chapter 1  
APA- Test User Qualifications  
pp. 18-32                                                                 |
| 2 - a   | Introduction to Psychometrics | Chapter 2                                                                                         |
| 2-b     | Correlation and Regression    | Chapter 3  
Fenster, A., Markus, K., Wiedemann, C., Brackett, M., & Fernandez, J.  
| 3-a     | Reliability                   | Chapter 4  
| 3-b     | Validity                      | Chapter 5  
| 4-a     | Writing test items            | Chapter 6  
In Class Exercise                                                                                     |
| 5-a     | Interviewing                 | Chapter 8  
<table>
<thead>
<tr>
<th>5-b</th>
<th>Wrap up and Review for Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-a</td>
<td><strong>Exam 1</strong></td>
</tr>
</tbody>
</table>
| 6-b | Theories of Intelligence; Binet Scales | Chapter 9  
| 7-a | Wechsler scales of intelligence | Chapter 10  
| 7-b | Testing in Education: Ability and Special Education | Chapter 11 |
| 8-a | Testing in Education: School, Civil Service and the Military | Chapter 12  
| 8-b | Objective Measures of Personality | Chapter 13  
| 9-a | Objective Measures of Personality | Chapter 14  
| 9-b | Projective Measures of Personality | Chapter 14  
| 10-a | Projective Measures of Personality | Chapter 14  
<p>|     | Garb, H. N. (1999). Call for a moratorium on the use of the |</p>
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-b</td>
<td>Ethics and the Future of Psychological Testing</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>15-a</td>
<td>Wrap up and review for Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: September 14, 2012

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

   Name(s): Jacoby Adeshei Carter
   Email(s): jcarte@jay.cuny.edu
   Phone number(s): 212.237.8343

3. Current number, title, and abbreviated title of course: PHI 210 Ethical Theory
   (Abbreviated title can be found on SIMS)

4. Current course description:

   Ethical theory is the attempt to understand the principles that should guide our thinking and decision making about morally important issues. In this course, we investigate moral theory in the history of philosophy. This course compares first principles and moral intuitions, moral relativism and moral dogmatism, moral character traits and the ethics of duty. Focus will be on theories, arguments and their relation to practical issues. We will examine these issues with reference to historically influential ethical systems, with an eye toward better understanding those systems and their relevance. The course will examine the ancient Greek tradition, which is still pivotal to the ethical debates of today. Part of the analysis of the dominant theories will include important alternatives to this tradition. These alternatives might include, but are not limited to, feminist ethics, Buddhist ethics, animal ethics, and environmental ethics. We will also be calling into question some of the key assumptions these ethical systems make, such as who counts as a morally relevant being and what sort of considerations are morally relevant.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: Prerequisites: ENG 101, and PHI 105

5. Describe the nature of the revision: Change of course description, addition of learning outcomes to meet Pathways requirements, and elimination of PHI 105 as a prerequisite.

6. Rationale for the proposed change(s): Qualify course for common core IID. Individual and Society

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

Approved by UCASC, May 17, to College Council, September 26, 2013
a. Revised course description:

This course asks how ethical choices and judgments should be made. It investigates whether ethics should be guided by abstract unchanging principles; by social costs and benefits; by the standards and values of particular cultures; or through the cultivation of individual virtue. The course may include readings from the ancient Greek tradition, the European Enlightenment, feminist ethics, Buddhism, animal rights advocacy, and/or environmental ethics. The course calls into question some of the key assumptions of ethical systems, such as who counts as a morally relevant being and the moral relevance of race, gender and other identities to ethical considerations.

b. Revised course title: NA

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

d. Revised learning outcomes:

A student will:

- Gather, interpret and assess information about ethical theories from a variety of sources and points of view.
- Evaluate ethical evidence and arguments critically and analytically.
- Produced well-reasoned written and oral ethical arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of philosophy exploring the relationship between the individual and society.
- Examine how an individual’s place in society affects ethical experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.

e. Revised assignments and activities related to revised outcomes: Assignments will focus more explicitly on ethics as it relates to the individual and society.

See CUNY Common Core Course Submission Form

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 101 only (remove PHI 105).

8. Enrollment in past semesters: One section in Fall Semester – 12 students on average

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:

<table>
<thead>
<tr>
<th>Flexible Core Area</th>
<th>X</th>
</tr>
</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>X</td>
</tr>
<tr>
<td>E. Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

10b. Please explain why and how this course fits into the selected area:

PHI 210 fits into IID. Individual and Society because ethical theory studies the values at stake in relations between persons and in the relation between individuals and society. It examines the relationship between individual and society and the experiences, values, choices that attend it in every respect. The main subject of the course is the articulation and assessment of ethical views, the arguments that support them, and the presuppositions and premises of those arguments. The course description makes clear the import of particular ideological approaches to ethics and to the relation between individual and society.

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

- Every semester __X__ Number of sections: ___2-4___
- 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 11, 2012**

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

**Jonathan Jacobs, Director, Institute of Criminal Justice Ethics**

**Professor of Philosophy**

**Chair, Department of Philosophy**
**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>PHI 210</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ethical Theory</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td>Philosophy</td>
</tr>
</tbody>
</table>
| Subject Area     | Enter one Subject Area from the attached list.  
|                  | PHIL                                 |
| Credits          | 3                                    |
| Contact Hours    | 3                                    |
| Pre-requisites   | ENG 101                              |
| Mode of Instruction | Select only one:  
|                  | ☒ In-person ☐ Hybrid ☐ Fully on-line |
| Course Attribute | Select from the following:  
|                  | ☐ Freshman Seminar  
|                  | ☐ Honors College  
|                  | ☐ Quantitative Reasoning  
|                  | ☐ Writing Intensive  
|                  | ☐ Other (specify):____________________________________________________________________________ |
| Catalogue Description | This course asks how ethical choices and judgments should be made. It investigates whether ethics should be guided by abstract unchanging principles; by social costs and benefits; by the standards and values of particular cultures; or through the cultivation of individual virtue. The course may include readings from the ancient Greek tradition, the European Enlightenment, feminist ethics, Buddhism, animal rights advocacy, and/or environmental ethics. The course calls into question some of the key assumptions of ethical systems, such as who counts as a morally relevant being and the moral relevance of race, gender and other identities to ethical considerations. |
| 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.)

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

### D. Individual and Society

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td>Orally and in writing, students will draw on a variety of philosophical theories to analyze ethical questions. For example, in week 12 they will debate the question, “What is the proper ethical position regarding social equality?” from the perspectives of Kant, Mill, or Aristotle. In week 14 they will compose a dialogue between one of the (male) philosophers studied in the course and a feminist philosopher on the debate question. All written assignments will require students to summarize, analyze, and evaluate ethical arguments. They will do so, for example, in a written evaluation of Mill’s argument for the justice of Utilitarianism (week 3). Students will demonstrate the ability to produce a well-reasoned written argument, for example, in answering the question: “Is ethical behavior good in itself or merely a means to a more comfortable life? What does Aristotle think? What do you think?” (week 9). In the debate in week 12, they will present a well-reasoned oral argument in the voice of one of the philosophers they have studied.</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>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
<td>Students will identify and apply the concepts and methods of ethics in written and oral assignments that require them to summarize, compare and contrast, and/or evaluate the ethical concepts proposed by different philosophers. In week 7, for example, they will explain Kant’s categorical imperative in their own words. In writing about, debating, and discussing the positions, for example, of Utilitarian, feminist, and animal rights philosophers, students will discuss and debate the relevance of an individual’s place to their moral status. They will do so, for example, in the debate and final paper (weeks 12 and 14) in which they will argue the question of social equality from the points of view of several philosophers. Orally and in writing, students will frequently demonstrate the ability to articulate and assess ethical views and their underlying premises (e.g., in the written assignments due weeks 3, 7, and 9). In each of these assignments students will summarize, explain, and critique the ethical theories of the philosopher under discussion. In week 4 they will list each of the premises underlying Mill’s arguments.</td>
</tr>
<tr>
<td>Examine how an individual’s place in society affects experiences, values, or choices.</td>
<td></td>
</tr>
<tr>
<td>Articulate ethical views and their underlying premises.</td>
<td></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>
<tr>
<td>Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
<td></td>
</tr>
</tbody>
</table>
PHI 210: Ethical Theory

Professor Tanya Rodriguez  
Phone: (212) 237-8338  
E-mail: trodriguez@jjay.cuny.edu  
Office Hours: MTWTH 3:15-4:15 (Or by appointment)

Course Description

This course asks how ethical choices and judgments should be made. It investigates whether ethics should be guided by abstract unchanging principles; by social costs and benefits; by the standards and values of particular cultures; or through the cultivation of individual virtue. The course may include readings from the ancient Greek tradition, the European Enlightenment, feminist ethics, Buddhism, animal rights advocacy, and/or environmental ethics. The course calls into question some of the key assumptions of ethical systems, such as who counts as a morally relevant being and the moral relevance of race, gender and other identities to ethical considerations.

