I. Adoption of the Agenda

II. Minutes of the September 26, 2013 College Council (attachment A), Pg. 2

III. Election of College Council Committee Members (attachment B)

- Julio Torres was nominated to fill the vacant position as Vice President of Student Council, Pg. 8
- Clinton Dyer, Julio Torres, and Gabriella Mungalsingh were nominated to fill the vacant positions on the Executive Committee of the College Council, Pg. 10

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C5) – Interim Dean Allison Pease

Programs
C1. Proposal for a new BA in Anthropology, Pg. 25

Academic Standards
C2. Proposal to Revise the Undergraduate Dean’s List Standards, Pg. 170

New Courses
C3. SUS 2XX Environmental Crime, Pg. 180
C4. SUS 3XX Environmental Justice (JCII), Pg. 195

Programs
C5. Resolution Regarding John Jay’s Dual-Joint Associate/Baccalaureate Degrees with CUNY Community Colleges and General Education, Pg. 211

V. Report on Legal Opinion from CUNY Legal Counsel regarding FPC (attachment D), Pg. 213

VI. New Business

VII. Administrative Announcements – President Travis

VIII. Announcements from the Faculty Senate – President Karen Kaplowitz

IX. Announcements from the HEO Council – President Carina Quintian

X. Announcements from the Student Council – President Clinton Dyer

Absent were: Salahdine Baroudi, Benedicta Darteh, Anthony Deda, Janice Dunham, and Stanley Ingber.

I. Adoption of the Agenda
A motion was made to approve the agenda. The motion was seconded and approved unanimously.

II. Minutes of the May 16, 2013 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 61  Oppose: 0  Abstentions: 1

III. Election of the Secretary to the College Council
A motion was made to elect Rulisa Galloway-Perry as Secretary to the College Council. The motion was seconded and approved unanimously.

IV. Approval of the Members of the College Council Committees
It was moved to amend the membership list as follows:

* College Council
  - Salahdine Baroudi resigned from his position as Vice President of the Student Council.

* Undergraduate Curriculum and Academic Standards Committee
• Professor Ric Curtis replaces Professor Anthony Marcus as chairperson for the Anthropology department.
• Vice President Lynette Cook-Francis replaces Professor Ma’at Lewis as the Counseling representative.
• Professor Hernando Estevez will serve both semesters as the chairperson for the Philosophy department.

Committee on Student Interests
• Benedicta Darteh is unable to serve in this position due to her injury.

Faculty-Student Disciplinary Committee
• Professor Schevaletta Alford replaces Professor Barry Latzer as a rotating chair.
• The six faculty members on the panel should be listed as:
  Professor Margaret Escher
  Professor Ali Kocak
  Professor Jeffrey Kroessler
  Professor Barry Latzer
  Professor Roger McDonald
  Professor Staci Strobl

Council of Undergraduate Program Coordinators
• Professor Monica Varsanyi is the Co-chair for the Law and Society program.
• Professor Andrew Sidman is the Coordinator for the Political Science program.

V. The Evaluation of Courses using an Online Tool (attachment C)
A motion was made to adopt the proposal as it was presented. The motion was seconded.

A motion was then made to table the motion. That motion was seconded and failed.

In Favor: 35   Oppose: 18   Abstentions: 4

The motion to adopt the proposal failed.

In Favor: 16   Oppose: 31   Abstentions: 0

VI. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D7)
A motion was made to present the new courses and course revisions marked D1-D6 as a slate. That motion was seconded and approved unanimously.

A motion was made to adopt the new courses and course revisions marked D1-D6:

<table>
<thead>
<tr>
<th>New Courses</th>
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</thead>
<tbody>
<tr>
<td>D1. AFR 3XX</td>
</tr>
<tr>
<td>D2. COM 1XX</td>
</tr>
<tr>
<td>D3. HJS 1XX</td>
</tr>
</tbody>
</table>
D4. PSY 3XX  Tests and Measures

Course revisions
D5. PHI 210  Ethical Theory (I&S)

A motion was made to adopt the new program marked “D7. Proposal for a New Minor in Sustainability and Environmental Justice.” The motion was seconded and passed.

In Favor: 46  Oppose: 0  Abstentions: 1

VII. Report from the Committee on Graduate Studies
A motion was made to adopt the NYSED application to add Distance Education to the Certificate in Terrorism Studies. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:20 p.m.
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College Council Membership

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

Administration:
1. President (chairperson) Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. 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 Kucharски
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
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Library                      Janice Dunham  
34. English                      Karen Kaplowitz  
35. Psychology                   Charles Stone  
36. History                      Fritz Umbach  
37. Law & Police Science         Staci Strobl  
38. Science                      Francis Sheehan  
39. Anthropology                 Anru Lee  
40. SEEK                        Schevaletta Alford  
41. Law & Police Science        Maki Haberfeld  
42. Psychology                   Jennifer Dysart  
43. Psychology                   Diana Falkenbach  
44. History                      Hyunhee Park  
45. English                     Danius Remeza  
46. English                     Margaret Escher  
47. English                     Charles McKenzie  
48. Foreign Language & Literature Raul Rubio  
49. Law & Police Science        Katarzyna Celinska  
50. English                     Adam Berlin  

- 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>Melinda Powers - English</th>
<th>Vacant</th>
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<tbody>
<tr>
<td>Vacant</td>
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</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Rosann Santos-Elliott  
52. Katherine Killoran  
53. Janet Winter  
54. Nancy Marshall  
55. Carina Quintian  

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

Marisol Marrero
Students:
56. President of the Student Council                              Clinton Dyer
57. Vice President of the Student Council                        Julio Torres
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 |

2013-2014
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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. Clinton Dyer
  2. Julio Torres
  3. Gabriella Mungalsingh
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 Ric Curtis
3. Art and Music Ben Bierman
4. Communication & Theater Arts Marty Wallenstein
5. Counseling Lynette Cook-Francis
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 Hernando Estevez
18. Political Science Brian Arbour
19. Psychology Peggilee Wupperman
20. Public Management Judy-Lynne Peters
21. Sciences Sandra Swenson
23. SEEK Monika Son
24. Sociology Richard Ocejo

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.

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1. Katsiaryna Supino
2. Alana Albert
3. Anthony Persaud

Committee on Student Interests

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

- Dean of Students (chairperson)                 Kenneth Holmes
- Director of Athletics                          Carol Kashow
- Director of Student Life                       Danielle Officer
- Two (2) members of the faculty
  1. Alexa Capeloto
  2. Sheeba Johnson
- Six (6) students
  1. Vacant
  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. Schevaletta Alford
  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. Margaret Escher
  2. Ali Kocak
  3. Jeffrey Kroessler
  4. Barry Latzer
  5. Roger McDonald
  6. Staci Strobl

- 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

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18. Political Science  
19. Psychology  
20. Public Management  
21. Sciences  
23. SEEK  
24. Sociology  

- 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 Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valérie 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

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

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representatives
  1. Nilsa Lam
  2. Michael Scaduto
- President of the Student Council or designee Clinton Dyer
- Treasurer of the Student Council or designee Shereef Hassan
- One (1) additional student representative ______ Vacant
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Vacant
  2. Vacant

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

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

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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 Mechyrova
  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 Caubhren
  19. Psychology  
     Tom Kucharski
  20. Public Management  
     Warren Benton
  21. Sciences  
     Larry Kobilinsky
     Charles Nemeth
  23. SEEK  
     Nancy Velazquez-Torres
  24. Sociology  
     David Brotherton
The 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)
  18. Law and Society Klaus Von Lampe (Spring)
  19. Library Maxwell Mak
  20. Legal Studies Monica Varsanyi (co-chair)
  21. Philosophy Karen Okamoto
  22. Police Studies Jack Jacobs (Fall)
  23. Political Science Daniel Pinello (Spring)
  24. Public Administration Catherine Kemp
  25. Security Management Jon Shane
  26. Philosophy Andrew Sidman
  27. Political Science Maria D’Agostino
  28. 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
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
Proposal for a

BACHELOR OF ARTS DEGREE WITH A

MAJOR IN

ANTHROPOLOGY

Proposed by
Department of Anthropology
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Anticipated Implementation of Program: Fall, 2014

Governance Approvals:
College Council: October 24, 2013
Undergraduate Curriculum & Academic Standards Committee: October 18, 2013

Submitted by: __________________________
Dr. Jane Bowers, Provost and Senior Vice President for Academic Affairs
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**Anthropology Major: Proposal Abstract**

John Jay College of Criminal Justice proposes a B.A. in Anthropology that provides students thorough grounding in anthropological theories and methodologies, as well as the knowledge, perspective and technical research skills they need to work in and contribute to today’s culturally diverse and interconnected world. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Anthropology, the growing fields of Applied Anthropology, Global Studies, Urban Planning, Urban Studies, and other associated social science disciplines, as well as law school. The new major capitalizes on the growing importance of the approach, methods, and theories of Anthropology to identify, understand, historicize and resolve chronic and emergent social problems in urban settings in the developed and developing world. Anthropology at John Jay College offers unique opportunities for students to develop knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and values of respect and concern for other cultures and peoples. Students will progress through a core of required courses, be guided by faculty in choosing between two concentrations (one on global cultural forms and social inequalities; the second on the intersection of law, power and politics from an anthropological perspective), and have in-depth training in fieldwork-based research. Graduates of the major will be ready to excel in graduate study, in law school, and will be well-prepared in the specific competencies sought by employers looking to hire individuals skilled at interpreting and contextualizing cultural behaviors and beliefs. The Anthropology major will augment John Jay’s liberal arts curriculum overall, add richness and depth to the academic culture of the institution, and strengthen the critical intent of its justice mission.
I. Purposes and Goals of the Program

A. Purposes

John Jay College of Criminal Justice of the City University of New York is at an exciting juncture, transforming into a senior college, offering new majors in the humanities and social sciences, and developing strong liberal arts programs to complement its preeminence in the fields of Criminal Justice, Forensic Science and Forensic Psychology. The College’s mission statement envisions developing graduates with “the perspective and moral judgment that result from liberal studies,” providing them the competencies and inspiring them to confront the challenges of their times.

To support this vision, the Anthropology Department proposes a new, innovative major in Anthropology with two concentrations. One concentration focuses on global cultural forms and social inequalities; the second concentration examines the intersection of law, power and politics from an anthropological perspective. The new major will provide students an extraordinary learning experience in anthropology in keeping with the College’s mission to “endow students with awareness of the diverse cultural, historical, economic and political forces that shape the world we live in.” The Anthropology major also reflects the key issues (diversity, globalization, civic engagement) identified by The Association of American Colleges and Universities as central to contemporary liberal education (http://www.aacu.org/). Finally, the program will self-consciously cultivate in students research, writing and analytic skills they will need both to compete in the job market and to excel in the workforce.

As employers in sectors such as marketing, behavioral health, community-based human service, and international development appreciate, nuanced cultural knowledge is key to grasping and addressing people’s needs, interests, and choices in a sophisticated and
attuned fashion. The study of culture is at the center of Anthropology, an academic discipline that offers unique contributions to human understanding by its: 1) analytic focus on cultural diversity and cross-cultural comparison; 2) research methodologies: ethnography; rapid assessment procedures; social network analysis; and 3) engagement in international dialogue. At the same time that it augments the College’s liberal arts curriculum, the major proposed by the Department of Anthropology provides students grounding in anthropological theories and methodologies, as well as the knowledge, perspective and technical research skills they need to work in and contribute to today’s culturally intricate and interconnected world.

We also suggest that in considering the addition of any liberal arts degree to John Jay College’s baccalaureate offerings, it is useful to recall two pivotal moments in the institution’s history: its near-closure in 1976 during New York City’s crushing fiscal crisis, and the University-endorsed decision in 2005 to transition John Jay from a comprehensive to a senior college within the CUNY family. Closure was averted in 1976 only through severe budget cuts that forced the discontinuation of thirteen majors, including American Studies, English, History, Sociology and Chemistry. At that point in time the College’s curriculum was perforce retrenched to criminal justice and public service disciplines. In a much different economic setting, the 2005 decision consolidated and accelerated movement toward an academic renaissance at John Jay, which happily continues to this day. Without demoting the status of our pre-professional and public services programs, the College has been taking carefully-considered steps to build out our liberal arts offerings to achieve a balance that serves our students’ choice of futures better than could the narrow, crisis-induced curricular portfolio.
John Jay College’s decision to become a senior college and to rebalance our degree offerings with new liberal arts programs flows from the “Critical Choice Agenda” issued by the “President’s Advisory Committee on Critical Choices.” We are pleased to relate that the Critical Choice Agenda drew a very favorable response from the Evaluation Team from the Middle States Commission on Higher Education that made its campus visit April 21-24, 2013. The evaluation team referenced Critical Choices document several times in its Evaluation Report and included “[t]he transition to a Senior College” and the “return to an expanded liberal arts curriculum” as being among important changes at the College. While applauding the rebuilding of liberal arts curriculum accomplished to date, the Team nevertheless noted that “[t]here is both the need and the opportunity for additional advances in the future” in “[c]ontinuing the growth trajectory of the liberal arts.” They reinforced this point when discussing John Jay’s compliance with MSCHE Standard Eleven: Educational Offerings. The sole recommendation made there based upon their visit was that the “College should develop and implement a plan to complete the expansion of liberal arts majors proposed in the Critical Choices Agenda.”

B. Meeting Students’ Educational Goals and Career Objectives

Anthropology at John Jay College is strongly positioned to provide our diverse, urban students the broad foundational education and training in specific competencies sought by employers looking to hire individuals skilled at interpreting and contextualizing the behaviors and beliefs of clients, citizens and consumers, depending on the nature of the enterprise. The social complexity and cultural changes associated with globalization, exploding social media use, and urbanization can be challenging for business, governmental entities, and mission-based organizations to negotiate and respond to. It is therefore perhaps not surprising that the
employment of anthropologists is expanding significantly in corporate, government, and non-profit sectors as the demand increases for research on human beings in all their diversity. There is both statistical and anecdotal evidence for these positive employment trends in Anthropology.

According to the US Department of Labor, between 2010 and 2020, employment of anthropologists is expected to grow by 21% (faster than the average for all occupations), with 1,300 new jobs forecast by the end of that timeframe.¹ The Department of Labor provides the explanation for this impressive projected rate of growth: “More anthropologists will be needed to research human life, history, and culture, and apply that knowledge to current issues.”² Recognizing these trends, the American Anthropological Association (AAA) recently launched a new, layperson-friendly website called This Is Anthropology that provides an interactive map displaying anthropological projects around the world, and a network for connecting students to anthropology-related education and careers.³ The letters of support provided to the Department of Anthropology by major corporations (Comcast; Verizon), small businesses (Ember Media; Horowitz Associates, Inc.; The Lapine Group), hospitals and global health NGOs (Bronx-Lebanon; Wycoff; Partners In Health), non-profit and community-based organizations (National Center for State Courts; CitiWide), John Jay graduates (David Marshall, Scott Brown) as well as from The Founder and Chair of the Consortium of Practicing and Applied Anthropology Program, Professor of Anthropology and Associate Dean for Graduate Studies and Research at the University of Memphis, attest to the value of Anthropology in shaping careers in business, corporate, government, non-profit, and

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² Ibid.
community-based sectors, and for finding meaningful, sustainable positions in today’s workplace (see attached). Indeed, we have been successful in placing our students with local agencies that are at the forefront of cutting-edge criminal justice and public health service delivery over the past several years, including placements with the Vera Institute, the Center for Court Innovation, and CitiWide Harm Reduction, Inc. With the new major in Anthropology, we are confident we can do much more to help our students succeed.

The Anthropology major is designed for students who are interested in careers in the United States and abroad in government service, with non-governmental organizations, and in private industry.

In terms of government service, anthropologists have a strong and growing presence in the fields of international development, disaster relief, public management, public affairs, immigrant social services, translation and interpreting, bilingual education, diversity training, and many other fields that are directly run or funded by governments. Increasingly, anthropologists have been recognized for their importance to such fields as cultural resource management and human rights work, to name just two, and they have made significant inroads into areas such as criminal justice, physical and behavioral health services, urban development, policy analysis, and the evaluation of community service programs and environmental impact projects.

The skill set formed as the outcome of a solid foundation in anthropological methods and techniques has grown increasingly attractive to American and multinational corporations engaged in consumer research, marketing, and management consulting—a development reflected in an increasing number of employment opportunities built around those skills.
Anthropologists have also made major contributions in the United States over the last several decades in addressing pressing social problems, including working in urban settings in collaborative, multi-method research and demonstration projects that tackle major issues such as the AIDS epidemic, gang violence, and human trafficking. On a global scale, serious social problems plague communities and stymie policy makers. As the world becomes more urbanized, cities are particularly hard hit with social problems including poverty, crime and violence; racial, ethnic and religious tension; housing problems and high unemployment rates; basic education and training issues as well as problems of digital literacy; alcohol and substance abuse; domestic violence; and the calamities of poor health care delivery generally. Public and nonprofit agencies, including NGOs and international governance organizations such as the United Nations and the International Red Cross, are hard pressed to effectively serve the communities in which their services are offered. For-profit organizations have also taken on more service functions over the past several years.

These organizations are charged with serving communities often across international boundaries. They face considerable challenges from deeply rooted issues they encounter on the ground, as they interface with local publics. They need skilled help in understanding these communities and the people who inhabit them, and in understanding the complex social environments within which the institutions and agencies operate. They also need help in designing, implementing and evaluating effective programs and policies. A 2006 national report states, “Anthropologists [are] hired to provide the cross-cultural awareness and skills
called for in public discourse;” the need for trained specialists in this area is great.⁴ Indeed, the President of the World Bank is an anthropologist (Jim Yong Kim).⁵

For far too long, national and international social policies—oftentimes misguided and unjust—have been developed without sufficient understanding of the cultures most affected by them. The new major will help close that gap by linking culture to contemporary concerns with social justice and policy. The Anthropology major guides students through foundational courses in theory and methods, as well as a series of disciplinary-based courses that will prepare students interested in additional study for graduate programs (MA or Ph.D.) in Anthropology, the growing fields of Applied Anthropology, Global Studies, Urban Planning, Urban Studies, and other associated social science disciplines, as well as law school. The new major capitalizes on the growing importance of the approach, methods, and theories of Anthropology to identify, understand, historicize and resolve chronic and emergent social problems in urban settings in the developed and developing world. Students often come to John Jay specifically with public service in mind, and the Anthropology major would supply them a unique set of tools for contributing to the advancement of the public interest.

C. National Trends in Anthropology

Anthropology as an academic discipline is concerned with the study of humankind. A growing number of anthropologists now define the discipline as “the study of humanity at the service of humanity.”⁶ From its inception, Anthropology has been a global field that problematizes assumptions about “human nature,” recognizes “culture” and social

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relationships as central to what makes us human, and offers both high level theories and practical tools for facilitating interaction, commerce, governance, and friendship across difficult boundaries. As such, Anthropology is a holistic scholarly discipline that asks and responds to the big questions confronting humankind across place and time, questions central to humankind’s survival.

An important trend in undergraduate education in Anthropology is a concentration on Cultural Anthropology. As the largest of the subfields, Cultural Anthropology dominates undergraduate Anthropology programs, reflecting a shift from the classic four field approach (Archaeology, Physical/Biological, Linguistic and Cultural Anthropology). In noting this shift, anthropologist Edward M. Bruner recently remarked, “in today’s world, various combinations of subdisciplines are appropriate.” The new major in Anthropology at John Jay College, which emphasizes Cultural and incorporates Linguistic Anthropology, is responsive to today’s world and reflects this shift in practice for contemporary anthropological education.

The subject matter of Anthropology resonates with students who come to see their lives as situated in larger social, cultural, political, economic and historical processes. The demand for Anthropology by students continues to grow.

According to the most recent research conducted by the American Anthropological Association (AAA), the largest association of anthropologists in the world, the number of Bachelor’s degrees granted in Anthropology between 2003-2009 rose by roughly 25%, from 8,000+ to 10,000+ as is shown in the following table.

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This pace of growth paralleled or surpassed that of six comparable social science degrees over the same period, and closely matched in absolute terms the increase of bachelor’s degrees granted in the area of International Relations and Affairs:
More recent enrollment data (2009-2011) show continuation of this upward arc in student interest, especially at 4-year institutions.\(^9\)

\[
\begin{array}{|c|c|c|c|c|c|}
\hline
\text{ } & \text{Increase} & \text{Decrease} & \text{No Change} & \text{No Answer} & \text{Total \%} \\
\hline
4 \text{ Year Research} & 72.9 & 1.5 & 23.4 & 2.2 & 100 \\
4 \text{ Year} & 73.9 & 6.9 & 19.2 & 0 & 100 \\
2 \text{ Year} & 55.6 & 0 & 22.2 & 22.2 & 100 \\
\text{TOTAL \%} & 72.6 & 3.2 & 21.9 & 2.3 & 100 \\
\hline
\end{array}
\]

Moreover the positive enrollment pattern is nearly as strong at public as at private institutions over this 2009-2011 timeframe:

The demand for Anthropology degrees continues to grow and there is also a demand for the unique skills and orientations that anthropologists bring to a complex world. Those skills were acknowledged in a 2006 report produced by the American Sociological Association which cited the demand for Anthropology as “a key development in higher education.”

The report notes:

Three developments within higher education have heightened the attention to Anthropology. First is the rise in globalization and the need for students to learn more about other cultures. The call for greater cross-cultural awareness and analysis skills came from business, the arts, the humanities, and the social sciences. The second development is [that] many schools added a “non Western” or “nondominant” requirement. Some schools have added a “US cultures” requirement to make sure students know about the cultural diversity in their own society. The third development is the renewed interest in interdisciplinarity. Schools have seen how Anthropology can make a substantial contribution to interdisciplinary teaching and learning.

The authors of the report conclude, “All three of these trends have paved the way for Anthropology’s rise [and] Anthropology has played an increasingly central role in liberal learning.”

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The growing importance of ethnography, the research methodology developed and practiced by anthropologists, is indicated by the spike of popular and trade press articles on the topic over the past twenty years. The importance of ethnography to inform the design, implementation, and evaluation of public and private programs across the social sciences, humanities and in business fields has also grown tremendously in this same period.  

D. Faculty Expertise and Commitment

In remarking upon the features that make for a strong department, a recent presentation by the American Anthropological Association (Terry-Sharp 2011) noted that the faculty will be “highly visible (publications, grants, service, faculty in leadership positions), working across disciplines, entrepreneurial, open to trying new things, and attracting, retaining and graduating students.” In the past decade, John Jay College’s Department of Anthropology has embodied these qualities and its faculty has grown in national and international stature. Many in our faculty are leading scholars in Anthropology. They conduct research on topics such as ethnic violence, genocide and war; international development; large scale resource extraction projects (oil production, timber, mining); microfinance; border enforcement; political prisoners; urbanization, mass transit systems, neighborhood revitalization; poverty and homelessness; illicit drug dealing, teenage prostitution, HIV/AIDS and domestic violence; legal reform and social movements; and environmental politics. Their research takes them from Palestine to Poland, from the streets of New York and courtrooms in

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the U.S. to the transit systems of Taiwan, and from post-communist Eurasia (Slovakia, Kazakhstan, Bosnia, Bulgaria, Romania, Russia, Georgia, and the Czech Republic) to the Indian Ocean republics of Sri Lanka and the Maldives, Puerto Rico, and Colombia. The department also draws on a remarkable range of multi-year, government and privately funded criminological and public health-oriented anthropology research projects of international scope and stature that have been created by an interdisciplinary research team directed by Professors Dombrowski and Curtis and housed within the Department of Anthropology. The new major will draw on the support of a number of national journals (including *Dialectical Anthropology*, edited by Professor Marcus; and *Open Anthropology*, edited by Professor Waterston: [http://www.aaaopenanthro.org/](http://www.aaaopenanthro.org/)), and academic/professional associations with which its faculty are associated and in which they hold major leadership positions, including the American Anthropological Association, the Society for Applied Anthropology; the National Association of Practicing Anthropologists, The Linguistic Society of America, and the Society for the Anthropology of North America.

There is great value in the human resources of the Department of Anthropology—the number as well as excellence of its nationally and internationally recognized faculty. The new major will allow the faculty to have a larger presence and deeper involvement in the John Jay College community. The professors in the Anthropology Department are excited about the new major and look forward to fulfilling the potential of their students through it.

All faculty in the Department are committed to providing academic advisement to Anthropology majors. Advisement will be provided to students as soon as they declare as Anthropology majors. One-on-one advisement will be supplemented with clear and accessible written guidelines and group advisement as needed.
II. Need and Justification for the Program

A. Relationship to the Mission of the College

The new major in Anthropology will advance John Jay’s goals of: becoming a preeminent liberal arts college; “educating for justice;” offering students opportunities for meaningful research, critical thinking, communications experiences; facilitating student awareness of cultural diversity and the social forces that shape the world; and preparing students to make meaningful contributions to society.

Specifically, the major will focus on anthropological knowledge to explore socio-cultural phenomena and public policy issues in part through direct participation in ongoing faculty research. The anthropological approach can be applied to a broad spectrum of human problems and a range of policy arenas, including those of John Jay’s traditional mission areas such as crime prevention, police/community relations, recidivism, etc. The proposed major will offer a unique research methods course centered on the development and teaching of urban ethnography. In addition, having a major in Anthropology will contribute to John Jay’s ability to accomplish its transformation into a mature liberal arts college.

B. Relationship to Existing CUNY Programs

Aside from Baruch, John Jay is the only senior college in the CUNY system that does not offer an Anthropology major. From a scholarly perspective, however, it is among the strongest Anthropology departments in the system, featuring thirteen full time faculty with active research agendas. The Department of Anthropology at John Jay College currently presides over a human services/applied major called Culture and Deviance Studies. The proposal for a major in Anthropology at John Jay College envisions a degree program that is significantly different from the majors offered at other CUNY colleges in that it features a
thematic focus on cultural anthropology that is closely linked to the mission of the college, especially in its engagement with urban Anthropology, global political economy, cultural formations of inequality and social justice, and active engagement with evidence-based social policy. The addition of a Bachelor’s degree in Anthropology that is focused in this fashion will offer a new vision for the future of the discipline whose broad reach has heretofore been enshrined over the years in the “four field” approach that combines archaeology, physical anthropology, linguistics and cultural anthropology into a single department. John Jay’s faculty are steeped in the four field approach, but our proposed focus upon cultural anthropology complements the mission of the college, capitalizes upon the strengths of its full time faculty, and acknowledges John Jay’s limitations: archaeology and physical anthropology are fields that require substantial lab space, and John Jay simply does not have it. The focus also creates curriculum space for a deeper exploration of cultural anthropology and urban fieldwork than is possible in some more traditionally structured programs.

Of the eight colleges that offer an Anthropology major, five have the classic four field approach and therefore a different focus from the proposed John Jay Anthropology major. For example, Queens and Hunter College offer a classic four field major that provides a broad choice of cultural courses in the major and a complement of full time cultural anthropologists. City College’s major also has a classical four field requirement, but it is smaller than the Queens or Hunter faculties and offers a specialization in Medical Anthropology. Lehman College’s major is driven heavily by Archaeology, while Brooklyn College has a major that focuses primarily on Archaeology and Physical Anthropology, with offerings in Medical Anthropology and Development studies.
The majors at the three colleges that offer a non-four field degree in Anthropology have a different focus from the one proposed at John Jay. For example, the Department of Sociology, Anthropology and Social Work at the College of Staten Island offers a combined Sociology/Anthropology Bachelor’s degree and a Bachelor’s degree in Social Work, but urban Anthropology is not a crucial focus of their department’s identity or its degree program, as is the case with John Jay’s proposed Bachelor’s degree. At Baruch, the “Department of Sociology and Anthropology” offers an undergraduate degree in Sociology that includes cultural anthropology as an integral component, but students cannot major in Anthropology, only earn a minor in it. And York College’s Department of Social Sciences offers a Bachelor’s degree in Anthropology that is designed in part for students planning careers as teachers and administrators.

The variation in specialization among senior college Anthropology degrees affects the interpretation of University-wide enrollment data to some extent. Overall, we find modest growth of 8% between Fall 2008 and Fall 2012, with the total rising from 384 to 414 in system-wide enrollments in Anthropology programs (leaving out combined programs, such as College of Staten Island’s Anthropology/Sociology major). The two most robustly enrolled programs are at Hunter and Queens and, taken as a pair, they have held steady over the past 5 years, with a combined total of 262 in Fall 2008 and 269 in Fall 2012. It is perhaps noteworthy that the worst economic contraction since the Great Depression did not erode interest in the study of Anthropology among CUNY students, despite much general anxiety about intensified competition for scarce entry-level work (as we show, the employment prospects for Anthropology majors are comparatively promising). We expect the forward- and outward-looking elements of our distinctive proposed degree to pull more students into the
pool studying Anthropology at CUNY, anticipating, for example, the utility of training in urban Anthropology to employers engaged in consumer research and the value of a globally-attuned perspective on social inequality for NGOs and international governance organizations.

In summary, the focus of the proposed Bachelor’s degree in Anthropology at John Jay College is quite different from what is offered at other CUNY colleges. The proposed Bachelor’s degree at John Jay will complement the strengths that other departments have developed over the years in particular areas (such as in Medical Anthropology), and as a degree guided by the mission of the college, it will serve to expand the reach and influence of the discipline at CUNY and in the field of Anthropology in general.

