I. Adoption of the Agenda

II. Minutes of the October 24, 2013 College Council (attachment A), Pg. 2

III. Election of College Council Committee Members (attachment B)
    - Frantzy Clement and Nicole Ponzo were nominated to fill the vacant positions for Graduate
      Student Representatives on the College Council, Pg. 8

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C9) – Interim Dean Allison Pease

Programs
C1. Proposal to Revise the BS in Computer Information Systems, Pg. 25
C2. Proposal to Revise the BA in Law and Society, Pg. 37
C3. Proposal to Revise the BA and Minor in Gender Studies, Pg. 40
C4. Proposal for a New Minor in Biology, Pg. 54

New Courses
C5. ANT 3XX Class, Race, Ethnicity and Gender in Anthropological Perspective, Pg. 61
C6. ANT 3XX Ethnographic Research Methods in Anthropology, Pg. 72

Course Revisions
C7. PSY 329 History of Psychology, Pg. 83
C8. SPE 209 (DRA 209) Voice and Diction for the Professional, Pg. 86
C9. HIS Course Prerequisite Changes Due to New Gen Ed, Pg. 88

V. New Business

VI. Administrative Announcements – President Travis

VII. Announcements from the Faculty Senate – President Karen Kaplowitz

VIII. Announcements from the Student Council – President Clinton Dyer
The College Council held its second meeting of the 2013-2014 academic year on Thursday, October 24, 2013. The meeting was called to order at 1:50 p.m. and the following members were present: Veronica Acevedo, Schevaletta Alford, Dale Barleben, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, Anthony Carpi, Katarzyna Celinska, Lynette Cook-Francis, Geert Dhoedt, Clinton Dyer, Jennifer Dysart, Robert Terry Furst, Lior Gideon, Norman Groner, Maki Haberfeld, Shereef Hassan, Joanne Jeung, Shaobai Kan, Karen Kaplowitz, Katherine Killoran, Maria Kiriakova, Tom Kucharski, Anru Lee, Anne Lopes, Vincent Maiorino, Marisol Marrero, Nancy Marshall, Gabriella Mungalsingh, David Munns, Hyunhee Park, Jay Pastrana, Allison Pease, Robert Pignatello, Carina Quintian, Tanya Rodriguez, Raul Romero, Raul Rubio, Caridad Sanchez, Rosann Santos-Elliott, Richard Saulnier, Francis Sheehan, Carmen Solis, Charles Stone, Richard Stripp, Staci Strobl, Nadia Taskeen, Ivonne Torres, Julio Torres, Jeremy Travis, Janet Winter, and Kathryn Wylie-Marques.

Absent were: Andrea Balis, James Cauthen, Benedicta Darteh, Anthony Deda, Janice Dunham, Margaret Escher, Diana Falkenbach, John Gutierrez, Stanley Ingber, Nancy Jeeuth, Kwando Kinshasa, Charles McKenzie, Joshua Medas, Danius Remeza, and Fritz Umbach.

I. Adoption of the Agenda
A motion was made to amend the agenda as follows:

President Carina Quintian requested that “Announcements from the HEO Council” be removed from the agenda. The President of the HEO Council will notify the Secretary of the College Council when the HEO Council would like to be added to the agenda for announcements. The motion was seconded and approved unanimously.

II. Minutes of the September 26, 2013 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 52 Oppose: 0 Abstentions: 1

III. Election of College Council Committee Members
A motion was made to approve the membership list as presented. The motion was seconded and approved unanimously. A motion was made by Prof. Karen Kaplowitz to nominate the following faculty members for Committee membership:

College-Wide Grade Appeals Committee
- Professors Glenn Corbett and Nancy Velasquez-Torres were nominated to fill the vacant positions.


Student Evaluation of the Faculty Committee
- Professors Charles McKenzie and Elizabeth Nisbet were nominated to fill the vacant positions.

Committee on Honors, Prizes, and Awards
- Professor Charles McKenzie was nominated to fill the vacant position.

The motion was seconded and passed.

In Favor: 50 Oppose: 0 Abstentions: 3

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C5)
A motion was made to adopt the new program marked “C1. Proposal for a new BA in Anthropology”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “C2. Proposal to Revise the Undergraduate Dean’s List Standards”. The motion was seconded and amended as follows:
- Include the past requirement to the new policy which reads “Passed or been exempted from all three assessment exams (reading, writing and mathematics)”.
- Include a separate Dean’s List for part-time students.

The motion was seconded and approved unanimously.

A motion was made to present items C3 and C4 as a slate. The motion was seconded and approved unanimously.

A motion was made to approve the slate:

C3. SUS 2XX Environmental Crime
C4. SUS 3XX Environmental Justice (JCII)

The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “C5. Resolution Regarding John Jay’s Dual-Joint Associate/Baccalaureate Degrees with CUNY Community Colleges and General Education”. The motion was seconded and approved unanimously.

V. Report on Legal Opinion from CUNY Legal Counsel regarding FPC (attachment D)
President Travis explained the history behind this document and what the information means moving forward. He also mentioned that Assistant Vice President Rosemarie Maldonado will attend a future FPC meeting to further clarify the meaning.

VI. New Business
Vice President of Student Council Julio Torres asked when will the Veteran’s Lounge be moved to the New Building and will there be more advertisement about the Veteran’s lounge?
Student Council Treasurer Shereef Hassan suggested we create a Student Union in the New Building, preferably where the New Game room is located. Shereef also suggested that we go paperless for the College Council books.

President Travis requested that Senior Vice President Robert Pignatello and Vice President Lynette Cook-Francis speak with the students regarding these spacing issues.

President Travis mentioned the conversation in ECCC regarding limiting debates during College Council and setting time limits so everyone can get heard in a reasonable manner.

The meeting was adjourned at 3:04 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 Kucharski
28. Public Management Warren Benton
29. Security, Fire and Emergency Management Norman Groner
30. Sciences Richard Stripp
31. SEEK Carmen Solis
32. Sociology Jay Pastrana
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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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                  Frantzy Clement
62. Elected graduate student representative                  Nicole Ponzo
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. Mohanned K. Taha | 2. Dev Sharma |
College Council Interim Executive Committee

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

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

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

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

The Executive Committee shall consist of the following members:

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

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

- Two (2) higher education officers
  1. Rosann Santos-Elliott
  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.

2013-2014
Revised: November 5, 2013
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. Benedicta Darteh
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 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
• 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
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
20. Public Management
21. Sciences
23. SEEK
24. Sociology

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representative
  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
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 Mechyurova
  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. Charles McKenzie
  4. Elizabeth Nisbet
- 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 Cauthen
  19. Psychology - Tom Kucharski
  20. Public Management - Warren Benton
  21. Sciences - Larry Kobilsny
  23. SEEK - Nancy Velazquez-Torres
  24. Sociology - David Brotherton
Council of Undergraduate Program Coordinators

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

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

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Dean of Students Kenneth Holmes
- Director of Student Life Danielle Officer
- Three (3) full-time members of the faculty
  1. Mangai Natarajan
  2. Sanjair Nair
  3. Charles McKenzie
- 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. Glenn Corbett
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
Proposed Revision of the Computer Science Major

Since the Computer Information Systems major was developed in the 1980’s there have been monumental changes in the computing field. In particular, the shift from the use of in-house programmers by organizations, such as public agencies and law enforcement, to the use of commercially available software packages, such as Excel, and the internet to perform tasks that require a computer, has caused the need for application programmers with expertise in an application area to decrease significantly. However, some individuals, known as hackers, choose to use advances in technology to attack, disrupt, and steal information from the computer systems of organizations. Hence, both private-sector businesses and government agencies need to be vigilant in securing their computer networks from the growing threat imposed by hackers. As a result, the need for cybersecurity experts has grown tremendously over the past decade and, according to an article authored by Alexander Fitzpatrick in the 5/29/2012 issue of the Washington Post, will continue to grow by leaps and bounds over the next decade. Even President Barack Obama weighed in on the issue when he said, in May 2009, that “America’s economic prosperity in the 21st century will depend on cybersecurity”.