Learning Outcomes:

A student will:

- Gather, interpret and assess information about ethical theories from a variety of sources and points of view.  
- Evaluate ethical evidence and arguments critically and analytically.  
- Produced well-reasoned written and oral ethical arguments using evidence to support conclusions.  
- Identify and apply the fundamental concepts and methods of philosophy exploring the relationship between the individual and society.  
- Examine how an individual’s place in society affects ethical experiences, values, or choices.  
- Articulate and assess ethical views and their underlying premises.

Texts:

Any edition (from any publisher) of these books is acceptable. I have listed the editions that are usually the least expensive. If you don’t mind reading on a
computer, full-text versions of Mill, Kant, and Aristotle can be found online. I also have a few copies I can lend for the semester if you need them.

Nicomachean Ethics, Aristotle
Ethical Philosophy: Grounding for the Metaphysics of Morals, Kant

Course Reader:
Selections from:
In a Different Voice: Psychological Theories and Women's Development, Gilligan, Carol.
Justice and Care: Essential Readings in Feminist Ethics, ed. Virginia Held.
Like a Mountain: Towards a Council of All Beings. Macy, Joanna, John Seed, Pat Fleming, and Arne Naess.

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. Late work (anything not turned in typed and at the beginning of class--for any reason) is graded down one full letter grade.

Classroom Etiquette:
• A calm and orderly atmosphere is essential to learning. Please arrive on time and do not leave the classroom unless absolutely necessary. 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. Out of courtesy and mutual respect, students should refrain from private conversation while the instructor or any other member of the class has the floor.

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,

Approved by UCASC, May 17, to College Council, September 26, 2013
as long as the source is cited.
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

College wide policies for undergraduate courses:
(see the Undergraduate Bulletin, Chapter IV Academic Standards)
•Incomplete Grade Policy: Incompletes are given only in extreme situations.
(Undergraduate Bulletin, Chapter IV)
•Extra Credit: There are two optional essay assignments that may be added to your portfolio. See instructor for details.

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.)

Assignments and Grading:
Class Participation and in-class writing: 15%
Two J.S. Mill papers 15%
Kant paper and Aristotle papers 20% (10% each)
Debate 10%
Final Paper 20%
Final Exam 20%
COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Utilitarianism, Ch. I. “What Utilitarianism Is”</td>
<td></td>
<td>In-Class Writing assignment: Drawing on evidence from the readings formulate an argument that answers the following question: “Is Utilitarianism a pig philosophy?”</td>
</tr>
<tr>
<td>2</td>
<td>Utilitarianism, II-III “Of What Sort of Proof the Principle of Utility is Susceptible”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Utilitarianism, IV “On the Connection of the Principle of Utility and Justice”</td>
<td>Writing assignment: (2 pages) Explain and evaluate Mill’s argument for the justice of utilitarianism.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Utilitarianism, Appendix (1868 Speech on Capital Punishment)</td>
<td>Writing assignment: (1 page or less) What assumptions does Mill make in formulating his arguments about capital punishment? Clearly state and list each premise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kantian Moral Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Groundwork, section I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kant, Groundwork, section II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Kant, Groundwork, section II</td>
<td>Writing assignment: (2-3 pages) Summarize and explain the second formulation of the categorical imperative commanding us to treat people (ourselves included) as “ends in themselves” and never merely as means use this formulation to analyze the issue of slavery.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Korsgaard, “The Right to Lie: Kant on Dealing with Evil”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aristotelian Moral Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nicomachean Ethics, Books I-IV</td>
<td>Writing assignment: Is ethical behavior good in itself or merely a means to a more comfortable life? What does Aristotle think, what do you think?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nicomachean Ethics, Book V-VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nussbaum, “Non-relative Virtues: An Aristotelian Approach”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenges to the Canon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>In a Different Voice: Psychological Theories and Women’s Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, May 17, to College Council, September 26, 2013
**Debate:** Each student will be assigned to take the perspective of either Kant, Mill, or Aristotle in debating the following question: “What is the proper ethical position regarding social equality?”

<table>
<thead>
<tr>
<th>Week 13: Justice and Care: Essential Readings in Feminist Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14: Like a Mountain: Towards a Council of All Beings</td>
</tr>
<tr>
<td>Writing Assignment: Choose one of the two philosophers whose position you did not take in the debate and write a dialogue between that philosopher and a feminist philosopher on the debate question. (5 pages)</td>
</tr>
<tr>
<td>Week 15: Final Exam and Final Paper due</td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: 4/19/13

1. Name of Department or Program: English

2. Contact information of proposer(s):

   Name(s): Allison Pease
   Email(s): apease@jjay.cuny.edu
   Phone number(s): (2120 237-8565

3. Current number, title, and abbreviated title of course: LIT 327 Crime and Punishment in Literature

4. Current course description:

   A study of works treating the theme of crime and related matters, such as motivation, guilt, and responsibility. Works are considered from the psychological, sociological, and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevski, Poe, Melville.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201 and LIT 230 or 231 or 232 or 233

5. Describe the nature of the revision:

   Change of course number, title and course description as well as prerequisites; restrict content to only U.S. texts.

6. Rationale for the proposed change(s):

   This course is being revised in order to be included in the John Jay College Option “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 examines literary texts about crime, punishment, and justice from the
United States in order to explore how questions of right, wrong, and fairness have been and are understood. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

b. Revised course title: Crime, Punishment, and Justice in U.S. Literature

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): CRIME PUN U.S. LIT

d. Revised learning outcomes:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.

- Analyze how struggles for justice have shaped U.S. society and culture

- Differentiate multiple perspectives on the same subject

e. Revised assignments and activities related to revised outcomes

The content of the course has been revised to include only U.S. based texts

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201 and junior standing

[please note: because we have split LIT 327 into two courses, one world lit and one U.S., this course will need a new number: we propose LIT 326]

8. Enrollment in past semesters: 180 students per semester

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: College Option

   College Option:

   | Justice Core 100-level: Justice and the Individual |  |
   | Justice Core 300-level: Struggle for Justice & Inequality in the U.S. | X |

Approved by UCASC, May 17, to College Council, September 26, 2013
| Justice Core 300-level: Justice in Global Perspective |
| Learning from the Past |
| Communications |

9b. Please explain why and how this course fits into the selected area:

This course investigates literatures from the U.S. dealing directly with the issues of crime, punishment, and justice. While literary texts may deal with fictional characters and actions, they can yield valuable insights about the actual causes of crime, the nature of the criminal, the investigative process, the force of law, the power of guilt, and the realities and potential effects of punishment. In the process of offering a narrative account — or story — these texts may delve deeply into the very issues and problems facing the society and culture of the author; if these issues and problems persist, the text may also shed light on the world of the future reader. This course asks students to read texts which expose and attempt to analyze key historical, sociological, political and psychological issues in the realm of crime, punishment, and justice in the United States, including: the nature, limits, and validity of the law; natural law versus the rule of law; the role of race, class, and gender in the commission of crimes and the determination of punishments; the psychology and sociology of criminal behavior; self defense as a plea and as a reality; self incrimination and recrimination; the role of point of view in the collection and interpretation of evidence; and the ethics and poetics of bearing witness, making judgments, and carrying out — not to mention reading — sentences. The course also considers relevant criminological theories and how literature comments on or even anticipates the development of theory and practice.