The Department of Anthropology at John Jay College features scholars whose particular expertise complement and strengthen the new major and whose work is recognized for opening new frontiers in anthropological inquiry, including the computer modeling of social networks (Dombrowski, Curtis, Marcus), intimate ethnography (Waterston) and video-ethnography (Curtis), policy research around chronic and emergent social problems (Curtis, Marcus, Waterston, Hegeman, Snajdr, Trinch), consumer and market research (Waterston), and international development research (Bornstein, Lee, Marcus, Snajdr, Tovar).

The major has its own distinctive John Jay identity with a coherent thematic focus on urban Anthropology, global political economy, cultural formations of inequality and social justice, and active engagement with evidence-based social policy. The proposed program provides unique focus that prepares students unusually well for employment and graduate study in these new and emerging areas which focus on innovative problem-solving, integrative thinking and the application of both qualitative and quantitative methods.
III. Student Interest and Enrollment

The Anthropology professors have empirical as well as anecdotal data that attest to the demand for the Anthropology major at the school. Each professor has heard students express disappointment that there is no Anthropology major at the college, and some have transferred to other colleges or universities to pursue Anthropology. Students have been able to minor in Anthropology over the last few years and interest has exploded over the minor’s brief history. In 2006 (spring and fall) there were only 2 minors in Anthropology, but by 2011 (spring and fall) there were 38 minors in Anthropology, and by the spring of 2013, 60 minors had been declared. Enrollment in all Anthropology courses has been generally strong and growing, albeit within an old general education framework and with Anthropology courses featured as options within large social science majors in a way that is no longer the case (These changes are discussed below under the heading of cost assessment [pp. 32] as they bear directly on the question of faculty workload capacity available within Anthropology to deliver two majors).

In Spring 2012, there were 2,205 students enrolled in anthropology classes at John Jay. Requests for independent study courses with our research faculty are at an all time high, and three years ago, we added a new course to our curriculum, Undergraduate Research (UGR 290/1), to accommodate the large number of students who want to work on the Department’s various research projects but cannot arrange an independent study because faculty are only permitted to supervise 2 per semester. Since the course was launched in the spring 2010 semester, 33 students have enrolled to benefit from the associated guidance and project supervision by the Anthropology faculty.

The Anthropology faculty have observed that the overall level of quality of student research efforts has been outstanding, and in some cases, truly exceptional. For example, one
student who worked on Dr. Curtis’s South Bronx Youth project, conducting observations and
surveys of neighborhood residents, went on to become one of only 33 students nation-wide to
win a coveted Marshall Scholarship. Another student, who analyzed qualitative and
quantitative data collected in Atlantic City for a National Institute of Justice-funded study of
teenage prostitution, is now a doctoral student in NYU’s Sociology Department and was very
recently awarded a three-year NSF Fellowship. This past year (2012), several undergraduate
students presented findings from the Department’s research in panel and poster presentations
at national and international conferences, including the American Society of Criminology in
Chicago and the American Ethnological Society in New York. These and still other examples
show how some of the most talented and ambitious of John Jay students find intellectual
nourishment doing research alongside members of our Anthropology faculty.

In spring (2013) a large survey (N=563) was conducted to measure interest in the
Anthropology Department’s proposed degree and its component foci among students
currently in the Department’s courses. The questions asked were: 1) Are you interested in
studying urban culture?; 2) Are you interested in studying urban social problems?; 3) Would
you be interested in participating in an anthropology summer research experience?; and 4)
Would you consider majoring in anthropology if John Jay offered it?

The ‘Yes’ responses, broken out by respondent major, were as follows:

<table>
<thead>
<tr>
<th>Q1</th>
<th>Culture &amp; Dev. Studies</th>
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The variance in responses to Q4 was expected, and also puts to rest any concern that perhaps
many students responded affirmatively simply to be agreeable.
The desire among students for the John Jay Anthropology major is evident by the increasing number of students who have been engaged in the many unique research projects that are critical to our department’s agenda and to our vision for the major. The Anthropology Department at John Jay College offers unparalleled opportunities to students who seek active engagement with emerging and urgent social problems, and it is increasingly appealing to students outside of the college who are attracted to urban studies and careers in social science, public policy and fields requiring intercultural management. If the major in Anthropology is launched, graduates who wish to apply for graduate programs will have their chances of acceptance bolstered by having compiled track record of participation in cutting-edge urban research projects with internationally-recognized faculty. The Department will also market to and attract students looking for international career opportunities that demand training across a spectrum of research methods.

**Enrollment Table***

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*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2011 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Anthropology major. In the fifth year, graduates from the program are considered in the projections at a 22% rate, which is our average over the five most recent years (fall 2008 cohort).
All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable. Students can enter the major as early as the fall of their first year. The major is designed so they can enter it as late as the second semester of their sophomore year and still graduate within four years.

IV. Curriculum

A. The New Major in Anthropology

The undergraduate major in Anthropology will provide students with a strong foundation in Cultural Anthropology and the perspective and expertise it offers: knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and values of respect and concern for other cultures and peoples. The major will also provide students experience in applying that knowledge to social problems that affect their own communities.

The proposed major’s curriculum is a 36-credit course of study designed to help students progress sequentially and develop an integrated body of knowledge and skills. At lower levels, students will learn foundational concepts in the discipline, and a variety of basic skills for collecting and analyzing data. The major features a “Core Sequence” of 7 courses (methods are an additional two courses) that will take the students from the basic concepts in Anthropology through critical topics and analytic methods to a consideration of current, cross-cultural research. The core sequence amounts to 21 credits: ANT 101: Introduction to Cultural Anthropology; ANT: 208 Urban Anthropology; ANT 212: Applied Anthropology;
ANT 2XX: Language and Culture; ANT 3XX: Theory in Anthropology; ANT 3XX: Class, Race, Ethnicity and Gender in Anthropological Perspective; and the capstone seminar, ANT 4XX: Anthropology of Contemporary Problems.

Each course offered in the core sequence and electives will have specific knowledge, performance and proficiency objectives. Students in the Anthropology major will graduate with a strong grasp of key concepts and analytic tools, technical skills and information literacy.

The following are descriptions of courses for the Major Sequence:

**ANT 101 Introduction to Cultural Anthropology**
This course takes students on a cultural tour, exploring the concept of culture in historical and global perspective, and providing tools for cross-cultural comparative analysis. Emphasis is on critical thinking in relation to cultural values, beliefs and practices, differences and similarities in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics may include politics and law; race, ethnicity and gender; family and kinship; language and intercultural communication; and the impact of globalization on people and their cultures. The course covers basic concepts in anthropology to better understand the causes and conditions of our contemporary world.

**ANT 208 Urban Anthropology**
Current topics and problems in urban studies will be addressed from an anthropological perspective. Cities are places where members of different groups come together in both conflict and cooperation as they compete for resources and representation. This course examines the way that global processes and local politics and culture shape modern cities. The curriculum will include case studies from a variety of urban environments, including the United States, and will focus on migration; congestion; lifestyle differences; ethnic tensions and alliances; class, power and poverty; the meanings of space and place; celebrations; social movements and activism; globalization and transnationalism.
**ANT 212 Applied Anthropology**
This course explores what anthropologists do with the data they gather and the insights that emerge from their studies of humankind. The goal is to examine how anthropologists use the theories and methods of anthropology to solve social or practical problems. Students will learn about the history of applied anthropology, its place in the discipline, the content areas of this subfield, research methods and ethical issues in applied work. The course examines how theory and practice come together in real-life settings around critical social justice issues.

**ANT 2XX Language and Culture**
Linguistics is the study of human language; an anthropological approach examines language use in cultural context, and how it reflects world-view. This course examines the relationship between language and culture, thought, social identity and political-legal processes, offering a comparative evaluation of language at the intersection of social organization. The curriculum will cover language use in significant settings, including but not limited to the law—how language shapes and is shaped by the law across different court settings, from U.S. criminal and civil courts to the *panchayat* courts of India and the *khadis* courts of Kenya.

**ANT 3XX Theory in Anthropology**
The goal of the course is to familiarize students with the development of anthropological theory. The course will cover the major writers and theories in sociocultural anthropology and current concepts and issues in the study of culture. The curriculum will examine the historical development of the field of anthropology concentrating upon the intellectual roots and context that surrounded its emergence, as well as contemporary perspectives, methods, and theories. The course focuses on understanding the classic anthropological explanations of human similarities and differences across space and over time, and how anthropologists seek to answer fundamental questions about humanity.

**ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective**
This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics.

**ANT 4XX Anthropology of Contemporary Problems: Capstone Seminar**
The capstone seminar of senior anthropology majors focuses on contemporary social problems, examining these issues by means of the theories and methodologies of anthropology. The actual topic changes each year. Students discuss a common core of readings while researching-writing a capstone research paper.
Beyond the “Core Sequence,” students will be provided opportunities to develop skills in ethnographic research methods and make use of anthropological knowledge in contemporary settings in the New York City region. They will also learn how to communicate research findings to policy makers and the general public through a variety of media. Students near completion of the major will be exposed to current faculty work in a seminar setting, where they will have the opportunity to discuss the relationship between research and policy with those working in that area. Taken together, the abilities to find information, think critically about it, perform independent research, and effectively communicate research findings and make recommendations to decision makers through a variety of written, spoken, and visual media are skills required for many careers in today’s culturally diverse world.

The centerpiece of the Anthropology major will be the research methods experience, offered in a three-credit “ethnographic research methods” course (ANT 3XX Ethnographic Research Methods; students will also take a Statistics course). Students will be exposed to a wide range of multi-method research strategies including participant-observation, interviewing, mapping, computer modeling, social network analysis, respondent driven sampling, action research, rapid assessment and oral history. The research methods experience will be affiliated with the urban field school we hope to operate throughout the year, offering students a choice between several projects that they may join during a semester and/or over the winter and summer break for independent or directed study, sometimes in a paid research position.

Nearly ten years ago, the Anthropology Department embarked on an aggressive strategy of incorporating undergraduate students in faculty research. In those research projects, students have participated in the formulation of research questions and the creation
of study instruments, conducted ethnographic observations in neighborhoods and in various institutional settings, recruited and interviewed research subjects, conducted qualitative and quantitative analyses of the data to produce findings, and presented those findings at professional conferences. The desire among John Jay’s students for urban fieldwork training is evident by the increasing number of them who have been engaged in the many unique research projects that are critical to our department’s agenda and to our vision for training students for meaningful careers. But their participation in these projects is on an ad-hoc basis, not incorporated into a formally institutionalized framework.

The exciting and important part of the urban field school experience in anthropology is that students learn valuable research skills by doing them alongside their professors in real community settings.\(^\text{12}\) The students that are currently engaged in ongoing research with us have displayed these skills in several videos and PowerPoint presentations that we have produced and shown at professional conferences and on our departmental website, and which highlight the value of this approach to students. In these presentations, students are seen working closely with our faculty while focusing on the methods, politics, ethics and cross-cultural issues pertaining to fieldwork, and studying works by major ethnographers.

We expect there will continue to be strong demand for participation in the urban field school experience, and in our methods courses that accompany it, in part demonstrated by the enthusiastic response shown by our undergraduate students for voluntary non-credit bearing research positions in department-managed research projects over the past decade. Through the many research projects that the Department has completed and mapped out for the future, the

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\(^\text{12}\) The Department of Anthropology’s urban field school at John Jay College would be unique in its focus and quality, reflecting contemporary, global processes of urbanization. Trend data reveals that the center of population gravity is moving to urban areas, and urban areas are characterized by their multiculturalism and growing racial and ethnic populations that also skew young—“the new majority demographic event.”
essential groundwork has been prepared to realize the Department’s vision to develop an urban ethnographic field school at John Jay College, a program that would be recognized nationally as uniquely rich. As a step towards fulfilling this vision, members of the department faculty are currently in the process of developing and submitting grant proposals to formally establish the program. We believe this one-of-a-kind urban ethnographic field school will be a strong draw for students interested in the Anthropology major.

Beyond the “Core Sequence” and “Research Methods” requirements, students must complete three courses from the list of “Major Electives,” which is structured into two concentrations: A) Global Cultural Forms and Social Inequalities; and B) Anthropology of Law, Power and Politics. These courses and concentrations accentuate the current research strengths of the anthropology faculty, offer to students a variety of choices among substantive courses across the field, and provide an organizing framework for a cluster of courses. By means of these concentrations, students will develop a deeper understanding of contemporary global issues, and learn about the application of anthropological theories and findings to specific policy and social justice arenas. Six new courses have already been designed by leading scholars in the Department of Anthropology.

The following are descriptions of the two concentrations:

**Concentration A: Global Cultural Forms and Social Inequalities**

This concentration provides students the opportunity to deeply explore various dimensions of social inequality now manifest on a global scale and across shifting cultural landscapes. Globalization—a process that began centuries ago—has reached new, unprecedented heights in the 21st century bringing with it new ideas, new symbols, new institutions, new social problems, new forms of inequality, as well as new forms of response and resistance. Courses in this concentration provide insight and information on key patterns and processes of social stratification, difference and disparity and global responses to disparity. They examine the structural and institutional forces implicated in inequality, global, national and local policies and practices, gendered aspects of inequality and resistance, and shifting cultural beliefs, rituals, and practices.
Concentration B: Anthropology of Law, Power, and Politics.
This concentration is in keeping with John Jay College’s traditional area of focus on legal systems and the law. These areas are situated in broader contexts of power and politics, viewed from an anthropological, cross-cultural perspective. This concentration is for students with a particular interest in legal systems and how these are constructed, structured, experienced, and rooted historically and culturally. Courses in this concentration provide insight and information on cross-cultural legal systems, the intersections of law, power and culture, the role of language in the construction and experience of legal systems, and structural and institutional forces implicated in social inequality.

The following outline summarizes the new major in Anthropology:

Total Major Credits: 36:

1) CORE COURSES (21 credits)

- Required
  - ANT 101 Introduction to Cultural Anthropology
  - ANT 208 Urban Anthropology
  - ANT 212 Applied Anthropology
  - ANT 2XX Language and Culture (new course by Prof. Trinch)
  - ANT 3XX Theory in Anthropology (new course by Anthropology Dept.)
  - ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective (new course by Anthropology Dept.) [pending at UCASC]
  - ANT 4XX Anthropology of Contemporary Problems (capstone seminar, new course by Anthropology Dept.)

2) RESEARCH METHODS AND STATISTICS (6 credits)

- Required
  - STA 250 Principles and Methods of Statistics
  - ANT 3XX Ethnographic Research Methods (new course by Anthropology Dept.) [pending at UCASC]

3) MAJOR ELECTIVES (9 credits)

The Anthropology major offers two concentrations: A) Global Cultural Forms and Social Inequalities; and B) Anthropology of Law, Power, and Politics. Students will choose one.

Concentration A: Global Cultural Forms and Social Inequalities (“Social Inequality”)
Choose 3 courses from among the following:
- ANT 210 Sex and Culture (same as PSY 210/SOC 210)
- ANT 224 Death and Dying in Society (same as PHI/PSY/SOC 224)
- ANT 230 Culture and Crime
ANT 310 Culture and Personality (same as PSY/SOC 310)
ANT 3XX Anthropology of Work (new course by Anthropology Dept.)
ANT 3XX Anthropology of Global Health (new course by Prof’s Curtis & Waterston)
ANT 3XX Anthropology and Development (new course by Prof’s Dombrowski & Marcus)
ANT 3XX Structural Violence and Social Suffering (new course by Prof. Waterston)
ANT 480 Special Topics in Anthropology

**Concentration B: Anthropology of Law, Power and Politics (“Law”)**

Choose 3 courses from among the following:

ANT/ENG 228 Introduction to Language
ANT 230 Culture and Crime
ANT 315 Systems of Law
ANT/ENG 328 Forensic Linguistics
ANT 330 American Cultural Pluralism and the Law
ANT 3XX Structural Violence and Social Suffering (new course by Prof. Waterston)
ANT 480 Special Topics in Anthropology

**Total Credits: 36 (12 required courses)**

Many of the courses in the “Major Electives” section contain courses already running at John Jay, which will allow students who choose this major in its early phases to complete the major on time. The Department of Anthropology is open to including courses in the major from other departments where appropriate.

It is important to note that the Anthropology major involves the creation of five new required courses, and five new elective courses. Roll out of the new elective courses will be paced with demand as enrollment in the program grows and patterns of concentration preference emerge. This “phase-in” strategy aims to meet both short and long-term needs while still offering majors a high quality course progression and growing curriculum. New electives to enrich offerings in the program will also factor in their relevance and appeal to students in other majors.
We have an articulation agreement with Borough of Manhattan Community College (BMCC) that provides credit for two of the six required core courses in the major and a possible three credits toward the Anthropology electives requirement of the major. Students completing the program at BMCC satisfactorily will be enrolled in the major at John Jay.

John Jay’s student population includes 61% from underrepresented minorities, comprising groups historically underrepresented in the field of philosophy. By offering an Anthropology major at John Jay we will encourage enrollment by persons from groups historically underrepresented in the field.

B. Two Distinct Majors: Contrasting Anthropology and Culture and Deviance Studies

The proposed major in Anthropology differs from the Culture and Deviance Studies (CDS) major presently directed by the department on a number of levels. First, in terms of content, while the CDS major focuses on understanding and investigating concepts of deviance and the range of social and cultural responses to them, the Anthropology major provides students with an examination of the broad spectrum of socio-cultural phenomena as these intersect with cultural formations of justice and inequality on a global scale. Second, students in the CDS major engage with the study of deviance and social control from an interdisciplinary perspective, combining the approaches of Cultural Anthropology with Sociology and, to some extent, Psychology. In contrast, the Anthropology major offers students a firm and sustained disciplinary investigation of culture and society. Although both majors introduce students to ethnographic and other qualitative methodologies, the Anthropology major provides a more in-depth training in fieldwork-based research and its links to the discipline's history and theoretical innovations that incorporate urban anthropology, global political economy, and the anthropological study of inequality and social justice.
In terms of specializations within the majors, the Anthropology major offers two concentrations: justice and global inequality; and law, politics and power. The CDS major asks students to contextualize their exploration of deviance within one of three unique interdisciplinary clusters of their choosing, including a) interpersonal relationships and human services, b) crime and cultural institutions, and c) individual and groups identities and inequalities. Finally, the CDS capstone integrates the interdisciplinary study of deviance with major works on the concept, while the Anthropology capstone provides seniors with an opportunity to integrate theory and method by examining a contemporary human problem from a distinctly anthropological perspective.

V. Cost Assessment

A. Overview

Our thirteen full-time tenured or tenure-track faculty are all currently involved in teaching courses that will count towards the proposed Anthropology major (see Appendix I for a list of faculty and brief bios). The major builds on current courses (some of which serve the Culture and Deviance Studies major that will continue) and an existing minor while offering new courses that contribute to the program’s signature strengths in global cultural forms and urban culture. The full time faculty coverage of classes by the Anthropology Department has historically been among the highest in the college. The current full-time faculty have the needed expertise to cover the content-area requirements built into the new major. (See Appendix B. for “Model Teaching Assignments for Courses in the New Anthropology Major”). Based on patterns observed with other new liberal arts majors at the college, we believe that some demand for upper-level courses offered in the Anthropology will come from students majoring in another discipline, boosting their level of utilization. The
faculty of the Department of Anthropology is committed to providing academic advisement to the new Anthropology majors.

Estimated costs of the new major are based on a set of assumptions, including a projected enrollment of 141 students in the B.A. in Anthropology by the academic year 2018-19. It also assumes that in the early years of the major a portion of those students who currently minor in Anthropology will become majors. The cost assessment projects increasing efficiency in filling Anthropology courses, though with some empty seats likely in the first years of the major. The assessment also projects that the Anthropology major will attract a group of students to John Jay who otherwise might not come to the college, and that interest in the new major will grow steadily once the field school is underway.

B. Administrative costs

**Clerical Support:** The proposed new major in Anthropology is situated in the already existing Department of Anthropology, which already employs a full time administrative assistant. Any increase in clerical costs for the department will be related to total enrollments. If the Anthropology major becomes large enough to warrant additional support, support will be reassigned from departments that experience decreases in their major’s enrollments.

**Faculty Administration:** The proposed new major is situated in the already existing Department of Anthropology, which already has an existing chair. The department receives release time for faculty administration calculated according to a college-wide formula that begins with a common base and treats like departments similarly. Part of the formula is based on size of department, both in terms of number of enrollments in its majors and number of faculty. If the Anthropology degree attracts enough majors to warrant additional
administrative support in a department, reassigned time will be reallocated from departments that experience decreases in their majors’ enrollments.

**Major Coordination:** Each major at the college has a major coordinator; therefore, the Anthropology Department would need to assign a faculty member to this position. Beginning in fall 2011, major coordinators receive one course release per year to carry out their duties. Thus, the cost of major coordination for Anthropology will be approximately $3500 annually (the cost of replacing the faculty member in the classroom for one course).

**Major Advisement:** Each major began having one or more major advisors as the College began phasing in comprehensive advisement beginning in 2011. The cost of major advisement will not be specific to the Anthropology major but to overall enrollments. In the new advisement plan, the College will use a model based on actual enrollment numbers to calculate faculty release time for advisement in the major; therefore, the students’ selection of majors will not influence overall advisement cost. The cost of major advisement is predicated on overall undergraduate enrollment at 60 or more credits. Fractional release time is part of the model and correlates with the number of students enrolled in a given major.

**B. Course Costs.**

We are confident the courses needed to run the proposed major, with an enrollment at the projected 5th year level of 141 students (at various stages of progress), can be offered while keeping the number of FT faculty in the department at the present 13, and while maintaining the current FT/PT ratio. Given the number of new courses associated with the proposed B.A., this would be difficult to achieve absent two areas of change to curriculum at
the college that will reduce enrollments in existing ANT sections with historically high
enrollment among students outside Anthropology’s Culture and Deviance Studies major.

The first area of change relates to the content of other majors. It is the elimination of
most ANT courses as elective offerings in the two highest enrolling programs at the college.
Between them, Forensic Psychology and Criminal Justice account for roughly 50% of all
majors, combining for some 6,000 students as of fall 2012.

The old Criminal Justice B.A. included ANT 110, ANT 230 and ANT 330 as elective
courses within elective concentrations. The old Criminal Justice B.S. featured ANT 330 as an
elective as well. The new Criminal Justice B.A. and the new Criminal Justice B.S. (the latter
with the lion’s share of CJ students) contain no ANT course. At the same time, Forensic
Psychology has eliminated ANT 110, ANT 310, ANT 315, ANT 330 and ANT 340 as
elective options within the program. (The program has retained ANT/PSY 345, Culture,
Psychopathology and Healing.)

The second area of curriculum change at the college with implications for enrollment
in ANT courses is in general education. Under John Jay’s sun-setting Gen Ed, ANT 101 was
one of six courses in the Social Sciences area – along with courses from Economics, Politics,
Psychology and Sociology – from which students had to take two courses. Under the new Gen
Ed, there are five ANT courses in the World Cultures (WC) area. At present WC at John Jay
features a total of 31 courses. And while many students at John Jay may take two WC courses,
most of those students will be taking foreign language for at least one of those two, given the
ways in which John Jay has implemented its College Option portion of the Gen Ed
requirements.
While it is risky to predict student choice patterns for the new Gen Ed, the several ANT courses in the WC area face more competition than has the one ANT course in the sun-setting Gen Ed. And this is so even without factoring in the impact on student Gen Ed choices of the just-discussed removal of most ANT courses from the Criminal Justice and Forensic Psychology programs, some of which have pre-requisites requirements satisfied by ANT 101. The upshot is that there are good reasons to expect that ANT enrollments associated with the new Gen Ed will fall below ANT enrollments associated with the sun-setting Gen Ed, making possible a net reduction in ANT Gen Ed sections taught by FT faculty under Pathways.

It is with these considerations in mind that that a projection of FT faculty assignments has been developed that accounts for anticipated reductions in demand in certain courses. Appendix B. presents two tables. The first shows actual assignments in AY 2012-13, and the second projects assignments needed under the new curriculum regime, with the inclusion of courses needed to run the proposed Anthropology B.A. at 5th year levels. (Please note that Professor Abby Stein was “on loan” to the Interdisciplinary Studies Department in AY 2012-13, with the consequence that the 81 sections taught by FT faculty were distributed among 12 of the department’s 13 FT faculty. Stein will return to teaching in Anthropology, allowing the department to run 88 sections with 13 FT faculty.

With respect to the second table of Appendix B. it should be noted that there is some guesswork involved in predicting course demand under an entirely new Gen Ed structure. That said, the augmented range of freedom and course-choice that Pathways affords student also takes some pressure off departments to try match Gen Ed course supply to apparent demand. Although we have good grounds for believing that Anthropology will see a decrease
in its Gen Ed course enrollments, unexpectedly high demand (all sections filling quickly) need not pull FT faculty off courses in either of the two majors (assuming approval of proposed program) because within the World Cultures area students closed out of, e.g., ANT 101 will still have a great many options remaining. We do not, again, foresee this circumstance coming to pass, but the department is committed to prioritizing FT coverage within major coursework over matching Gen Ed course demand, in light of choice advantages of CUNY’s new General Education design.

Finally, beyond the increased workload availability of FT teaching in major courses created by the curriculum changes outlined above, there is potential for even more capacity to be made available to deliver sections in the proposed degree through better seat utilization (i.e., filling class sections closer to their seat limits). John Jay has made achieving efficiencies of utilization a priority recently, and as a result, the scheduling of classes and the use of classroom space are under close review. Success along this front would naturally have implications beyond the staffing of Anthropology courses. The point to be stressed here, however, is that better utilization across 100- and 200-level courses in Anthropology could easily free-up a small number of FT faculty section assignments for 300-level reassignment to support delivery of the Anthropology B.A.

The following table shows numbers of unfilled seats in ANT sections, broken out by course levels, for AY 2010-11 and 2011-12. Under-utilization rose between these years. While no one expects full utilization (100% enrollment), closing the more recent gap of 452 by just 25% yields 113 seats for new sections, or 3 courses capped at 35 student, or 4 capped at 28.
### Table 1 Capacity in Anthropology: 2010-2011 to 2011-2012

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Between teaching capacity made available for reassignment by curriculum changes, and added capacity yielded from better utilization, there should be no difficulty delivering the existing Culture and Deviance Studies program in tandem with the proposed Anthropology program with the current 13 FT faculty members.

C. Adjuncts and Tuition

We anticipate that almost all sections of the major will be covered by current full-time faculty. We estimate that by the fifth year of the major, there will be six sections taught by adjuncts. The cost of adjunct faculty is figured at the beginning Assistant Professor teaching rate of $75.53 for forty-five instructional hours plus 10% for fringe benefits. These costs will include a 3% increase for inflation.

Tuition is based on the CUNY cost per credit for full-time students, part-time students, NYS residents and out of state students. Increases were calculated at 2% each year. Our cost estimates demonstrate that from the beginning of the program, revenues should exceed costs even if the revenue from new students only is considered. The Financial Tables are available in Appendix D.
D. Library

The College has a fairly strong collection of Anthropology books and journals and does subscribe to AnthroSource, an important resource in the field. Even so, the new Anthropology major may require some investment in books and journals in anthropological concentrations such as Political Economy, Social Movements, Legal and Medical Anthropology, Applied Anthropology, Structural Violence, and Area Studies. Pending final review with the library, we estimate a total five-year investment of $13,000 ($5,000 for the first year; $2000 for the following four years) will be necessary to enlarge the collection, to fill gaps as they appear, and to update it with new publications.

VI. Evaluation and Assessment of the Program

The Department of Anthropology will take the following steps to assure the vitality of the curriculum of the Anthropology major and gauge the performance of students in the major in relation to the learning outcomes of each course, and the major overall.

Program Review

John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self study by the faculty of the major or department, a site visit by outside evaluators and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year.

Program Learning Outcomes
A student graduating from John Jay who has majored in Anthropology will have developed the following knowledge-base and competencies:

1. A broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology;

2. A developed sense of some of the major historical trends in Anthropology from its origins to the present, including the discipline’s distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relations to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings;

3. An understanding and appreciation of diversity in all its dynamic complexity, exploring the subject at the level of the individual and at the level of whole societies;

4. The capacity to present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text;

5. Demonstrated experience in carrying out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;

6. The capacity to communicate research results in various formats, including written and oral presentation;

7. The ability to work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and
beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Methods of Assessment

At the beginning of every academic year, the Department Curriculum Committee will develop and implement a plan for reviewing some aspect of the program’s overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The department Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year’s end. Each year’s review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program’s learning objectives. Measures as well as ‘target’ courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

Feedback

The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The department Curriculum Committee will be charged with making any adjustments deemed necessary.
Appendix A – Anthropology Department Faculty

Full-time Faculty

Richard Curtis  Professor

Ric Curtis has more than thirty years of experience conducting ethnographic research in New York City neighborhoods, including several large studies of injecting drug users and HIV risk networks, heroin users and distributors, the developmental trajectories and interactions between markets for different illegal drugs, teenage prostitutes, and rapid assessment of HIV/AIDS risk in Newark, NJ, and of shootings and homicides in Brooklyn, NY. Dr. Curtis serves on the Boards of Directors of several local social service organizations, including Family Services Network, The After Hours Project in Brooklyn, and CitiWide Harm Reduction in the Bronx.