Because of this changing landscape in the computing discipline, the Mathematics and Computer Science Department proposes to revise its computer science major. More precisely, the Department intends to refocus the major to emphasize Digital Forensics and Cybersecurity. The Department also proposes to phase out the current concentrations in Public Administration and Criminal Justice. Due to these changes in the major, we also propose to change the name of the major from Computer Information Systems in Public Administration and Criminal Justice to Computer Science and Information Security. No college in the CUNY system currently offers a Computer Science major with such a strong emphasis on Digital Forensics and Cybersecurity. Furthermore, the proposed revision of the computing major will more adequately prepare our students for the M.S. program in Forensic Computing. In addition, the new focus of the major will allow computing majors to more fully take advantage of the activities and resources of the department’s Center for Cybercrime Studies. Two previous external reviewers of the major noted that John Jay is well positioned to offer a major with an emphasis on Digital Forensics and Cybersecurity, mainly due to the research interests of the members of the computer science faculty.

The revised major will also allow the department to obtain better information for outcomes assessment of its learning objectives. Currently, the department has a difficult time obtaining
data from its capstone courses. This is mostly due to the fact that one of the courses is an internship and the other course is taught online by a different department.

This proposal was approved by the Mathematics and Computer Science Department’s Curriculum Committee on 4/23/2013.

**Mission Statement:**

The current Mission Statement below will require minor revisions to reflect the new focus of the Major.

The Computer Information Systems major offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of criminal justice and public administration. The program prepares students to be highly skilled computer professionals who assist in the investigation and prosecution of digital crimes and help develop and implement information systems required to improve law enforcement and public agency functions. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to criminal justice and public administration. Furthermore, the program prepares students for the lifelong retraining that is an integral part of the computing profession.

The proposed new Mission Statement reflecting the change in emphasis of the major is:

The Computer Information Systems major offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of criminal justice and public administration. The program prepares students to be highly skilled computer professionals who assist in the investigation and prosecution of digital crimes and help develop and implement information systems required to improve law enforcement and public agency functions. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to criminal justice and public administration. Furthermore, the program prepares students for the lifelong retraining that is an integral part of the computing profession.

**Proposed Revisions in Major:**

1. **Raising overall credits required in the computer science major from 51 to 57.**
   Currently a major in the computing program must complete 42 hours in computer science courses plus 9 hours of mathematical prerequisites. Our proposed revision would require...
42 hours of computer science courses, 12 hours of mathematics courses and a three hour ethics requirement. These requirements are a little less than what is required for computing majors at all other senior colleges in the CUNY system and other urban universities across the nation (see Appendix A).

2. **New Required Courses For The Revised Computer Science Major:**
   The Department proposes that the following courses, most of which are new and have a sharp focus on cybersecurity and digital forensics, be added to the required courses for the computer science major:

   A. **Computer Architecture, CSCI 274. (New Course, recently approved by the College Council)**
      A course in Computer Architecture is universally recognized as an essential course for a degree in Computer Science. Every senior college in the CUNY system requires it for their Computer Science programs. Both the external reviewer of the 2005 CIS major self-study and the external reviewer of the 2011 CIS major self-study recommend that the Department add a course in Computer Architecture to its required courses. Computer Architecture is foundational for the study of computer science. This proposal finally remedies this major deficiency in the curriculum of the computer science major at John Jay.

   B. **Cryptography and Cryptanalysis, CSCI 3YY (Proposed New Course):**
      Digital Security and privacy in electronic communications are the top priorities of businesses and governments around the globe, thus cryptography (the art of designing codes and ciphers) and cryptanalysis (the art of breaking codes and ciphers) are topics of increasing importance. Currently, no course in the computer science curriculum addresses these issues. The proposed course fills this need.

   C. **Computer Networking, CSCI 379 (Current elective course):**
      Computer networking is one of the three cornerstones, the other two being computer architecture and operating systems, in modern day computer science and digital communications. The cornerstones must be understood thoroughly to understand the fundamentals of computer networks security. Thus the principles and methodologies used in the design and implementation of modern computer networks and networked information systems must be studied in detail. With this in mind we are moving Computer Networking (MAT 379) from an elective course in the computer science major to a required course. Operating Systems is already a required course and recently a new course in Computer Architecture was approved by the College Council.

   D. **Computer Security and Forensics, CSCI 4XX (Proposed New Course):**
      The primary subject of this course is the implementation of security features in modern computer systems. While operating systems change in their outward appearance, the approaches that assure their underlying security have remained somewhat consistent over time. These approaches manifest in the management of computer resources: disk via file systems, CPU via process management, and RAM via memory management. Clearly, there is a need in the computer science curriculum for a class
that focuses on these important issues. The course Computer Security and Forensics meets these requirements.

E. Network Security and Forensics, CSCI 4YY (Proposed New Course): Recently, the areas of network security and forensics have become very important. This increased interest is due to the explosive growth in network connectivity and the huge demand of ubiquitous internet services. This growth has also come with an exponential jump in cyberattacks on these services. Knowledge of network security and forensics can help defend against such attacks. This course is designed to give the student such knowledge.

3. Courses that will be removed from the major:
   A. Operations Research I & II, MAT 323-324 (Currently required courses): These two courses are more suited for a student who is interested in studying Industrial Engineering. The 323-324 sequence is not relevant for computer security. Students interested in the 323-324 material can enroll in the course MAT/FIS/PSC 220, Survey of the Concepts of Operations Research. The 220 course teaches operations research in a more practical way than the 323-324 sequence.

4. Capstone courses:
The courses Quantitative Problems in Criminal Justice (CSCI 400) and Internship in Management Information Systems (CSCI 404) are specific to the Criminal Justice applied specialization. Since we are phasing out this specialization, these courses will be revamped significantly to change the emphasis to digital forensics and cybersecurity. Furthermore, the revised two course sequence CSCI 400 and CSCI 404 courses will serve as a capstone for the revised computing major. These courses are designed to determine if the student is able to apply skills learned in the core courses to research problems in cybersecurity and digital forensics. CSCI 400 will be offered during the Fall semester and will be the prerequisite for CSCI 404. The CSCI 404 course will be taught during the Spring semester.

   A. Capstone Experience in Digital Forensics/Cybersecurity I, CSCI 400: The current title of the course is Quantitative Problems in Criminal Justice. We are changing the course title to Capstone Experience in Digital Forensics/Cybersecurity I. In this course the students will be guided by the instructor through a research/development project involving digital forensics and cybersecurity. The purpose of this is to get the students thinking about their capstone project and to prepare the student for the rigors of pursuing an independent research/development project in Computer Science and Information Security.

   B. Capstone Experience in Digital Forensics/Cybersecurity II, CSCI 404: The current title of this course is Internship in Management Information Systems. In the new cybersecurity and digital forensics concentration the title of the course will be Capstone Experience in Digital Forensics/Cybersecurity II. The revised course will be a more traditional capstone class in that it will be taught as a research/development
seminar. As part of the capstone course, students will be required to do an extensive research/development project. This will make it easier to measure how well students learned the material taught in the Computer Science foundation courses when the Department performs an outcomes assessment.

5. **Mathematics Requirement:**
The current math requirements for the computer science major are Discrete Mathematics (MAT 204), Calculus I (MAT 241), and Calculus 2 (MAT 242), which is a total of nine credit hours. In the revised major we will require twelve hours of mathematics courses. In particular: Discrete Mathematics (MAT 204), Calculus I (MAT 241), and Probability and Mathematical Statistics I (MAT 301). Also one math course must be chosen from a list of three courses: Calculus II (MAT 242), Linear Algebra (MAT 310) and Numerical Analysis (MAT 371). Topics in Probability and Statistics are essential for computer security. An examination of Appendix A shows that the mathematics requirement for the Computer Science and Information Security major is a little less than what is required at peer institutions.