9c. If yes, frequency and number of sections to be offered for General Education:

| Every semester | Number of sections: 4-6 |
| 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: March 7, 2013

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Allison Pease
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>LIT 326</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Crime, Punishment, and Justice in U.S. Literature</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>LIT</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 and junior standing</td>
</tr>
</tbody>
</table>

#### Co-requisites

| **Course Description** | This course examines literary texts about crime, punishment, and justice from the United States in order to explore how questions of right, wrong, and fairness have been and are understood. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation. |

---

### Sample Syllabus

Syllabus must be included with submission, 5 pages max recommended

---

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

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

### John Jay College Option Location

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

<table>
<thead>
<tr>
<th><strong>Justice Core</strong></th>
<th></th>
<th><strong>Learning from the Past</strong></th>
<th></th>
<th><strong>Communication</strong></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>
<td>☐ Learning from the Past</td>
<td>☐ Communication</td>
</tr>
</tbody>
</table>
I. Justice Core II: Struggle for Justice and Equality in the U.S.

- Please explain how your course meets these learning outcomes.

Students will:

<table>
<thead>
<tr>
<th>The course will focus on ways in which literary texts present, analyze, and critique crime, punishment, and justice, and how they speak to and from broader legal, social, economic, and psychological contexts. Attention will be given to multiple periods (depending on the Instructor) ranging from the colonial, early Republic, antebellum, Civil War, Reconstruction, Jim Crow, and Civil Rights eras into the 21st century. Class discussions and assignments — low-stakes writing, formal thesis-driven essays, comparative essay exam questions, oral presentations with accompanying written analysis — will require students to identify and analyze relevant causes (including ongoing social, economic and race-based inequality and prejudice) and their effects (including sometimes violent and often “illegal” battles for redress, justice, and equality under the law).</th>
</tr>
</thead>
</table>
| **Examples from sample syllabus**

Assignments relating to Melville’s *Billy Budd* will challenge students to understand and articulate (in their discussions, Blackboard posts, informal and formal writing) the dynamic relationships between 18th-century mutinies at sea, the force of Maritime law, personal malice, an act of violence precipitated by false accusation, and a verdict driven by deterrence theory. Melville’s *Benito Cereno* will then challenge students to consider the validity, criminality and /or legality of a slave mutiny and armed rebellion as a response to enslavement. Students will be asked to identify and analyze the relevance of these broad concepts to Melville’s historical contexts and concerns, which include chattel slavery, fugitive slave laws, and the status of human rights in the antebellum and post-Civil War periods. |
| **Examples from sample syllabus**

A selection of texts from *Witnessing Lynching: American Writers Respond* will challenge students to understand and articulate — in their discussions, Blackboard posts, and formal writing — the connection between mob violence and “vigilante justice” and the ways in which literary texts may expose, eliminate, and seek redress for these forms of injustice. Through Dunbar’s “The Lynching of Jube Benson,” in particular, students will trace the gradual movement of a narrator / protagonist from a position that is flawed by unexamined prejudice to one of |
| • Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S. |
| • Analyze how struggles for justice have shaped U.S. society and culture |

Approved by UCASC, May 17, to College Council, September 26, 2013
belated regret, and the posthumous exoneration of an innocent man — a resolution aided by developments in forensic science. In another approach to the problem, students will analyze Ida B. Wells-Barnett’s journalistic reports and the accusations she levels against both public citizens, who are often the perpetrators of the violence, and representatives of the legal system, who rarely bring them to justice.

<table>
<thead>
<tr>
<th>A key attribute of literary texts, particularly works of narrative fiction, is their ability to assemble and animate a microcosm of perceptions. Students will demonstrate their grasp of this element by examining — in their discussions, Blackboard posts, and formal writing — how different ways of seeing, analyzing, and responding to characters and their actions are represented within a single text. Students will also engage in comparative analytical examinations by considering how a particular issue is addressed in two or more texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>

**Examples from the sample syllabus**

Zora Neale Hurston’s short story “Sweat” will call upon students to recognize how societal norms regarding gender may be a factor in the problem of domestic violence. Students will attend to both individual and communal attitudes toward women’s rights and roles, and will consider why the text offers an argument for self-defense as the only apparent recourse to violence. Two prison memoirs, Malcolm Braly’s *On the Yard* and Piri Thomas’s *Seven Long Times*, will anatomize the realities of incarceration as experienced by the authors and other inmates. Students will be asked to identify and compare the various crimes, cultures, and coping mechanisms represented in each text individually, and to engage in a comparative analysis of the two texts — including the ethnic and economic backgrounds of the authors, their modes of self-presentation, their crimes, their punishments, and their presentations of the corrections system.
LIT 32X Crime, Punishment, and Justice in U.S. Literature

Professor Bettina Carbonell
Office: 524 W. 59th St.; 7.63.09NB
bcarbonell@jjay.cuny.edu
212-237-8702

Course Description:

This course examines literary texts about crime, punishment, and justice from the United States in order to explore how questions of right, wrong, and fairness have been and are understood. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Prerequisites: ENG 201 and Junior standing

Learning Objectives

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
- Analyze how struggles for justice have shaped U.S. society and culture
- Differentiate multiple perspectives on the same subject

Required Texts

Please purchase these editions:

* Melville, Herman. *Billy Budd and The Piazza Tales*. Barnes & Noble. ISBN # 1593082533
  Library Call # HV 9468 .T55

e-Reserve / Library downloads: Password = Justice

* Foucault, Michel. *Discipline and Punish: The Birth of the Prison*.
  Electronic download / JJ ebrary Reader
* Hurston, Zora Neale. “Sweat”

Recommended Text: [on Library reserve]:


Course Requirements

<table>
<thead>
<tr>
<th></th>
<th>Grading Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 formal analytical essay [5-7 pages]</td>
<td>30%</td>
</tr>
<tr>
<td>[or a class presentation and follow-up essay, see note “A”]</td>
<td></td>
</tr>
<tr>
<td>Midterm Essay Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Essay Exam [cumulative]</td>
<td>40%</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 17, to College Council, September 26, 2013
In-class writing (averaged) and Blackboard Posts 10%

Note A: Class Presentations:
In place of the formal analytical paper there will be an opportunity for some students to do a class presentation, followed by a 3-4 page essay to be submitted within one week of the presentation date. The presentation/paper might involve the application of a relevant criminological theory in an analysis of one of our literary texts. This may be a good option for students who have studied and/or are majoring in criminal justice or a related field. The presentation/paper might involve the discussion/critique of a scholarly article (which I will provide) that involves the application of literary theory to the literary text. This may be a good option for English majors. The presentation might involve the application of a philosophical school of thought or principle in the analysis of the literary text. This may be a good option for Humanities and Justice majors. The presentations must be given on the assigned date; failure to do so will mean an “F” for this course requirement. The presenters and dates for class presentations will be decided based on a brief survey of students in our class, their majors, and their interests, in order to determine likely candidates. I’ll discuss this in more detail on the first day of class.

Note B: Blackboard Posts and In-class writing:
I will announce Blackboard Discussion Forum Postings in advance, and I may assign brief writing assignments during class. These informal but graded writing assignments will be used to help you to focus on certain key issues or elements of a text prior to or during class and/or to gauge how well you have prepared for class.

Course Policies and Protocols
* Attendance: If you are absent three times your final grade will drop by one grade step — for example a B will become a B-. If you are absent more than four times you will fail the course. Lateness counts as ½ an absence.
* Plagiarism: The College policies regarding plagiarism are outlined in the John Jay College Undergraduate Bulletin. I will deal with plagiarism issues as harshly as these policies allow. In order to establish the originality of your work, and the proper documentation of your sources, I will require that you post your analytical papers and/or class presentation papers to turnitin.com.
* In the interest of mutual respect and attention to the work of the class, all forms of cell-phone interaction, text messaging, etc. are prohibited.
* Please do not bring food to class.