Elizabeth Hegeman  Professor

Betsy Hegeman has conducted ethnographic fieldwork on the process of urbanization in Latin America and Puerto Rico. During her forty years at John Jay, she has concentrated on research that deals with the overlap among the disciplines of psychology, psychoanalysis, and anthropology, writing about topics such as the effect of breaking incest taboos on personality, and the role of group process in transmitting culture. She has co-written Valuing Emotions with her husband, Michael Stocker, a philosopher. A trained psychoanalyst, Dr. Hegeman is currently researching and theorizing about culture-bound syndromes of mental illness and what they represent.

Alisse Waterston  Professor

Alisse Waterston’s work focuses on the human consequences of systemic violence and inequality. Recent publications include My Father’s Wars: Truth, Memory and the Violence of a Century, Routledge Series on Innovative Ethnographies, forthcoming), Anthropology off the Shelf: Anthropologists on Writing (2009, Wiley Blackwell), An Anthropology of War: Views from War Zones (2009, Berghahn Books), and “Teaching Genocide in an Age of Genocides,” written with a John Jay College graduate (2007, American Anthropologist). Dr. Waterston has written extensively on urban poverty, homelessness (Love, Sorrow and Rage, Temple U Press) and substance abuse in the U.S. (Street Addicts in the Political Economy, Temple U Press); her applied work includes policy and consumer research and reports on immigration, employment and new media. Her current research in New York and Poland focuses on the socio-cultural, political-economic and psychological aspects of displacement, diaspora and structural violence, and intimate ethnography. She is editor of Open Anthropology (http://www.aaaopenanthro.org/), the first online, public journal of the American Anthropological Association (AAA), and as an elected member of the AAA Executive Board, chairs the committee on scholarly publications. Professor Waterston is a Soros International Scholar affiliated with Tbilisi State University, Tbilisi, Georgia.
### Avram Bornstein  Associate Professor

Avram Bornstein’s research and teaching focus on violence and ethnic conflict. He has done extensive ethnographic research over two decades in Israel-Palestine and published on issues such as border enforcement, work, political prisoners, and ethnographic reflexivity. His current project concerns developing an anthropological theory of death and suffering. In recent years, Dr. Bornstein has also focused on the psycho-cultural elements of policing in New York City, with particular attention to Muslim and Arab communities, and police education. In addition to his scholarly activities on these topics, Bornstein regularly performs tolerance and “bridge-building” work with community based organizations. His publications include *Crossing the Green Line between the West Bank and Israel* (U Penn Press, 2002); “Military Occupation as Carceral Society: Prisons, Checkpoints, and Walls in the Israeli-Palestinian Struggle,” in *An Anthropology of War: Views from the Frontline* (Berghahn Books, 2009); and “Three Myths Cloaking the Violence of Occupation” in *Anthropology Now*, 2009.

### Kirk Dombrowski  Associate Professor

Kirk Dombrowski is co-Editor of the scholarly journal *Dialectical Anthropology* (with Anthony Marcus). He is interested in research methods and how various kinds of social inequality can be mapped and understood, including the use of social networks and quantitative analyses as well as conventional ethnographic methods. Professor Dombrowski’s primary fieldwork is in the circum-polar north, where he examines responses to large scale resource extraction projects, including timber, mining, and oil production. In the past he has worked on issues of land claims, subsistence work, and timber politics in Southeast Alaska. His current research takes place in Northern Alaska and Northern Labrador. Professor Dombrowski is the recipient of the NSF Cultural Scholars Award (Principal Investigator) NIH/NIJ RO1 (co-PI); NIJ Multi-City Initiative (co-PI); NYCJS (co-PI); and NIJ Center for Court Innovation (co-PI).

### Anru Lee  Associate Professor

Anru Lee's research focuses on the Asian Pacific region and issues of capitalism, modernity, gender and sexuality, and urban anthropology. She is the author of *In the Name of Harmony and Prosperity: Labor and Gender Politics in Taiwan's Economic Restructuring* and is co-editor of *Women in the New Taiwan: Gender Roles and Gender Consciousness in a Changing Society* (ME Sharpe 2004). Her current project investigates mass rapid transit systems as related to issues of technology, governance, and citizenship. Her most recent fieldwork looks at the newly built Mass Rapid Transit systems in Taiwan in the context of the country's struggle for cultural and national identity.
Anthony Marcus  Associate Professor, Chair

Anthony Marcus is an urban anthropologist with research interests in political economy, civil society, the anthropology of the state, poverty amelioration, public policy, gender, “race” and ethnicity. He has conducted urban field research in Cuba, Mexico, Guatemala, Sri Lanka, and the Maldives, has worked on major longitudinal studies of homeless African-American and Latin American men in New York City, heroin and illicit drug marketing and use in the United States, and worked as a development consultant for INGOs. He has published on globalization and culture change, American history, poverty and public policy, microfinance, and the politics of the culture concept in international development. He is co-Editor of the scholarly journal *Dialectical Anthropology*.

Ed Snajdr  Associate Professor

Edward Snajdr’s research interests include urban redevelopment, violence, ethnicity, gender, environmentalism, and applying anthropological perspectives in the fields of development, legal reform and criminology. He has conducted fieldwork throughout post-communist Eurasia (Slovakia, Kazakhstan, Bosnia, Bulgaria, Romania, Russia and the Czech Republic) and in the U.S. (Florida and New York City). He has published widely in US and international journals. His book *Nature Protests: The End of Ecology After Communism* (University of Washington Press) was published in 2008. He is currently researching urban change, violence, social movements, and digital representations in cyberspace. With the support of a senior research grant with NSF’s Cultural Anthropology Program, Professor Snajdr (with Professor Trinch) is conducting research with John Jay College undergraduates on “The Dynamics of Place-Making in Contested Cities.” The project is profiled in the article “What the Brownstones Say: Surveying Place in Brooklyn” in *Anthropology News* (March 2011).

Abby Stein  Associate Professor

Abby Stein has written numerous articles on child maltreatment, criminal psychopathology and states of consciousness during violent crime. Her book, *Prologue to Violence: Child Abuse, Dissociation and Crime* (Analytic Press, 2007) is being translated into Japanese for publication by Sogen-sha (2010). In addition to her affiliation with the Department of Anthropology, Professor Stein teaches in the Interdisciplinary Studies Program at John Jay College. Professor Stein currently serves as advisor to the John Jay College Vera Fellowship Program.
**Patricia Tovar  Associate Professor**

Patricia Tovar’s research interests have focused on the study of widowhood, mobility, forced displacement, violence, sexual and reproductive health, and gender and science. She has conducted field work in Colombia, Portugal, Ecuador and the United States. Her recent publications include “Las Viudas del Conflicto Armado en Colombia” and “Familia, Género y Antropología en Colombia.” She is the co-chair of the Latin American Studies Association, and has been a consultant for the Organization of Iberoamerican States and the Panamanian Science and Technology Secretariat.

**Shonna Trinch  Associate Professor**

Shonna Trinch’s area of specialty is Spanish Linguistics. She has conducted fieldwork in the U.S. Southwest where she spent 13 months studying the ways in which Latina women and sociolegal authorities in 10 different institutional settings collaborate and conflict in the creation of narratives of domestic abuse. Professor Trinch has published extensively on these topics, including *Latinas’ Narratives of Domestic Abuse: Discrepant Versions of Violence*. Her current research focuses on linguistic landscapes in New York City. With the support of a senior research grant with NSF’s Cultural Anthropology Program, Professor Trinch (with Professor Snajdr) is conducting research with John Jay College undergraduates on “The Dynamics of Place-Making in Contested Cities.” The project is profiled in the article “What the Brownstones Say: Surveying Place in Brooklyn” in *Anthropology News* (March 2011).

**Kojo Dei  Assistant Professor**

Kojo Dei is an applied anthropologist and author of *Ties that Bind: Youth and Drugs in a Black Community*, a study of the dynamic relationship between drugs, society, and culture. He has conducted fieldwork in Belize and in Westchester County. He is currently studying the phenomenon of street children in Accra, the capital of Ghana.

**R. Terry Furst  Assistant Professor**

Over the last two decades, Terry Furst has been conducting ethnographic research and publishing on subcultures of drug abusers, illegal drug markets, sex workers, street drug dealers, the transmission of HIV among injecting drug users, the evaluation of street outreach intervention workers, the adulteration of heroin in New York City, and the diffusion of heroin in the mid-Hudson region of New York State. His research also includes the evaluation of Buprenorphine among opiate dependent patients. He has also conducted research on the occupation subculture of professional boxers and is currently writing a book on the history of media coverage of baseball.
### Part-time Faculty

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# Appendix B

## Model Teaching Assignments (4/3 or 3/4 Load) by Faculty: Department of Anthropology

**KEY:** For Courses in New Major * = Pre-Req/Major Sequence; √ = Methods Requirement; ∆ = Elective Concentration 1; ‡ = Elective Concentration 2

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## Table 1

Comparison of FT Anthro faculty assignments, CDS alone versus CDS plus Anthropology BA

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Teaching in Interdisciplinary Studies AY 2012-13
## Table 2

FT faculty teaching with both Culture and Deviance Studies and Anthropology

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Course Descriptions and Syllabi for New Courses
ANT 101 Introduction to Cultural Anthropology

3 hours, 3 credits

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

This course satisfies the Flexible Core: World Cultures & Global Issues area of the Gen Ed Program.

ANT 208 Urban Anthropology

3 hours, 3 credits

Current topics and problems in urban studies will be addressed from an anthropological perspective. The course examines cities as places where members of different groups come together in both cooperation and conflict. Students will examine the way global processes and local politics and culture have shaped and continue to transform the modern city. Students will engage with case studies from a variety of urban environments, including some in the United States, and will focus on various topics such as class, power, ritual, migration, lifestyle, ethnic tensions and alliances, social movements, and the meanings of space and place.

This course satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

Prerequisites: ENG 101

ANT 210 Sex and Culture

(Same course as PSY 210 and SOC 210)

3 hours, 3 credits

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

This course satisfies the Flexible Core: Individual & Society area of the Gen Ed Program.

Prerequisites: ENG 101 and sophomore standing or above
ANT 212 Applied Anthropology

3 hours, 3 credits

Consideration of past, present and future applications of anthropology and fieldwork techniques in such areas as criminal justice, education, mental health, demography, medicine and areas involving change.

Prerequisites: ENG 101 and ANT 101

ANT 224 Death, Dying and Society: A Life Crises Management Issue

(Same course as PHI 224, PSY 224 and SOC 224)

3 hours, 3 credits

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructing of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

Prerequisites: ENG 101, and an introductory course in sociology, anthropology, philosophy, or psychology

ANT 228 Introduction to Language

(Same course as ENG 228)

3 hours, 3 credits

This course provides an overview of language analysis and general linguistics, leading to an understanding of how language in the legal process applies these principles. The course discusses the formal properties of language, bilingualism, gender and language use, language and culture, and linguistic issues within the criminal justice system. Students will learn how to use the International Phonetic Alphabet (IPA) to transcribe speech and discuss accents and dialects.

Prerequisites: ENG 201, and ANT 101, or PSY 101 or SOC 101 or CRJ 101 or CJBS 101

ANT 230 Culture and Crime

3 hours, 3 credits

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

This course satisfies the Flexible Core: World Cultures & Global Issues area of the Gen Ed Program.

Prerequisites: ENG 101
ANT 310 Culture and Personality

(Same course as PSY 310 and SOC 310)

3 hours, 3 credits

The factors in and the effects of cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of childcare and training, group values and attitudes, practices and culture forms, with reference to basic personality formation.

Prerequisites: ENG 201, junior standing or above, and one of the following: ANT 101, PSY 101 or SOC 101

ANT 315 Systems of Law

3 hours, 3 credits


Prerequisites: ENG 201, and a course in anthropology or law, or junior standing or above

ANT 328 Forensic Linguistics: Language as Evidence in the Courts

(Same course as ENG 328)

3 hours, 3 credits

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children and nonnative speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. One court visit is required. This course is especially helpful for Forensic Psychology majors.

Prerequisites: ENG 201, and one of the following: ANT 101, CRJ 101, CJBS 101, PSY 101, or SOC 101

ANT 330 American Cultural Pluralism and the Law

3 hours, 3 credits

Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians, African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women and the homeless.

Prerequisite: ENG 201

ANT 480 Selected Topics in Anthropology

3 hours, 3 credits

This course will study a significant topic of interest in the field to be chosen by the instructor.

Prerequisites: ENG 201,
STA 250 Principles and Methods of Statistics

3 hours, 3 credits

Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers.

*Prerequisites:* ENG 101. In addition: MAT 108 or MAT 141
ANT 2XX Language and Culture

Semester:
Days and Times:
Room:

Course information:
Professor: Shonna Trinch, Ph.D.
Time:
Location:
Office hours:
Office Telephone: 664 557 4403
E-mail: strinch@jjay.cuny.edu

Course Description:
Language is arguably the most important resource humans possess to carry out social life. In fact, the complicated system of language that we will study cross-culturally is both universally and uniquely human. While language enables us to create and define our worlds, ideas about and attitudes towards language and language use vary among and depend upon socio-cultural settings and situations. This course examines the relationship between language and culture, thought, social identity and political-legal processes, offering a comparative evaluation of language at the intersection of social organization. The curriculum will cover language use in significant settings, including but not limited to the law, medicine, education, the family and commercial enterprises.

Course Outcomes
1) Students will gain a social and anthropological understanding of language in cultural contexts.
2) Students will be able to articulate how language is both reflective and constitutive of social life by examining how it is used to represent and create divisions along race, class, gender and ethnic lines.
3) Students will learn how to observe and document sociolinguistic data
4) Students will learn to analyze social life by examining how linguistic meaning gets created in context.
5) Students will learn to give informative oral and written presentations on the relationship between language and culture, class, race, ethnicity and/or gender.

Required Textbooks and Readings
3) [Bb] Some required reading, namely various articles and book chapters, will be available on Blackboard.
4) [EJ] Some required reading will be available in the Electronic Journals of John Jay College Library. The following text is recommended as a reference book:
Course Format and Requirements: This class will combine lecture, discussion and student preparation and presentation of assigned readings. Students are expected to come to class having read the required readings with an ability to discuss, compare, contrast and synthesize them.

Course grades will be determined as follows:

**Participation and Discussion: 30%** In addition to weekly participation and discussion (10% of this grade), each student must do two 10-minute presentations of an article in class and assist in leading the class discussion for the day. Articles will be assigned the second week of class. The ten-minute time constraint is to be honored. A three-page summary paper & critical review will then be handed in the day of the presentation (see footnote #1 below).

**Midterm exam: 35%** (take home). A midterm, take-home essay exam will cover material from the beginning to the middle of the course. Essays should be typed, spell-checked and complete with appropriate documentation and citation. You will be given the exam questions on ________, and you will be expected to turn it in on _________.

**Proposal for original research: 5%** Two-page proposal due ____________.

**Individual research project and presentation: 30%** To be presented and handed in during the last two weeks of class. More information about this will follow.

Contacting me:
You should come to see me whenever you have a question or a problem related to the course. If my regularly scheduled office hours are inconvenient for you, we can arrange a mutually convenient appointment. Email is the best way to contact me. I usually check my email several times a day. You can also call my John Jay College office at (646) 557 4403.

Academic Honor System: CUNY has an academic honor system and all students should be familiar with it.

Semester outline: The following is a tentative schedule of topics to be covered, the required readings for each unit and assignments. NOTE: Some readings listed below will be required; others will be recommended. Dates and topics may change. The letter in the brackets below represent the textual or electronic location of the readings.

- [B] Blount (ed.)
- [G] Giglioli (ed)
- [EJ] Electronic Journals
- [Bb] Blackboard

Week 1: **Social and Linguistic Perspectives on Language**
Welcome to the course and an introduction to Linguistic Anthropology.

Week 2: **Language**


3) [B] Lévi-Strauss, Claude. Language and the analysis of social laws.

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13 All writing assignments in this course (from individual projects to take home exams and these short reaction papers) must be accompanied by a bibliography. In other words, whenever you write up an assignment, you should be interacting with the reading list in order to develop your own thoughts and to base your analysis in that which has been done before you. Properly cite the authors and researchers to whom you refer in either direct (with quotations) or indirect ways. Please consult the style of both in-text citations and bibliographic works cited, as they appear in the flagship journals in the field such as the *American Ethnologist*, the *Journal of Linguistic Anthropology*, and *Language in Society*. As a general rule, proper citations should be formatted in the following way when you use them in a text:

**Indirect citation:** Berk-Seligson (1986), who shows how code-switching occurs among bilingual speakers of Judeo-Spanish and Hebrew, finds…

**Direct quotation:** Paulston (1994:10) states, “The main point is simply that ethnic groups within a modern-nation state, given opportunity and incentive, typically shift to the language of the dominant group.”
Week 3: Language Development, Communicative Competence and Language as a resource

Week 4: Ethnography of Speaking and Language in Sociocultural Contexts

Week 5: The Study of Language (Narrative) in Sociocultural Contexts and the Politics of Representation

Week 6: Power, Language Variation and Social Settings

Week 7: Language Variation and Change; Sociolinguistic Variationist Studies and Social, Regional and Ethnic Dialects
Week 8: Interaction, Conversation Analysis, Speech Acts and Politeness


Week 9: Language and Gender


Week 10: Language and Gender continued


Questions for Essay Exam handed out in class.

Week 11: Essay Exam DUE in class.

Week 12: Readings: Ideologies, Local Orders and Contexts


Week 13: Globalization and the Commodification of Language, Linguistic Landscapes and Multilingualism


5). (all three readings to be presented together as they are very short)


Week 14: Student presentations

Week 15: Student presentations

Course Policies:

Attendance/Punctuality/Participation

1) Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student’s grade will be dropped one letter grade.

2) Each three instances of arriving late for class will count as an absence.

3) In-class exercises cannot be made up outside of class or at a later date for credit.

4) You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.
Appendix

Classroom Conduct
a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

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(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
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Accessibilities Students
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Course title and section: ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective

**Prof:** Alisse Waterston  
**Office:** 9.16.2  
**Office Hours:** TBA  
**Phone:** 212 237-8286  
**Email:** awaterston@jjay.cuny.edu

“*Society does not consist of individuals, but expresses the sum of interrelations, the relations within which these individuals stand.*” -- Karl Marx, *Grundrisse* (1993: 265)

“*Know thyself*” -- Greek proverb, sometimes attributed to Chiron (550 B.C.E.)

**Course Description**
This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics.

**Learning Objectives** of this course include gaining knowledge of social science concepts and analytic tools, including “ideology,” “social construction,” “essentialism,” and “stratification.” You will also gain skills in producing “intimate ethnography” and “auto-ethnography,” demographic data collection, and how to integrate qualitative and quantitative data. Your information literacy skills will be enhanced by exploring and using information from the American Anthropological Association’s virtual museum “Race: Are We So Different?” ([http://www.aaanet.org/resources/A-Public-Education-Program.cfm](http://www.aaanet.org/resources/A-Public-Education-Program.cfm)), the PBS online Project, “Race-The Power of an Illusion” ([http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm](http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm)), accessing data from the U.S. Department of the Census ([http://www.census.gov/](http://www.census.gov/)), and from the John Jay College Library electronic database (e.g., *Ethnic Newswatch*).

**Learning Outcomes:**
1. identify and critically reflect on class, race, ethnicity and gender as major categories of social analysis.  
2. locate, understand, and critically review class, race, ethnicity and gender theories and research in Anthropology and related disciplines.  
3. analyze relevant social phenomena through a complex approach using given key concepts.  
4. formulate complex research questions on class, race, ethnicity and gender issues.  
5. give informative oral and written presentations on class, race, ethnicity and gender.

**Course Policies:**

**Attendance/Punctuality/Participation**
Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.

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You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.
* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility for Students.

**Required Readings:**
All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

**Course Assignments:**
Throughout the semester, there will be 6 two-page written assignments and a final, 5-page paper. You will apply your growing theoretical and empirical knowledge to reflect on your own social positionality using anthropological methods (auto-ethnography; intimate ethnography) and secondary qualitative and quantitative data. The assignment topics are listed in the weekly course schedule; assignment questions will be provided at least one week before the due date. Assignments are due on the dates indicated.

**Grading:**
The assignments account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments and your class participation. The written assignments are extremely important since they reflect the students’ academic seriousness and rigor. Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

**Grading details:**
20% class participation
80% written assignments (6, 2-page papers; 1, 5-page paper)

The weight is broken out as follows: Each of the 2-page papers: 10%=60% of grade
5-page paper: 20% of grade

**Course Schedule**

I. Theoretical Approaches to Understanding Class, Race, Ethnicity and Gender

**Week 1 Introductions:**

A. Social Construction
   [http://philosophy.fas.nyu.edu/docs/IO/1153/socialconstruction.pdf](http://philosophy.fas.nyu.edu/docs/IO/1153/socialconstruction.pdf)

   **Paper 1: Auto-ethnographic Statement (2 pages)**

**Week 2 Understanding Dialectics**

B. Dialectics

**Week 3 Towards Understanding the Dialectics of Class, Race, Ethnicity and Gender:**

C. Intersectionality

II. Race

Week 4 The Color Blind Bind

A. Race as Social Category

Week 5 The Social and the Experiential
AAA website: Race: Are We So Different? [http://www.understandingrace.org/home.html](http://www.understandingrace.org/home.html)

Week 6 Race as Lived Experience

B. As Lived Experience


III. Ethnicity

Week 7 Ethnicity in Context

A. As Social Category

Week 8 The Making of Latinos in the US

Week 9 Ethnicity Experienced

B. As Lived Experience

Paper 4: Ethnic Groups and Boundaries in NYC (2 pages)

IV. Class

Week 10 Making Class Visible
A. As Social Category

Week 11 Understanding Class

Week 12 Class as Lived Experience
B. As Lived Experience

Paper 5: Class Manifestations: Work, Neighborhood, Home (2 pages)

V. Gender

Week 13 Gender as Social Category
A. As Social Category


Week 14 Gender as Lived Experience
B. As Lived Experience


Paper 6: Gendered Habits and The Habitus of Gender (2 pages)

VI. Wrap up; final paper due (last day of class)

Week 15 Intersectionality Revisited

Final Paper 7:
Bringing it Home: An Intimate Ethnography of Race, Ethnicity, Class & Gender

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contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.
Course title and section: ANT 3XX Ethnographic Research Methods in Anthropology
Prof: Ed Snajdr
Office: 9.61.13
Office Hours: TBA
Phone: 212 237-8262
Email: esnajdr@jjay.cuny.edu

Course Description: Students in this course will learn anthropological field research methods including their origin, implementation and use. They will gain knowledge in project design, accessing the field, data collection, primary and secondary analysis of data and a range of narrative strategies for presenting research results. While the course will touch on a variety of disciplinary approaches, the main perspective of the course will be anthropological, i.e. examining human culture and variation and systems of meaning produced by and informing social experience. We will talk about why we do research and explore the benefits of ethnographic approaches. In addition to reading about how anthropologists go about doing research, students will gain first-hand experience in various methods such as interviewing, conducting focus groups, compiling a case study and implementing questionnaires. 3 hours, 3 credits.

Learning Objectives:

- **Primary Concepts:** Students will gain an understanding of the following concepts: Ethnography, Participant-Observation, Interviewing, and Research Ethics.
- **Technical Skills:** Students will learn the following academic and critical thinking skills: Project Design, Identifying Key Themes, and Recording and Organizing Field Notes and other types of Qualitative Data.
- **Information Literacy:** Students will gain experience in accessing and using library materials and digital resources to plan and implement field research. To meet these objectives, the course will include lectures, readings, writing assignments as well as films and class discussions.

Learning Outcomes:

1) Knowledge and skill proficiency in specific ethnographic research methods in cultural anthropology.
2) Ability to employ the techniques and strategies used to analyze anthropological data and to appreciate the methodological issues involved in research
3) An understanding of the connections between theory, data, and analysis, and issues in representing results.
4) Ability to employ different narrative strategies to produce written material at all stages on research.

Course Policies:

Attendance/Punctuality/Participation
- Students must arrive on time for class, and attend class.
- Each two instances of arriving late for class will count as an absence.
- In-class exercises cannot be made up outside of class or at a later date for credit.
- You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

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Required Texts: The following titles will be used throughout the course. Additional readings will be placed on reserve and electronic reserve (see Course Calendar below).
Course Assignments:

- Throughout the semester, there will be in-class exercises, short field projects, written assignments and a final paper based on the primary and secondary research they will conduct.
- Assignments and papers/project are due on the dates indicated in the course schedule.
- Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

Grading Policy: Students will be evaluated on a set of in-class exercises (15%), short field projects (15%) and writing assignments (15%) and a final paper (30%). These assignments will provide the overall course grade (100%).

Course Schedule

Week 1 Introduction: Studying “the Other”

Week 2 Ethnographic Origins
Sunstein and Chiseri-Strater, op.cit., Chapter Two “Reading Self, Reading Cultures: Understanding Texts”: 55-100.

Assignment 1 Due – Paper on Representing Culture: Dangers, Dilemmas and Challenges of and in Ethnography

Week 3 What is Fieldwork and What are Field Notes?

Assignment 2 Due – Research Questions: Posing Questions in the Field

Week 4 Preliminaries and Preparations: Designing Projects

Week 5 Defining and Accessing “the Field”

Week 6 Observing
Emerson, Fretz and Shaw. Chapter Two, “In the Field: Participating, Observing and Jotting Notes”: 21-41
Week 7 Ethnographic Mapping

Assignment 3 Due – Mapping a City Block/Observation Field Notes: Walking Central Park

Week 8 Asking and Listening (Interviews and Variations)

Assignment 4 Due – The Interviews & The Notes: Practicing In and

Week 9 Writing Fieldnotes
Emerson, Fretz and Shaw, Chapter Three, “Writing Fieldnotes I: At the Desk, Creating Scenes on a Page”: 45-88.

Week 10 More Listening and More Asking: Questionnaires and Focus Groups
Agar, Michael and James MacDonald. 1995. “Focus Groups and Ethnography” Human Organization. 54(1):78-86.

Assignment 5 Due – Paper on Ethics & IRB: Rationales and Constraints

Week 11 Managing Data and Preliminary Analyses
Emerson, Fretz and Shaw, Chapter Four “Writing Fieldnotes II: Multiple Purposes and Stylistic Options”: 89-126.

Week 12 Ethics in Research; The Institutional Review Board
AAA Ethics: http://www.aaanet.org/committees/ethics.htm

Assignment 6 Due - Final Paper: Synthesizing Issues and Methodological Approaches in Ethnographic Research in Anthropology
Appendix

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Course title and section: ANT 3XX Structural Violence and Social Suffering  
Prof: Alisse Waterston  
Office: 9.16.2  
Office Hours: TBA  
Phone: 212 237-8956  
Email: awaterston@jjay.cuny.edu

The violence is built into the structure and shows up as unequal power and consequently as un‐equal life chances.  
-- Johan Galtung in “Violence, Peace, and Peace Research”

The headlong stream is termed violent 
But the riverbed hemming it in is 
Termed violent by no one.  
-- Bertolt Brecht, “On Violence”

Course Description  
Structural violence is a term, a theoretical concept and a descriptor of historically constituted social structures characterized by institutionalized social inequality. In this course on the anthropology of structural violence and social suffering, students examine the roots of the term and what it seeks to explain and describe: the various forms of violence exerted systematically and their consequences for human lives. Students will explore multiple forms of structural violence characterized by “steep grades of inequality” that are found in everyday life—in peacetime and in its most spectacular form—in war. The course will also explore the adverse effects of structural violence—the social suffering experienced by flesh‐and‐blood human beings: death, injury, illness, subjugation, stigmatization and psychological trauma. Students will also examine social spaces of resistance and consider principles and processes for social change and the alleviation of social suffering.

Learning Objectives of this course include gaining knowledge of social science concepts and analytic tools including “violence,” “embodiment,” “dehumanization,” and “human rights” as these relate to the anthropology of structural violence and social suffering. Students will also develop skills in comparative analysis, integrating multidisciplinary information and techniques for writing about culture and power. Information literacy skills will be enhanced by exploring and using data from a variety of online sources, including Amnesty International Annual Reports; Amnesty International Country Reports (available at the John Jay College library; in conjunction with the Amnesty International Student Club at John Jay http://www.facebook.com/?ref=home#!/group.php?gid=336614063248&ref=ts), and Democracy Now, a daily TV, radio and Internet news program http://www.democracynow.org/.

Learning Outcomes:  
1. identify and critically reflect on structural violence and social suffering as analytic categories of social analysis.  
2. locate, understand, and critically review theories of violence in Anthropology and related disciplines.  
3. analyze relevant socio-cultural, historical and contemporary violence-related phenomena through a complex approach using given key concepts.  
4. produce informed, short essays on concepts, topics and issues related to structural violence and social suffering.
Course Policies:

Attendance/Punctuality/Participation

Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.

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Required Readings:

All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Course Assignments:

Throughout the semester, there will be 7 two-page written assignments that directly address specific concepts and issues raised in the readings. The assignment questions are listed in the weekly course schedule. Assignments are due on the dates indicated. There will also be in-class writing exercises.