6. **Ethics Requirement:**
Millions of internet users often expose personal information on the internet in order to sign up or register for thousands of different things. How should the organizations that collect this information handle it? Another ethical issue of recent vintage is the piracy of software. These are some examples of why a good understanding of the ethical issues presented by the design, implementation and uses of technology and information science are foundational. A course in ethics will fill this need.

7. **Phasing out of the Public Administration concentration and the Criminal Justice Concentration:**
With the aggressive development of Computer Science and Information Technologies over the past few decades, Computer and Information Security has emerged from specific domains, such as Criminal Justice and Public Administration systems, to a much better spectrum covering almost every aspect of human life. Our revised major will reflect this overall shift in the computing field from a narrow application focus to a more global view. Thus the two current concentrations in the computing major are not as relevant as they once were. Students currently enrolled in these concentration areas will be allowed to finish their degrees in their current concentration field.

8. **Name change of the major to Computer Science and Information Systems:**
The current name of the major is *Computer Information Systems in Public Administration and Criminal Justice*. Obviously, this name will accurately reflect the focus of the revised major.
## Appendix A

### Credit hours for Computer Science programs at other schools

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Required Hours of Computer Science Classes</th>
<th>Required Mathematics Courses</th>
<th>Total combined credit hours math &amp; CS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College</td>
<td>46-48 hours of CS courses, including Discrete Math</td>
<td>Calculus I&amp;II and Probability and Statistics</td>
<td>57</td>
</tr>
<tr>
<td>City College</td>
<td>65 hours of CS courses, including Discrete Math</td>
<td>10 hours of Calculus plus Linear Algebra</td>
<td>78</td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>60 hours of CS courses, Also to declare a CS major a student must earn a C or better in CSC 126, Introduction to CS</td>
<td>Calculus I, II&amp;III, Discrete Math, Linear Algebra and Probability and Statistics</td>
<td>84</td>
</tr>
<tr>
<td>Hunter College</td>
<td>42 credits of CS courses, including Discrete Math. Also a D grade in a CS or math course is considered not passing</td>
<td>Calculus I&amp;II, Linear Algebra and Applied Statistics</td>
<td>56</td>
</tr>
<tr>
<td>Lehman College</td>
<td>44 credits of CS courses</td>
<td>Calculus I&amp;II, Linear Algebra and Discrete Math</td>
<td>60</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>43 hours of CS courses, including Discrete Math</td>
<td>Calculus I&amp;II, Probability &amp; Statistics</td>
<td>54</td>
</tr>
<tr>
<td>Queens College</td>
<td>54 hours of CS courses. Furthermore, all CS courses must be completed with a grade C or better</td>
<td>Calculus I &amp; II, Discrete Math, Linear Algebra and Probability &amp; Statistics</td>
<td>73</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>57 credit hours of CS courses, plus a year long lab science sequence</td>
<td>Calculus I &amp; II, Discrete Math, Matrices, Numerical Analysis, Statistics</td>
<td>79</td>
</tr>
<tr>
<td>Metropolitan State University</td>
<td>50 credit hours of CS courses. One year of a lab based science. Must earn a C in all CS, Math &amp; Science</td>
<td>Calculus I &amp; II, discrete math, computational matrix algebra, probability and</td>
<td>60</td>
</tr>
<tr>
<td>Institution</td>
<td>Courses</td>
<td>Statistics</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Wayne State</td>
<td>44 credit hours of CS courses, including Discrete Math</td>
<td>Calculus I &amp; II, Linear Algebra, Probability &amp; Statistics</td>
<td>60</td>
</tr>
<tr>
<td>City Tech</td>
<td>No CS major, but offers an associate degree in CS. 12 hours of CS courses</td>
<td>Calculus I&amp;II, Discrete Structures I &amp; II, Linear Algebra and choose one of Numerical Methods or Differential Equations</td>
<td>36 hours (associate degree)</td>
</tr>
</tbody>
</table>
Appendix B

COMPUTER SCIENCE AND INFORMATION SECURITY

(Bachelor of Science)

The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity.

Learning Outcomes:

Students will:

1. Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security.

2. Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.

3. Analyze the quality of the programs in Computer Science and Information Security.

4. Communicate effectively through integrating theory, research and policy in written reports and presentations.

5. Understand the ethical considerations and statutory requirements computer professionals encounter as caretakers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits Required. 57

Coordinator. Professor Douglas Salane (212-237-8836, dsalane@jjay.cuny.edu)

Advisors. Department of Mathematics and Computer Science professors:

Spiridon Bakiras (212-484-1181, sbakiras@jjay.cuny.edu)
Ping Ji (212-237-8841, pji@jjay.cuny.edu)
Jin Woo Kim (212-237-8927, jwkim@jjay.cuny.edu)
Bilal Khan (212-237-8843, bkhan@jjay.cuny.edu)
Douglas Salane (212-237-8836, dsalane@jjay.cuny.edu)

Approved by UCASC, Oct 18, to College Council, Nov 26, 2013
Peter Shenkin (212-237-8925, pshenkin@jjay.cuny.edu)

**Senior-level requirement.** A two-semester capstone project is required.

**Additional Information.** Students who enroll for the first time at the College in September 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date and declared a Computer Information Science major at John Jay prior to the Fall 2014 semester may choose either the form shown here or the earlier version of the major in place at the time they declared Computer Information Systems as their Major. Copies of the earlier version of the major may be obtained at the Office of Undergraduate Studies, at the Lloyd George Sealy Library or on the College webpage.
# Curriculum

## Part One, Core Computer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 271</td>
<td>Intro to Computing &amp; Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 272</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 274</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 373</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 374</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 375</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 377</td>
<td>Computer Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 379</td>
<td>Computer Networking</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 3YY</td>
<td>Cryptography and Cryptanalysis</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 4XX</td>
<td>Computer Security &amp; Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 4YY</td>
<td>Network Security &amp; Forensics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Credits: 33

## Part Two, Required Mathematics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 204</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 241</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 301</td>
<td>Probability &amp; Mathematical Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Math courses: 9

## Part Three, Electives

### Computer Science Electives (Choose one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 3XX</td>
<td>Databases &amp; Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 376</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematics Electives (Choose one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 242</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 371</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Elective Credits: 6
Part Four, Ethics Requirement – 3 cr.

| PHI 3XX   | Ethics and Technology | 3 |

Part Five, Capstone Courses - Required

<table>
<thead>
<tr>
<th>CSCI 400</th>
<th>Capstone Experience in Digital Forensics/Cybersecurity I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 404</td>
<td>Capstone Experience in Digital Forensics/Cybersecurity II</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Credits Capstone    | 6 |

Credits for the Computer Science and Information Security Major

<table>
<thead>
<tr>
<th>Required Computer Science Courses total credits</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Mathematics Courses total credits</td>
<td>9</td>
</tr>
<tr>
<td>Total elective credits</td>
<td>6</td>
</tr>
<tr>
<td>Capstone credits</td>
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<tr>
<td>Ethics Requirement</td>
<td>3</td>
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<tr>
<td>Total credits for the major</td>
<td>57</td>
</tr>
<tr>
<td>FALL</td>
<td>WINTER</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>ENG 101 (English Comp 1 RC)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 141 (Math &amp; Quantitative Reasoning RC)</td>
<td>3</td>
</tr>
<tr>
<td>100 level Justice Course (CO)</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experience in its Diversity (FC)</td>
<td>3</td>
</tr>
<tr>
<td>Life &amp; Physical Science (FC)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 15</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
<tr>
<td>CSCI 272 (Major)</td>
<td>3</td>
</tr>
<tr>
<td>MAT Elective (Major)</td>
<td>3</td>
</tr>
<tr>
<td>Communications (CO)* - FL 102</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society (FC)</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression (FC)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 15</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
<tr>
<td>CSCI 373 (Major)</td>
<td>3</td>
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<tr>
<td>CSCI 375 (Major)</td>
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<tr>
<td>MAT 301 (Major)</td>
<td>3</td>
</tr>
<tr>
<td>300 level Justice Course (CO)</td>
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<tr>
<td>Elective or Minor</td>
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</tr>
<tr>
<td><strong>Total Credits:</strong> 15</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
<tr>
<td>CSCI 4XX (Computer Security - Major)</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 400 Capstone I (Major)</td>
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</tr>
<tr>
<td>CSCI 376 or CSCI 3ZZ (Data Mining - Major)</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 15</td>
<td><strong>Total Credits:</strong> 15</td>
</tr>
</tbody>
</table>