General Focus for Each Week / Each Text
As you read the assigned texts, ask yourself:
- What crimes and/or punishments are explicitly represented in the text?
- What explicit references are made to actual events?
- What crimes and/or punishments are implied by the narrator, by the characters, and/or by events?
- What unspoken crimes and/or punishments can you – the reader – infer (read into) the text?
- Our working definition of “crime” will be broad – it includes any violation of the rule of law, or of ethical, societal or cultural norms.

Approved by UCASC, May 17, to College Council, September 26, 2013
# LIT 327
## Calendar and Assignments

### 1st Day
Introductory to the course: focus, goals, rationale
Historical horizons of reception; Individual subject positions:
authors, characters, narrators, and readers

#### I. Topics:
Mutinies at sea; Maritime Law; Natural Law; the Rights of Man; Deterrence Theory; False Witness; Self-Defense

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Herman Melville. <em>Billy Budd, Sailor</em> [pub. 1924] (<em>Billy Budd and The Piazza Tales</em>): Parts 1-15 (pp. 7-49)</td>
</tr>
</tbody>
</table>
| 9/2  | *Billy Budd*: Parts 16-19 (pages 49-64) and  
Beccaria. *On Crimes and Punishments* [1764]: “To the Reader”; Introduction; Chaps. 1-3 (pages 1-10) |
| 9/7  | *Billy Budd*: Parts 20-30 (pages 64-93) and  
Beccaria. *On Crimes and Punishments*:  
Chap. 4 (pages 10-12); Chap. 15 (pages 26-27); Chap. 19 (pages 36-37); Chap. 30 (pages 56-57) |

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9</td>
<td>No Classes</td>
</tr>
<tr>
<td>9/14</td>
<td>Friday Classes meet</td>
</tr>
</tbody>
</table>

#### II. Topics:
Human Rights; Slave Rebellions; Fugitive Slave Laws; North and South; Self-Deception

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 9/16 | Herman Melville. *Benito Cereno* [1855] (In *Billy Budd and The Piazza Tales*):  
from the start of the text – page 151- to page 191 |
| 9/21 | *Benito Cereno*: pages 191-218 and  
Foucault. *Discipline & Punish* [1975]: “The Body of the Condemned” and  
Beccaria. *On Crimes and Punishments*: Chaps. 6-8 (pages 14-19); Chaps. 11-14 (pages 22-27);  
Chap. 28 (pages 48-55) |
| 9/23 | *Benito Cereno* (pages 218-235) |

#### III. Topics:
Lynching; Race-Based Prejudice; the Myth of the Black Rapist; Mob Violence; Responsibility – Collective and Individual

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28</td>
<td><em>Witnessing Lynching</em>. Introduction: pages 1-24</td>
</tr>
</tbody>
</table>
| 9/30 | *Witnessing Lynching*. 1889-1900:  
| 10/7 | *Witnessing Lynching*. 1901-1910:  
| 10/12 | *Witnessing Lynching*: Paul Laurence Dunbar. “The Lynching of Jube Benson” |
| 10/14 | *Witnessing Lynching*: Mary Church Terrell. From “Lynching from a Negro’s Point of View”;  
| 10/19 | *Witnessing Lynching*. 1911-1935:  
James Weldon Johnson. From *The Autobiography of an Ex-Colored Man* and “Brothers”  
Mary Powell Burrill. *Aftermath*.  
Richard Wright. “Between the World and Me” |

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>Midterm Exam</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 17, to College Council, September 26, 2013
IV. TOPICS:
Women’s Rights and Roles; Domestic Violence; Responsibility – Communal? Individual?

10/26  Zora Neale Hurston. “Sweat” [1926] (on e-reserve)

V.A. TOPICS:
Incarceration; Social Structures; Subcultures; Conflict Theory; Adaptation; Inmates as Characters

10/28  Malcolm Braly. *On the Yard* [1967]: Prologue and Chapters 1-4

11/2    *On the Yard*: Chapters 5-12

11/4    *On the Yard*: Chapters 13 and 14

11/9    *On the Yard*: Chapters 15 - 22

V.B. TOPICS:
Discipline, Punishment, Human Rights

and Discussion of Topics for the Analytical Essay

V.C. TOPICS:
Incarceration – Prison as “A Tomb for the Living”; Social Structures; Race and Ethnicity; Adaptation; Inmates as Persons

11/16  Piri Thomas. *Seven Long Times* [1994]: Prologue and pages 5-31

11/18  *Seven Long Times*: pages 32-77

11/23  *Seven Long Times*: pages 78-125

11/25  Thanksgiving Holiday

11/30  *Seven Long Times*: pages 126-174

12/2   *Seven Long Times*: Epilogue

12/7   FINAL EXAM REVIEW.

ANALYTICAL PAPER IS DUE [unless you have chosen the Class Presentation Option]
A copy of your paper must also be submitted to turnitin.com

12/9   No class

12/21  12:30 - 2:30 Final Exam per College Calendar
John Jay College of Criminal Justice
The City University of New York
College Curriculum Committee

New Minor Proposal Form*

1. Department(s) proposing this minor:

   Sustainability and Environmental Justice Committee (interdisciplinary)

2. Name of minor: Sustainability and Environmental Justice

3. Credits required (minors must consist of 18-21 credits): 18

4. Description of minor as it will appear in the Undergraduate Bulletin (write in full sentences):

   The Sustainability and Environmental Justice minor educates students about the need to provide for human well-being while conserving the natural resources and ecological balance necessary to meet the needs of current and future generations. Using an interdisciplinary framework, the minor introduces students to the interdependent problems of sustainability such as climate change, social, economic and environmental inequalities, pollution and public health concerns that are affecting our city, society, and planet today. Students of the minor will learn the importance of working towards sustainable development and the equitable distribution of environmental benefits and harms that constitutes environmental justice. Through the minor’s interdisciplinary approach, students will develop an understanding of the intricate networks that link together people, cultures, societies, and environments. In the process, they will build the critical thinking and communication skills necessary to share their understanding of the complexities of sustainability, to enter the increasing number of careers and graduate programs requiring these multidisciplinary skills, and to become more effective contributors to society.

5. Statement of learning objectives (what knowledge and/or skills should all students have acquired upon completion of the minor?):

   Upon completion of the minor, all students will:

   - Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice

   - Understand how different academic disciplines approach and contribute knowledge to topics related to Sustainability and Environmental Justice, such as environmental political and economic initiatives, social movements, chemical processes, urban planning, artistic works, and ethical considerations

Approved by UCASC, May 17, to College Council, September 26, 2013
of policies and behaviors

- Apply such analytical skills as qualitative and quantitative reasoning and critical thinking to interpret a broad array of problems and conditions effecting the environment and human habitats

- Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions

- Analyze best practices and policies for sustainability, reflect on how to use them in their everyday lives, and understand their implications for various communities and groups (racial, ethnic, national, class, gender, etc.)

1. **Rationale/justification for the minor** (why is this minor important to include in the College’s curriculum?, what benefits do students derive from taking this minor?):

   “Sustainable,” “green,” “local,” “renewable,” “clean,” “organic,” and “healthy” are more than mere buzzwords and marketing terms that we read and hear about. They have genuine consequences for people in their lives, and refer to ongoing discussions and debates occurring in contemporary society. John Jay’s stated mission is “educating for justice.” As an academic community, we strive to provide students with the knowledge and skills necessary to become informed and prepared leaders and global citizens who understand, advocate for, and keep justice issues at the forefront of their minds. Given the importance of sustainability for contemporary society in terms of immediate urgency and even our long-term ability to thrive as a species, environmental issues are an area of justice that our college currently does not fully addresses in its curriculum.