Grading:

The written assignments and in-class writing exercises account for 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments and your class participation. The written assignments are extremely important since they reflect the students’ academic seriousness and rigor. Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

Grading details:

20% class participation
80% written assignments (7, 2-page papers; in-class writing exercises)

The weight is broken out as follows:

Each of the 2-page papers: 10%=70% of grade
In-class writing exercises: 10% of grade

Course Schedule

Week 1  Introductions: Course Overview

Week 2  Roots of Structural Violence: Definitions and Socio-Historical Conditions

Week 3 Roots of Structural Violence: Definitions and Socio-Historical Conditions, cont.

Paper 1 due end of week 3: In a two-page essay, discuss the strengths and weaknesses of the concept of “structural violence.” Include in your discussion Galtung’s contrast between “personal” and “structural” violence.

**Week 4**  
**Roots of Social Suffering: Definitions and Descriptions**  

**Week 5**  
**Forms of Structural Violence and Social Suffering: Conquest**  


**Week 6**  
**Forms of Structural Violence and Social Suffering: Aftermaths of Conquest**  

Paper 2 due end of week 6: In a two-page essay, explain the ways in which violence is an inherent feature of conquest and the “conqueror model.” Include in your essay, the specific indicators of social suffering (as defined by Kleinman et al) for individuals and the groups to which they belong.

**Week 7**  
**Colonialism and Its Aftermaths**  

**Week 8**  
**Peacetime Violence: Everyday Violence**  

Paper 3 due end of week 8: In a two-page essay, compare and contrast the traumatic outcomes of “the multiple forms” of social violence using specific examples from readings in weeks 7 & 8.

**Week 9**  
**Peacetime Violence: Everyday Violence, cont.**  


**Week 10**  
**Peacetime Violence: Neoliberal Economics as Structural Violence**

Paper 4 due end of week 10: In a two-page essay, explain how “public debt” relates to “private suffering.” Include in your essay a discussion on how the critical analyses offered by Klein, and Kim et al relate to the economic crisis in the U.S. today.

Week 11 Spectacular Violence: The Production and Reproduction of Violence and Suffering

Week 12 Spectacular Violence: War and Militarism

Paper 5 due end of week 12: In a two page essay, synthesize the arguments put forth by the authors of readings in Weeks 11 & 12 to answer these questions: How does war create terror? How does war create terrorism?

Week 13 Spectacular Violence: The Costs of War

Week 14 Resistance, Transformation and Human Rights:
Resisting Structural Violence: Remaking One’s World

Paper 6 due end of week 14: In a two-page essay, discuss the obstacles people face in their efforts to resist structural violence. What are they up against? Using the readings from weeks 13 & 14, give specific examples of the ways in which people have “resisted” (fought back) and what happened as a result.

Week 15 Resistance, Transformation and Human Rights:
Principles and Processes: Towards Restructuring the World
Tracking Human Rights Violations: Amnesty International Annual Reports; Amnesty International Country Reports
Guest Speaker from the Amnesty International Student Club at John Jay

Summing up
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ANT 3XX Anthropology and Development

The course will introduce students to principles, methods, and approaches to the anthropology of international development – the global industry that creates, implements and assesses the policies and practices meant to improve the social conditions for countries of the former colonial world, typically referred to as “developing nations.” Through engagement with both scholarly and industry-based research and the best practices of contemporary practitioners in NGOs and international organizations, students will explore central issues and key themes in the anthropological engagement with international development.

Some of the key questions addressed are: how has the political and economic history and evolution of the world economy structured and been structured by the discourses and practices of international development; how have these discourses and practices, as promoted by an international development community, impacted on the lives of the people that have been targeted for assistance; and how has this international development community and its policy apparatus, in turn, been impacted by the people it seeks to “develop”? Drawing on the work of anthropologists and other allied social scientists, researching and practicing in the countries of the developing world, students will examine the ways in which anthropologists understand international development policy, practice and outcomes both on the ground and in a larger cultural, historical, ecological, and political-economic context.

Learning Objectives of this course include gaining knowledge of the discourses, theories, and practices of the Anthropology of Development and International Development Studies, such as Gender and Development; Modernization, Dependency, and World Systems Theories; Import Substitution vs. Export Oriented Development Strategies; Governance, Corruption and Civil Society; Political Ecology and Sustainable Development; Microfinance and livelihoods assistance, Participatory Development Approaches, Poverty Assessment, Indigenous Knowledge, International Aid and Development Policy, Post-Coloniality and Post-Development. Students will also gain basic skills in monitoring and evaluation, policy report reading and writing, and assessing policy data and analysis. Students will be encouraged to explore professional sources of information from a variety of online sources, including the United Nations Development Program and The World Bank.

Learning Outcomes:

- Knowledge of the basic theories and practices of the international development policy apparatus, both historically and contemporarily.
• Ability to discuss and write about contemporary anthropological engagements with international development policy and practice.
• Ability to formulate theoretically informed and practically applicable anthropological research questions on international development policy and practice.
• Skilled in the professional vocabulary and anthropological grounding necessary to directly engage International Development practitioners and scholars in their professional environment, as either researchers or practitioners.

Course Requirements:
Attendance/Punctuality/Participation
• Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
• Each two instances of arriving late for class will count as an absence.
• In-class exercises cannot be made up outside of class or at a later date for credit.

* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Required Readings:
All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Course Assignments:
Throughout the semester, there will be four 500-word assignments that are written summaries and analytical reflections of specific readings. There will also be a final, 2000 word paper. The final paper will be in the format of a research proposal for a theoretically informed and analytically rigorous anthropological inquiry into development policy, practice, or management application.
The 2000-word proposal will include the following components: 1) an introduction to the development project/practice being studied; 2) a statement of the problem and research question that will be addressed; 3) an argument for its significance, based on a summary of anthropological approaches to the problem, including the ways in which anthropologists’ studies have differed from development industry approaches and led to increased understanding of the problem; and 4) a description of projected research methods that distinguishes between the monitoring and evaluation practices typically used by NGOs and other development organizations and those that would be more appropriate to an anthropological/scholarly inquiry.

Grading Policy
The assignments account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments, the final paper, and your class participation. The written assignments are extremely important since they reflect the students’ academic seriousness and rigor.

Grading details:
20% class participation
80% written assignments (4, 500-word papers; 1, 2000-word paper)
The weight is broken out as follows: Each of the 500-word papers: 15%=60% of grade
2000-word paper: 20% of grade
COURSE SCHEDULE - Weekly Topics and Reading Assignments

1. **Introduction to the Anthropology of Development**
   Overview of course and requirements

UNIT I – THEORY AND HISTORY

2. **What is this Thing Called Development?**

3. **A Brief History of Anthropology and Development**
   Discipline. In *The Anthropology of Development: From Classical Political Economy to Contemporary Neo-

   Classical Political Economy to Contemporary Neo-Liberalism*. Marc Edelman and Angelique Haugerude,

   Kothari, Uma. 2005. A Radical History of Development Studies: Individuals, Institutions, and

4. **Classical Discourses of Development**


5. **Classical Case Studies**
   Geertz, Clifford. 1963. Peddlers and Princes: Social Development and Economic Change in Two
   Indonesian Towns. 1-27.
   or

6. **Post-Colonial Challenges to the Development Discourse**
   Conference Held on 28 March 1997 at Hamamatsu, Shizuoka, Japan, as Part of the First Shizuoka Asia-Pacific Forum: The Future of the Asia-Pacific Region* [http://www.unu.edu/unupress/asian-values.html](http://www.unu.edu/unupress/asian-values.html)
7. **Case Studies in Post-Development**


8. **Development and Culture**


**UNIT II CONTEMPORARY THEMES AND PRACTICES**


10. **Famine**


11. **What Went Wrong With Traditional Development Projects**


12. **Sustainability**


13. **Participatory Development**


14. **Governance, Corruption and Civil Society**


15. **Gender and Development**


**Microfinance**


**Appendix**

**Classroom Conduct**
a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.
Plagiarism: College Policy on Plagiarism

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay: http://inside.jjay.cuny.edu/compendium/index.asp?category=16

Accessibilities Students
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-312 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.
Course title and section: Capstone Seminar: Anthropology of Contemporary Problems ANT 4XX
Prof: Alisse Waterston
Office: 9.16.2
Office Hours: TBA
Phone: 212 237-8286
Email: awaterston@jjay.cuny.edu

“Anthropology is the most scientific of the humanities, the most humanistic of the sciences”
-- anthropologist Eric Wolf, 1964

Course Description: This is the senior capstone seminar for anthropology majors. Students focus on a contemporary social problem, examining the issue by means of the theories and methodologies of Anthropology. Students will independently integrate and synthesize the knowledge, understanding and techniques acquired in their studies of anthropology into the production of a significant research project. The project will include gathering primary data (ethnography, interview, focus group and/or survey data), secondary data (e.g., US Census, United Nations, CIA World Factbook and other open-access databases), substantial analysis of primary data and the literature, peer review, and oral and written presentation of findings.

As anthropology contributes to an understanding of such contemporary issues as urban poverty and social problems (including drug use and abuse; homelessness; sex work), multiculturalism and diversity, immigration, transnationalism, problems of injustice, inequality and human rights, war and conflict, and the environment, students discuss a common core of readings (time will be split by 3 topic areas; approximately 4-5 weeks per topic). Over the course of the semester, students will also design and conduct original research on a contemporary social issue; a student may develop a project in conjunction with ongoing research in NYC under the direction of department faculty, a major resource for anthropology students at John Jay College. The seminar will also be used for student research, analysis, oral presentation, and writing of the capstone paper (at least 30 minutes per week).

Learning objectives of this course include synthesizing knowledge of anthropological concepts, analytic tools, and research methodologies. Students will deepen their skills in evaluating evidence (from primary and secondary data sources, and from the literature), and in analytic and critical argumentation. They will develop heightened awareness of theoretical and practical concerns related to “representation and the politics of representation,” the social, cultural and political construction of social problems, and the difference between a research report and policy analysis. Students will also gain hands-on experience and develop skills in proposal writing, how to conduct a literature review, and the production of ethnography.

Learning Outcomes:

1. Utilize key terms, concepts and narrative strategies in anthropology to describe, analyze, and explain contemporary social problems.
2. Demonstrate understanding of the methodological and ethical issues involved in research.
3. Formulate a complex research question on a contemporary social problem.
4. Employ the techniques and strategies used in the generation of anthropological data.
5. Use anthropological knowledge to study the relationship between local, global and international processes and issues.
6. Demonstrate ability to participate in sophisticated discussion on contemporary social problems.
7. Formulate interpretations and opinions, and develop and defend positions in class discussions, oral presentation and in written paper.

These outcomes will be accomplished in course reading and writing assignments, class participation and the research project.
Course Policies:

Attendance/Punctuality/Participation

6) Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.

7) Each two instances of arriving late for class will count as an absence.

8) In-class exercises cannot be made up outside of class or at a later date for credit.

9) You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Required Readings:

The reading packet comprises original-source material from scholarly journals and books. All readings will be available on e-reserve.

Course Assignments:

- Throughout the semester, there will be written assignments (proposal, paper outline, fieldnotes, annotated bibliography, draft paper)—steps towards the final research paper based on primary ethnographic research, secondary data and relevant literature. An outline is provided below.

- Assignments and papers/project are due on the dates indicated.

- Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.

### Capstone Research Paper - Steps, Process, Assignments

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<tr>
<th>Steps, Process, Assignments</th>
<th>Week Due</th>
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<tr>
<td>Formulate the topic</td>
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<td>Formulate the proposal: primary and secondary research</td>
<td>3</td>
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<tr>
<td>Prepare formal proposal</td>
<td>4</td>
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<td>Develop bibliography</td>
<td>5</td>
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<tr>
<td>Create annotated bibliography</td>
<td>6</td>
</tr>
<tr>
<td>Conduct ethnographic research: observations/interviews/ethnography (CITI certification)</td>
<td>5-10</td>
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<tr>
<td>Write fieldnotes (to be submitted, reviewed and developed)</td>
<td>5-10</td>
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<tr>
<td>Analyze primary data (content analysis of fieldnotes)</td>
<td>10-12</td>
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<tr>
<td>Synthesize with secondary data and annotated bibliography</td>
<td>11-14</td>
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<tr>
<td>Draft final paper</td>
<td>14</td>
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<tr>
<td>Submit final paper</td>
<td>16</td>
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</table>
Grading Policy:
The assignments (readings, the research project, oral presentation and written paper) account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the assignments and your class participation.

Grading details:
20% class participation
80% written assignments (8 steps in the process towards final paper; final paper)

The weight is broken out as follows:
Each of the 8 steps, approximately 8% each=65% of grade; final paper=15%

COURSE SCHEDULE

Week 1: Introductions and Course Overview
Orientation: The Capstone Research Project

I. TOPIC: The Social, Cultural, and Political Construction of Social Problems:
Homelessness as Case Study*

Week 2: How “Social Problems” are Made: Social, Cultural and Political Frames
Marcus, Anthony. 2006. Where have all the homeless gone?: the making and unmaking of a crisis. Berghahn Books (excerpts).

Project Assignment, Class Discussion and/or Peer Review:
Formulating the Research Topic

Week 3: Social, Cultural, Political-Economic Forces on Human Lives
Up-to-date policy reports, statistics and legislation for NYC:
Coalition for the Homeless: http://www.coalitionforthehomeless.org/

Project Assignment, Class Discussion and/or Peer Review:
Formulating the Proposal; Primary and Secondary Research

Week 4: Cross-Cultural Perspectives
Up-to-date national & global reports and statistics:
National Policy and Advocacy Council on Homelessness http://www npach.org/main.html;
http://www npach.org/11 apr05.htm
United Nations Statistics Division: Demographics and Statistics Division:

Project Assignment, Class Discussion and/or Peer Review:
The Formal Research Proposal

II. TOPIC: Borderlines: Ethnographic Portraits of Immigrants and Immigration Policy

Week 5: Ethnographic Portraits: Immigrant Lives & Networks


Project Assignment, Class Discussion and/or Peer Review:
Developing the Bibliography; CITI Certification

**Week 6: Ethnographic Portraits: Immigrant Lives & Media Images**

Project Assignment, Class Discussion and/or Peer Review:
Annotated Bibliography; In the Field: Observational Research and Fieldnotes

**Week 7: Policies and Practices: Anthropological Contributions**

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes

**Weeks 8: Anthropologists on Language, Law and Human Lives**

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes

**Week 9: Anthropologists on Language, Law and Human Lives**

Government statistics and legislation:

Department of Homeland Security Citizenship and Immigration Laws: [http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4e2a3e5b9ae89243e6a7543f6d1a/?vgnextoid=02729c7755cb9010VgnVCM10000045f3d6a1RCRD&vgnextchannel=02729c7755cb9010VgnVCM10000045f3d6a1RCRD](http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4e2a3e5b9ae89243e6a7543f6d1a/?vgnextoid=02729c7755cb9010VgnVCM10000045f3d6a1RCRD&vgnextchannel=02729c7755cb9010VgnVCM10000045f3d6a1RCRD)

Project Assignment, Class Discussion and/or Peer Review:
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes
III. TOPIC: Accounts and Accountability: Anthropological Studies of Conflict Zones: Israel/Palestine as Case Study

**Week 10: Anthropological Perspectives on Conflict and Militarism**


**Project Assignment, Class Discussion and/or Peer Review:**
In the Field: Observational Research, Interviewing, Ethnography & Fieldnotes; Data Analysis (Content Analysis of Fieldnotes)

**Week 11: Occupation and Its Consequences**


**Project Assignment, Class Discussion and/or Peer Review:**
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

**Weeks 12: Anthropological Observations of the Israel-Palestine Conflict**

**Project Assignment, Class Discussion and/or Peer Review:**
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

**Weeks 13: Anthropological Analysis of the Israel-Palestine Conflict**


**Project Assignment, Class Discussion and/or Peer Review:**
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography

**Week 14: Power and Politics through Ethnography**


**Project Assignment, Class Discussion and/or Peer Review:**
Data Analysis; Synthesize with Secondary Data and Annotated Bibliography; Draft Final Paper

**Weeks 15: Gathering Their Own Words: Power and Politics through Ethnography**
Appendix

Classroom Conduct

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Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.
Appendix D.

New York State Department of Education Forms
Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue/](http://www.highered.nysed.gov/ocue/). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

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<th>Item</th>
<th>Response (type in the requested information)</th>
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| Program type **Check program type(s)** | _X_ General academic program  
  __ Program to prepare certified teachers or certified educational leaders  
  __ Program to prepare licensed professionals |
| Institution name and address | John Jay College of Criminal Justice  
  524 W. 59th Street  
  New York, NY 10019 |
| Program title, award, credits, and proposed HEGIS code | Program title: **Anthropology**  
  Award (e.g., B.A., M.S.): **B.A.**  
  Credits: 120  
  Proposed HEGIS code: 2202.00 |
| Program format | Check all program scheduling and format features that apply:  
  (See definitions)  
  i) **Format:**  
     _Day  
     _Evening  
     _Weekend  
     _Evening/Weekend  
     _Not Full-Time  
  ii) **Mode:**  
     _Standard  
     _Independent Study  
     _External  
     _Accelerated  
     _Distance Education (submit distance education application with this proposal)  
  iii) **Other:**  
     _Bilingual  
     _Language Other Than English  
     _Upper Division Program |
| Diploma Programs | N/A |
| Contact person for this proposal | Name and title: Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs  
  Telephone: 212-237-8801  
  Fax:  
  E-mail: jbowers@jjay.cuny.edu |
| CEO (or designee) approval | Name and title: Dr. Jane P. Bowers,  
  Signature and date: **Dr. Jane P. Bowers**, October 24, 2013  
  If the program will be registered jointly with another institution, provide the following information:  
  Partner institution’s name: N/A |

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14 CUNY and SUNY institutions: contact System Administration for program registration guidance.

15 If the partner institution is non-degree-granting, see [CEO Memo 94-04](#).
1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution’s catalog.

Answer: The B.A. in Anthropology provides students with a thorough grounding in anthropological theories and methodologies, as well as the knowledge, perspective and technical research skills needed to work in and contribute to today’s culturally diverse and interconnected world. The major also prepares students for graduate study (MA or Ph.D.) in Anthropology, the growing fields of Applied Anthropology, Global Studies, Urban Planning, Urban Studies, and other associated social science disciplines, as well as law school. The major capitalizes on the growing importance of the approach, methods, and theories of Anthropology to identify, understand, historicize and resolve chronic and emergent social problems in urban settings in the developed and developing world.

b) List educational and (if appropriate) career objectives.

Answer: Program Learning Outcomes: A student graduating from John Jay who has majored in Anthropology will have developed the following knowledge-base and competencies:

8. A broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology;
9. A developed sense of some of the major historical trends in Anthropology from its origins to the present, including the discipline’s distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relations to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings;
10. An understanding and appreciation of diversity in all its dynamic complexity, exploring the subject at the level of the individual and at the level of whole societies;
11. The capacity to present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text;
12. Demonstrated experience in carrying out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;
13. The capacity to communicate research results in various formats, including written and oral presentation;
14. The ability to work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

c) How does the program relate to the institution’s mission and/or master plan?

Answer: The College’s mission statement envisions developing graduates with “the perspective and moral judgment that result from liberal studies,” providing them the competencies and inspiring them to confront the challenges of their times. To support this vision, the Anthropology Department proposes a new, innovative major in Anthropology with two concentrations. One concentration focuses on global cultural forms and social inequalities; the second concentration examines the intersection of law, power and politics from an anthropological perspective. The new major will provide students an extraordinary learning experience in anthropology in keeping with the College’s mission to “endow students with awareness of the diverse cultural, historical, economic and political forces that shape the world we live in.” The Anthropology major also reflects the key issues (diversity, globalization, civic engagement) identified by The Association of American Colleges and Universities as central to contemporary liberal education (http://www.aacu.org/).

d) Describe the role of faculty in the program’s design.

Answer: The proposal was entirely envisioned and written by the faculty of the Department of Anthropology. The work of drafting the proposal narrative and each course syllabus was distributed among faculty members according to their backgrounds and areas of expertise. The proposal went through three layers of local governance committees (Programs
e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: No external partners are included; however, consultations were held with colleagues in higher education institutions offering Anthropology programs for advice on specific curricular matters. The Anthropology Department received 15 letters of support from employers and graduate/PhD programs including the CUNY Graduate Center and Dr. Linda A Bennett, Associate Dean and Professor of Anthropology, University of Memphis and founder and chair of the Consortium of Practicing and Applied Anthropology Programs.

f) What are the anticipated Year 1 through Year 5 enrollments?

Answer:

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<td>141</td>
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</tbody>
</table>

2. Sample Program Schedule

- Table 1a Program of Study - See attached. See Appendix C. for course descriptions and syllabi.

3. Faculty

a) See Table 2 - Fulltime Faculty, Table 3 - Part-time Faculty, and Table 4 - Faculty to be Hired. Please note that no new faculty lines are needed to run this program. Faculty curricula vitae are available upon request.

b) What is the institution’s definition of “full-time” faculty?

Answer: A full-time faculty member is tenured or on a tenure-track line. We also have full-time lecturers, who teach a greater load and have received a Certificate of Continuance of Employment.

4. Financial Resources and Instructional Facilities

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer: No special instructional facilities are required for this program. John Jay’s classrooms are all equipped with computer and overhead projector for the instructor, which will be used for these courses.

b) Complete the new resources table (Table 5). See attached
5. Library Resources

a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.

Answer: The College has a fairly strong collection of Anthropology books and journals and does subscribe to AnthroSource, an important resource in the field. Even so, the new Anthropology major may require some investment in books and journals in anthropological concentrations such as Political Economy, Social Movements, Legal and Medical Anthropology, Applied Anthropology, Structural Violence, and Area Studies. John Jay has a large collection of electronic journals and databases available and there are robust interlibrary loan services between CUNY campuses within 2-3 business days. We anticipate a total five-year investment of approximately $13,000 ($5,000 for the first year; $2000 for the following four years) will be necessary to enlarge the collection, to fill gaps as they appear.

b) Describe the institution’s response to identified needs and its plan for library development.

Answer: John Jay will prioritize the purchase of library materials for its new liberal arts majors and by making most efficient use of local and university-wide resources and shifting the disciplines a bit targeted for monographic purchases.

6. Admissions

a) List all program admission requirements (or note if identical to the institution’s admission requirements).

Answer: There are no special admissions requirements for the proposal Anthropology major. All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable. Students can enter the major as early as the fall of their first year.

b) Describe the process for evaluating exceptions to those requirements.

Answer: The College has an Undergraduate Admissions and Recruitment committee which is charged with making final determinations on admissions appeals. The committee consists of two high level administrators and five faculty members.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: John Jay is one of the largest minority- and Hispanic-serving institutions in the Northeast. The student body is very diverse with 61% of undergraduates and 42% of graduate students from underserved minority groups as of fall 2012.

7. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: The College has tutoring and recitation services in English, mathematics and sciences. The College also has writing across the curriculum requirements and provides students with opportunities for tutoring and to take Writing Intensive courses. STA 250 is required course in the proposed Anthropology major. Students who take STA 250 Principles and Methods of Statistics have a specialized statistics laboratory with qualified instructors who hold review sessions weekly.

8. External Review of Graduate Degree Programs

NA

9. Credit for Experience
If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

**Answer:** John Jay College is just starting to establish formal procedures for the assessment of prior learning. We currently offer a pilot section of the portfolio seminar which has 10 students enrolled. The college has a long established practice of referring students to the appropriate academic department chair for evaluation. John Jay has a cap of 30 external credits. Since this is a liberal arts program, we do not envision that students will earn a substantial amount of credit to be applied to this program.

**Items 10 through 12 are for general academic and professional licensure program proposals only.**

### 10. Program Assessment and Improvement

**Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.**

**Answer:** John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self study by the faculty of the major or department, a site visit by outside evaluators and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year thereby closing the assessment loop. The discussion of the results of learning outcome assessment activities is built into the self study instrument.

**Methods:** At the beginning of every academic year, the Department Curriculum Committee will develop and implement a plan for reviewing some aspect of the program’s overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The department Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year’s end. Each year’s review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program’s learning objectives. Measures as well as ‘target’ courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

**Feedback:** The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The department Curriculum Committee will be charged with making any adjustments deemed necessary. A college-wide assessment committee reviews assessment reports from academic programs annually.

### 11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

N/A

### 12. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.

Though we are proposing a Baccalaureate Program, the college has created an articulation with LaGuardia Community College (Liberal Arts: Social Sciences and Humanities to create a seamless pipeline to the new Anthropology major.
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