**Major Notes:** Highlighting indicates Core Courses in the major.

* Students who started JJ as Freshmen & who are NOT exempt from For Lang must take FL101 to satisfy World Cultures & FL102 in Com
**The "6th course" can be from any Flexible Core Area. If FL101 was needed, the additional course MUST be from World Cultures.

* Proposed Academic Plan for students as of Fall 2014
To: Undergraduate Curriculum and Academic Standards Committee  
From: Political Science Department  
Date: 24 April 2013 [[REVISED]]

Re: Proposal to Revise the Law and Society Major

Proposed Revisions and Rationales: We are proposing several minor revisions to the Law and Society major:

(1) We propose adding POL 273 - Western Political Thought, to Part Four – Philosophy/Jurisprudence/Ethics.

Rationale: This is a new course in the Political Science Department. Its learning outcomes and content reflected in the sample syllabus fall within the goals of the major (specifically, “how law and law-like systems of rules empower and constrain individuals, groups, organizations, and communities”), and we believe it will be an outstanding addition.

(2) We propose to limit more explicitly the number of internship credits that can be applied to Part Five of the major to six credits. See proposed Bulletin copy below.

Rationale: The major requires students to meet the 12 credits of Part Five with “four courses or two courses plus an internship.” However, the internships included in the major are not all six credit internships - LWS 399, POL 406 and POL 408 are six credit internships, but POL 407 is a 12 credit internship. Thus, this proposed revision makes clear that students may use up to six internship credits to meet Part Five requirements, and must take six additional credits from among the listed courses. If students wish to take additional internship credits, they can apply them to their overall electives or other requirements outside of the Law and Society major.

(3) We propose to limit the number of 200-level courses that a student can apply to Part Five of the major to one 200-level course. See proposed Bulletin copy below.

Rationale: Part Five (Social and Political Change) is the more advanced portion of the major, intended to be completed after students have taken many, if not all, of the foundation courses in Part Three. With the addition of POL 244 to Part Five, (see (2) above), there will be two 200-level courses in Part Five, with all other courses at the 300 or 400-level. We believe that students should be limited to only one 200-level course to meet the 12 credit requirement of this portion of the major.
2012-2013 Bulletin Copy with changes noted in BOLD and strikethrough (Note: Two new courses – POL 235 and LWS 399 – were approved for inclusion in the Law and Society major this year, so they do not appear in the 2012-2013 Bulletin. They also are included in BOLD below. POL 435 will no longer be offered by the Political Science Department after Spring 2013, so there is a strikethrough change to it noted as well).

BACHELOR OF ARTS IN LAW AND SOCIETY
MAJOR REQUIREMENTS (36 CREDITS)

Prerequisites: POL 101 and SOC 101. Students are strongly urged to complete POL 101 and SOC 101 during their first year in the College. These courses will fulfill the College’s general education requirements in the Flexible Core U.S. Experience in its Diversity and Individual and Society areas in the social sciences. Prerequisites for individual courses listed below are in parentheses.

PART ONE: Introductory Course (3 credits) – Required:

LWS 200 - Introduction to Law and Society (ENG 101, POL 101, SOC 101)

PART TWO: Skills (3 credits) – Required:

SSC 325 - Research Methods in the Behavioral Sciences (ENG 102 or 201, PSY 101 or SOC 101, junior standing or above)

PART THREE: Foundations (12 credits) – Select four with at least two courses at the 300-level

Category A – American Legal Foundations - Select two, one of which must be at the 300-level:

HIS 277 - American Legal History (ENG 101, sophomore standing or above)
LAW 206 - The American Judiciary (ENG 101, sophomore standing or above)
POL 235 - Judicial Processes and Politics (ENG 101, POL 101, sophomore standing or above)
POL 301 – Constitutional Powers (ENG 102 or 201, POL 101, junior standing or above)
POL 308 - State Courts and State Constitutional Law (ENG 102 or 201, POL 101, junior standing or above)

Category B – International Legal Foundations - Select one:

ANT 315 - Systems of Law (ENG 102 or 201, a course in either ANT or LAW, junior standing or above)
POL 250 - International Law and Justice (ENG 101, POL 101)
POL 320 - International Human Rights (ENG 102 or 201, POL 101, junior standing or above)

Category C – Sociological Foundations - Select one:

SOC 206 - The Sociology of Conflict and Dispute Resolution (ENG 101, SOC 101)
SOC 232 - Social Stratification (ENG 101, SOC 101)
SOC 302 - Social Problems (ENG 102 or 201, SOC 101, junior standing or above)

PART FOUR: Philosophy/Jurisprudence/Ethics (3 Credits) – Select one:

PHI 302 – Philosophical Issues of Rights (ENG 102 or 201, PHI 231)
LAW 301 - Jurisprudence (ENG 102 or 201, junior standing or above)
LAW 310/PHI 310 - Ethics and Law (ENG 102 or 201, junior standing or above)
POL 270 - Political Philosophy (ENG 101 and sophomore standing or above)

Prepared for UCASC, Oct 18, 2013
POL 273 – Western Political Thought (ENG 101 and GOV 101 or POL 101)
POL 371 - American Political Philosophy (ENG 102 or 201, POL 101, junior standing or above)
POL 375 - Law, Order, Justice and Society (ENG 102 or 201, POL 101, junior standing or above)

PART FIVE: Societal and Political Change (12 credits) – Select four, or two plus an internship (LWS 399 or POL 406, 407 or 408); all students must take at least one of the courses marked with an asterisk (*) on race, gender, sexual orientation or ethnicity. Only one 200-level course and only six credits of internship can be applied towards Part Five of the major. All students must take at least one course dealing with social change and race, gender, sexual orientation, or ethnicity (POL 313, 319 or 318 or LLS 322 - courses are marked with an asterisk).

- ANT 330 - American Cultural Pluralism and the Law (ENG 102 or 201)
- ECO 215 - Economics of Regulation and the Law (ENG 101, ECO 101)
- *LLS 322 - Civil Rights and Civil Liberties in the Urban Latina/o Communities (ENG 102 or 201 and junior standing or above)
- POL 244 – The Politics of Immigration (ENG 102 or 201, and GOV 101 or POL 101)
- POL 305 - Constitutional Rights and Liberties (ENG 102 or 201, POL 101, junior standing or above)
- *POL 313/LAW 313 - The Law and Politics of Race Relations (ENG 102 or 201, POL 101, junior standing or above)
- POL 316 - The Politics of Rights (ENG 101 or 201, POL 101, junior standing or above)
- *POL 318 - The Law and Politics of Sexual Orientation (ENG 102 or 201, POL 101, junior standing or above)
- *POL 319 - Gender and Law (ENG 102 or 201, POL 101, junior standing or above)
- POL 435 – Seminar in Judicial Processes and Politics
- SOC 305 - The Sociology of Law (ENG 102 or 201, SOC 101, junior standing or above)

Internship Options (each internship is at least 6 credits and requires permission of the instructor to enroll)
- LWS 399 - Law and Society Internship (ENG 102 or 201)
- POL 406 - Seminar and Internship in New York City Government and Politics (ENG 102 or 201, senior standing)
- POL 407 – New York State Assembly/Senate Session Program (ENG 102 or 201, senior standing)
- POL 408 – CUNY Washington, D.C. Summer Internship Program (ENG 102 or 201, senior standing)

PART SIX: Senior Capstone (3 credits) – Required:

- LWS 425 - Colloquium for Research in Law and Society Research (ENG 102 or 201, SSC 325, senior standing)
To: Undergraduate Curriculum and Academic Standards Committee  
From: Katie Gentile, Gender Studies Program Director  
Re: Changes to electives for the BA and Minor in Gender Studies  
Date: July 1, 2013

This memo proposes revisions to the Gender Studies Major and Minor elective lists. The changes were unanimously approved by the Gender Studies Program Advisory Committee in May, 2013. The Program is eager to have these revisions passed so all promotional and website lists can be uniform and accurate in order to assist students in their scheduling and timely graduation.