   The world our students grew up in is far different from that of previous generations. For one, they were born into a global digital age that has connected people and places to each other more quickly and at far grander scales than ever before. Among the sea of information that they encounter are stories of environmental damage and destruction, ongoing depletion, resistance efforts, and political-economic initiatives from regions far and wide. These messages have proliferated in number as their content has changed to cover the expanding number of environmental problems that societies confront. In the minor we will teach our students how to make sense of and think critically about the world they live in and will inherit by focusing on a set of problems that will continue to effect contemporary society.

   As such, our students will graduate not just with knowledge of a significant dimension of justice research, but will also be better prepared for a world and a workforce in which sustainability and environmental issues will play central roles.

Approved by UCASC, May 17, to College Council, September 26, 2013
Environmental issues have become central to many careers and industries. To name a few: officials at every level of government regularly grapple with matters of sustainability; various law enforcement agencies increasingly handle environmental violations; and the legal implications of unsustainable practices pervade all sectors of society. By usefully complementing existing majors at John Jay such as public administration, economics, science, and criminal justice, students in the Sustainability and Environmental Justice minor will improve their employability in these and other industries.

The minor also places John Jay in closer contact to CUNY’s larger sustainability initiatives, such as the CUNY Sustainability Project. Given its size and importance in New York City, CUNY has taken positive steps towards addressing its environmental impact in accordance with the goals of the Bloomberg administration. The Sustainability and Environmental Justice minor will make our students aware of this initiative and get them involved in enhancing John Jay’s role in these efforts.

While John Jay already has some courses that deal with issues of sustainability and environmental justice, we propose a minor with a coherent curriculum that maps onto that of the college and addresses numerous matters of environmental justice through an interdisciplinary lens. Along with the important relevance of its content at this critical juncture of history, the minor’s multidisciplinary approach will also provide students with educational advantages. Like other subjects, issues of sustainability and environmental justice have been studied, discussed, analyzed, and debated by practitioners from many fields. Interdisciplinarity is driven by the recognition among scholars that not all subjects can be fully understood within a single discipline. We recognize this reality and feel that students who understand sustainability and environmental issues from multiple disciplinary angles will be better suited to be effective advocates for environmental justice. We are emphasizing interdisciplinarity not just in the curriculum, but also in our two required courses, which will combine material and perspectives from the sciences, social sciences, and humanities.

Finally, the minor will enhance and add to the skills that students are already gaining through their general education and major requirements. It includes research and analytical skills that are both qualitative (community fieldwork, content analysis, case study work), quantitative (statistics, laboratory and survey research, ecological analyses), creative (writing, art work), and communicative (oral and written). Our students will develop these as well as their overall critical thinking skills through focused study, research, and engagement with particular topics, concepts, and problems dealing with sustainability and the environment.

In sum, as issues of Sustainability and Environmental Justice become more and more important, we propose the minor to adequately provide our students with the knowledge and skills that pertain to this crucial area of justice to prepare them for the world they will encounter and lead.
Rationale for Bulletin:

The world around us seems to be changing faster and faster, and in ways that are becoming more and more unpredictable and difficult to understand. Among the many phenomena that people in academia, government, the health industry, private business, and other fields are trying to make sense of is our environment and the limits of sustainability. The majority of scientists are attributing strange weather patterns to global warming, while other researchers are identifying how social, political, and economic inequalities are leading to disparities in such environmental matters as water and air quality. Some citizens are forming social movements to correct injustices occurring in society and to create “sustainable” ways of living, while others investigate environmental crimes and search for alternative sources of energy. Through an approach that uses multiple disciplines, the Sustainability and Environmental Justice minor aims to provide students with an understanding of these and other important issues affecting our world. Since issues of sustainability and environmental problems are increasingly becoming a part of our daily lives, the legal and health industries, law enforcement, government, and the non-profit and private sectors are all restructuring and expanding to address these concerns. The minor in Sustainability and Environmental Justice will complement and enrich students’ studies at the College by informing them about the diverse frameworks employed to discuss and analyze these problems, and, thus better prepare them for a world in which changing environment is a fundamental aspect of everyday life.

List of courses constituting the minor with required pre-requisites (Indicate the core requirements, capstone course, etc):

Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

Students must take two required courses and four elective courses to complete the minor.

Required courses

In development:

SUS 2xx: Introduction to Sustainability Studies (submitted to Courses Subcommittee)

Course description: Sustainability Studies is an interdisciplinary field that examines the interrelated environmental, economic and social problems facing humans at local, regional and global scales. This course provides an introductory survey of the concepts, principles and tools from diverse fields that contribute to understanding and responding to problems such as climate change, environmental degradation and unequal distribution of limited resources, focusing in particular on issues of environmental justice.
SUS 3xx: Environmental Justice (Submitted to Courses Subcommittee)

Course description: Advocates for environmental justice argue that all human beings have the right to a safe and healthy environment – including access to safe and healthy food, clean water, air and soil, and protection from environmental hazards – and that we all share the responsibility to ensure such living conditions equally around the globe. Drawing from the social sciences, the humanities, and the sciences, this interdisciplinary course will provide you with an understanding of the main principles and issues of environmental justice and give you frameworks to work towards a more equitable distribution of environmental benefits and burdens both in the U.S. and internationally.

Elective courses (choose 4)

Existing courses:
*SCI 112: Principles of Environmental Science
ECO 260: Environmental Economics, Regulation and Policy
ECO 333: Sustainability: Preserving the Earth as Human Habitat
ISP 110 When Nature Roars: Global Catastrophe and Human Responsibility
LIT 366: Writing Nature: Literature and Ecology

*Included in general education curriculum

In development:
SUS 2xx: Environmental Crime (Submitted to Courses Subcommittee)

Course description: This course considers the global problem of environmental crime. It exposes students to the definitions, causes, and extent of environmental crime with an eye toward developing solutions. It explores theoretical orientations which explain social, political and economic drivers leading to environmental crime and examines the complexities of legislation and legal frameworks which criminalize practices harmful to the environment. The course uses case studies to critically analyze existing solutions and enforcement mechanisms, in particular times and places.

PHI 2xx: Environmental Ethics

Course description: This course will explore the nature of or moral obligations to nature and nonhuman animals. Students will learn and apply various ethical theories to a consideration of nonhuman animals, inanimate objects, ecosystems and nature as a whole. Potential topics include but are not limited to: What sort of (moral) value do natural objects have? Is there intrinsic value in nature? Is sentience—the ability to experience pleasure and pain—the primary moral rights conferring property; that is, the property that makes a being matter morally? Do
ecosystems matter morally? Which has moral priority collective entities such as species or ecosystems or individual sentient beings? What are our obligations to future generations of human beings?

SOC 2xx: Environmental Sociology (Submitted to UCASC)

Course description: Using the theoretical and methodological tools of sociology, this course will explore how people create, respond to, define and conceptualize environmental problems. Case studies of a variety of environmental issues from around the world, such as contamination of air, water and soil, consumerism and global warming will be considered within this conceptual, theoretical and historical context.

AFR 2xx: Environmental Racism

Course description: What accounts for environmental racism? Are low-income and/or minorities intentionally discriminated against or is it the mere presence of unfavorable environmental conditions in nearly every community that accounts for the perceived discrimination? Is it the result of too much governmental involvement or not enough? The result of too many administrations that come and go without real environmental commitment or is it simply a compromise that takes place within free markets with some communities being the winners and others, the losers? This course will offer answers to those questions as well as an overview of a range of relationships between low-income and/or minority communities and their environment such as landfill placement, nuclear waste sites, and the density of liquor stores in urban neighborhoods.