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<td>Req Core: MAT 105 College Algebra</td>
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<td>Col Option: Justice Core First Year Seminar</td>
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<tr>
<td>Flex Core: US Exp in its Diversity</td>
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<tr>
<td>Flex Core: Creative Expression</td>
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<td>Flex Core: Scientific World</td>
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<td>Flex Core: Individual &amp; Society</td>
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<td>ENG 101</td>
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**Program Totals:** | Credits: 120 | Liberal Arts & Sciences: 108 | Major: 36 | Elective & Other: 42 | 
| Cr: credits | LAS: [liberal arts & sciences] | Maj: major requirement | New: new course | Prerequisite(s): list prerequisite(s) for the noted courses |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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<tbody>
<tr>
<td>Anthony Marcus Professor, Chair</td>
<td>ANT 3XX Theory in Anthropology&lt;br&gt;ANT 3XX Anthropology and Development&lt;br&gt;ANT 4XX Anthropology of Contemporary Problems</td>
<td>50%</td>
<td>PhD, Anthropology Graduate Center, City University of New York</td>
<td>Author of 7 scholarly books on globalization and culture change, American history, poverty and public policy, microfinance, and the politics of the culture concept in international development; an editor of 7 volumes in urban anthropology; a writer of numerous articles in peer-reviewed journals in urban anthropology; a reviewer and professional commentator of books in anthropology. Most recent accomplishments: Chair of the Department of Anthropology at the John Jay College of Criminal Justice; Co-Editor of the scholarly journal <em>Dialectical Anthropology</em>.</td>
</tr>
<tr>
<td>Richard Curtis Professor</td>
<td>ANT 101 Intro to Cultural Anthropology&lt;br&gt;ANT 3XX Ethnographic Research Methods&lt;br&gt;ANT 3XX Anthropology of Global Health&lt;br&gt;ANT 4XX Anthropology of Contemporary Problems</td>
<td>50%</td>
<td>PhD, Anthropology Columbia University</td>
<td>Scientist with more than thirty years of experience conducting ethnographic research in New York City neighborhoods. Author of numerous publications on drug abuse, HIV risk networks, the developmental trajectories and interactions between markets for different illegal drugs, teenage prostitutes, and rapid assessment of HIV/AIDS risk in Newark, NJ, and of shootings and homicides in Brooklyn, NY. Dr. Curtis serves on the Boards of Directors of several local social service organizations, including Family Services Network, The After Hours Project in Brooklyn, and CitiWide Harm Reduction in the Bronx.</td>
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<tr>
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<td>Elizabeth Hegeman</td>
<td>ANT 101 Introduction to Cultural Anthropology</td>
<td>75%</td>
<td>PhD, Anthropology, New York University</td>
<td>A researcher with forty years of experience in ethnographic fieldwork on the process of urbanization in Latin America and Puerto Rico. A co-writer of <em>Valuing Emotions</em>. A trained psychoanalyst, Dr. Hegeman is currently researching and theorizing about culture-bound syndromes of mental illness and what they represent.</td>
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<tr>
<td>Patricia Tovar</td>
<td>ANT 101 Intro to Cultural Anthropology</td>
<td>100%</td>
<td>PhD, Anthropology Graduate Center, City University of New York</td>
<td>Author of numerous Spanish and English-language peer reviewed articles and books on mobility, forced displacement, violence, sexual and reproductive health, and gender and science; Co-chair of the Latin American Studies Association; Consultant for the Organization of Iberoamerican States and the Panamanian Science and Technology.</td>
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<td>ANT 208 Urban Anthropology</td>
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<tr>
<td>Alisse Waterston</td>
<td>ANT 212 Applied Anthro</td>
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<td>Ph.D. Anthropology Graduate Center, City University of New York</td>
<td>Author of 5 scholarly books and numerous articles/chapters in peer-reviewed journals or books in anthropology. Regular presenter at national and international academic conferences. Most recent accomplishments: publication of <em>My Father’s Wars: Migration, Memory, and the Violence of a Century</em>, an innovative, intimate ethnography; President-elect, American Anthropological Association (AAA; 2014-15), AAA President (2016-2017); Editor, <em>Open Anthropology</em>, the first “open access,” AAA public journal (launched April 2013); Soros International Scholar., Tbilisi, the Republic of Georgia.</td>
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<tr>
<td>Avram Bornstein</td>
<td>ANT 101 Intro to Cultural Anthropology, ANT 330 Amer Cult Pluralism &amp; Law</td>
<td>PhD, Anthropology, Columbia University</td>
<td>Author of publications on Israel-Palestine conflict writing on issues such as border enforcement, work, political prisoners, and ethnographic reflexivity. Researcher focusing on violence and ethnic conflict. Director of Arabic language documentary about Arab immigrants in New York and New Jersey entitled “America is Heaven.” Currently working on developing an anthropological theory of death and suffering.</td>
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<tr>
<td>Kirk Dombrowski</td>
<td>ANT 101 Intro to Cultural Anthropology, ANT 3XX Anthropology and Development</td>
<td>PhD, Anthropology Graduate Center, City University of New York</td>
<td>Author of publications on Anthropology and Politics, Native American and Pacific Ethnology, Anthropology of Religion. Researcher focusing on social inequality. Co-Editor of the scholarly journal Dialectical Anthropology. Recipient of the NSF Cultural Scholars Award (Principal Investigator) NIH/NIJ RO1 (co-PI); NIJ Multi-City Initiative (co-PI); NYCJS (co-PI); and NIJ Center for Court Innovation (co-PI).</td>
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<tr>
<td>Anru Lee</td>
<td>ANT 101 Intro to Cultural Anthropology, ANT 208 Urban Anthropology</td>
<td>PhD, Anthropology Graduate Center, City University of New York</td>
<td>Researcher focusing on the Asian Pacific region and issues of capitalism, modernity, gender and sexuality, and urban anthropology. Author of In the Name of Harmony and Prosperity: Labor and Gender Politics in Taiwan’s Economic Restructuring. Co-editor of Women in the New Taiwan: Gender Roles and Gender Consciousness in a Changing Society. Affiliated with American Anthropological Association, Society for Applied Anthropology, and Association for Asian Studies.</td>
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<tr>
<td>Edward Snajdr</td>
<td>ANT 101 Intro to Cultural Anthropology, ANT 230 Culture and Crime</td>
<td>PhD, Anthropology University of Pittsburgh</td>
<td>Author of numerous books and articles on urban redevelopment, violence, ethnicity, gender, and environmentalism. Author of Nature Protests: The End of Ecology After Communism. With the support of a senior research grant with NSF’s Cultural Anthropology Program, Professor Snajdr (with Professor Trinch) is writing a book.</td>
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<tr>
<td>Abby Stein</td>
<td>ANT 210 Sex and Culture, ANT 3XX Class, Race, Ethnicity &amp; Gender in Anthropological Perspectives</td>
<td>PhD, Criminology Graduate Center, City University of New York</td>
<td>Author of a book and numerous articles on child maltreatment, criminal psychopathology and states of consciousness during violent crime; Advisor to the John Jay College Vera Fellowship Program; CEO of Stein Psychodynamic Associates, LLC</td>
<td></td>
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<tr>
<td>Shonna Trinch,</td>
<td>ANT 210 Sex and Culture, ANT 2XX Language and Culture, ANT 228 Introduction to Language, ANT 328 Forensic Linguistics</td>
<td>Ph.D., Anthropology, University of Pittsburgh</td>
<td>Author of the book and publisher of peer-reviewed articles on domestic abuse in U.S. Southwest. Her current research focuses on linguistic landscapes in New York City. With the support of a senior research grant with NSF’s Cultural Anthropology Program, Professor Trinch (with Professor Snajdr) is conducting research with John Jay College undergraduates on “The Dynamics of Place-Making in Contested Cities.” The project is profiled in the article “What the Brownstones Say: Surveying Place in Brooklyn” in Anthropology News</td>
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<tr>
<td>Kojo Dei</td>
<td>ANT 101 Intro to Cultural Anthropology, ANT 212 Applied Anthropology, 230 Culture and Crime, ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
<td>PhD, Anthropology Columbia University</td>
<td>Author of <em>Ties that Bind: Youth and Drugs in a Black Community</em>: an applied anthropologist focusing on the relationship between drugs, society, and culture. Conducted fieldwork in Belize and in Westchester County and is currently studying the phenomenon of street children in Accra, the capital of Ghana.</td>
<td></td>
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<tr>
<td>Robert T. Furst</td>
<td>ANT 3XX Ethnographic Research Methods, ANT 208 Urban Anthropology, ANT 230 Culture and Crime</td>
<td>PhD, Social Sciences, The New School for Social Research</td>
<td>Researcher and publisher of articles on subcultures of drug abusers, illegal drug markets, sex workers, street drug dealers, the transmission of HIV among injecting drug users, the evaluation of street outreach intervention workers, the adulteration of heroin in New York City, and the diffusion of heroin in the mid-Hudson region of New York State.</td>
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Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<td>Alex Bennett</td>
<td>ANT 208 Urban Anthropology</td>
<td>PhD, History and Policy Carnegie Mellon University</td>
<td>Principal Investigator with NDRI’s Institute for Special Populations Research (ISPR) and Project Director on a study examining mental health, substance abuse and reintegration among OIF/OEF veterans in NYC. Author of numerous publications on substance use/abuse and other mental health disorders.</td>
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<td>Zulema Blair</td>
<td>ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
<td>PhD, Political Science SUNY Binghamton</td>
<td>Author of number publications on contemporary political issues.</td>
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<td>Ann Buddenhagen</td>
<td>ANT 101 Intro to Cultural Anthropology</td>
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<td>Author of publications on Native Americans and papers on global health issues, including HIV/AIDS, and criminal justice from a cross-cultural perspective.</td>
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<tr>
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<td>ANT 210 Sex and Culture</td>
<td>MA, Anthropology Boston University</td>
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<tr>
<td>Emily Channel</td>
<td>ANT 101 Intro to Cultural Anthropology</td>
<td>PhD candidate in Anthropology Graduate Center, City University of New York</td>
<td>Applied anthropology; community-based activism and social justice</td>
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<td>ANT 208 Urban Anthropology</td>
<td>BA Anthropology, French American University</td>
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<tr>
<td>Carole Eady</td>
<td>ANT 210 Sex and Culture</td>
<td>MA, Forensic Psychology, John Jay College of Criminal Justice, CUNY</td>
<td>Gender, voice and narrative; global economics of illicit drug markets</td>
</tr>
<tr>
<td>Daniel Fernando</td>
<td>ANT 101 Intro to Cultural Anthropology</td>
<td>PhD, Anthropology, Rutgers University</td>
<td>Author of several publications on drug use and users and HIV/AIDS in US. Urban ethnographer.</td>
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<tr>
<td>Marni Finkelstein</td>
<td>ANT 101 Intro to Cultural Anthropology</td>
<td>PhD, Anthropology, New School for Social Research, Author of <em>With No Direction Homeless: Homeless Youth on the Road and In the Streets</em> as well as journal articles and professional papers on homelessness, urban ethnography, poverty, global health, and the environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANT 208 Urban Anthropology</td>
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<td></td>
<td>ANT 3XX Anthropology of Global Health</td>
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<td></td>
<td>ANT 3XX Ethnographic Research Methods</td>
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<td></td>
<td>ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
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<tr>
<td>Douglas Goldsmith,</td>
<td>ANT 208 Urban Anthropology</td>
<td>Co-authored several publications on drugs, sex, and harm reduction; member, AIDS &amp; Anthropology Research Group.</td>
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</tr>
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<tr>
<td>Libertad Guerra</td>
<td>ANT 208 Urban Anthropology</td>
<td>Author of numerous symposia and publications; founder and managing director of <em>Spanic Attack</em>, an urban, multi-arts collective. Congressional Hispanic Caucus Institute Fellow.</td>
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</tr>
<tr>
<td></td>
<td>ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
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</tr>
<tr>
<td>Maria Heyaca</td>
<td>ANT 210 Sex and Culture</td>
<td>Awarded the distinction “First Marks in the Humanities” from the <em>Universidad de San Andres</em>; Lead community Researcher “Project ENVISION”; Director of numerous social science research projects.</td>
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<tr>
<td></td>
<td>ANT 3XX Anthropology of Development</td>
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<td>ANT 3XX Structural Violence and Social Suffering</td>
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<tr>
<td>Robert Hollander</td>
<td>ANT 2XX Language and Culture</td>
<td>Language and culture; urban culture and social policy. Author of articles on social history, architectural history, and urban planning. Current secretary of the Chinatown Working Group, the community planning organization for Manhattan’s Chinatown.</td>
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<td></td>
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<td></td>
<td>ANT 3XX Anthropology of Work</td>
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<tr>
<td>Manoj Illickal</td>
<td>ANT 315 Systems of Law</td>
<td>Juris Doctor (JD) University of Iowa College of Law</td>
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<tr>
<td>Randy Kandel</td>
<td>ANT 315 Systems of Law</td>
<td>PhD, Anthropology, Juris Doctor (JD) Graduate Center, City University of New York; NYU School of Law, New York State Law License</td>
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<tr>
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<td>ANT Course(s)</td>
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<tr>
<td>Johanna Lessinger</td>
<td>ANT 210 Sex and Culture</td>
<td>PhD, Anthropology, Brandeis University</td>
<td>Author of books and articles on Native American Indians and their integration in New York City; Writer of books reviews and research reports on anthropological issues such as gender and work, South Asia, immigration. Dr. Lessinger has organized conferences chaired and seminar series, including New York Academy of Sciences anthropology section. Recipient of grants and fellowship from American Institute of Indian Studies and Rockefeller Foundation.</td>
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<td>ANT 3XX Theory in Anthropology</td>
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<tr>
<td>Lambertus Majoor</td>
<td>ANT 3XX Structural Violence and</td>
<td>PhD, Conflict Studies; Clinical</td>
<td>Author of numerous publications on drug treatment and harm reduction; Deputy &amp; Clinical Director at St. Ann’s Corner of Harm Reduction, Bronx, NY; Holds psychotherapist and trainer certificate from London Institute on Psychosynthesis and the Dutch Association of Psychologists.</td>
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<tr>
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<td>Psychology, Free University,</td>
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<tr>
<td>Kate McLean</td>
<td>ANT 3XX Class, Race, Ethnicity</td>
<td>PhD candidate in Sociology, City</td>
<td>Author of publication on harm reduction development; contributing author for Open Society Institute; Research assistant at John Jay College/CUNY Research Foundation</td>
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<tr>
<td></td>
<td>and Gender in Anthropological</td>
<td>University of New York; MS, Harvard</td>
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<td>Perspective</td>
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<td>ANT 3XX Structural Violence and</td>
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<td>Social Suffering</td>
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<tr>
<td>Michael Pass</td>
<td>ANT 208 Urban Anthropology</td>
<td>PhD candidate in Criminal Justice,</td>
<td>Completing dissertation on inner city black men and definitions and performance of masculinity. Interests include ethnography, inequality and prison reentry.</td>
</tr>
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<td>John Jay College/Graduate Center,</td>
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<td>City University of New York</td>
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<td>and Gender in Anthropological</td>
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<td></td>
<td>Perspective</td>
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</tr>
<tr>
<td>Barbara Price</td>
<td>ANT 3XX Theory in Anthropology</td>
<td>PhD, Anthropology, Columbia University</td>
<td>Author of numerous publications on anthropological issues; presenter and participant of innumerable conferences; Woodrow Wilson National Fellow, National Science Foundation Graduate Fellowship, and Columbia University President’s Fellowship</td>
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<tr>
<td>Joyce A. Rivera</td>
<td>ANT 208 Urban Anthropology</td>
<td>MA, Political Science, Graduate</td>
<td>Holds licensures/certifications: Social Studies Teacher, New York City Board of Education; Recipient of numerous awards for pioneering service in the struggle to prevent the spread of HIV infection; Author of articles on drugs and HIV prevention; Co-author of 3 books on drug abuse and AIDS prevention</td>
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<tr>
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<tr>
<td>Name</td>
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<td>Degrees and Specializations</td>
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<tr>
<td>Sara Rivera</td>
<td>ANT 208 Urban Anthropology, ANT 210 Sex and Culture, ANT 3XX Anthropology of Global Health</td>
<td>MA, Criminal Justice, John Jay College of Criminal Justice</td>
<td>Interests and expertise in ethnography, gender, nutrition and health.</td>
</tr>
<tr>
<td>Raymond Ruggiero</td>
<td>ANT 230 Culture and Crime, ANT 3XX Structural Violence and Social Suffering, ANT 3XX Anthropology of Development</td>
<td>PhD Human Rights, Florida State University</td>
<td>International Human Rights; Guatemala</td>
</tr>
<tr>
<td>Albert Sgambati</td>
<td>ANT 315 Systems of Law, ANT 3XX Anthropology of Development</td>
<td>MA, International Relations, Alliant International University</td>
<td>Holds multiple subject teaching credentials.</td>
</tr>
<tr>
<td>Wolf, Tina</td>
<td>ANT 208 Urban Anthropology, ANT 3XX Ethnographic Research Methods</td>
<td>PhD Candidate in Criminal Justice, Graduate Center of City University of New York; BA Criminal Justice Psychology, Philosophy, Indiana University</td>
<td>Author of book chapter on AIDS Crisis in Newark, New Jersey; Writer of report on National HIV Behavior Surveillance. Member of Society for Applied Anthropology, American Sociological Association, American Society of Criminology, Golden Key International Honor Society.</td>
</tr>
<tr>
<td>Tekay Cihan</td>
<td>ANT 3XX Anthropology of Work, ANT 3XX Anthropology of Development</td>
<td>PhD Candidate in Anthropology, Graduate Center of City University of New York</td>
<td></td>
</tr>
<tr>
<td>Nanda Serena</td>
<td>ANT 4XX Capstone Seminar: Anthropology of Contemporary Problems</td>
<td>PhD, Anthropology, New York University</td>
<td>Professor Emerita, Department of Anthropology, John Jay College of Criminal Justice.</td>
</tr>
<tr>
<td>Jose Vasquez</td>
<td>ANT 3XX Structural Violence and Social Suffering</td>
<td>PhD Candidate in Anthropology, Graduate Center of City University of New York; BA East Asian Culture and Religion, Brooklyn College</td>
<td>Anthropology of war and violence.</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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<tbody>
<tr>
<td>NONE</td>
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## Projected Revenue Related to the Proposed Program

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<tr>
<th></th>
<th>1st Year 2014-15</th>
<th>2nd Year 2015-16</th>
<th>3rd Year 2016-17</th>
<th>4th Year 2017-18</th>
<th>5th Year 2018-19</th>
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<tbody>
<tr>
<td><strong>Tuition Revenue[3]</strong></td>
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<td>Sources[4]</td>
<td>$101,600</td>
<td>$140,735</td>
<td>$234,948</td>
<td>$353,727</td>
<td>$465,392</td>
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<tr>
<td><strong>Total</strong></td>
<td>$150,475</td>
<td>$300,237</td>
<td>$453,796</td>
<td>$580,056</td>
<td>$705,746</td>
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<tr>
<td><strong>State Appropriation[6]</strong></td>
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<tr>
<td>04. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td><strong>Other Revenue[7]</strong></td>
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<td>07. From Existing Sources§</td>
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<td>$0</td>
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<tr>
<td>08. From New Sources**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td><strong>Total</strong></td>
<td>$0</td>
<td>$0</td>
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<td><strong>Grand Total[8]</strong></td>
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<td>10. From Existing Sources§</td>
<td>$101,600</td>
<td>$140,735</td>
<td>$234,948</td>
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<tr>
<td>11. From New Sources**</td>
<td>$48,875</td>
<td>$159,503</td>
<td>$218,848</td>
<td>$226,329</td>
<td>$240,354</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$150,475</td>
<td>$300,237</td>
<td>$453,796</td>
<td>$580,056</td>
<td>$705,746</td>
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</table>
### Table 5: New Resources

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<tr>
<td>Full Time Faculty</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Part Time Faculty</td>
<td>$7,277.60</td>
<td>$7,495.40</td>
<td>$8,558.00</td>
<td>$17,628.00</td>
<td>$27,234.00</td>
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<tr>
<td>Calculated at Asst. Prof rate ($73.53 x 45 hrs + 3% inflation)</td>
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<td>Full Time Staff</td>
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<td>Part Time Staff</td>
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<td>Library (Includes Staffing)</td>
<td>$5,000.00</td>
<td>$2,000.00</td>
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<td>Laboratories</td>
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<tr>
<td>Supplies &amp; Expenses</td>
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<td>Advertising and Promotion</td>
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<td>Other</td>
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<tr>
<td>Total all</td>
<td>$17,277.60</td>
<td>$13,495.40</td>
<td>$14,558.00</td>
<td>$23,628.00</td>
<td>$33,234.00</td>
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</table>
The Five-Year Financial Projections for Program

Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new):

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Current Full Time Faculty Replacement Costs
Current Full Time Faculty Overload (include Summer)
New Full Time Faculty Base Salary (list separately)
New Full Time Faculty Overload (include Summer)
New Faculty Re-assigned Time
Full Time Employee Fringe Benefits (33.0%)

**Total (Links to Full-Time Faculty on Program Exp Worksheet)**

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Part Time Faculty Actual Salaries

Adjunct faculty will be needed beginning in yr 3
1 course for adjunct faculty to replace FT Faculty to Coordinate Major - 1 course release per year (calculated at Asst Prof. Rank $73,53 x 45 hrs)

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</table>

Part Time Faculty Actual Fringe Benefits (10%)

**Total (Links to Part-Time Faculty Program Exp Worksheet)**

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</table>

Full Time Staff Base Salary (list separately)
Full Time Staff Fringe Benefits (33%)
<table>
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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
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**Part Time Staff Base Salary (list separately)**

**Graduate Assistants**

**Student Hourly**

**Part Time Employee Fringe Benefits (10.0%)**

**Total (Links to Part-Time Staff on Program Exp Worksheet)**

**Library Resources**

**Library Staff Full Time (List Separately)**

**Full Time Staff Fringe Benefits (33%)**

**Library Staff Part Time (List Separately)**

**Part Time Employee Fringe Benefits (10.0%)**

**TOTAL (Links to Library on Program Exp Worksheet)**

**Equipment**

**Computer Hardware**

**Office Furniture**

**Other (Specify)**

**Total (Links to Equipment on Program Exp Worksheet)**

**Laboratories**

**Laboratory Equipment**

**Other (list separately)**
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<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>2013-14</td>
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<td>2017-18</td>
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<td>4,000</td>
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**SUPPLIES AND EXPENSES (OTPS)**
- Consultants and Honoraria
- Office Supplies
- Instructional Supplies
- Faculty Development
- Travel and Conferences
- Membership Fees
- Advertising and Promotion
- Accreditation
- Computer Software
- Computer License Fees
- Computer Repair and Maintenance
- Equipment Repair and Maintenance

**New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)**

**CAPITAL EXPENDITURES**
- Facility Renovations
- Classroom Equipment
- Other (list separately)

**TOTAL (Links to Capital Expenditures on Program Exp Worksheet)**

Other (list separately)
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>
### The Five-Year Revenue Projections for Program
**SENIOR COLLEGE WORKSHEET**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
</table>

#### Tuition & Fees:
*Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.*

Number of Majors (Enter # of EXISTING FULL TIME In State Students) - 95% of JJ students are NYS residents

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>22</td>
<td>37</td>
<td>55</td>
<td>70</td>
</tr>
</tbody>
</table>

Tuition Income (Specify rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th></th>
<th>$4,600</th>
<th>$4,692</th>
<th>$4,786</th>
<th>$4,882</th>
<th>$4,979</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$73,600</td>
<td>$103,224</td>
<td>$177,076</td>
<td>$268,486</td>
<td>$348,543</td>
</tr>
</tbody>
</table>

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>$73,600</th>
<th>$103,224</th>
<th>$177,076</th>
<th>$268,486</th>
<th>$348,543</th>
</tr>
</thead>
</table>

#### Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students) - 5% of JJ students are out of state

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th></th>
<th>$13,000</th>
<th>$13,260</th>
<th>$13,525</th>
<th>$13,796</th>
<th>$14,072</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$13,000</td>
<td>$13,260</td>
<td>$27,050</td>
<td>$41,387</td>
<td>$56,286</td>
</tr>
</tbody>
</table>

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>$13,000</th>
<th>$13,260</th>
<th>$27,050</th>
<th>$41,387</th>
<th>$56,286</th>
</tr>
</thead>
</table>

**TOTAL EXISTING FULL TIME TUITION REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>$86,600</th>
<th>$116,484</th>
<th>$204,126</th>
<th>$309,873</th>
<th>$404,830</th>
</tr>
</thead>
</table>

**Note:** The tuition and fees projections are based on historical data and projections for the future. Adjustments may be necessary based on economic conditions and changes in program participation.
### Tuition & Fees:

#### Number of Majors (Enter # of EXISTING PART-TIME In State Students)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>2014-15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$195</td>
<td>$199</td>
<td>$203</td>
<td>$207</td>
<td>$211</td>
</tr>
</tbody>
</table>

#### Total Tuition

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,775</td>
<td>$17,901</td>
<td>$24,345</td>
<td>$37,248</td>
<td>$53,824</td>
</tr>
</tbody>
</table>

#### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Fees

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,775</td>
<td>$17,901</td>
<td>$24,345</td>
<td>$37,248</td>
<td>$53,824</td>
</tr>
</tbody>
</table>

### Tuition & Fees:

#### Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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</thead>
<tbody>
<tr>
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<td>1</td>
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</table>

#### Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$415</td>
<td>$423</td>
<td>$432</td>
<td>$440</td>
<td>$449</td>
</tr>
</tbody>
</table>

#### Total Tuition

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
</tbody>
</table>

#### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Fees

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
</tbody>
</table>

### TOTAL EXISTING PART TIME REVENUE

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$15,000</td>
<td>$24,251</td>
<td>$30,822</td>
<td>$43,854</td>
<td>$60,562</td>
</tr>
</tbody>
</table>
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

Tuition & Fees:
New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$101,600</td>
<td>$140,735</td>
<td>$234,948</td>
<td>$353,727</td>
<td>$465,392</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuition Income (Specify Rate per credit) calculates 2% increase per year
Number of Majors (Enter # of NEW FULL TIME In State Students)
8  26  33  33  33

$4,600  $4,692  $4,786  $4,882  $4,979
Total Tuition
$36,800  $121,992  $157,933  $161,091  $164,313

Student Fees (enter ANNUAL program fees other than standard CUNY fees)
0  0  0  0  0
Total Fees
0  0  0  0  0
Total Instate Tuition & Fees
$36,800  $121,992  $157,933  $161,091  $164,313

Tuition & Fees:
Number of Majors (Enter # of NEW FULL TIME Out of State Students)
0  1  2  2  2

$13,000  $13,260  $13,525  $13,796  $14,072
Total Tuition
$0  $13,260  $27,050  $27,591  $28,143

Student Fees (enter ANNUAL program fees other than standard CUNY fees)
0  0  0  0  0
Total Fees
0  0  0  0  0
Total Out of State Tuition & Fees
$0  $13,260  $27,050  $27,591  $28,143

TOTAL NEW FULL TIME TUITION REVENUE
$36,800  $135,252  $184,983  $188,683  $192,456
### Tuition & Fees:

#### Number of Majors (Enter # of NEW PART-TIME In State Students)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</table>

#### Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$195</td>
<td>$199</td>
<td>$203</td>
<td>$207</td>
<td>$211</td>
</tr>
</tbody>
</table>

#### Total Tuition

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,850</td>
<td>$17,901</td>
<td>$27,389</td>
<td>$31,040</td>
<td>$41,159</td>
</tr>
</tbody>
</table>

#### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

#### Total Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<th>Year Five</th>
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<td>$27,389</td>
<td>$31,040</td>
<td>$41,159</td>
</tr>
</tbody>
</table>

### Tuition & Fees:

#### Number of Majors (Enter # of NEW PART-TIME Out of State Students)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<th>Year Five</th>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>$415</td>
<td>$423</td>
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<td>$449</td>
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#### Total Tuition

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<tr>
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<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
</tbody>
</table>

#### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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</tr>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
</tbody>
</table>

### TOTAL NEW PART TIME REVENUE

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,075</td>
<td>$24,251</td>
<td>$33,865</td>
<td>$37,646</td>
<td>$47,898</td>
</tr>
</tbody>
</table>
### TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$48,875</td>
<td>$159,503</td>
<td>$218,848</td>
<td>$226,329</td>
<td>$240,354</td>
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</table>

### State Revenue from EXISTING sources-identify sources

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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### STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

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### State Revenue from NEW sources-identify sources

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### STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

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### FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS

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### Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)

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### Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

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Enrollment was figured with John Jay's F12 1-yr retention rate of 77.9% & a graduation rate of 22% in yr 5 of the major. Out of state enrollment was figured at John Jay's usual rate of .05% of enrollment.
Appendix E.

Letters of Support
Letters in Support of the new major in Anthropology at John Jay College, CUNY

Letters from the following:

1. Banks, Clayton, Founder and President, Ember Media
2. Bennett, Linda, Professor of Anthropology and Associate Dean for Graduate Studies and Research, University of Memphis; Founder and chair of the Consortium of Practicing and Applied Anthropology (COPAA) Program
3. Brown, Scott, Ph.D. Anthropology student, New School, John Jay College graduate
4. Cordero, Robert, Executive Director, CITIWide Harm Reduction
5. Dahl, Ophelia, Executive Director, Partners In Health
6. Del Toro, Gustavo (MD) Chief Medical Officer/Chair, Department of Pediatrics, Wycoff Heights Medical Center
7. Ebert, Dave, Principal, The Lapine Group
8. Hockenbury, Paul, Executive Director of Research and Analysis, Comcast
10. Lawson, Joseph P., Director of Content Strategy and Acquisition, Verizon
12. Reich, Doug (MD), Chair and Residency Program Director, Department of Family Medicine, Bronx-Lebanon Hospital Center
13. Rottman, David, Principal Court Research Consultant, National Center for State Courts
14. Tzobotaro, Meital, John Jay College graduate, Peace Corps & CDC
15. Zanouzi, Farideh (MD), Chair, Department of Family Medicine, Wycoff Heights Medical Center
To the Department of Anthropology,

Thank you for your inquiry about the employment needs at Ember Media and our interest in hiring graduates of the anthropology department, John Jay College of the City University of New York. Ember Media is a minority-owned, full-service interactive agency that serves the marketing needs of our clients representing various industries, including Verizon, the Multicultural Foodservices & Hospitality Alliance, United Technologies, and the Consortium for Worker Education, among many others.

We have a keen interest in advancing the careers of creative, informed, and interesting young people who hail from diverse backgrounds. It seems your students fit that bill. We especially appreciate the anthropology department’s emphasis on developing a future labor force with a strong understanding of culturally and ethnically diverse people both here in America and across the globe. More and more of our clients are asking us for marketing strategies keyed into this knowledge base. The fact that your students are getting on-the-ground anthropological research experience, learning to take the pulse of the contemporary cosmopolitan world we live in, is enormously important.

I have personally served as President of NAMIC, a business association dedicated to advancing the careers of minority and multicultural professionals. In addition, Ember Media is the proud developer of “the Key,” an interactive guide to help young African American and Latino high school students through the college application process. My company is committed to facilitating the next step in this process. We would be more than happy to consider your excellent graduates in anthropology for positions at our company, and would be happy to facilitate their participation in NAMIC, an organization that provides invaluable career mentoring opportunities.

Sincerely,

Clayton Banks
Founder and President
Ember Media
January 25, 2013

Professor Alisse Waterston
Department of Anthropology
John Jay College, City University of New York
524 West 59th Street, Room 09.63.20
New York, NY 10019

Dear Alisse,

I am very pleased to write this letter of support for your department as it prepares to launch the new anthropology major. As an anthropologist who has straddled the worlds of academic and applied anthropology, I am delighted to hear about your major that prepares students for employment or for graduate study. This is so important, especially at this moment when the world needs more people who understand and appreciate cultural differences and diversity, who are skilled in qualitative and quantitative research techniques, and who are poised to make important, meaningful contributions to society.

As you know, I am deeply involved in the Consortium of Practicing and Applied Anthropology Programs, having founded this nationwide association as a resource for students interested in furthering their anthropology education and/or pursuing careers in practicing and applied anthropology. Your curriculum is very well designed to prepare your undergraduate majors in anthropology for the graduate programs that are members of the consortium, including the program at University of Memphis. Our program offers two areas of concentration for graduate students in applied anthropology: M.A. in Medical Anthropology and M.A. in Globalization, Development, and Culture. Alumni from our M.A. programs are very successful in obtaining employment in large part to their involvement in community-based projects throughout their graduate program. They work in a wide variety of sectors from medical centers, to government agencies, and to nonprofit organizations, among many other contexts. As a result, anthropology is very visible in Memphis and in the Mid-South Region.

It is clear that the courses you offer in the undergraduate major—from “Applied Anthropology” and “Anthropology of Global Health” to “Anthropology and Development” and “Anthropology of Contemporary Problems,” among all the others—are very relevant to our program. We would be more than happy to welcome your students to apply to the University of Memphis graduate program.
Best wishes on this important project.

Sincerely yours,

Linda A. Bennett

Professor of Anthropology and Associate Dean for Graduate Studies and Research
Founder and chair of the Consortium of Practicing and Applied Anthropology (COPAA) Program

Dear Professor Snajdr,

This letter is to confirm that I was previously one of your students at John Jay, and have gone on to study anthropology at the graduate level. I received my master’s degree in anthropology from The New School for Social Research in May 2011, and am currently pursuing my doctoral studies there as well. My expected date of completion in spring 2016.

Best Regards,

Scott Brown
PhD Student, Anthropology
The New School for Social Research
brows074@newschool.edu
January 15, 2013

Richard Curtis, PhD
Chair, Department of Anthropology
John Jay College of Criminal Justice
524 West 59th Street, NY, NY 10019

Dear Dr. Curtis,

As a prospective employer of John Jay College of Criminal Justice graduates, I am pleased to provide this letter of support for the establishment of an Anthropology major for the Anthropology Department.