Rationale for the changes

These revisions seek to correct some redundancies in our original major and minor elective lists. The lists also needed to be updated in order to include the growing number of courses being offered that focus on gender and sexualities.

Explanation of Proposed Changes

Since the Major began a number of new Gender Studies related courses have been developed and some older courses are no longer taught. Additionally some of our electives were listed under different categories in the major and minor. So we are proposing an updated list of electives for both our major and minor. In addition, we are re-titling the
elective categories upon the advice of the Programs Subcommittee. These titles are much clearer and better describe the content of each category.

Only the courses below are to be removed from the MAJOR/MINOR:

- AFR 245 Psychology of the African American Family (last taught 2007)
- COR 230/PSC 230 Sex Offenders in the Criminal Justice System
- PSY 234 Psychology of Human Sexuality

AFR 245 has not been taught in the last six years. The last two courses do not support the learning objectives of the Gender Studies Program. COR/PSC 230 does not explicitly deconstruct gender or sexuality and PSY234 anchors the class content with ideals of sexual normativity and pathology that do not reflect the GS learning objectives.

We propose the following elective list for the BA in Gender Studies (MAJOR):

**PART FIVE. GENDER STUDIES AREA ELECTIVES**

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or 489) for one elective. To ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students must take at least one course in each of the following categories:

**Category A. Diversities of Genders and Sexualities**
*(was U.S. and/or Global Ethnic/Racial, Gender, and Sexual Diversity)*

*Choose at least one:*

- AFR 248 Men: Masculinities in the United States
- COR 320 Race, Class and Gender in a Correctional Context
- GEN 356/ HIS 356 Sexuality, Gender and Culture in Muslim Societies
- HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 375 Female Felons in the Premodern World
LLS 255 The Latin American Woman in Global Society

**Category B. Cultural Representations of Genders and Sexualities**
(was Arts, Media, Literary and Cultural Representations of Gender and Sexuality)

*Choose at least one:*
ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
LIT 316 Gender and Identity in Literary Traditions

**Category C. Institutional Systems of Genders and Sexualities**
(was Socio-Political and Economic Systems and Gender and Sexuality)

*Choose at least one:*
ANT 210/ PSY 210/ SOC 210 Sex and Culture
CRJ 420/SOC 420 Women and Crime
CSL 260 Gender and Work Life
ECO 327 Political Economy of Gender
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSC 235 Women in Policing
PSY 333 Psychology of Gender
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice
We propose the following elective list for the MINOR in Gender Studies

**PART TWO. ELECTIVES**

Subtotal: 12 credits

*Students select four courses. Choose at least one course from EACH of the following areas. At least one must be at the 300-level or above*

<table>
<thead>
<tr>
<th>Category A Diversities of Genders and Sexualities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(was U.S. and /or Global Ethnic/Racial Gender and Sexual Diversity)</td>
<td></td>
</tr>
</tbody>
</table>

*Choose at least one:*

- AFR 248 Men: Masculinities in the United States
- COR 320 Race, Class and Gender in a Correctional Context
- GEN 255/BIO 255 The Biology of Gender and Sexuality
- GEN 356/ HIS 356 Sexuality, Gender and Culture in Muslim Societies
- GEN 364/HIS 364 History of Gender and Sexuality: Prehistory to 1650
- HIS 265/LLS 265 Class, Race, and Family in Latin American History
- HIS 270 Marriage in Medieval Europe
- HIS 375 Female Felons in the Premodern World
- LLS 255 The Latin American Woman in Global Society

<table>
<thead>
<tr>
<th>Category B Cultural Representations of Genders and Sexualities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(was Art, Media, Literary  and Cultural Representations of Gender and Sexuality)</td>
<td></td>
</tr>
</tbody>
</table>

*Choose at least one:*

- ART 222 Body Politics and Art in Global and Historical Perspectives
- ART 224/AFR 224 African American Women in Art
- DRA 245 Women in Theatre
- DRA 243 Black Female Sexuality in Film
- GEN 333/PHI 333 Theories of Gender and Sexuality
- LIT 316 Gender and Identity in Literary Traditions

<table>
<thead>
<tr>
<th>Category C Institutional Systems of Genders and Sexualities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(was Socio-Political and Economic Systems and Gender and Sexuality)</td>
<td></td>
</tr>
</tbody>
</table>

*Choose at least one:*

- ANT 210/ PSY 210/ SOC 210 Sex and Culture
- CRJ 420/SOC 420 Women and Crime
- CSL 260 Gender and Work Life
- ECO 327 Political Economy of Gender
- POL 237 Women and Politics
- POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSC 235 Women in Policing
PSY 333 Psychology of Gender
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice

Please note the following changes in the Gender Studies Major and Minor electives:

BA in GENDER STUDIES (MAJOR) CHANGES:

Category A

Adding two new courses

HIS 270 Marriage in Medieval Europe
HIS 375 Female Felons in the Premodern World

Deleting or Moving

AFR 245 Psychology of the African American Family (last taught 2007 as AAP 290)
ART 224/AFR 224 African American Women in Art (moves to Category B)
DRA 243 Black Female Sexuality in Film (moves to Category B)
SOC 333 Gender Issues in International Criminal Justice (moves to Category C)

Category B

Adding: ART 222 Body Politics and Art in Global and Historical Perspectives

Category C

Deleting or Moving

AFR 248 Men: Masculinities in the United States (moves to Category A)
AFR 245 Psychology of the African American Family (last taught 2007 as AAP 290)
COR 230/PSC 230 Sex Offenders in the Criminal Justice System
COR 320 Race, Class and Gender in a Correctional Context (moves to Category A)
HIS 265/LLS 265 Class, Race and Family in Latin American History (moves to Category A)
HIS 375 Female Felons in the Premodern World (moves to Category A)
PSY 234 Psychology of Human Sexuality

GENDER STUDIES MINOR ELECTIVES CHANGES

Category A
Add: HIS/GEN 364 The History of Gender and Sexuality: Prehistory to 1650

Move:

- ANT/PSY/SOC 210 Sex and Culture (moves to Category C)
- PSY 333 Psychology of Gender (moves to Category C)
- SOC 333 Gender Issues in International Criminal Justice (moves to Category C)

**Category B**

Add: GEN/PHI 333 Theories of Gender and Sexuality

Move: HIS/GEN 364 The History of Gender and Sexuality: Prehistory to 1650 (moves to Category A)

**Category C**

Add:

- ANT/PSY/SOC 210 Sex and Culture (moves from Category C)
- PSY 333 Psychology of Gender (moves from Category A)
Current UG Bulletin (2013-14) with proposed changes (underlining indicates additions, strikeouts deletions or moves):

GENDER STUDIES
(Bachelor of Arts)

The Gender Studies major explores how gender and sexuality influence constructions of human identity historically and culturally, and how these in turn shape human development, behavior, and the processes of justice. Students in the major will learn to examine gender and sexuality from a broad variety of academic perspectives. As such, they become versatile thinkers with strong skills in critical problem solving, research, data collection, and writing. The Gender Studies major has been designed in the best tradition of liberal arts study: courses are structured to support independent inquiry, ethical reflection, and critical thought, and they culminate in a final research project that enables students to test their skills on a question of their own choosing. Students graduating with a BA in Gender Studies go on to a wide variety of careers and post-graduate study, including the arts, business, education, health care, media, politics, law, public policy and social work.