2. **Administration of the minor:**

   a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):

The initiative to establish this minor is currently coordinated by the Sustainability and Environmental Justice committee, chaired by Dr. Joan Hoffman, Professor of Economics (3517N; (212) 237-8067; [jhoffman@jjay.cuny.edu](mailto:jhoffman@jjay.cuny.edu))

A Director will lead the Sustainability and Environmental Justice Program for two-year renewable terms, subject to the approval of the Provost. Once the minor is approved, the first Director will be the current committee chair, Dr. Joan Hoffman. The Director will staff the core course in the minor, work with department chairs to ensure that a diverse array of electives in the minor are run regularly, prepare and manage budgets for the program, perform outcomes assessment and program self-studies, arrange Sustainability and Environmental Justice programming at the College, and participate in relevant governing bodies, where representation by Program Directors is appropriate and in accord with the charter provisions of College Governance.

Approved by UCASC, May 17, to College Council, September 26, 2013
A Sustainability and Environmental Justice Governance Committee will make all program decisions. The Committee will be comprised of the Director and faculty members. To ensure a diversity of disciplines govern the minor, faculty from one discipline cannot form a clear majority of the Governance Committee, and the committee will be composed of faculty from at least three different disciplines. The following faculty members have volunteered to serve on the first committee:

- Sandra Swenson, Science
- Alexander Schlutz, English
- Helen Kapstein, English
- Jacoby Carter, Philosophy
- Jennifer Rutledge, Political Science
- Staci Strobl, Law and Police Science
- Richard Ocejo, Sociology
- Robert Garot, Sociology

Subsequent Committee members will be nominated and elected by all full-time faculty who have taught any course included in the minor in the previous three academic years.

b. Requirements for admission and/or completion of the minor if any (i.e. GPA, course grades, deadlines, etc.):

There will not be any requirements for admission to the minor. Students must complete the requirements for the minor with an earned 2.0 (C) grade point average.

3. Statement on expected enrollment and resources required:

While it is hard to predict how many students will enroll in the minor, our students come to John Jay already interested in issues of justice, broadly conceived. As evidenced by student interest in environmental issues in several existing courses across several disciplines, we are certain that Sustainability and Environmental Justice will be a popular minor. Interest in sustainability and environmental justice issues is obvious in the Departments of Economics, International Criminal Justice, Political Science, Sociology, Psychology, English, History, and Science, among others, as well as in the Interdisciplinary Studies Program. Given these realities and the interdisciplinary nature of the minor that allows students to take electives in multiple departments, we believe that a conservative estimate of anticipated enrollment would be 50 students after two years.

Our confidence that the minor will be successful also stems from the enrollment in existing courses and the potential enrollment in the courses we are proposing. The existing courses of SCI 112 (Principles of Environmental Science), ECO 260 (Environmental Economics, Regulation and Policy), ECO 333 (Sustainability: Preserving the Earth as Human Habitat), and LIT 366 (Writing Nature: Literature...
and Ecology) already boast strong enrollment, and ECO 333 is also in International Criminal Justice along with Economics. SCI 112 (Principles of Environmental Science) will be part of the new general education curriculum, while SUS 3xx (Environmental Justice) is being proposed for the Justice Core. As a result, we feel students will be more inclined to take these courses.

Finally, no additional faculty will be needed to staff the minor, since so many John Jay Faculty are already involved in this field. (See response to #11 below for a list of faculty members who are interested in developing and/or teaching courses in the minor.)

4. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

The John Jay library has a variety of resources for this minor. “Environmental Studies” is currently a subject on the library’s list of databases. The library has access to the “Encyclopedia of Environment and Society,” as well as the “Environmental Studies and Policy Collection” and “GreenFILE” databases.

It also has such journals as *Environment, Environment and Development Economics, Environment and Urbanization, Sustainability: Science, Practice and Policy*, and *Sustainability Science* that deal specifically with issues of the environment and sustainability. Since these issues are being dealt with by scholars in various disciplines around the world, articles on sustainability and environmental issues have been published in top disciplinary journals. The library already has a number of these journals, such as the *American Journal of Sociology*, the *American Sociological Review*, *British Journal of Criminology*, *Theoretical Criminology*, and *Crime & Public Policy*. Plus, the library has an extensive collection of law reviews that have many relevant articles for environmental crime and regulation.

The library also has numerous books and government documents on environmental issues, environmental science, environmental racism, sustainable development, and other relevant subjects. Here is a long, but by no means exhaustive, list of such sources currently in the library:


Beirne, Piers. Issues in green criminology: confronting harms against environments, humanity and other animals. 2007

Brooks, Bryan W. Human pharmaceuticals in the environment current and future perspectives 2012

Deatherage, Scott. Carbon trading law and practice. 2011


Driesen, David M. Environmental law: a conceptual and pragmatic approach. 2011


Friis, Robert H. Essentials of environmental health. 2012

Koch, Max. Capitalism and climate change theoretical discussion, historical development and policy response. 2011


South, Nigel. Green criminology. 2006

United States Congress. Adrift in new regulatory burdens and uncertainty a review of proposed and potential regulations. 2012
United States Congress. *Running roughshod over states and stakeholders EPA’s nutrients policies.* 2012

United States Congress. *Hydraulic fracturing of shale beds ensuring regulatory approaches that will help protect jobs and the environment.* 2012

White, R. D. *Global environmental harm criminological perspectives.* 2010


Carson Rachel 1974  *Silent Spring* Boston Houghton & Mifflin


White R.D 2008 *Crimes against nature* Cullompton, UK ; Portland, Or. : Willan

**Identify new library resources that are needed** (provide bibliography):

(See Appendix at end of document for a brief list of resources that faculty have identified as needed for the minor’s success.)

5. **Evaluate the facilities, computer labs, or other resources needed to support this minor:**

The current buildings of John Jay College already have facilities that are suitable for seminars, workshops, conferences, exhibits, performances, and film screenings. The college’s computer labs and new science labs will provide adequate resources for the new minor.

6. **Summarize consultations with other departments that may be affected:**

The creation of the Sustainability and Environmental Justice minor is a college-wide, interdisciplinary, and faculty-led initiative. It will not affect departmental staffing and teaching assignments since it groups together existing courses currently on offer as well as new courses that are being or will be developed by active faculty members. In addition, no existing courses will be eliminated or taught less often due to the creation of this minor.

The administrator for this minor, Dr. Joan Hoffman, conducted extensive outreach to every department at the college. She contacted department chairs and contacted faculty members with research and teaching interests in environmental and sustainability issues. Through snowballing she gathered a list of faculty members, each of whom has either played a key role in the minor’s development and progress, or has been kept well-informed throughout the process and encouraged to participate. In short, preparation for this minor is a model of interdisciplinary and interdepartmental coordination, cooperation, and collaboration.

The following faculty members have expressed a strong interest in offering courses in Sustainability and Environmental Justice:

Joan Hoffman, Economics  
Sandra Swenson, Science  
Hernando Estevez, Philosophy  
Alexander Schlutz, English  
Robert Garot, Sociology  
Gerald Markowitz, History  
Joshua Clegg, Psychology
Staci Strobl, Law, Police Science and Criminal Justice Administration
Denise Thompson, Public Management
Jennifer Rutledge, Political Science
Helen Kapstein, English
Jacoby A. Carter, Philosophy
Jessica Gordon Nembhard, Africana Studies
Teresa Booker, Africana Studies
Milena Popov, Art and Music
Lindsey Kayman, Director, Environmental Health and Safety

7. **Name(s) of the Chairperson(s):**

Dr. Joan Hoffman and the committee.

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** February 7, 2013

**Signature(s) of chair of department(s) proposing this minor:**

Joan Hoffman for the Standing Committee on Sustainability and Environmental Justice Studies

Date of signature: March 18, 2013

**Appendix**

Here is a short list of books that several faculty members have identified that the library does not have:


Application to Add the Distance Education Format to a Registered Program

Name of Institution: John Jay College of Criminal Justice, City University of New York

CEO or Designee: Jane Bowers, Ph.D., Provost

Signature: Date:

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: Feng Wang, Ph.D., Director of John Jay Online

Telephone: 212-484-1193

E-mail: fwang@jjay.cuny.edu

Program Title: Terrorism Studies

Degree or Certificate Awarded: Advanced Certificate

HEGIS Code: 2105.00

Anticipated enrollment in distance program: 300

Initial: 50  Maximum by year 3: 300

Term length (in weeks) for the distance program: 8 weeks

(Is this the same as term length for classroom program?) No

How much "instructional time" is required per week per credit for a distance course in this program?