Anthropology majors are very valuable for students planning careers in which an understanding of human behavior and cultural diversity is essential, particularly in the mission-driven nonprofit sector. Anthropology offers an ideal basis for those pursuing careers that require rigorous research and evaluation skills, with an emphasis on using critical thinking skills to address and solve social problems. These skills are invaluable for community-based agencies like CitiWide harm Reduction, which seeks to better understand and respond to the needs of extremely marginalized communities in the South Bronx.

I am hopeful that the CUNY Board of Trustees will approve a major in Anthropology for your department.

Best Regards,

Robert Cordero, MSW
Executive Director
January 11, 2013

Professor Ric Curtis
Chair, Department of Anthropology
John Jay College of Criminal Justice, CUNY
524 West 59th St.
New York, NY 10019

Dear Professor Curtis,

I am happy to share with you information about the role of anthropology and anthropologists at Partners In Health (PIH). Twenty-five years ago, Paul Farmer, Jim Yong Kim (now President of the World Bank) and I established PIH, and we have seen remarkable growth and success since then. As you know, both Paul and Jim are anthropologists. They attribute their training in anthropology with providing them the critical understanding that led them to become the world-renowned global health leaders they are today.

Based on your description of the new major in anthropology, and the life-experiences of your students who know first-hand what it is like to live in underserved communities, I am confident we will give serious consideration to your anthropology graduates looking to become a part of the PIH family. PIH now has 15,000 employees in twelve countries around the globe, working to make the world a healthier, more equitable place.

At PIH, we consider a degree in anthropology a valuable credential. If the career trajectories of Paul Farmer and Jim Kim are any indication, anthropology is essential for the cultural knowledge and holistic perspective it provides — true now more than ever as we continue to confront the enormous challenges of globalization and look to strengthen the movement for global health equity and social justice.

Sincerely yours,

Ophelia Dahl
Executive Director, Partners In Health
January 16, 2013

John Jay College
524 West 59th Street
New York, New York, 10019

Dear Sir/Madam,

Wyckoff Heights Medical Center is a voluntary, not-for-profit 350-bed teaching hospital accredited by the Joint Commission on Accreditation of Health Care Organizations (JCAHO). Originally established by an organization of German immigrants in 1889, as the “German Hospital of Brooklyn”, in 1918 the Hospital changed its name to “Wyckoff Heights Hospital” and in 1990 the organization was renamed to “Wyckoff Heights Medical Center” (WHMC).

Today, WHMC has approximately 509,000 square feet (including mechanical space), includes 324 general care beds and 26 newborn bassinets. Services provided include a 24-hour New York City 911 receiving hospital emergency medicine department with a separate, dedicated pediatrics emergency service.

As a teaching institution WHMC hosts five Residency Training Programs (Internal Medicine, Family Medicine, General Surgery, Obstetrics & Gynecology and Podiatry) for the extended training of medical school graduates, both allopathic (MD) and osteopathic (DO). WHMC trains residents in.

Academically, WHMC is an affiliate of the New York Medical College and we have full accreditation from the American Osteopathic Association and the Accreditation Council on Graduate Medical Education of the American Medical Association.

We were fortunate in the past to have collaborated with Professors from John Jay College on research projects and found their input vital. Consequently, in the future we would welcome the opportunity to work with Anthropology majors who have graduated from John Jay College, have first hand experience in urban, multicultural environments, and have experience working on innovative ethnography and mixed method research methodologies to assist our programs in conducting research.

Respectfully,

Gustavo Del Toro, MD
Chief Medical Officer & Chairman Department of Pediatrics
Appreciating and understanding the “voice of the customer” (or customer relationship management, CRM) is the cornerstone around which many of the longest-term and highest-budget consulting projects are based. As industry and boardroom perspectives on understanding customer insights have matured, the expectations from corporate clients have similarly “grown up”: no longer is it acceptable for critical organizational design or customer experience practices to be modified based on the assessments from unqualified or burgeoning generalists. CRM requires anthropological analysis.

In the consulting world, we typically call the practice ethnographic analysis. Ethnography is a qualitative research method that tells a story from the perspective of those being researched. Ethnography differs from pure usability testing in that it is almost always conducted in the field, and typically involves some sort of participant observation where the researcher actually gets involved with the activities under study. In general, usability testing is typically more structured than ethnographic research and seeks to answer more specific questions about a specific digital interface.

Common inputs requiring anthropological insights and experience include:

- **Surveys**: While not a primary source of information, surveys are occasionally used in ethnographic research. They are typically open-ended and used in conjunction with other forms of research.
- **Guerrilla research**: For example, vox populi or man-in-the-street style interviews can be a great way to get honest, gut-level responses from people. These can also be a great way to recruit for more in-depth studies.
- **In-situ exercises and projects**: Essentially, this entails interviewing participants as they do specific tasks such as cooking a cooking a meal, making a purchase, or paying bills.
- **Journaling, video diaries, blogging**: This method can be especially powerful when used with other techniques. For example, journal entries can be used as discussion points during interviews.
- **Interviews**: This is really the most important tool of an ethnographer. A good ethnographic interview tends to be driven by the participant and is narrative-based. In other words, participants tell stories about their lives.

Finally, it is then the ability of the anthropologist to “make sense” of all of these inputs, and transform the raw data into actionable tactics and a strategic roadmap for boardroom approval and multi-year implementation programs. The defensible, academic rigor that these unique actors apply is simply required to justify these kind of long-term, measured, and expensive programs within the Fortune 500 and beyond.

Dave Ebert
Principal Consultant, The Lapine Group
December 6, 2012

Dear Professor Curtis,

Thank you for your interest in Comcast Cable Communications. As a leading provider of video, high-speed Internet and voice services to residential and business customers across the United States, Comcast / NBC Universal has an employee base of approximately 100,000. As you likely know, the company has enormous reach while maintaining a local presence on various sides of its business.

As is true for any successful venture in today’s “Information Society,” research and analysis are essential components of Comcast’s enormous success. At Comcast, I lead the Marketing Sciences team where we keep tabs on the interconnections between demographic, technological, cultural and behavioral change.

You specifically ask if Comcast currently has or envisions the need for undergraduate majors in Anthropology. We do. The Comcast / NBC Universal combination has over 150 people in the research function. We are involved in all aspects of consumer research including how they use our products and what they do in their homes. We strive to understand how cultural shifts impact not only what they are watching but how and why they are doing what they do. We use people with backgrounds in Psychology, Sociology, and Anthropology regularly from our research vendors and have some on staff. Anthropologists in particular are experts in culture, cross-cultural analysis, and ethnography, and they bring a fresh, holistic perspective to the table. I know this in part due to my own social science background.

Comcast is also committed to employment diversity, more so now that the US is undergoing tremendous demographic transformation. From your description, your students reflect that demographic change. That fact combined with a background in Anthropology will give your students a leg up as they compete for the best positions at a company like Comcast. Please keep us in mind for your graduates.

Sincerely,

Paul Hockenbury
Executive Director of Research and Analysis
November 28, 2012

To Whom It May Concern,

I am writing in response to your request for a letter describing my hiring practices and what I look for in candidates for positions at my consumer research and consulting firm, Horowitz Associates Market & Multicultural Research (http://www.horowitzassociates.com/).

The most straightforward answer is that we look for talent who are able to see the big picture, write well, readily understand new cultural, demographic and technology trends, and have been exposed to innovative research methodologies such as ethnography and video-ethnography. As such, our preference is to hire graduates who have majored in anthropology, sociology or history, our most successful employees. We have not had success with employees whose undergraduate education was narrowly focused on marketing or business administration. This has been the trend in the thirty-two years I have been in business.

Horowitz Associates is a leading provider of primary consumer research on traditional and new media. Ethnography is among the services we provide our clients. We are also well known for our pioneering work among urban, multicultural, and Latino consumers. In 1992 we established our multicultural division, and have been providing consulting and research services about Hispanic, Black, Asian, and International consumers ever since. Our staff reflects the demographic shift in the United States (40% Latino; 20% African American; 20% Asian; 20% white, non Hispanic).

We would welcome the opportunity to interview Anthropology majors who have graduated from John Jay College who represent the workforce we are looking for, candidates who are qualified, understand and have first-hand experience in urban, multicultural environments, and have had training in innovative ethnography and mixed method research methodologies.

Sincerely yours,

Howard Horowitz
President
January 11, 2013

Dr. Richard Curtis
Anthropology Department
John Jay College of Criminal Justice
524 West 59th Street
New York, New York 10019

Dear Dr. Curtis,

This is in response to your recent correspondence inquiring about employment opportunities for your anthropology graduates. I enjoyed hearing about the student body at your college, and the curriculum for those studying and majoring in anthropology.

Our business depends upon understanding culture, multiculturalism, and human social networks and behavior, key topics in your anthropology program. I am excited to hear about young people of color coming out with a degree and training in a field so relevant to today's America. As Verizon's Director of Content Strategy and Acquisition and a 25 year veteran of the cable television industry, I believe your students not only have knowledge, training and expertise in cultural anthropology and research, but the intimate life experiences and background needed to understand societal trends so important in determining how businesses can best serve our communities in the future.

I look forward to hearing more about your important program as it develops.

Most sincerely,

Joseph Lawson
To Whom It May Concern:

I am pleased to provide this letter supporting the creation of an anthropology major at John Jay College of Criminal Justice. As an alumnus who graduated as class Salutatorian with a 4.0 GPA in Culture and Deviance Studies, and who works in the field of anthropology as an ethnographer and project coordinator for the Centers for Disease Control and Prevention’s National HIV Behavioral Surveillance System (NHBS) in New York City, I can speak personally to the value of having a degree steeped in anthropological frameworks and perspectives.

NHBS was developed to help state and local health departments establish and maintain a surveillance system to monitor selected behaviors and prevention services among groups at highest risk for HIV infection. These groups are men who have sex with men, injection drug users, and at-risk heterosexuals; the latter consists of persons with lower socioeconomic status, racial/ethnic minorities, and women. Findings from NHBS are used to enhance the understanding of HIV risk and testing behaviors in these groups, and to develop and evaluate HIV prevention programs that provide services to them.

As project coordinator, I direct research activities by using a host of qualitative research methodologies including participant and field observations, street intercepts, and focus group and key informant interviews. The interpretive output from these data provides me with a current and holistic understanding of HIV risk and testing behaviors from the participants’ perspectives, which then informs my approach to study implementation, data collection, HIV testing, and the way the final data is disseminated back to the community. My background in anthropology has certainly been an invaluable asset in not only the performance of my job functions, but my ability to understand and relate to study participants from their perspective.

I have had the privilege to learn from and study with the finest professors possible in the discipline of anthropology at John Jay College, and my coursework and subsequent degree have given me the knowledge and skill sets to succeed in and contribute to this field. Unfortunately, a degree in Culture and Deviance Studies does not always speak to my strong understanding of anthropological perspectives and frameworks and has, in the past, been viewed skeptically by potential employers and graduate programs.

I strongly support the Anthropology Department’s application to create an anthropology major at John Jay College. Anthropology is a versatile discipline within the social sciences and offers students from a myriad of backgrounds the opportunity to gain a unique and varied perspective on life, humanity, and justice. I have always known the administration to do its utmost to prepare students for success in professional careers and graduate work; this would certainly be another step in that direction. Thank you for your time and consideration.

Sincerely,

David M. Marshall IV
Project Coordinator, NYC National HIV Behavioral Surveillance
John Jay College of Criminal Justice, Department of Anthropology
January 19, 2013

Professor Ric Curtis  
John Jay College of Criminal Justice  
Department of Anthropology  
899 10th Avenue  
New York, NY 10019

Hi Ric:

It is with great pleasure that I provide this letter of support. Family Medicine Department of Bronx Lebanon Hospital Center is extremely enthused to participate in this initiative.

We have been responsive and have shown enthusiasm in taking on Anthropology graduates from John Jay College. Their research skills, as well as liberal arts/critical thinking education and training are key components that we look for in our employees. Having a sound understanding of an urban, multicultural environment is the ultimate additive to our vision. We value and appreciate that your student body reflects such diversity, giving assurance that our community need in the Bronx will be recognized and met accordingly. With training in mixed research methodologies alongside innovative ethnography, your graduates project great advancement in catering to the needs of our patients.

I look forward to collaborating with you in the future.

Sincerely,

[Signature]

Doug Reich, M.D.  
Chairman
January 22, 2012

To Whom it May Concern:

I have been fortunate to collaborate with Professor Ric Curtis and several of his colleagues in the John Jay Anthropology Department on three evaluation projects regarding community courts, carried out between 1995 and 2012. Their research provided my colleagues and I with an important dimension to all three projects by collecting systematic data on how community courts are perceived by offenders and by members of the community. Professor Curtis and his colleagues also made it possible for the evaluations to monitor changing neighborhood conditions. I have no doubt that the training and expertise of the ethnographers provided the evaluation a quality of data and insights unavailable through conventional quantitative and qualitative social science research. Currently, one of my colleagues is trying to secure Professor Curtis’s involvement via a subcontract on a large-scale evaluation of what are called “holistic defender programs.” We are finding that training in ethnographic methods can provide an important new dimension to our evaluation teams.

In the course of those evaluation projects, I had the opportunity to work with students from Professor Curtis’s anthropology courses and view their skills in action. In the most recent project, just completed, one of those students proved so valuable in meeting our project objectives that I hired her via contract to work as a member of our evaluation team. She participated in interviews, drafted very helpful and insightful reports on courtroom and neighborhood observations, and contributed text to the final report. Her opinions carried weight in the research team. She is listed as one of the authors of the final evaluation report in recognition of her contribution. More generally, I am convinced by the usefulness of ethnographic training for a wide range of research projects. Their diverse backgrounds and street savvy adds an important dimension to a social science research team working in an urban environment.

Based on our experience working with Professor Curtis, I am certain that my colleagues and I in the National Center’s Research Division would welcome job applications from students trained by Professor Curtis and his colleagues with a major in Anthropology. That background would make them competitive candidates for permanent research positions on our staff.

In sum, I am convinced that a John Jay major in Anthropology would be a solid grounding for graduates seeking a job in social science research.

Regards,

David B. Rottman
Principal Court Research Consultant
January 15, 2013

To Whom It May Concern:

I am writing this letter in support of the creation of an undergraduate Anthropology major at John Jay College of Criminal Justice. As an alumna of the college (B.A. Forensic Psychology, 2006), I am only one of many whose life was fundamentally inspired by taking an Anthropology class.

In the Spring of 2005 I took Professor Edward Snajdr's ANT 315 class as part of my course of study. Besides Professor Snajdr's participatory approach and lively accounts of his time abroad, the class exposed me to different cultures, behaviors, and ways of life. The class sparked an interest in me that eventually completely changed my career path.

The following semester I decided to intern with WITNESS, a human rights based non-profit organization; WITNESS is dedicated to documenting human rights violations around the world. During my internship I had the opportunity to work on several projects and view many of the organization's video advocacy films, which resonated similar themes I learned about during my anthropology class.

In order to pursue this interest further, I decided to join the Peace Corps after I graduated in 2006. I spent my service in Tanzania as a Community HIV/AIDS Coordinator. Again, the lessons learned during my anthropology class proved useful when adapting to the culture and accepting there are different ways of life.

My Peace Corps experience eventually led me to work with the Centers for Disease Control and Prevention in Tanzania, the Carter Center in South Sudan, and the Clinton Health Access Initiative.

Taking ANT 315 that semester certainly changed my career path. Should there have been an undergraduate Anthropology major at that time, I would have definitely switch. I truly hope future students would get the opportunity to have their lives enlightened like I had.

Sincerely,

Meital Tzobotaro
January 16, 2013

John Jay College
524 West 59th Street
New York, New York, 10019

Dear Sir/Madam,

Wyckoff Heights Medical Center (WHMC) has been providing medical care to the community since 1889. Today, WHMC is a 350-bed teaching hospital, we see 75,000 visits annually in our Pediatric/Adult Emergency Departments, deliver 2,000 babies, offer outpatient services to thousands at our network of community ambulatory care centers and offer extensive community health education and screening programs. WHMC is located in an ethnically diverse residential neighborhood directly on the border of northern Brooklyn and western Queens.

The Department of Family Medicine at Wyckoff Heights Medical Center is a progressive and dynamic department, committed to providing the highest quality of health care, excellent resident and medical student education and conducting community oriented research. Our mission is to provide community oriented primary care, research and education in a truly urban, multicultural, diverse environment. Continuing medical education, medical student programs and residency training are the core of the department's extensive commitment to medical education. With over 25 medical students at any given time, a fully approved (AOA and ACGME) residency training program (18 Family Medicine Residents) and daily CME approved programs; education is a crucial component of the department and as part of the teaching curriculum attending physicians, residents and medical students participate in community oriented research and outreach.

In the past we have worked with Professors from John Jay College on research projects and their input has been vital. Therefore, we would welcome the opportunity to interview Anthropology majors who have graduated from John Jay College who have first hand experience in urban, multicultural environments, and have had training in innovative ethnography and mixed method research methodologies to assist our program on community research projects.

Respectfully,

[Signature]

Farideh Zonouzi, MD
Chairwoman, Department of Family Medicine
Wyckoff Heights Medical Center
Appendix. F.

Articulation Agreement with LaGuardia Community College
THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
LAGUARDIA COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

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<td>Degree</td>
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B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
Minimum GPA- 2.0

To gain admission to John Jay College, students must be skill certified, meaning:
- Have earned a grade of ‘C’ or better in a credit-bearing mathematics course of at least 3 credits
- Have earned a grade of ‘C’ or better in freshmen composition, its equivalent, or a higher-level English course

Total transfer credits granted toward the baccalaureate degree: **60 credits**

Total additional credits required at the senior college to complete baccalaureate degree: **60 credits**
### C. COURSE-TO-COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

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<td>ENG 102: Writing through Literature</td>
<td>ENG 201 Composition II</td>
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<td>MAT 107: Mathematics and the Modern World</td>
<td>MAT 105: College Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 112: College Algebra</td>
<td>STA 250: Principles and Methods of Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 118: Introductory Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life and Physical Sciences: 3 credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one:</td>
<td>These courses satisfy the Life and Physical Sciences core requirement at John Jay</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SCB 101: Topics in Biological Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCC 101: Topics in Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCP101: Topics in Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCP 140: Topics in Astronomy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flexible: 18 credits</strong></td>
<td>John Jay accepts courses taken at LaGuardia under this heading as satisfying the flexible core requirements at John Jay.</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Select one course from each of the five following areas AND one additional course from any flexible core category. Note: Student can select only two courses from any one discipline:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- World Cultures and Global Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- US Experience in its Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Creative Expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Individual and Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Scientific World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Core: 30 credits</strong></td>
<td>Subtotal</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>New Student Seminar</td>
<td>No equivalent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ENG 103: Research Paper</td>
<td>(blanket composition)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELL 101: Introduction to Literature</td>
<td>(ENG elective – 100-level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG/ELA, select one:</td>
<td>(blanket lit.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELF 250: Contemporary Francophone Lit. in Translation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELI 250: Italian Literature in Translation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELJ 250: Japanese Literature in Translation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ELS 250: Contemporary Latin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities, select two:</td>
<td>6</td>
<td>Social Science (6 credits):</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HUA 101 Introduction to Art</td>
<td>ART 101 Introduction to Art</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUN 195 Art in New York</td>
<td>ART 201 Art in New York</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUC 101 Fundamentals of Speech Communication</td>
<td>COM 113 Oral Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUC 106 Public Speaking</td>
<td>COM 113 Oral Com.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUC 150 The Art of Film</td>
<td>DRA 106 Intro to Film</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUT 170 Art of Theatre</td>
<td>DRA 110 Intro to Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUC 270 American Film</td>
<td>(blanket film)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUM 101 Introduction to Music</td>
<td>MUS 101 Intro to Music</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUM 210 American Music</td>
<td>(blanket music)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUP 101 Intro. to Philosophy</td>
<td>PHI 231 Intro to Philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUP 104 Ethics and Moral Issues</td>
<td>PHI 102 Ethical Foundations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUP 105 Philosophy of Religion</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• HUP 106 Social and Political Phil.</td>
<td>PHI 203 Political Philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts: LIB 200 Humanism, Science and Technology</td>
<td>(blanket)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amer. Literature in Translation</th>
<th>(blanket lit.)</th>
<th>164</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ENG 204: Asian American Lit.</td>
<td>(blanket lit.)</td>
<td>164</td>
</tr>
<tr>
<td>• ENG 235: Cultural Identity in American Literature</td>
<td>(blanket lit.)</td>
<td>164</td>
</tr>
<tr>
<td>• ENG 245: Images of Women in Lit.</td>
<td>(blanket lit.)</td>
<td>164</td>
</tr>
<tr>
<td>• ENG 247: The Woman Writer</td>
<td>(blanket lit.)</td>
<td>164</td>
</tr>
<tr>
<td>• ENG 248: Latino/Latina Writing of the United States</td>
<td>(blanket lit.)</td>
<td>164</td>
</tr>
<tr>
<td>• ENG 261: Literature of Difference: Lesbian/Gay Writers</td>
<td>LIT 265 Foundations of U.S. Latino/a Literature</td>
<td>164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science (6 credits):</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SSA 100 Introduction to Anthropology</td>
<td>(blanket anthropology)</td>
</tr>
<tr>
<td>and, select one:</td>
<td>3</td>
</tr>
<tr>
<td>• SSH 101 Themes in American History to 1865</td>
<td>HIS 201 American Civilization – Colonial Times to Civil War</td>
</tr>
<tr>
<td>• SSH 102 Themes in American History Since 1865</td>
<td>HIS 202 American Civilization – From 1865 to the Present</td>
</tr>
<tr>
<td>• SSH 103 Western Civ. from Ancient Times to the Renaissance</td>
<td>(blanket history)</td>
</tr>
<tr>
<td>• SSH 104 Western Civ. from the Renaissance to Modern Times</td>
<td>(blanket history)</td>
</tr>
<tr>
<td>• SSH 105 World History from Ancient Times to 1500</td>
<td>HIS 204 The Medieval World</td>
</tr>
<tr>
<td>• SSH 106 World History from 1500 to the Present</td>
<td>HIS 205 The Modern World</td>
</tr>
<tr>
<td>• SSH 110 East Asia Civilization and Society</td>
<td>(blanket history)</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SSH 231 Afro-American History</td>
<td></td>
</tr>
<tr>
<td>SSH 232 Survey of Latin American and Caribbean History</td>
<td></td>
</tr>
<tr>
<td>AAH 211 African American History I</td>
<td></td>
</tr>
<tr>
<td>PLH 166 History of the Caribbean Islands</td>
<td></td>
</tr>
<tr>
<td>Other Anthropology courses (in place of free electives), 6 credits</td>
<td></td>
</tr>
<tr>
<td>SSA 101 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SSN 182 Urban Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 208 Urban Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements (from JJC “College Option”)</strong></td>
<td></td>
</tr>
<tr>
<td>One 300-level Justice Core course from <em>Struggles for Justice in the U.S.</em> or <em>Justice in Global Perspectives</em></td>
<td>3</td>
</tr>
<tr>
<td>One course from <em>Learning from the Past</em> or <em>Communications</em></td>
<td>3</td>
</tr>
<tr>
<td>Total Gen Ed at JJC</td>
<td>6</td>
</tr>
<tr>
<td><strong>Remaining Requirements in Major</strong></td>
<td></td>
</tr>
<tr>
<td>1) <em>Major Sequence, 21 credits (minus 6 taken at LAGCC)</em></td>
<td></td>
</tr>
<tr>
<td>ANT 101 Introduction to Cultural Anthropology (satisfied at LaGuardia)</td>
<td>0</td>
</tr>
<tr>
<td>ANT 208 Urban Anthropology (satisfied at LaGuardia)</td>
<td>0</td>
</tr>
<tr>
<td>ANT 212 Applied Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 2XX Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANT 3XX Theory in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ANT 4XX Anthropology of Contemporary Problems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>2) <em>Research Methods Requirement, 6 credits</em></td>
<td></td>
</tr>
<tr>
<td>STA 250 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ANT 3XX Ethnographic Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Major Electives, 9 credits</strong></td>
<td></td>
</tr>
<tr>
<td>The Anthropology major offers two concentrations; students choose one or the other.</td>
<td></td>
</tr>
<tr>
<td>Concentration A: Global Cultural Forms and Social Inequalities (“Social Inequality”) Choose 3 courses from among the following:</td>
<td>9 (as A)</td>
</tr>
<tr>
<td>• ANT 210 Sex and Culture</td>
<td></td>
</tr>
<tr>
<td>• ANT 224 Death and Dying in Society</td>
<td></td>
</tr>
<tr>
<td>• ANT 230 Culture and Crime</td>
<td></td>
</tr>
<tr>
<td>• ANT 310 Culture and Personality</td>
<td></td>
</tr>
<tr>
<td>• ANT 3XX Anthropology of Work</td>
<td></td>
</tr>
<tr>
<td>• ANT 3XX Anthropology of Global Health</td>
<td></td>
</tr>
<tr>
<td>• ANT 3XX Anthropology and Development</td>
<td></td>
</tr>
<tr>
<td>• ANT 3XX Structural Violence and Social Suffering</td>
<td></td>
</tr>
<tr>
<td>• ANT 4XX Special Topics</td>
<td></td>
</tr>
<tr>
<td>Concentration B: Anthropology of Law, Power and Politics (“Law”)</td>
<td>9 (as B)</td>
</tr>
<tr>
<td>Choose 3 courses from among the following:</td>
<td></td>
</tr>
<tr>
<td>• ANT/ENG 228 Introduction to Language</td>
<td></td>
</tr>
<tr>
<td>• ANT 230 Culture and Crime</td>
<td></td>
</tr>
<tr>
<td>• ANT 315 Systems of Law</td>
<td></td>
</tr>
<tr>
<td>• ANT/ENG 328 Forensic Linguistics</td>
<td></td>
</tr>
<tr>
<td>• ANT 330 American Cultural Pluralism and the Law</td>
<td></td>
</tr>
<tr>
<td>• ANT 3XX Structural Violence and Social Suffering</td>
<td></td>
</tr>
<tr>
<td><strong>• ANT 4XX Special Topics in Anthropology</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total credits in major at John Jay</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Credits Remaining (outside Gen Ed and Major)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Free electives</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Total credits at John Jay</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

John Jay General Education Requirements: 6
Remaining Core Requirements in Major: 30
John Jay Electives: 24

Total Credits to be earned at John Jay College: 60
Total Credits to be earned at LAGCC: 60
Total Credits required for B.A. degree: 120
E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

LaGuardia Community College faculty and John Jay College faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes
Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

Notice of Cancellation
Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

The CUNY Institutional Research Database will be used to track performance (in terms of credit accumulation and GPA) and persistence (in terms of retention and graduation) of all Kingsborough Community College students who transfer to CUNY Senior Colleges.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

LaGuardia Community College and John Jay College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.
Effective Date: Fall 2014

FOR LAGUARDIA COMMUNITY COLLEGE

Lorraine Cohen, Ph.D.
Chairperson, Social Science
LaGuardia Community College

Paul Arcario, Ph.D.
Vice President for Academic Affairs

FOR JOHN JAY COLLEGE of CRIMINAL JUSTICE

Anthony Marcus, Ph.D.
Chairperson, Anthropology
John Jay College of Criminal Justice

Jane Bowers, Ph.D.,
Provost, Senior Vice President for Academic Affairs
Proposal to Revise the Policy on the Undergraduate Dean’s List

Effective Date: Spring 2014


Students are eligible for the Undergraduate Dean’s List if they have:

- Passed or been exempted from all three assessment exams (reading, writing and mathematics)
- Earned a 3.35 cumulative GPA and a 3.5 GPA calculated over the past academic year
- Had no grade of INC or WU during the past academic year
- Taken 18 credits during this period, none of which consisted of pass/fail coursework

The Undergraduate Dean’s List is based upon the credits and grade point average recorded by the Office of the Registrar at the conclusion of the spring term for the previous academic year, a period that includes the summer session(s), fall term and spring term. Designation for the Undergraduate Dean’s List is finalized on June 30 and published during the subsequent fall semester. For more information, please call 212.237.8553.

Rationale for change:

In general, John Jay’s current policy for Dean’s List is not consistent with that of many well regarded institutions. We have taken a survey of several colleges and universities around the country, including many in the NYC metro area as well as some AAC&U institutions nationally. Some important details differ between our current policy and that of other institutions. In general, most institutions consider only the term GPA (without regard for the cumulative GPA), require a higher GPA than currently required of John Jay students, and require a full-time load. A copy of that study is attached. Further explanation of these points follows.

First and foremost, the overall requirements are considerably lower at John Jay College than at many other colleges and universities. The result of which is that a disproportionate number of students achieve Dean’s List status at John Jay, negating the benefit to those whose work is truly superior.

Second, the current policy does not require a full-time load, which, in turn, causes us to base this honor on a smaller number of credits than many other universities require. This has both advantages and disadvantages. On the one hand, more students may be eligible for the honor; on the other, the significance of the award may be offset by artificially increasing the number of recipients. For students who are truly motivated to excel, the current policy does not encourage them to carry a full-time load. Note that our current enrollment trends show an increasing proportion of full-time students (Fall 2012 has 77.5% of undergraduate students carrying a full-time load).