Credits required. 36

Coordinator. Professor Katie Gentile, Department of Counseling (212.237.8110, kgentile@jjay.cuny.edu)

Additional information. Students who enrolled for the first time at the College or who changed to this major in September of 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to the date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the Undergraduate Bulletin 2013-14 on the College website at: http://www.jjay.cuny.edu/academics/654.php

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART ONE. HISTORICAL AND THEORETICAL FOUNDATIONS</td>
</tr>
<tr>
<td>Required</td>
</tr>
<tr>
<td>GEN 101 Introduction to Gender Studies OR ISP 145 Why Gender Matters</td>
</tr>
<tr>
<td>GEN 205 Gender and Justice</td>
</tr>
<tr>
<td>GEN 255/BIO 255 The Biology of Gender and Sexuality</td>
</tr>
<tr>
<td>GEN 364/HIS 364 History of Gender and Sexuality: Prehistory to 1650</td>
</tr>
</tbody>
</table>

| PART TWO. CRITICAL METHODS | Subtotal: 3 |
| Required |
| GEN 333/PHI 333 Theories of Gender and Sexuality |

| PART THREE. RESEARCH METHODS | Subtotal: 3 |
| Choose one |
| SSC 325 Research Methods in the Behavioral Sciences |
PART FOUR. SENIOR SEMINAR

*Required*

GEN 401 Senior Seminar

PART FIVE. GENDER STUDIES AREA ELECTIVES

Subtotal: 15

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or 489) for one elective. To ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students **must take at least one course in each** of the following categories:

**Category A. Diversities of Genders and Sexualities U.S. and/or Global Ethnic/Racial, Gender, and Sexual Diversity**

These courses focus on non-dominant U.S. constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Recognizing that gender and sexuality are defined as much by their positioning within global political, social and economic systems as by their individual racial, ethnic, religious, class or sexual identity, this cluster offers a comparative look at both the individual and the global aspects of gender and sexuality. Courses that satisfy this requirement will examine the diversity of histories, experiences and cultures within the United States or internationally.

*Choose at least one.*

- AFR 245 Psychology of the African-American Family
- ART 222 Body Politics and Art in Global and Historical Perspectives (moves to Category B)
- ART 224/AFR 224 African-American Women in Art (already in Category B)
- AFR 248 Men: Masculinities in the United States
- COR 320 Race, Class and Gender in a Correctional Context
- DRA 243 Black Female Sexuality in Film (already in Category B)
- GEN 356/ HIS 356 Sexuality, Gender and Culture in Muslim Societies
- HIS 265/LLS 265 Class, Race, and Family in Latin American History
- HIS 270 Marriage in Medieval Europe
- HIS 375 Female Felons in the Premodern World
- LLS 255 The Latin American Woman in Global Society
- SOC 333 Gender Issues in International Criminal Justice (already in Category C)
Category B. Cultural Representations of Genders and Sexualities

Art, Media, Literary and Cultural Representations of Gender and Sexuality

These courses focus on the study of art, media, literature and cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities. Courses that satisfy this requirement will examine forms of expression and representation, such as literature, art, philosophy, theory, and cinema, as constitutive and contested arenas of sexuality and gender.

Choose at least one.

ART 222 Body Politics and Art in Global and Historical Perspectives (moves from Category A)
ART 224/AFR 224 African American Women in Art
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
HIS 364/GEN 364 The History of Gender and Sexuality: Prehistory to 1650 (this course is a required course in Part I above)
LIT 316 Gender and Identity in Literary Traditions

Category C. Socio-Political and Economic Systems and Gender & Sexuality

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Choose at least one.

AFR 245 Psychology of the African-American Family (not offered since 2007)
AFR 248 Men: Masculinities in the United States (moved to Category A)
ANT 210/ PSY 210/ SOC 210 Sex and Culture
COR 230/PSC 230 Sex Offenders in the Criminal Justice System
COR 320 Race, Class and Gender in a Correctional Context (moved to Category A)
CRJ 420/SOC 420 Women and Crime
CSL 260 Gender and Work Life (was CSL 360)
ECO 327 Political Economy of Gender
HIS 265/LLS 265 Class, Race, and Family in Latin American History (moved to Category A)
HIS 270 Marriage in Medieval Europe (already in Category A)
HIS 375 Female Felons in the Premodern World (already in Category A)
PSC 235 Women in Policing
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSY 234 Psychology of Human Sexuality
PSY 333 Psychology of Gender
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice

Students must consult with the Gender Studies Major Coordinator to ensure adequate coverage.

Individual courses count toward one category of elective only.

In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and disperse it amongst Gender Studies majors and minors.

Total: 36
GENDER STUDIES MINOR

Description. Gender studies is an interdisciplinary field that explores the making and meaning of gender—femininity and masculinity—as well as sexuality across cultures and social formations, past and present. The underlying belief of gender studies is that gender influences human options, conditions and experiences. Legal, political, economic and cultural systems are shaped by assumptions about gender and sexuality. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

Learning Outcomes. Students will:

- Demonstrate a working knowledge of key concepts in gender studies
- Demonstrate the ability to think reflexively about one’s subject position within the literature of Gender Studies courses
- Identify assumptions about gender & sexuality, including an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and how these intersections influence constructions of human identity in historical, cultural, and geographic contexts
- Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories and institutions of justice, criminality and human rights, as per John Jay’s mission

Rationale. One of the strengths of gender studies is that it teaches critical analysis by taking one of our most basic experiences—that of being a gendered human being—and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as government, Latin American and Latina/o Studies, law and police science, and literature, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find employment. A minor in Gender Studies, with its combination of cross-
disciplined, analytic and practical skills, provides a well-rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue gender studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

*Minor coordinator.* Professor Katie Gentile, Department of Counseling (212.237.8110, kgentile@jjay.cuny.edu)

*Additional Information.* Students who enrolled for the first time at the College in September 2014 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained in the *Undergraduate Bulletin 2013-14* on the College website at http://www.jjay.cuny.edu/academics/654.php

*Requirements.* The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four courses (18 credits) from the rich variety of gender studies courses offered in the social sciences and humanities. The gender studies coordinator compiles a list of all courses offered in the minor prior to student registration and posts it on the Gender Studies minor website: http://web.jjay.cuny.edu/~wsc/minor.htm.

*At least one course must be at the 300-level or above.* Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Minor Coordinator listed above for permission.

**Credits**

**PART ONE. REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 101 Introduction to Gender Studies OR ISP 145 Why Gender Matters</td>
<td>3</td>
</tr>
<tr>
<td>GEN 205 Gender and Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

*Subtotal: 6*

**PART TWO. ELECTIVES**

*Choose at least one course from EACH of the following areas. At least one must be at the 300-level or above*

**Category A: Diversities of Genders and Sexualities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. and/or Global Ethnic/Racial Gender and Sexual Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

*Subtotal: 12*
Select at least one

AFR 248 Men: Masculinities in the United States (moved from Category C)
ANT/PSY/SOC 210 Sex and Culture (moved to Category C.)
COR 320 Race, Class & Gender in a Correctional Context
GEN 255/BIO 255 The Biology of Gender and Sexuality
GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies
HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 364/GEN 364 The History of Gender and Sexuality: Prehistory to 1650 (moved from Cat B)
HIS 375 Female Felons in the Premodern World
LLS 255 The Latin American Woman in Global Society
PSY 333 Psychology of Gender (formerly PSY 228 Psychology and Women) (moved to Category C.)