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

As per the Credit Hour Policy of Middle States, each distance education course will require the equivalent amount of work of “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit”.

What proportion or percentage of the program will be offered in Distance Education format?

100%

What is the maximum number of students who would be enrolled in an online course section?

20
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

We submit this proposal seeking authorization to offer the Advanced Certificate in Terrorism Studies program in the 100% online format.

II. LEARNING DESIGN

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Our institution requires consistent standards and requirements for all our academic programs regardless of their delivery methods. The online Advanced Certificate in Terrorism Studies program will come under our existing structure for academic program governance to ensure consistency, integrity, quality and rigor. The program will conform to all stated institution policies regarding its educational mission and implement requirements and guidelines specified in any new institution-wide online education policy. In addition, the program will abide by all designated and promulgated CUNY and college policies that address and guide distance education.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

The curriculum (Appendix A) of the online Advanced Certificate in Terrorism Studies program is derived from the existing campus-based program, requiring a total of 12 credit hours in six courses. Students must take CRJ 744 (Terrorism and Politics) as the first course and CRJ 772 (Proseminar in Terrorism Studies) as the last course in the sequence. We plan to offer at least one, and probably several, online sections of each course every year. Full time students are expected to complete the online Advanced Certificate in Terrorism Studies program in a one-year sequence, while part-time students may complete the program within two years. We will continuously evaluate the course needs of our students based on enrollment and advisement reports and add additional course sections as needed.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

The faculty in the online program are very experienced in online instruction. We have established a comprehensive and structured course development and faculty training protocol. Faculty in the online program have either taken or are scheduled to take an intensive training on online teaching offered by our online education training staff and by CUNY’s School of Professional Studies, and many of the faculty have previously taught fully or blended online courses. During the training process for online teaching, these faculty members were introduced to various technological tools that could be used in online teaching. Once the online Advanced Certificate in Terrorism Studies program is approved, the faculty will work closely with our instructional design team to design and develop their respective courses for online delivery, and will make adjustments to the technical tools used in their courses and the program based on student feedback and assessment of learning outcomes.

Our instructional design team members have expertise in all the technological tools used in our online courses, and their work will assist the faculty of the online Advanced Certificate in Terrorism


Studies program in aligning technological tools to the course content and intended learning outcomes. Moreover, the college maintains a peer review process for applicable faculty ranks, along with a student-based assessment process, to reinforce the quality of instruction.

4. **How does the program provide for appropriate and flexible interaction between faculty and students, and among students?**

The online Advanced Certificate in Terrorism Studies program will be designed to foster interaction between faculty and students through the implementation of various tools, processes, and pedagogy. All courses in the online program will be designed to be learner-centered, to recognize the needs of the specific student population, to accommodate various learning styles, and to facilitate interaction and collaboration.

Our course development and evaluation processes are structured to ensure appropriate level of interactions based on the best practices and principles in the field of distance education. Our instructional design team and the faculty will design various learning activities and assignments that encourage interactions between faculty and students. For instance, we will develop online learning communities for students to demonstrate their knowledge of the subject matter, to receive feedback, and to get new ideas from both the course instructor and peer learners. The faculty can also implement virtual office hours for real-time interactions with students.

5. **How do faculty teaching online courses verify that students are doing their own work?**

Existing CUNY and John Jay College policies on student identity and privacy apply to all students, whether they are enrolled in on-campus or online courses. Our Blackboard and other computer systems are secure and reliable to verify the identity and ensure the privacy of our students.

At the program and course level, the class size of each course in the online Advanced Certificate in Terrorism Studies program is expected to be relatively small, and the courses are designed to be writing-intensive and interactive. The faculty of this program will communicate with their students through multiple modes of communication, including Blackboard, email, online video conferencing, and phone. The intensity of interactions will contribute to a high assurance level of student identification verification in this online program, and the sustained contact over four courses will provide multiple chances to detect and deter potential issues with student identity verification.

6. **For programs that prepare candidates for teacher or educational leadership certification:**

Explain how the required field/student teaching/practicum/internship experiences meet requirements for the selection of cooperating teachers (licensed/certified in the certification areas of candidates); college faculty supervision and assessment of candidates; and collaboration between the faculty supervisor and cooperating teacher in assessing the candidate within the goals and objectives of the program and the State Learning Standards.

*Not Applicable.*
III. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

A core component of John Jay College’s current 2010-2014 Master Plan is to “foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals”. Consistent with our institutional commitment, the online Advanced Certificate in Terrorism Studies program is subject to the same outcome assessment processes as its on-campus counterpart. The learning outcomes, goals, and objectives of the online program are comparable to those applicable to the classroom-based program.

The following are the specific goals of the online Advanced Certificate in Terrorism Studies program:

- Demonstrate understanding of the epistemological problems in the study of terrorism
- Demonstrate knowledge of current terrorist threats
- Develop the ability to analyze the history of terrorism and recognize important personalities, movements, and events
- Develop the ability to analyze the social and cultural factors related to terrorist activity
- Develop the ability to analyze the political and economic factors related to terrorist activity
- Recognize the different types of terrorist agendas and the motivational forces behind them
- Develop the skills to dissect terrorism phenomena using multiple socio-psychological frameworks
- Demonstrate the ability to generate hypotheses regarding the various psychological processes related to terrorism
- Understand various terrorism-inducing radicalization processes
- Assess the vulnerability and risk for populations and/or infrastructures
- Construct counter-terrorism interventions
- Demonstrate in-depth knowledge of counter-terrorism interventions used by different law enforcement agencies
- Identify ways that law enforcement strategies and tactics can be improved
- Demonstrate understanding of the impact of federal and state legislation on local law enforcement response to terrorist and counter-terrorist events

Appendix B is the program assessment map that shows how each course matches to the program learning goals. We will include the identified program goals in our corresponding program and course materials available to all future students in this online program.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The program faculty will design all the courses based on the learning objectives in the outcome assessment map as well as on distance education professional standards for assessments, learning resources, and learner engagement. In the online courses, the faculty will clearly state the learning objectives of each course in course documents (such as in the syllabi) so learners can focus their
efforts in alignment with course assessment goals. In addition, all course documents will include specifications of the evaluation methods, criteria, and weight for various assignments. Typical course-level assessments include quizzes, mid-term and final examinations, papers, online discussions, presentations, and projects.

The systematically designed assessments in the online Advanced Certificate in Terrorism Studies program will allow the faculty to determine the efficacy of our course and program design for students in this program. The faculty will regularly evaluate all program offerings in order to ensure that assessment approaches are appropriate to the evolving learning environments. Moreover, instructional designers and program administrators will engage in ongoing professional development on learning assessment and evaluation and will work closely with the program faculty to implement the latest assessment approaches in distance education as appropriate to the online program offerings.

IV. PROGRAM EVALUATION

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

The online Advanced Certificate in Terrorism Studies program is developed with the same standards as applicable to its on-campus counterpart and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. We also recognize inherent differences in the distance learning format and will conduct program evaluation for the inherently different aspects (e.g., distance learning technology) of the online program separately from the on-campus program.

Our online Advanced Certificate in Terrorism Studies program will demonstrate its effectiveness in achieving the goals and expected outcomes through a systematic approach that encompasses course development, revision, quality standards and best practices, as well as training of faculty and support professionals. Consistent with our institution-wide requirements, we will systematically collect measures of student learning outcomes in our online courses; conduct regular student evaluations at the end of each course; collect feedback from all stakeholders (students, faculty, and staff) on their perceptions of the effectiveness of the online program. In addition, we will collect the program completion rate, time for completion, average GPA, and data from pre- and post-completion surveys.