Approved by UCASC, Dec 7, to College Council, Feb 14, 2013
Third, the current Dean’s List is run once each year. Many colleges and universities consider students for this honor each semester. This increases the opportunities for students to achieve the award and underpins the need for higher eligibility requirements. It may also be seen as an incentive for students who usually study part time to enroll in a full-time load at least once during their career.

Based on the policies of our colleagues and best practices, a proposed revision to our current policy is below.

Proposal for revised policy:

At the end of each fall and spring semester, John Jay College issues a list of matriculated undergraduate students who have achieved distinguished semester records. The list will be generated by one month after the last day of finals by the Office of the Registrar. The dean’s list recognizes students who have completed the following requirements at the time the list is computed for the semester the dean’s list is to be awarded:

- Enrolled as a matriculated student in a baccalaureate degree–granting program
- Completed a full-time program of at least 12 credits, in addition to any courses taken as P/F, which must be successfully completed (P).
- Earned a semester GPA of 3.5 or better
- All grades are C (2.0) or better (grades of C- or below will disqualify the student)
- No marks of Incomplete (INC), NGR, PEN, R, W, WA, *WN, or WU

Once the dean’s list is published, it is final. Students who later attain a qualifying average through a grade change or removal of an Incomplete will not be included on the dean’s list for that semester.

Note that students who have requested “Restricted Release of Directory Information” (a FERPA block) will not appear on the Dean’s List (although a notation is reflected on the transcripts of all students who achieve the honor).

11/27/12 ajs
<table>
<thead>
<tr>
<th>Institution</th>
<th>Respondent</th>
<th>City</th>
<th>State</th>
<th>Control</th>
<th>Enrollment</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard College at</td>
<td>Heidi Rothberg</td>
<td>Great Barrington</td>
<td>MA</td>
<td>Private</td>
<td>349</td>
<td></td>
</tr>
<tr>
<td>Simon's Rock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baruch College</td>
<td>Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Public</td>
<td>18,055</td>
<td></td>
</tr>
<tr>
<td>Bay de Noc Community College</td>
<td>Sherry Segal</td>
<td>Escanaba</td>
<td>MI</td>
<td>Public</td>
<td>2,742</td>
<td></td>
</tr>
<tr>
<td>Bradley University</td>
<td>Katie Beaty</td>
<td>Peoria</td>
<td>IL</td>
<td>Private</td>
<td>7,639</td>
<td></td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>Catalog</td>
<td>Brooklyn</td>
<td>NY</td>
<td>Public</td>
<td>18,355</td>
<td></td>
</tr>
</tbody>
</table>

The Dean's List recognizes academic excellence. Students taking 14 or more graded credits in a given semester who earn either a semester GPA of 3.5 (or a semester GPA of 3.3 with no grade below a B) are named to the Dean's List. Thesis-carrying seniors may be named to the Dean's List with 12 graded credits (apart from the thesis) and a semester GPA of 3.5.

To be included on the Dean's List, a full-time matriculated student must maintain an average of at least 3.5 in all subjects in a program of at least 24 credits per semester for two consecutive semesters of attendance (fall and spring of the same academic year, or spring and fall of two consecutive academic years, not including overlapping semesters). To be included on the Dean's List a part-time matriculated student must maintain an average of at least 3.5 in all subjects in a program of at least 24 credits taken in a maximum of four consecutive semesters (not including overlapping semesters). P grades and credits are not included in the calculation.

We run Dean's List twice a year, at the end of Fall and Winter/Spring. It is posted to the transcript and a letter is sent from their division dean. To be on the Dean's List, students must have completed a minimum of 12 credits that count toward their degree (no remedial courses) and earned a regular letter grade (no "P"s or TRs). The term GPA must be at least 3.50. We do not consider the cumulative for Dean's List, just for graduating with honors.

Those full-time students who earn a semester GPA of 3.5 or higher on a 4.0 grading scale are given the distinction of being placed on the University's Dean's list for their outstanding scholastic achievement. (Katie's in-stream comments: fall/spring only, term GPA only, full-time students only, no regard to individual grades.)

There are two Dean's Honor Lists: one for full-time students and one for part-time students. Eligibility criteria for both are as follows: a student must achieve a 3.50 scholastic index excluding courses assigned grades of P, credits granted for life experience, and summer session courses; cannot have grades of F, AB, FIN, WF, WU, or NC or grades with # or * in front of them; cannot have grades of INC, ABS, or NGR unless these grades are resolved in the semester immediately following and the student becomes eligible, in which case the student will be named to the list retroactively; and must be a matriculated student seeking a Brooklyn College degree (nondegree, CUNY B.A., and post-baccalaureate students are not eligible). Students cease being eligible after the semester in which 135 credits have been completed.

Additional criteria for each list are as follows:

Full-time students who are eligible for the Dean's Honor List must have achieved at least 12 completed credits (excluding courses taken for a grade of pass or fail) in the semester for which they are being considered. Students who are eligible for the Dean's Honor List, Part-time, will have been part-time students for a full academic year.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Respondent</th>
<th>City</th>
<th>State</th>
<th>Control</th>
<th>Enrl</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>2012 Bulletin</td>
<td>New York</td>
<td>NY</td>
<td>Private</td>
<td>26,050</td>
<td>[Columbia College] During each academic term, students who have earned a minimum GPA of 3.6 or better in 12 or more points of letter credit in the preceding term are placed on the Dean’s List. The grade P is considered neutral when the averages are figured, and the dividing factor is reduced by the number of points taken for Pass credit. Students who have received grades of D, F, or UW during the term are not eligible for consideration. Students who receive the grade of INC, approved in advance by the Committee on Academic Standing, are eligible for Dean’s List only after all INC grades are changed to letter grades.</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Catalog</td>
<td>Ithaca</td>
<td>NY</td>
<td>Private</td>
<td>21,131</td>
<td>[Arts and Sciences] Minimum 12 Letter credits No failing grades (i.e., F, U, UX) No grade C- or lower Minimum GPA required: 12 Credits --- 3.85 or higher 13 or 14 Credits --- 3.75 or higher 15 or 16 Credits --- 3.65 or higher 17 or more credits --- 3.55 or higher SU credits do count for graduation but not towards Dean’s List Any courses which do not count towards the degree are excluded. Students with incomplete grades will be evaluated after the incomplete is made up. The student must have qualified for the Dean’s list before AND after the incomplete grade was made up.</td>
</tr>
<tr>
<td>Emerson College</td>
<td>William F. DeWolfe</td>
<td>Boston</td>
<td>MA</td>
<td>Private</td>
<td>4,499</td>
<td>Full-time Students achieving a 3.7 or higher grade point average for the preceding semester will be placed on the Dean’s Honor List. A grade below C- automatically disqualifies a student for the Dean’s Honor List for that semester regardless of the grade point average.</td>
</tr>
<tr>
<td>Fashion Institute of Technology</td>
<td>Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Public</td>
<td>10,226</td>
<td>The Dean’s List, posted at the end of each semester, honors those students who have completed more than 12 credits (may not include courses taken on a pass/fail basis) and achieved a GPA of 3.5 or better. Students receiving an incomplete or an “F” grade are ineligible for the Dean’s List that semester.</td>
</tr>
<tr>
<td>Fordham University</td>
<td>2012 Bulletin</td>
<td>New York</td>
<td>NY</td>
<td>Private</td>
<td>15,189</td>
<td>[Fordham College Rose Hill] The Dean’s List, published annually in the fall, is composed of those students in each of the four classes who have received letter grades for at least 24 credits during the preceding academic year and have achieved high scholastic standing with a quality point index of 3.60. Scrolls are presented annually to all students on the Dean’s List at a ceremony in the fall. First Honors are awarded to all students who obtain a quality point index of 3.90. Second Honors are awarded to all students who obtain a quality point index of 3.80.</td>
</tr>
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### John Jay College of Criminal Justice
**Office of the Registrar**
**Revised Dean's List Policy**

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<tr>
<th>Institution</th>
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<tbody>
<tr>
<td>Hunter College</td>
<td>2012 Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Public</td>
<td>22,822</td>
<td>Dean's List At the end of each fall and spring semester, the Dean of Students recognizes matriculated students with excellent academic records. The criteria for inclusion on the Dean's List are: a grade point average of 3.5 or higher with traditional letter grades (A, B or C) in courses other than ESL basic skills courses in reading and writing. If ESL basic skills courses are taken, those grades will be excluded. No grades of D, F, NC, IN or WU are allowed in any course completed or attempted. Full-time students must complete 12 credits or more in one semester; part-time students must complete 6-11 1/2 credits in two consecutive semesters.</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Catalog</td>
<td>Bloomington</td>
<td>IN</td>
<td>Public</td>
<td>42,731</td>
<td>Students carrying 12 letter-grade credit hours or more who earn a 3.3 grade point average or higher for the semester are placed on the Dean's List. Part-time students enrolled in a degree or certificate program will be placed on the Dean's List provided they carry 12 letter-grade credit hours or more during the regular academic year (August to May) and earn a 3.3 or higher grade point average.</td>
</tr>
<tr>
<td>Mercer University</td>
<td>Lucy Wilson</td>
<td>Macon</td>
<td>GA</td>
<td>Private</td>
<td>8,329</td>
<td>President's List and Dean's List Mercer undergraduate students are recognized for superior academic performance by inclusion on the President's List and Deans' Lists. Course load, grade point average, and other specific conditions determine inclusion. Criteria for these lists are shown in the table below.</td>
</tr>
<tr>
<td>New York University</td>
<td>2012 Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Private</td>
<td>43,911</td>
<td>Minimum Normal Letter Graded*Hours Required Semester - GPA President's List 12 4.00 Deans' Lists 12 3.55</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>Catalog</td>
<td>Evanston</td>
<td>IL</td>
<td>Private</td>
<td>20,950</td>
<td>Inclusion is subject to the following additional conditions: 1. No grades below C 2. Grades of Satisfactory on all Satisfactory/Unsatisfactory graded work in excess of the minimum normal letter graded hours 3. Students who have been found responsible for an Honor Code violation are not eligible for either list for the term in which the violation occurred.</td>
</tr>
</tbody>
</table>

[College of Arts and Science] A Dean's Honors List is compiled at the end of each academic year, in June. This is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September to May) in at least 28 graded points. To be listed, a student must not have any grades of Incomplete or N at the time when the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off). |

[Weinberg College of Arts & Sciences] Each quarter, a Dean's List of students in Weinberg College whose grade-point average during the previous quarter was 3.70 or above based on no fewer than three courses taken for a regular letter grade. The students' parents receive notification that the work of the previous quarter was completed with "Distinction." Inclusion on the Dean's List is not noted on the permanent record.
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<tr>
<th>Institution</th>
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<tr>
<td>Pace University</td>
<td>2011 Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Private</td>
<td>12,593</td>
<td>Maticulated students (&quot;degree students&quot;) who achieve a high standard of scholarship in a semester are named to the dean's list, published at the end of each fall and spring semester. Honors are awarded as follows: First Honors 3.85-4.00, Second Honors 3.65-3.84, Third Honors 3.50-3.64. To be eligible for honors, students must complete nine credits, excluding grades of P. Students who receive a D or F are ineligible for honors that semester. Students who attain a qualifying average through the removal of an incomplete grade after the six-week extension may not be included on the dean's list. Eligible students are sent a dean's list certificate by the dean of their college/school.</td>
</tr>
<tr>
<td>Pennsylvania State University - Main Campus</td>
<td>Catalog</td>
<td>University Park</td>
<td>PA</td>
<td>Public</td>
<td>45,628</td>
<td>Full-time students must completed 12 or more credits in a fall or spring semester with at least a 3.50 semester grade-point average. Summer-session students must complete 12 or more credits during a summer (sessions may be combined) with at least a 3.50 grade-point average for the session(s). Part-time students must accrue 12 or more credits in two or more consecutive semesters (summer sessions may be included) and in these semesters must achieve a combined grade-point average of at least a 3.50. (Dean's List status is recorded for the semester during which all the criteria are met. Once awarded, the calculation for future Dean's List recognition begins anew.) Exceptions Credits earned with a S/U grade, credits by examination, credits earned with a research grade, by transfer or audit are not included in the determination of this recognition. A student found in violation of the academic integrity policy is not eligible for the Dean's List for the semester or session in which the violation occurred; a part-time student is not eligible for the 12-credit cumulative period.</td>
</tr>
<tr>
<td>Princeton University</td>
<td>Catalog</td>
<td>Princeton</td>
<td>NJ</td>
<td>Private</td>
<td>7,813</td>
<td>Princeton does not have a dean's list.</td>
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<td>Institution</td>
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| Purdue University                 | Catalog    | West Lafayette| IN    | Public   | 40,849 | A. Dean's List  
At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible to be included on the Dean's List. To be cited on the Dean's List for any semester, one must:  
1. Have at least 12 hours included in the cumulative GPA.  
2. Have at least 6 hours included in the semester GPA.  
3. Attain at least a 3.5 cumulative GPA.  
4. Have at least a 3.0 current semester GPA. |
| Rocky Mountain College of Art & Design | Chuck King | Denver        | CO    | Proprietary | 635  | B. Semester Honors  
At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible for Semester Honors. To be cited, one must:  
1. Have at least six credit hours included in the semester GPA.  
2. Attain at least a 3.5 semester GPA.  
3. Have at least a 2.0 cumulative GPA.  
Students must be enrolled full-time to be eligible for honors. Students who begin a term as full-time, but withdraw from one or more courses resulting in less than full-time status for a term are ineligible. Honors are determined by the term grade point average as follows:  
Honors: 3.5-3.99  
Distinguish Honors: 4.0  
Each semester the school publishes the Dean's List, an honor list of students whose coursework is outstanding. In order to qualify, a student must have taken 12 or more credits for letter grades and achieved a semester grade-point average of 3.500 or better. Dean's List designation is noted on the student's official transcript, and the student also receives a letter of congratulations for their academic achievement.  
After each fall and spring semester, the dean of each college compiles a Dean's List of undergraduate students who constitute approximately the top 20 percent of their class. Each full-time student must have completed in that semester at least 12 credits for a letter grade (including S) and have no F's, U's, NR's, NC's, F's, R's or Q's. P grades are not considered to be letter grades. Part-time students must have earned at least six credits in a semester of letter-graded work (not including S or P grades). The grade point average cutoffs are as follows: seniors .340; juniors .330; sophomores .320; and freshmen .310. Students are eligible for the Dean's List four times during their career at City College: the semester in which they become sophomores, the semester in which they become juniors, the semester in which they become seniors, and the semester in which they have completed twenty-four or more credits as seniors. Students placed on the Dean's List for a particular year if for that year they have:  
1. A 3.2 grade point average.  
2. Completed at least 24 credits at City College.  
3. No grades other than A, B, C, D, W, or P. |
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<tr>
<td>The New School</td>
<td>Catalog</td>
<td>New York</td>
<td>NY</td>
<td>Private</td>
<td>10.797</td>
<td>Undergraduates who are full-time students and have a term GPA of 3.7 or higher are placed on the Dean's List, which is noted on the academic transcript. Dean's List is not awarded for the summer term. [College of Arts, Sciences, and Letters] A student qualifies for the full-time Dean's List if he or she meets two conditions: --has completed during the term at least 12 credit hours of graded (A-E) coursework toward degree --has achieved a 3.5 or better term GPA CASL also generates a &quot;part-time&quot; Dean's List for Fall and Winter semesters combined. To qualify for this list, a student must: --attend both Fall and Winter semesters of a given academic year. --complete a minimum of 12 credit hours of graded (A-E) coursework in Fall and Winter combined. --complete fewer than 12 credit hours of graded (A-E) coursework in Fall and fewer than 12 in Winter. --achieve minimum term GPAs of 3.5 in both Fall and Winter. Note: Students who have I, X, or Y notations are not eligible to be included in the Dean's List. Once final grades have been recorded, if eligible, students may contact CASL Advising to request a Dean's List letter. The lists prepared each semester (Fall, Winter, Summer) are displayed in a class case on the first floor of the CASL Building.</td>
</tr>
<tr>
<td>University of California - Berkley</td>
<td>Catalog</td>
<td>Berkeley</td>
<td>CA</td>
<td>Public</td>
<td>36.137</td>
<td>[College of Letters and Science] The Dean's Honor List is posted each fall and spring semester, acknowledging the academic achievement of the top 4% of Letters and Science students for that semester. For inclusion on the list, 13 letter-graded units are required, with no incomplete or Not Passed grades permitted.</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>Catalog</td>
<td>Orlando</td>
<td>FL</td>
<td>Public</td>
<td>58.465</td>
<td>The Dean's List is compiled in recognition of scholastic honors to degree-seeking undergraduate students who earn a minimum of 3.4 GPA, complete a minimum of 12 credit hours, earn no grade less than &quot;C&quot; (2.0) and no &quot;I,&quot; &quot;U,&quot; &quot;N,&quot; &quot;NC,&quot; or &quot;WF&quot; grades during a term.</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>Catalog</td>
<td>Chicago</td>
<td>IL</td>
<td>Private</td>
<td>14.979</td>
<td>Students who have achieved the following over the course of one academic year are eligible for dean's list: A minimum annual grade-point average of 3.25 Completion of a minimum of nine courses with at least seven quality grades (A, B, C, etc.) Dean's List is awarded annually on July 1 for the previous academic year and is noted on the transcript as &quot;Dean's List [academic year].&quot; For the purpose of Dean's List only, the point equivalency of an outstanding &quot;I&quot; or &quot;Q&quot; is zero. Blank grades are ignored. The Dean's List is not recomputed for grades received after July 1 or for Summer Quarter grades. Students who take a leave of absence in the Autumn, Winter, or Spring Quarter are ineligible for Dean's List for that year.</td>
</tr>
<tr>
<td>Institution</td>
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<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>Catalog</td>
<td>Champaign</td>
<td>IL</td>
<td>Public</td>
<td>44,407</td>
<td>[Liberal Arts &amp; Sciences] The Dean's List is prepared each semester to honor all students whose grade-point average (GPA) for that semester ranks in the upper 20 percent of their college. The minimum GPA establishing eligibility for the LAS Dean's List in 2011-2012 is 3.70. Other eligibility criteria include completion of at least 14 hours of course work in which traditional letter grades are earned (i.e., excludes courses graded credit/no credit, satisfactory/unsatisfactory, and test-based credit that is graded pass/fail), and any course work completed through study abroad, subject to these same limitations. No consideration is given for the Dean's List until final traditional grades are in for courses designated I and DFR. If you believe you should be placed on the Dean's List as a result of a grade change or a grade received more than a month after the end of the semester, notify the LAS Honors Office to ensure that corrective action is taken.</td>
</tr>
<tr>
<td>University of Maryland - College Park</td>
<td>Catalog</td>
<td>College Park</td>
<td>MD</td>
<td>Public</td>
<td>37,831</td>
<td>Semester Academic Honors (Dean's List) are awarded to students who—within any given semester (excluding winter and summer terms)—complete 12 or more credits with a semester GPA of 3.5 or higher. This recognition is noted on the student's academic record. Please Note: Courses with grades of P and S are excluded from the calculation.</td>
</tr>
<tr>
<td>University of Massachusetts--Lowell</td>
<td>Patricia A. Duff</td>
<td>Lowell</td>
<td>MA</td>
<td>Public</td>
<td>15,431</td>
<td>At the end of the fall and spring semesters, the dean of each college issues a list of undergraduate students who have achieved distinguished semester records. The dean's list recognizes students who have completed full-time programs (at least 12 credits of which must have been qualitatively graded) with a minimum gpa of 3.25, no grade less than C, and with no grades of INC (incomplete) [Please note that students who are approved through Disability Services for a reduced course load in accordance with the American Disabilities Act (ADAAA) will be exempt from the 12 credit minimum).</td>
</tr>
<tr>
<td>University of Minnesota - Twin Cities</td>
<td>Catalog</td>
<td>Minneapolis</td>
<td>MN</td>
<td>Public</td>
<td>52,557</td>
<td>To qualify for the Dean's List a student must: earn a semester GPA of at least 3.666, have a minimum of 12 credits of A-F registration completed, and receive no N grades.</td>
</tr>
<tr>
<td>University of North Carolina - Chapel Hill</td>
<td>Catalog</td>
<td>Chapel Hill</td>
<td>NC</td>
<td>Public</td>
<td>28,137</td>
<td>To be eligible for the Dean's List, fulltime students who enter the university as first-time, first-year students beginning in fall 2010 and later must meet the following requirement: A minimum of a 3.5 semester grade point with no grade lower than a C if enrolled in at least 12 hours of letter-grade credit, exclusive of physical education activities (PHYA) courses. Students who began their undergraduate studies at UNC Chapel Hill prior to Fall 2010 must meet one of the following requirements: 1. A 3.2 semester grade-point average with no grade lower than a C if enrolled in fifteen or more hours of letter-grade credit, exclusive of physical education activities courses. 2. A 3.5 grade-point average with no grade lower than a C if enrolled in at least twelve but fewer than fifteen hours of letter-grade credit, exclusive of physical education activities courses. Note: Students who have requested &quot;Restricted Release of Directory Information&quot; or removal of their student data from the web at Student Central and the Online campus directory will NOT appear on the dean's list.</td>
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<td>Institution</td>
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<tr>
<td>University of Pittsburgh at</td>
<td>James L. Baldwin</td>
<td>Bradford</td>
<td>PA</td>
<td>Public</td>
<td>1,564</td>
<td>Full-time students who earn at least 12 credits in a term from Pitt-Bradford (excluding courses with S grades), with no grade lower than a C and no temporary grades, and with a term GPA of at least 3.50 or higher, are placed on the Dean's List at the end of each regular term. A Dean's List is also published annually, at the end of the spring term, for part-time students who have accrued 12 credits in the previous summer, fall, and/or spring semesters and meet the same academic criteria as stated for full-time students. We calculate it each spring and fall.</td>
</tr>
<tr>
<td>University of Texas - Austin</td>
<td>Catalog</td>
<td>Austin</td>
<td>TX</td>
<td>Public</td>
<td>51,112</td>
<td>[College of Liberal Arts] The Dean's Honor List, prepared at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and quantity of work done are considered; a grade of F in any course makes the student ineligible, regardless of other grades. The Honor List is divided into five groups; according to the number of grade points they earn, students are listed under one of the following classifications: Summa cum Laude (67 or more grade points) Cum Laude Ampla et Magna (61-66 grade points) Magna cum Laude (58-60 grade points) Ampla cum Laude (55-57 grade points) Cum Laude (52-54 grade points)</td>
</tr>
<tr>
<td>University of Wisconsin -</td>
<td>Catalog</td>
<td>Madison</td>
<td>WI</td>
<td>Public</td>
<td>41,946</td>
<td>[College of Letters and Science] The Dean's List is established at the end of each fall and spring semester. To be eligible for the Dean's List in a given semester, students must complete a minimum of 12 graded credits in that semester with a minimum GPA of 3.600 for students who are classified as freshmen (fewer than 24 credits) and sophomores (at least 24 credits), or 3.850 for students who are classified as juniors (at least 54 credits) and seniors (at least 86 credits). An entry, &quot;Dean's List,&quot; appears on the student's grade report and on the transcript. Students who have F grades for their senior thesis (regardless of whether they have 12 other graded credits), as well as students with unresolved grades of NR, I, and Q are not eligible for the Dean’s List. (Please note that the college does not &quot;round up&quot; for the purpose of tabulating the GPA for the Dean's List.)</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>2003 Catalog</td>
<td>Detroit</td>
<td>MI</td>
<td>Public</td>
<td>30,765</td>
<td>[Liberal Arts, page 227] The Dean's List of academically superior students is compiled each fall and [spring] term based on the following criteria: a 3.6 grade point average for students registered for full-time programs of twelve credits or more which contribute to the grade point base; a 4.0 grade point average for students registered for between six and eleven credits. Students who receive marks of I or W or X or grades of N or U are not eligible.</td>
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New Course Proposal Form

Date Submitted__10/16/12__

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

Sustainability and Environmental Justice Minor Committee

b. Name and contact information of proposer(s): Joan Hoffman, Staci Strobl, and Julie Viollaz

Joan Hoffman
jhoffman@jjay.cuny.edu
(212) 237-8067

Staci Strobl
sstrobl@jjay.cuny.edu
(212) 237-8037

Julie Viollaz
jsviollaz@gmail.com

2a. Title of the course ___Environmental Crime_____________________

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

c. Level of this course ____100 Level  __X_200 Level  ____300 Level  ____400 Level

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

We envision this course at the 200 level because the course builds on the foundations established in the core course in the minor, Introduction to Sustainable Development, and other criminal justice and economics introductory course. The students will also continue to develop their skills in explaining, interpreting and solving problems. They will develop their quantitative literacy skills through working with crime data. In this case students are building on general concepts in core courses in sustainability, criminal justice and economics to understand crimes against the environment. The course accomplishes this through scaffolded research skill assignments and the introduction of tools for evaluating sources and data.
Along the way students will become familiar with basic concepts used to analyze crime: legal, sociological and economic.

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

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 College currently has no course on environmental crime, yet global environmental problems are increasing exponentially and becoming more serious. The course will contribute to fulfilling the college’s mission of educating for justice. As a leader in the criminal justice community, it is important that the College have an offering on environmental crime in the mosaic of courses it offers on justice. The participation of faculty in the development of the new sustainability minor and their approval of the environmental crime course indicate support for offering and teaching this course.

The course will be an important offering in the new sustainability minor. There are many human behaviors which harm the environment and efforts to attain sustainability; some of them are criminalized. When environmental harms are covered up, they become even more difficult to address.

By examining environmental crime as a global phenomenon and from an interdisciplinary perspective, the course dovetails with the College’s goal of considering justice issues from a broad perspective. The course meets the intentions of the College to offer an in-depth analysis of justice problems by providing exposure to diverse theoretical orientations as well as the complexities of legislation and legal frameworks which regulate and/or criminalize practices harmful to the environment at the local national, regional, and international levels. The course helps meet the objective of the College to help prepare students for real world problems through its use of case studies.

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

The growing global challenge of environmental crime undermines our ability to protect our land, water, species, and habitats. In this course, students confront the extent of these crimes and examine the diverse frameworks and debates that explain social, political, and economic drivers of environmental crime. While exploring solutions, students consider the complexity of legislation and legal frameworks that criminalize practices harmful to the environment. Case studies allow students to apply their knowledge to real life problems.
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 101 and one of the following: SUS 1XX, ICJ 101, CJBS 101, CJBA 110, CRJ 101, ECO 101

6. Number of:
   - Class hours __3__
   - Lab hours ______
   - Credits __3__

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

   _X_ No ___________ Yes. If yes, then please provide:

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

In this course, students will:

- Differentiate between multiple theoretical perspectives that explain the causes of environmental crime.
- Demonstrate knowledge of the definitions, legislation, and legal frameworks which regulate and/or criminalize human behavior harmful to the environment.
- Analyze the advantages and disadvantages of potential solutions for addressing environmental crime.

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)

An elective in the proposed sustainability minor.

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

    No _X_  Yes ____   If yes, please indicate the area:
11. How will you **assess student learning**?

   - Class Participation/Discussion
   - Formal Writing Assignments
   - Oral presentation
   - Examinations

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

   No _____  Yes ____ If yes, please state the librarian’s name: Karen Okamoto and Maria Kirikova

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

   Yes ____ X ____ No ____

   John Jay currently holds a very comprehensive collection of law reporters for students who would like to research particular cases. In addition the electronic data base for access to electronic journals which may have access to articles on environmental crime is well developed. A significant number of CUNY libraries have a variety of books related to environmental crime, which students can use for research papers.

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

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

14. Date of **Sustainability Minor curriculum committee** approval: December 10, 2012

15. **Faculty** – Who will be assigned to teach this course?

Joan Hoffman, Staci Strobl, Julie Viollaz, Susan Will

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

- [ ] No
- [X] Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Criminal Justice Bachelor of Science. With whom did you meet? Staci Strobl. Provide a brief description. She helped develop the course and discussed it with her curriculum committee.

Also, the Criminal Justice Bachelor of Arts. Julie Viollaz a doctoral student in the Criminal Justice program helped develop the course and discussed it with the curriculum committee of the Criminal Justice Bachelor of Arts program.

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

- [ ] Not applicable
- [ ] No
- [X] Yes. If yes, give a short summary of the consultation process and results.

We spoke with the chairs of Law and Police Science, Criminal Justice, and Economics.

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:

**Joan Hoffman**

Major or Minor Coordinator (if necessary)
Environmental Crime (SUS 200)

Lecturers: Joan Hoffman, Staci Strobl, and/or Julie Viollaz

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Joan Hoffman</th>
<th>Staci Strobl</th>
<th>Julie Viollaz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office No.</td>
<td>3517N</td>
<td>422-09T</td>
<td>636T</td>
</tr>
<tr>
<td>Phone</td>
<td>212-237-8067</td>
<td>212-237-8037</td>
<td>212-237-2150</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jhoffman@jjay.cuny.edu">jhoffman@jjay.cuny.edu</a></td>
<td><a href="mailto:sstrobl@jjay.cuny.edu">sstrobl@jjay.cuny.edu</a></td>
<td><a href="mailto:jviolaz@jjay.cuny.edu">jviolaz@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>

Semester: Fall 2013
Course level: Undergraduate 200-level
Classroom: TBD
Office hours: By appointment

Course description
The growing global challenge of environmental crime undermines our ability to protect our land, water, species, and habitats. In this course, students confront the extent of these crimes and examine the diverse frameworks and debates that explain social, political, and economic drivers of environmental crime. While exploring solutions, students consider the complexity of legislation and legal frameworks that criminalize practices harmful to the environment. Case studies allow students to apply their knowledge to real life problems.