Category B: Cultural Representations of Genders and Sexualities Art, Media, Literary and Cultural Representations of Gender and Sexuality

Select at least one

ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
HIS 364/GEN 364 The History of Gender and Sexuality: Prehistory to 1650 (moved to Cat A)
LIT 316 Gender and Identity in Literature

Category C: Institutional Systems of Genders and Sexualities Socio-Political and Economic Systems and Gender & Sexuality

Select at least one

AFR 248 Men: Masculinities in the United States (moved to Category A)
ANT 210/PSY 210/SOC 210 Sex and Culture (moved from Category A)
CRJ 420/SOC 420 Women and Crime
CSL 260 Gender and Work Life (was CSL 360)
ECO 327 Political Economy of Gender
HIS 270 Marriage in Medieval Europe (moved to Category A)
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSC 235 Women in Policing
PSY 333 Psychology of Gender (formerly PSY 228 Psychology and Women) (moved from Cat A)
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice

Total: 18
New Minor Proposal Form*

1. Department(s) proposing this minor: Sciences

2. Name of minor: Biology

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

4. Description of minor as it will appear in the Undergraduate Bulletin (write in full sentences):
   The minor in Biology is available to students of all majors. It is designed to give students an overview of the study of the most central concepts in life sciences including evolution and natural selection, cell biology, genetics, and molecular biology. Within each biology course, students will appreciate the history of the study of life on earth and how this history has shaped and continues to shape biological research. Five lecture courses and two lab courses are required for the minor and students may select courses from the list of biology offerings. Prior completion of Bio103 or Bio101+Bio102 is required before beginning the biology minor.

Rationale for the Undergraduate Bulletin: (as requested)

   Students in a wide variety of majors will benefit from a minor in biology, particularly those interested in postgraduate study or employment in areas of psychology, public health, and related disciplines. By pursuing the biology minor, students will gain insightful and understanding regarding the biological underpinnings of all living things, including and especially humans. Furthermore, students will become familiar with the scholarly literature of the life sciences and learn to evaluate, interpret, and critique biological data. These skills are highly sought after by employers and graduate programs in a wide variety of disciplines and industrial and government settings.

5. Statement of learning objectives

   Knowledge
   • Students will understand the basic genetic, cellular, and molecular underpinnings of cells and organisms

   Reasoning
   • Students will explain the biological theory of evolution and the way that cells, tissues, species, and ecosystems have been shaped through natural selection and adaptation.
• Students will use the biological sciences primary literature, and analyze and critique scientific experimentation and theory.

Practical skills
• Students will conduct and analyze biological experiments, emphasizing the role of ethics and objectivity in scientific data collection and interpretation.

Communication
• Students will develop their skills in the oral and written forms of scientific communication

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

The Biology minor will add long-needed minor offerings in the area of natural science at John Jay College. As a senior college within CUNY, the dearth of program offerings in the natural sciences is severely limiting the college goal of excellence and diversity in our liberal arts offerings. For the holistic rationale of a biology minor, we quote from the recent proposal of a new biology minor at the Ohio State University:

*Recent years have seen dramatic changes in the methods and techniques used in biological research, generating large amount of useful biological data. These changes are particularly evident in the practice of medicine, for example in the fields of cancer, the genetic factors affecting disease, and imaging technologies. We also face the consequences of climate change, a phenomenon which has come to the fore only in the last decade or so. The future of humans, individually and collectively, will be determined in large part by the progress we make in the biological sciences and our collective understanding of the significance of biological changes. Our students who major in [the sciences] will be important players in this progress, but other students are interested in the problems and solutions, in making informed decisions at the polls and at the cash register, and in understanding biology and relating that understanding to their peers, their family, their students, and their audience…*

We heartily agree with this rationale and would add that John Jay’s unique role in educating individuals in the public service only adds weight to the importance of a strong education in the biological sciences. Individuals working in the FDNY, DoJ, NYPD, PANYNJ, and all levels of local, state, and federal government would be well served by an understanding of the scientific principles covered in this minor program of study. Issues as diverse as modern forensic practice, public health, bioterrorism, neuropsychology, waste management, food resource management, water and sewer treatment, food safety, and chemical hygiene are dealt with by at all levels in a wide range of government agencies every day.

Even more germane, students that pursue the biology minor will find much greater success in finding acceptance to graduate programs in the life sciences,
especially those in neuroscience and cognitive psychology. Further, students in a
wide variety of majors will benefit from having a minor in life sciences, as
employers frequently give considerable weight to such education.

Because the biology minor begins with introductory coursework in biology and
chemistry, it is an attractive choice for former Forensic Science majors. Beyond
those prerequisites, the minor requires four additional lecture courses and one
laboratory course.

The committee that has devised this set of requirements, named below,
examined many biology minor programs at other institutions in coming to this
design. The list of institutions that were specifically studied is shown here.

<table>
<thead>
<tr>
<th>CUNY Peers:</th>
<th>Other Neighbors:</th>
<th>Leaders in Biology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens College</td>
<td>New York University</td>
<td>Cornell University</td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>Hofstra University</td>
<td>SUNY-Buffalo</td>
</tr>
<tr>
<td>Hunter College</td>
<td>Rutgers</td>
<td>University of CT</td>
</tr>
<tr>
<td>City College</td>
<td>St. John’s University</td>
<td>SUNY-Stony Brook</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>Pace University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barnard College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adelphi University</td>
<td></td>
</tr>
</tbody>
</table>

We found that details varied widely from institution to institution in the constitution
of the biology minor. For example, some include the introductory series as
required courses, while others have them as prerequisites only. However, the
total number of credits is adjusted accordingly so that the overall size of the
curriculum is similar. The smallest biology minor we found was Brooklyn College
at 14 credits, but the prerequisite introductory sequence does not count. The
largest program we examined was Barnard College at 25 credits. However, the
introductory sequence accounts for nine of these credits. Thus, by looking
carefully at these two programs, we see that they are actually quite similar in
size.

In another example, some include specific required courses in chemistry, while
others require chemistry only as course prerequisites, as we have done. Math
requirements varied as well, with the majority having no specific math
requirement, instead allowing the major programs of study to dictate math
courses, as we prefer to do.

The last major issue that varied widely among the biology minor programs we
studied was the requirement of lab work. Some programs had no explicit
laboratory requirement, such that students could complete the minor with only
the introductory laboratory courses (NYU, Hofstra, Rutgers, Cornell). Others
require a specific number of lab courses, usually two, three, or four (City College,
St. John’s, Barnard, SUNY-Stony Brook), and the introductory labs sometimes
count and sometimes do not. Still others have no explicit lab requirement but only
offer courses that have mandatory labs (Queens College), making lab courses a *de facto* requirement. Our selection of introductory labs and at least one upper-level lab course seems like a good balance and compares well to the comparable model programs.