2. How will the evaluation results be used for continuous program improvement?

We will conduct systematic analysis of the data collected though the program evaluation process. At the program level, the faculty of the online Advanced Certificate in Terrorism Studies program will meet regularly to review program evaluation results and recommend modifications to the program and its courses. At the course level, the faculty and our instructional design team will implement an internal evaluation process for all distance education courses under development.

The program faculty will collaborate with the instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors will revise their courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process ensures continuous improvement to this online program and brings the best possible quality education to the students enrolled in this program.
3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

In compliance with Middle States guidelines, our institution has started to implement a comprehensive structure to measure student learning outcomes. We will conduct rigorous periodic reviews to ensure learning outcomes of the Advanced Certificate in Terrorism Studies program are appropriate to the rigor and breadth of the advanced certificate. Student learning outcomes in each online course of this program will be measured and analyzed relative to the corresponding learning objectives. The Advanced Certificate in Terrorism Studies program faculty will meet regularly to review the various learning outcome data for the online program and, if needed, to make adjustments to the curriculum and program in order to ensure a rigorous learning experience for all students enrolled in this online program.
Appendix A. The Curriculum of the Online Advanced Certificate in Terrorism Studies Program
Required introductory course:

**CRJ 744: Terrorism and Politics (3 credits)**

*Instructor: Charles Strozier, Ph.D.*

This course discusses the history of terrorism, especially since the French Revolution; its evolving definition and how it relates to state violence; and its protean contemporary forms. The course also examines topics including the attacks on the World Trade Center, Middle Eastern terrorism from the Palestinian Hamas movement and Israeli religious violence, to state terrorism in countries such as Iraq; right-wing terrorism in this country (Oklahoma City); the case of Shoko Asahara’s fanatical Japanese group, Aum Shinrikyo; and the specific threat of terrorists using weapons of mass destruction. Develops a global perspective in raising comparative questions about terrorism.

Optional courses (students must choose two of the following courses):

**PSY 729: Psychology of Terrorism (3 credits)**

*Instructor: Shuki Cohen, Ph.D.*

This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious and cultural terrorism will be examined, as well as their causes. Learning theory, psychodynamic theory and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective.

**CRJ 746: Terrorism and Apocalyptic Violence**

*Instructor: Charles Strozier, Ph.D.*

This course examines the new, apocalyptic or world-ending violence that reached American shores in its most tragic form on September 11, 2001. Discusses the history of apocalyptic movements (such as the Crusades), of violent cultic groups from the Middle Ages to the contemporary world (such as Jim Jones), of fundamentalism in the major religions of the world and how and why it so often gets connected to terrorism, and of the way nuclear, biological and chemical weapons have changed our psychological landscape.

**CRJ 748: Counter-Terrorism Policy for Law Enforcement (3 credits)**

*Instructor: Maria (Maki) Haberfeld, Ph.D.*

This course gives present and future law enforcement managers an overview of counter-terrorism policy in the context of current events and policies. The topics will include emergency response to disaster scenes, the identification of terrorists and terrorist groups, and the assessment of vulnerability and risk.
for population and infrastructure. The course will cover preventive law enforcement strategies and
tactics, as well as methods to improve information sharing and coordination between agencies.

**CRJ 798: Homeland Security and Terrorism**

*Instructor: Peter Romaniuk, Ph.D.*

This class offers an analysis of political, legal, historical, social, cultural, economic, and logistical issues
that affect current concerns in the protection and management of homeland security. Students will gain
understanding and identify major facts, strategies, personalities, and movements in approaching
terrorism and homeland security.

**Required capstone course:**

**CRJ 772: Proseminar in Terrorism Studies (3 credits)**

*Instructor: Charles Strozier, Ph.D.*

The proseminar in terrorism studies is the core experience of all students pursuing their “Certificate in
Terrorism Studies.” The proseminar is open only to students seeking the certificate. It meets on 15
Fridays over the course of the academic year. Students are expected to read in advance publications by
the distinguished scholars who present their work at the seminar, participate in discussions, and write
critiques of the presentations they have heard and publications they have read. Students also meet
periodically with the professor teaching the class. Students have access to online streaming videos of
the seminars and may engage in online interactions with the professor, guest speakers, and fellow
students.

*Prerequisite: CRJ 744*
Appendix B. Assessment Map of the Advanced Certificate in Terrorism Studies Program
<table>
<thead>
<tr>
<th>Program Outcomes and Goals</th>
<th>CRJ 744</th>
<th>PSY 729</th>
<th>CRJ 748</th>
<th>CRJ 772</th>
<th>CRJ 746</th>
<th>CRJ 798</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the epistemological problems in the study of terrorism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate knowledge of current terrorist threats</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to analyze the history of terrorism and recognize important personalities, movements, and events</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to analyze the social and cultural factors related to terrorist activity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to analyze the political and economic factors related to terrorist activity</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recognize the different types of terrorist agendas and the motivational forces behind them</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the skills to dissect terrorism phenomena using multiple socio-psychological frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the ability to generate hypotheses regarding the various psychological processes related to terrorism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Understand various terrorism-inducing radicalization processes</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assess the vulnerability and risk for populations and/or infrastructures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Construct counter-terrorism interventions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate in-depth knowledge of counter-terrorism interventions used by different law enforcement agencies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identify ways that law enforcement strategies and tactics can be improved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate understanding of the impact of federal and state legislation on local law enforcement response to terrorist and counter-terrorist events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## Updated 2012-2013 College Council Committee Activity Report

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>College Council</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Student Evaluation on the Faculty</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Council of Undergraduate Program Coordinators</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Student Interests</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>UCASC</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Faculty-Student Disciplinary Committee (formally Judicial Committee)</td>
<td></td>
<td></td>
<td>Y</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Budget and Planning Committee</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>College Wide Assessment Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee (formally Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget &amp; Planning)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

†May minutes have not yet been approved, therefore not submitted

### Submitted Proposals and Reports for Academic Year 2012-2013

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Proposals/Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Curriculum and Academic Standards</td>
<td>245</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>28</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>1</td>
</tr>
<tr>
<td>Associate Provost James Llana</td>
<td>2</td>
</tr>
<tr>
<td>UCAS and CGS</td>
<td>1</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>1</td>
</tr>
<tr>
<td>Professor Carla Barrett</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 279

279 proposals and reports were put on the College Council agenda for consideration in academic year 2012-2013.

**Last Updated: September 18, 2013**
**John Jay College of Criminal Justice**  
The City University of New York

**Proposed College Council Calendar 2013-2014**

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 28, 2013</td>
<td>Tuesday, September 10, 2013</td>
<td>Thursday, September 26, 2013</td>
</tr>
<tr>
<td>Monday, September 30, 2013</td>
<td>Wednesday, October 9, 2013</td>
<td>Thursday, October 24, 2013</td>
</tr>
<tr>
<td>Wednesday, October 30, 2013</td>
<td>Monday, November 11, 2013</td>
<td>Tuesday, November 26, 2013</td>
</tr>
<tr>
<td>Wednesday, November 27, 2013</td>
<td>Monday, December 2, 2013</td>
<td>Thursday, December 12, 2013</td>
</tr>
</tbody>
</table>

**NO MEETINGS IN JANUARY**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 21, 2014</td>
<td>Thursday, January 30, 2014</td>
<td>Thursday, February 13, 2014</td>
</tr>
<tr>
<td>Friday, February 14, 2014</td>
<td>Wednesday, February 26, 2014</td>
<td>Wednesday, March 12, 2014</td>
</tr>
<tr>
<td>Monday, March 24, 2014</td>
<td>Wednesday, April 2, 2014</td>
<td>Wednesday, April 23, 2014</td>
</tr>
<tr>
<td>Friday, April 25, 2014</td>
<td>Tuesday, May 6, 2014*</td>
<td>Thursday, May 15, 2014</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings and are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

*Please note date has been changed to accommodate Board of Trustees meeting

Additional meeting on Tuesday, Dec. 10th & Wednesday, May 14th as backup if needed