Learning Objectives

- Differentiate between multiple theoretical perspectives that explain the causes of environmental crime.
- Demonstrate knowledge of the definitions, legislation, and legal frameworks which regulate and/or criminalize human behavior harmful to the environment.
- Analyze the advantages and disadvantages of potential solutions for addressing environmental crime.

Attendance & Classroom Expectations
More than four absences can result in an F in the course. Students are expected to arrive in class on time. Students should not the class without permission, and if students have a reason to leave early they should inform the professor in advance and sit by the class room. Make up exams are discouraged and in exceptional cases, prior arrangements must be made with the professor. Cell phones should be turned off. Laptops are not required for the class.

Grading
Official grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
</tr>
</tbody>
</table>

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
Points:
Environmental crime source assignment 5%
Data assignments (3) 15%
Movie review 10%
Midterm Exam 30%
Case Study write-up 20%
Case study Presentation 15%
Attendance and participation 5%

Plagiarism
Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The John Jay college Undergraduate course Bulletin outlines the College’s policy on plagiarism. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

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

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.

Course Readings
Readings will be posted on Blackboard. Students should read assignments before coming to class.

1) Week 1: Why environmental crime exists
Theoretical perspectives, including CRAVED, green criminology and drivers of the phenomena, such as culture and economics.

40 pages of reading over 2 classes:

2) Week 2: What is environmental crime & why is it important?
13 pages of reading and a short video over 2 classes:

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013


a) Finding sources assignment: Find a YouTube video showing the evidence of an environmental crime, view and write a one paragraph summary of how it shows the evidence.

b) Data assignment: How to rate a piece of information
Find an article (news, grey literature, or academic) on a particular environmental crime and rate the information value of that article. Write a two page assessment of the information value of the assignment, including its strengths and weaknesses. Students will meet in groups to compare evaluations (student reports source type and others suggest a rating, student then reveals his/her ranking).


3) Week 3: Defining environmental crime & its legal frameworks

39 pages of reading and a 10-minute movie over 2 classes:
Defining environmental crime: Divergent perspectives


What makes environmental degradation criminal?


a) Movie review: Write a two-page review of the following conservation documentary. Consider the community impact of the crime for both humans and animals.

4) Week 4: Legislation

**40 pages of reading and a webpage to browse over 2 classes:**


5) Week 5: Does legislation work?

**33 pages of reading over 2 classes:**


6) Week 6: Treaties

**Sources for assignment (Select one treaty to read):**


a) Data assignment: Look up treaty violation data for one treaty. Provide a one to two page summary of the purpose of and parties to the treaty and indicate the extent of violations. Students will be divided into groups to discuss their findings about related treaties.

7) Week 7: Review & exam

8) Week 8: Actors

Offenders (individuals and organizations), victims, and advocates

31 pages of reading and a webpage to browse over 2 classes:

Offenders:


Victims:


Advocacy:


Catiskill Mountain Keeper website: http://www.catskillmountainkeeper.org/. (Browse)

9) Week 9: Enforcement

How is environmental crime discovered? What are some of the current enforcement efforts? What are the possibilities for enforcement?

48 pages of reading over 2 classes:


a) **Data assignment:** Students will be divided into groups to consider different types of environmental crimes. Within the groups, each student will select one crime and look up enforcement data & prosecution outcomes and provide a two-page memo about results for use in group discussion. Each group will report to the class.


10) **Week 10: Solutions to environmental crime**

The theories behind solutions, including situational crime prevention, market reduction, corporate responsibility, guardianship, NGOs and environment collaboration

*46 pages of reading over 2 classes:*


Contre le braconnage, une substance pour rendre les cornes de rhino toxiques [To fight poaching, a substance that renders rhino horn toxic]. (2011, September 7). *Agence France Presse Newswire*. *(1 page)*

11) **Week 11-13: Case studies**

*Readings for use in assignment:* Students engage in their own research on their selected case study. Some possible case studies that could be selected are:

**Week 11 (36 pages of reading over 2 classes):**

a) Human-wildlife conflict & snow leopards

b) The Asian trade in tiger parts

**Week 12 (33 pages of reading over 2 classes):**

c) Illegal logging

d) E-waste

**Week 13 (37 pages of reading over 2 classes):**

e) Effect of climate change on crime trends

f) The Bhopal disaster

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013

12) Week 14 & 15: Student case study presentations

Assignment: 5-page write-up of a case study of a selected crime that follows the format of the case studies discussed in class. This assignment combines the skills developed through previous assignments in data and information retrieval, source assessment, and critical analysis. The write-up should include the description, extent, identification of actors, causes, and a critical analysis of possible solutions to the crime. A power point presentation should include these factors with the use of visuals to underscore points.

Supplemental Resources

Week 1:


Week 2: Examples of Environmental Pollution


a) Tar Creek, Oklahoma:


b) Times Beach, Missouri (Dioxin poisoning):


Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013


c) Love Canal, New York (Alkaline, fatty acid, & chlorinated hydrocarbon contamination):


d) Libby, Montana (Asbestos contamination):


Week 4:


Week 5:


Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
Week 8:


Week 9:


Week 10:


Week 11-13:

a) E-waste


b) Bio-piracy

c) **Effect of climate change on crime trends**

d) **The Bhopal disaster**
New Course Proposal Form

Date Submitted: _____March 8, 2013_____

1. a. Department(s) or program(s) proposing this course: Sustainability and Environmental Justice Minor Committee

b. Name and contact information of proposer(s) ______ Alexander Schlutz___________

   Email address(es) ______ aschlutz@jjay.cuny.edu
   Phone number(s) ______ 212-237-8597

2. a. Title of the course __Environmental Justice_______________________________

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

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 will be expected to produce critical essays as well as a final research project about the issues, texts, and approaches under discussion. They will read primary texts and scholarly articles of various disciplines and conduct their own research. Although the course does not presuppose the independence presumed at the 400 level, expectations of student performance exceed those of the 200 level. Students will produce 25-30 pages of high- and low-stakes writing over the course of the semester.

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

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.)

Questions of environmental justice and environmentally sustainable practice are among the most important questions we currently need to be asking, both inside and outside of academia. We are used to thinking about nature and culture, society and the environment as separate spheres, and we still often discuss issues of social justice and questions of environmental protection as if they bore no relation to each other. The devastating effects of human-induced
climate-change around the globe – borne most heavily by the least privileged – are only the most obvious and urgent reminder that such distinctions are based on false premises. 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.

John Jay students in particular should be exposed to principles of environmental justice, not coincidentally one of the subheadings on the college’s logo, meant to exemplify John Jay’s motto “Educating for Justice.” While the college currently does offer some courses that touch on issues of environmental justice as part of the course curriculum, John Jay still lacks a course devoted explicitly to this central issue. The proposed course is conceived in interdisciplinary fashion, drawing from the social sciences, the humanities, and the sciences, and it will serve as an anchor for the college’s students, allowing them to connect the various related concerns they encounter in other courses devoted to issues of sustainability and the environment. Offering a course in environmental justice is not only uniquely in tune with, but central to John Jay’s mission.

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.)

Environmental justice is defined as the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Drawing from the social sciences, the humanities, and the sciences, this interdisciplinary course will provide students with an understanding of the main principles and issues of environmental justice, emphasizing their international scope and the inextricable connection of the local and the global in matters of environmental equity.

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

   ENG 201

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

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

   _X_ No  _______ Yes. If yes, then please provide:

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 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?

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

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

   _____No     ___X__Yes

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

   This course will be the required 300-level course for the new minor in Sustainability and Environmental Justice.

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:**

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

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

   The equal distribution of environmental benefits and burdens that constitutes environmental justice is one of the central justice issues of our contemporary world, and this course has a natural place in the College’s Justice core at the 300 level. It provides the expected skills and abilities and fulfills the stipulated learning outcomes. The course will emphasize the
international scope of environmental justice and is well suited for the “Justice in Global Perspective” category.

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

- Every semester __X__ Number of sections: __1__
- Fall semesters only _____ Number of sections: _____
- Spring semesters only _____ Number of sections: _____

11. How will you assess student learning?

Assessment of student learning may vary from instructor to instructor. Possible modes of assessment include exams, academic essays, and research projects, as well as lower-stakes assignments such as response papers or course blog entries.

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 __Karen Okamoto____________________
- Are there adequate resources in the library to support students’ work in the course
  Yes _X_  No________
- Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+ _X__
  ➢ EBSCOhost Academic Search Complete _X__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
  ➢ LexisNexis Universe ______
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO____
  ➢ Sociological Abstracts __X__
  ➢ JSTOR _X__
  ➢ SCOPUS _____
  ➢ Other (please name) _Project Muse, GreenFile, Environmental Studies and Policy Collection____________________

13. Syllabus

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

14. Date of Sustainability Minor committee approval _____3/5/13_________________
15. **Faculty** - Who will be assigned to teach this course? Alexander Schlutz, Joan Hoffmann, Joshua Clegg, Hernando Estevez, Helen Kapstein, Jessica Gordon Nembhard, Jacoby Carter

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:

   ___Joan Hoffman, Economics Dept.___________________________________________________________
   Name of Major or Minor Coordinator giving approval
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SUS 300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Sustainability and Environmental Justice</td>
</tr>
<tr>
<td>Discipline</td>
<td>Sustainability/Environmental Justice (SUS, Interdisciplinary Program)</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>n/a</td>
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<tr>
<td>Course Description</td>
<td>Environmental justice is defined as the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Drawing from the social sciences, the humanities, and the sciences, this interdisciplinary course will provide students with an understanding of the main principles and issues of environmental justice, emphasizing their international scope and the inextricable connection of the local and the global in matters of environmental equity.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course ☐ revision of current course ☒ a new course being proposed

John Jay College Option Location

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

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

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
Learning Outcomes
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

• Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

The readings for the course are drawn from the fields of sociology, economics, psychology, philosophy, literature, and science, and will give students a clear understanding of the interdisciplinary nature of environmental justice and the social, political, economic, and cultural contexts that inform its central questions. The specific cases and debates discussed are located in different cultural and social settings across the globe.

Students will demonstrate their engagement with the various issues and perspectives through weekly responses to the readings on the course blog, short assignments on specific topics, and in small group discussions in the classroom. They will develop sophisticated academic arguments, taking the different contexts of environmental justice issues into account, in their formal essays and final research paper.

Students will learn in this course that any society or culture across the globe is situated within and shaped by a larger environment, both social and natural, that delimits the parameters of its development and existence. In the final analysis, struggles for environmental justice are discussions about the self-understanding of a given society. These struggles concern the values that guide its economic and social relationships, as well as its relationships to the natural world. The course readings will give the students access to debates about environmental justice throughout the world that have brought the discussion of civil rights with respect to the environment to public consciousness, and which continue to shape socio-economic developments.

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

2. Analyze how struggles for justice have shaped societies and cultures throughout the world
<table>
<thead>
<tr>
<th>Students will analyze these debates and processes in classroom discussions as well as in their formal essays and their final research paper.</th>
<th>The course provides students with a multiplicity of perspectives on the topic of environmental justice, including different perspectives on its scope, a variety of disciplinary perspectives, as well as a range of perspectives on the ways to achieve and implement environmental justice. The course readings of weeks 1 and 2 will introduce the students to definitions of environmental justice from different points of view, and the readings of weeks 3 and 4 will present the fundamental debate between anthropocentric and eco-centric perspectives on our relationship to the environment. The readings of week 7 will offer the students divergent economic perspectives, week 8 will present differing approaches to the question of activism and ways to bring about meaningful change in human action with respect to the environment. The material presented in weeks 9 – 12 will introduce the students to conflicting international perspectives, between indigenous movements and international economic agreements and policies, between the rights of displaced people and demands for increased distribution of water and electricity, between local and international agents in the context of fossil fuel extraction. In the final weeks of the course, devoted to the students’ local, New York City environment, they will be exposed to the various perspectives and needs that inform public health and policy decisions in the city, while also learning about the scientific data-gathering that shapes and informs those perspectives. All readings of the course ask the students to engage conflicting perspectives and to</th>
</tr>
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<tr>
<td></td>
<td>3. Differentiate multiple perspectives on the same subject</td>
</tr>
<tr>
<td>envision just and equitable solutions. Students will demonstrate their engagement with these multiple perspectives through weekly responses to the readings on the course blog, short assignments on specific topics, and in small group discussions in the classroom. They will develop sophisticated academic arguments, taking the different perspectives on environmental justice issues into account, in their formal essays and the final research paper.</td>
<td></td>
</tr>
</tbody>
</table>
SUS 3XX: Environmental Justice

Instructor: Prof. Alexander Schlutz  
Office: NB 07.63.18  
Email: aschlutz@jjay.cuny.edu  
Office hours: T/TH 1:30-2:30 and by appointment

Required Texts:

1. With the exception of Cherrie Moraga’s play, all of our course readings are available as pdf documents on electronic reserve through the e-reserve page of the John Jay library. The direct link to our course page is http://eres.lib.jjay.cuny.edu/eres/courses.aspx?page=pm&cid=2143, password: environment
3. (highly recommended:) John Jay Research and Writing Handbook, or Diana Hacker: A Pocket Style Manual, or similar resource

Course Description

Environmental justice is defined as the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Drawing from the social sciences, the humanities, and the sciences, this interdisciplinary course will provide students with an understanding of the main principles and issues of environmental justice, emphasizing their international scope and the inextricable connection of the local and the global in matters of environmental equity.

Course Learning Outcomes

- 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

Basic Courtesies to be Observed in Class:
I expect all members of this course to respect the following basic rules:

- Turn off cell phones and other electronic devices except e-readers.
- Refrain from conversing with fellow students about unrelated matters while class is in progress.
- Refrain from working on other material while class is in progress.
- Refrain from eating in class.
- Do not begin packing up to leave until the class session is over.
Communication:
It is essential for our communication that you check your John Jay email account and our course Blackboard site regularly. All important messages from me to you will go out to your John Jay account and will be posted on our Blackboard course page. If you want to forward your John Jay email to a personal account, you will need to contact the John Jay helpdesk to enable the service. (Call 212-237-8200 or email helpdesk@jjay.cuny.edu).

All assignments and syllabus updates will always be posted on our Blackboard page, and our class blog will be kept there. It is essential that you have access to Blackboard, as you cannot complete parts of your coursework otherwise. If you have any problems accessing Blackboard, please contact Stephanie Jasmin of ITSS (L2 73.00 NB), who provides Blackboard Student Support. Contact her at blackboardstudent@jjay.cuny.edu and cc me so I am aware of your problems.

Course Requirements and Graded Work

Your course grade will be established as follows:

1. In-Class Participation and Oral Contribution (15%)
This class will be conducted like a seminar, which means that we will all be talking together, both in groups and as a class, about the problems, issues, and questions raised in the texts we are reading. I see it as my role to moderate our discussions and to ensure that we can exchange and develop our views about the texts on our syllabus in the most productive way possible. The success of our discussions naturally depends on everybody’s preparedness and openness to express their views and to discuss those of others. Having done the assigned reading and bringing in your texts with underlined and marked-up passages is the most basic preparation you must have done when you come to class. The questions, problems, and insights that arise while you do the reading at home will be the foundation of our discussions. As a rule, you should have at least one question that you would like to see addressed every time you come to class.

At the same time, we must all work together to create an environment in which everybody will feel free and hopefully also compelled to talk in the classroom and to contribute to our discussions. Making that possible and realizing it in a constructive fashion will involve both your willingness to take chances as speakers/writers and your openness and understanding as listeners/readers. Your contributions as well as your reactions to the contributions of others should always be open, constructive, and focused on the goal of our discussions: to arrive together at a better understanding of the texts we are reading. You will always be rewarded, not penalized for formulating and articulating your own ideas, and everybody should feel encouraged to do so. Aggressive, rude, and inappropriate comments will not be tolerated. The college classroom provides a rare chance for the open exchange of ideas, intellectual debate, and real learning. Be an active part of it!

Attendance: Your presence is not only required, it is essential to the learning process in this class. You should allow yourself no more than three absences (I do not distinguish between excused and unexcused absences) for the semester. Set these absences aside for emergencies as they arise. Missing more than three class sessions will undoubtedly be detrimental to your performance, and I consider six missed class sessions too much missed class-time to pass the course. Please pay attention to your absences throughout the semester.
Punctuality: You are expected to arrive to class on time and to remain in class until the end of the class period. Late entrances, early exists, and disappearances during class are disruptive and disrespectful both to me and to the rest of the class. In everybody’s interest, please be on time.

2. Reading Blog (10%)
In order to strengthen your reading and to help you prepare for our class discussions you will be required to keep a weekly reading blog on our course blackboard site. The blog is also a good place to test out ideas, formulate thoughts and to start the process of thinking and exploration that will eventually lead to your formal essays. Writing is a process that entails many stages, and you can develop some “raw material” here that you’ll be able to use for your larger writing assignments. To receive credit, post an entry each week, ideally before a course session, but by Friday evening at the latest. I will note everybody’s contribution before closing a week’s “round” of posting. You cannot receive credit for retroactive posts, so if you miss a week’s post, it’s missed. Please identify your post clearly by indicating in the subject line the reading to which you are responding. Your blog entries will not be graded, but I do expect them to be thoughtful and serious. They should be at least 100-150 words in length and in grammatical unabbreviated English – remember that you are not text messaging your classmates. Posts such as “I liked this” or “I hated this” will not receive credit, unless you continue to identify and explain what caused your reaction to the text. If you post a meaningful entry each week, you will receive full credit for this portion of your grade. The blog is a tool for your benefit, so use it in the way that helps you best to increase your understanding of the texts and to practice your writing each week. Formulate questions that you can ask in class, clarify your thoughts by writing them down, write out ideas and responses that help you to get a better grasp of the text and problematic passages, etc. I also encourage you to comment on each others’ posts and to enter into a discussion outside of the classroom. Here, the usual rules of etiquette apply: Treat each other with respect, on-line and off. Look for the blog tool under the “Tools” button on our course website to find our class blog.

3. Short Writing Assignments (10%)
Throughout the semester I will assign several short position papers (2 typed pages) in response to our class readings. These less formal assignments will be graded on a √ (fulfills expectations), √+ (exceeds expectations), √- (falls short of expectations) scale. Any response that demonstrates honest engagement with the assigned reading and fulfills the length requirement will receive full credit (√). The short papers will always be due on the next day of class after they have been assigned. If you need to miss a class, check our course blackboard site for potential assignments.

4. Essays (40%)
The two essays you will write over the course of the semester (20% each) will give you an opportunity to practice the essential analytical and argumentative skills you need to write academic papers. Each essay will develop an argument, present engaging and thoughtful claims about the issues and texts under discussion, and needs to analyze and discuss specific evidence. I will also ask you to consider at least one secondary academic source and to integrate the writer’s interpretation and understanding of the text(s) or topic you are discussing into your essay, which should be 5-6 pages in length. By working on each of these essential elements of (written) academic arguments over the course of the semester you will be able to hone your
writing skills. For each essay, I will provide you with leading questions and possible topics to discuss.

All essays need to be typed, double-spaced, in 12-point proportional font, stapled, with page numbers, and appropriate margins. For a detailed description of a successful literature essay as well as my specific grading criteria, please see the respective documents in the “Essay-writing Guidelines” folder under the “Writing Assignments” button.

Late Papers
Your paper will be turned in at the beginning of class on the day it is due (Yes, that means it needs to be printed out by the time you come to class.). Late papers will be lowered accordingly:

2. 1 day late: 1/3 grade (i.e., B to B-)
3. 2 days late: 1 grade (i.e., B to C) etc.

Note: A day here means a calendar day, not a class day. A paper turned in after class on the due date will be considered 1 day late. If you are unable to attend class on the due date, you may submit an electronic copy by class time in order to submit your work on time. You will then still be responsible for dropping off a hard copy in my mail box the next day. I cannot accept email submissions in place of hard copies.

No papers will be accepted more than 2 days after the due date.

4. Final Research Project (25%)
In your final semester project you will present your research and findings on a topic and question of your choice (I will provide you with a list of possible topics.) Your paper should be 6-7 pages in length, and a proposal for your project will be due several weeks in advance (see syllabus). I will make specific requirements and guidelines available well in advance.

Your final project will be due on our final exam date. This deadline is final.

Statement of the College Policy on Plagiarism

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

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

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

Academic misconduct, apart from being detrimental to your own learning, is an extremely serious offense and will not be tolerated. Cheating and/or plagiarism will result in a zero for the assignment in question and may result in notification of the College.

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
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.

Extra Credit: There will be no extra credit assignments in this course.

Caution: It is highly unlikely that you will pass this class without handing in all three major assignments. Failure to submit one of the essays or your final research project will almost inevitably result in failure of the course.

Help: Make use of my office hours. I am available to you during these times to discuss any and all questions or problems you might have – don’t be reluctant to talk to me and to ask for my help. I want you to be successful in my course, but I cannot know about the difficulties you might experience if you do not communicate with me. So when you need help, ask me for it. The Writing Center, located in room 01.68 New Building, is an excellent and free resource, which I highly encourage you to use. Schedule your appointments early so you can get input on your papers before they are due. (Note: Visiting the Writing Center does not guarantee you an A on your paper. You can be sure, however, that your paper will be improved by your visit.) For appointments, call (212) 237-8569 or visit the center’s web site: <http://web.jjay.cuny.edu/~writing/home.htm>. The Writing Center also offers on-line tutoring on weekends.

Email: You can correspond with me via email about problems you might experience or to set up an appointment if you cannot see me during my office hours. Writing assignments, however, cannot be submitted to me as email attachments, hard copies of the assignments are required on the due date. I also cannot discuss matters of class content via email. If you missed a class and need to find out what we covered on that day, the content of a lecture, or about possible assignments, check the material on our website (assignments will always be posted there) and/or contact your classmates.

Course Calendar
I may revise this calendar if necessary. Updates will always be available on our course blackboard site.

Week 1 – Principles of Environmental Justice
Jan. 28: Course Introduction; Principles of First National People of Color Environmental Leadership Summit; Wendell Berry: “Thoughts in the Presence of Fear”

Week 2 – Politics, Corporate Power and Environmental Injustice in the U.S.
Feb. 05: Markowitz & Rosner: “Ol’ Man River or Cancer Alley?” (234-62); “A Hazy Mixture: Science, Civil Rights, Pollution, and Politics” (263-86)

Week 3 – Environmental Justice, Global Community, and the Viability of the Human
Feb. 12: Lincoln’s Birthday, college closed

Week 4
Feb. 21: Sullivan et.al.: “Theatre of the Oppressed and Environmental Justice Communities: A Transformational Therapy for the Body Politic” (166-79); Boal: Theater of the Oppressed (excerpts)

Week 5 – Women Warriors Against Environmental Injustice
Feb. 28: Moraga: Heroes and Saints, act I

Week 6
Mar. 05: Heros and Saints, act II
Mar. 07: Lopez, “Emory Bear Hands’ Birds” (39-49) “Remembering Orchards” (3-9), essay 1 due

Week 7 – Environmental Justice and the Economy
Mar. 12: Hoffman & Nemhard: “The inextricable interweaving of economics and environmental justice” (1-25); Singer: “One Economy” (51-105)

Week 8 – Idle No More: From Inaction to Action
Mar. 19: Clover: “Traversing the Gap: conscientización, educative-activism in environmental adult education” (315-23); McKenzie-Mohr: “Fostering Sustainable Behavior Through Community-Based Social Marketing” (531-37); Buell: “Toxic Discourse” (30-55)

Week
Mar. 26: Spring break, no class
Mar. 28: Spring break, no class

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
Week 9 – International Environmental Justice I: Indigenous Land Rights in Latin America
Apr. 02: **Spring break, no class**

Week 10
Apr. 11: Leslie: Deep Water (14-40), **essay 2 due**

Week 11 – International Environmental Justice II: Water Rights and Displaced Persons in India
Apr. 16: Deep Water (41-70)
Apr. 18: Deep Water (71-108)

Week 12 – International Environmental Justice III: Oil Violence in Nigeria
Apr. 23: Douglas et.al.: “Alienation and Militancy in the Niger Delta: Petroleum, Politics, and Democracy in Nigeria” (239-54); Saro-Wiwa: “Africa Kills her Sun” (1-6)

Week 13 – Local Issues I: The Air in Harlem and Riverbank Park
Apr. 30: Corburn: “Urban Land Use, Air Toxics, and Public Health” (145-60); Civerolo et. al.: “Effects of Increased Urbanization” (1803-18); Patel et.al.: “Traffic-Related Particulate Matter” (1338-1344); Kenney et.al.: “Airborne Concentrations on Harlem Sidewalks” (213-18); **proposal for final research project due**
May 02: Dye: “A breath of Air in Harlem” (9); Ellis-Ezenekwe: “How Safe Are Harlemites?” (3); Miller: “Planning, Power and Politics: A case study of the land use and siting history of the North River Water Pollution Control Plant” (707); Roots of Health Inequality: free web course providing interactive media presentation on “West Harlem’s Battle for Clean Air”
http://rootsofhealthinequity.org/west-harlem-story.php

Week 14 – Local Issues II: Newtown Creek and Gowanus Canal
May 07: Navarro: “Between Queens and Brooklyn, an Oil Spill’s Legacy” (1-3); Riverkeeper: “Sliding Into the Present: Effects of the Spill Today” (1-3); Newtown Creek Superfund website, links to EPA reports: [http://www.epa.gov/region02/superfund/npl/newtowncreek/](http://www.epa.gov/region02/superfund/npl/newtowncreek/)
May 09: Curran & Hamilton: “Just Green Enough: Contesting Environmental Gentrification in Greenpoint, Brooklyn” (1027-42); Gisolfi: “Reclaiming Spoiled Landscapes” (23-25); Gootman: “Cleaning a Canal, But Not Writing About It” (7)

Week 15
May. 16: course conclusion

**Final exam Day (TBA): final project due**

Approved by UCASC, Sept 20, prepared for College Council, Oct 24, 2013
To: Undergraduate Curriculum and Academic Standards Committee

From: David Barnet, Director of Academic Planning

Date: September 20, 2013

Re: General Education in CUNY Justice Academy Joint Degree Programs

John Jay College maintains fourteen dual admission / joint degree programs in conjunction with our six CUNY community college partners in the CUNY Justice Academy. The curriculum of every program was created prior to the establishment of the University-wide general education structure that formally took effect at the start of this semester. Last spring, our Justice Academy partners revised the general education requirements of their associate degree portions of the joint degrees programs we operate in tandem. While these changes do not affect the 60 credits on our side of the joint degrees, the revisions should be formally recognized by John Jay College as an expression of our shared governance of the complete programs.

The following resolution is offered for your consideration.

Whereas, the dual enrollment/joint degree programs in the fields of Criminal Justice, Forensic Science and Forensic Financial Analysis that John Jay College maintains in conjunction with our six community colleges partners in the CUNY Justice Academy (“CJA”) were all developed prior to the establishment of University-wide policies on general education, and,

Whereas, John Jay College’s six CJA partners – Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community, and Queensborough Community College – and John Jay itself have all revised their undergraduate curricula so as to adhere to the new University policies, and,

Whereas, each member college of the CJA has supplied updates to John Jay College and the University showing their adoption of the new general education structure as it applies to Associate of Arts (A.A.) and Associate of Science (A.S.) degrees, it is hereby,

Resolved, that John Jay will recognize the 30 credits of general education coursework taken by CJA students at our partner community colleges in their Criminal Justice, Science for Forensics, and Forensic Accounting associate degree programs, and be it further
Resolved, that CJA transfer students admitted to John Jay will be required to take 6 credits (2 courses) from our College Option – one 300-level Justice Core course from *Struggles for Justice in the U.S.* or *Justice in Global Perspectives*; as well as a *Learning from the Past* course or a *Communications* course. This is consistent with the policy for all A.A. or A.S. degree holders who transfer under the University policy.
President Jeremy Travis  
John Jay College of Criminal Justice  
899 Tenth Avenue  
New York, New York 10019  

Re: Procedures of the Committee on Faculty Personnel  

Dear President Travis:

This will confirm my advice to you in our telephone conversation today that the procedures for the work of the College’s Committee on Faculty Personnel, like the procedures for the conduct of business of other committees of the College Council, do not constitute “College policy” within the meaning of Article I, Section 1 of the College’s Charter of Governance. Accordingly, the Committee may establish its own procedures, and they do not require review and approval by the College Council.

By contrast, any guidelines concerning the standards for appointment, reappointment, promotion and tenure are clearly substantive, rather than procedural, and would require approval by the College Council. In this regard, however, I should point out that any such guidelines should be reviewed by my office prior to action by the College Council to ensure that they are consistent with the policies of the Board of Trustees.

Very truly yours,

Frederick P. Schaffer  
General Counsel and Senior Vice Chancellor for Legal Affairs