Membership, committee to design a biology minor: Shu-Yuan Cheng, Angelique Corthals, Lawrence Kobilinsky, Richard Li, Nathan Lents, and Jason Rauceo

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

**Biology Minor Core (all students must take):**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio104</td>
<td>Modern Biology 2</td>
<td>4</td>
<td>Bio103</td>
<td></td>
</tr>
<tr>
<td>Bio2xx (Bio205)</td>
<td>Eukaryotic Cellular Bio.</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Bio315</td>
<td>Genetics</td>
<td>3</td>
<td>Bio104, Mat301 or Mat108***</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture courses – Students must select any two of these:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio255</td>
<td>Bio. Of Gender/Sex</td>
<td>3</td>
<td>Sci1xx or Bio103</td>
<td>SciWorld</td>
</tr>
<tr>
<td>Bio291 (211)</td>
<td>Microbiology</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Bio2xx (244)</td>
<td>*Forensic Biology</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Bio2xx (275)</td>
<td>*Evolutionary Biology</td>
<td>3</td>
<td>Bio104</td>
<td></td>
</tr>
<tr>
<td>Bio355</td>
<td>Human Physiology</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Bio3xx (375)</td>
<td>*Neurobiology</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Bio3xx (381)</td>
<td>*Forensic Anthropology</td>
<td>3</td>
<td>Bio104, Che103</td>
<td></td>
</tr>
<tr>
<td>Tox313</td>
<td>Intro. Toxicology</td>
<td>3</td>
<td>Che202</td>
<td></td>
</tr>
<tr>
<td>Bio412**</td>
<td>Molecular Biology I</td>
<td>5**</td>
<td>Bio315, Che315</td>
<td></td>
</tr>
<tr>
<td>Che315**</td>
<td>Biochemistry</td>
<td>4**</td>
<td>Bio104, Che202, Phy204, Mat242</td>
<td></td>
</tr>
</tbody>
</table>

**Laboratory courses – Students must select one of these:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio356</td>
<td>Anatomy/Physiology Lab.</td>
<td>2</td>
<td>Bio355 (coReq)</td>
</tr>
<tr>
<td>Bio29x (212)</td>
<td>*Microbiology Lab</td>
<td>2</td>
<td>Bio211 (coReq)</td>
</tr>
<tr>
<td>Bio39x (316)</td>
<td>*Genetics Lab</td>
<td>2</td>
<td>Bio315 (CoReq)</td>
</tr>
</tbody>
</table>

(Bio412 and Che315 also count as labs)

*Course currently under development
**Lecture/lab combined course, counts as both a lecture and a lab
***The optional substitution of Mat108 for Mat301 will be submitted as a course revision.

8. **Administration of the minor:**

a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):
   Nathan H. Lents, 05.61.06, 646.557.4504, nlents@jjay.cuny.edu

b. **Requirements for admission and/or completion of the minor if any** (i.e. GPA, course grades, deadlines, etc.):
   2.0 GPA in minor courses, per college requirements
9. **Statement on expected enrollment and resources required:**
   We envision the primary student populations that will pursue the biology minor to be the following, in descending order. First, among Forensic Psychology majors (the second largest major at the college), a growing number are interested in neuroscience, cognitive psychology, and similar programs. These students will be greatly aided by additional coursework in biology, particularly if they intend to pursue graduate studies. Second, former Forensic Science students are a large group of students at the college in a wide variety of majors. These students likely retain their interest in science and a minor in biology provides a mechanism for them to stoke that interest and keep doors of science-related careers open for the future. Third, students in the Criminalistics or Toxicology tracks of the Forensic Science major may wish to bolster their undergraduate experience and transcript by the acquisition of a minor. Those interested in graduate or professional programs in the life sciences will be particularly well served by a minor in biology. We expect that students in all three tracks of the Forensic Science major will take some of the biology courses as electives, but very few will actually pursue the minor, given the size of the Forensic Science major itself. However, these students will help enrollment in these courses and will bring their strong chemistry background and perspective into the learning environment of the biology courses.

10. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)
    Current library resources are adequate for all planned courses and the program as a whole.

    **Identify new library resources that are needed** (provide bibliography):
    None.

11. **Evaluate the facilities, computer labs, or other resources needed to support this minor:**
    The current support structure of the Department of Sciences is adequate. All along, a lab room in the New Building was allocated for “advanced biology courses” and this laboratory is sufficient for housing the laboratory courses.

12. **Summarize consultations with other departments that may be affected:**
    The Department has consulted with the Department of Psychology regarding the biology minor in general and the courses specific to neurobiology in particular. This consultation was valuable and formative, as we envision the largest cadre of students that pursue the biology minor are those majoring in Forensic Psychology.

13. **Name(s) of the Chairperson(s):** Lawrence Kobilinsky
Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** September, 2012

**Appendix I: Coverage of Ethical Considerations in the Biological Sciences**

The faculty involved in teaching the biology courses that constitute this minor proposal are dedicated to the learning of not only the knowledge and content of the biological sciences, but in the practice of biological research and practical applications that are characteristic of the discipline of biology. These considerations make the coverage of ethical conduct in research and practice as an inherent component of most courses. Thus, we would like to highlight some examples here of how the coverage of ethics takes place within the proposed biology minor.

- As stated in the **Learning Goals of the minor**, the exploration of ethical issues and responsible conduct in research are inseparable from proper instruction of laboratory techniques, experimental design, and the development of scientific knowledge. Quoted from the learning goals above: *Students will conduct and analyze biological experiments, emphasizing the role of ethics and objectivity in scientific data collection and interpretation.*

- Excerpt from the **Course Description** of Bio315 (Genetics), a required core course in the biology minor: *...Special topics will explore ethical issues and the relevance of genetics to clinical medicine (recombinant DNA therapy, cloning).*

- Excerpt from the **Course Description** of the proposed Bio205 (Eukaryotic Cell Biology), a required core course in the biology minor: *...Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.*

- Excerpt from the example syllabus of the proposed Bio205 (Eukaryotic Cell Biology), a required core course in the biology minor, while discussing the instructions for the required research paper: *The paper should provide a critical analysis of the study(ies), include analysis of any and all ethical considerations, place the findings in context with previous results, and speculate about future research that could specifically verify, refute, and/or build upon the findings.*

- Excerpt from the **Course Description** of the proposed Bio244 (Forensic Biology): *...Additionally, the code of ethics of forensic scientists will be introduced including ethics relating to the scientific methods, opinions and conclusions, court presentation, general practice of forensics, and responsibilities to the profession.*

- In the **Bio244** course, although covered throughout the course in context, one lecture is dedicated entirely to: *Ethics, Quality Assurance, Quality Control* (Sample syllabus, Bio244)

- In-class presentations are given in the following courses: Bio103 (Modern Biology 1) laboratory, Bio211 (Microbiology), Bio315 (Genetics), Bio355 (Human Physiology), Bio356 (Anatomy and Physiology Lab), and Bio413 (Forensic DNA Analysis and Interpretation. In all such presentations, the
grading scheme includes required coverage of relevant ethical considerations.

- The Modern Biology II course (Bio104), the Genetics course (Bio315) and the Microbiology course (Bio211) include explicit coverage of biotechnology and its use in industrial applications and healthcare. The biology faculty recognize that the coverage of ethics is inseparable from these discussions.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted__________4/8/2013__________  

1. a. Department(s) or program(s) proposing this course       Anthropology  
     b. Name and contact information of proposer(s):       Edward Snajdr  

               Email address(es)       esnajdr@jjay.cuny.edu  
               Phone number(s)       212 237-8262  

2. a. Title of the course Class, Race, Ethnicity and Gender in Anthropological Perspective  
     b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)  
          ClassRaceEthnGenAnth  
     c. Level of this course       ____100 Level       ____200 Level       ____300 Level       ____400 Level  

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

     This course is set at the 300-level due to the integrative, comparative, and intensive nature of the course content, theoretical topics and analytical critiques considered in readings lectures and assignments. This course is one of the core courses of the new major in anthropology. It focuses on four key concepts that are important cross-cultural markers of difference and belonging within and among human societies and that have occupied major theoretical orientations in the discipline of cultural anthropology. While students are introduced to all of them in the introductory course, this course consists of a serious and sustained engagement with all of them ethnographically, comparatively and theoretically.  

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

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.)  

     As one of the core courses of the new major in anthropology, this course examines four important concepts that operate within and among human societies on global and local levels and that are considered from a cross-cultural perspective. As markers of difference and belonging within and among groups, these concepts have occupied major theoretical
orientations in the discipline of cultural anthropology and students will engage with them in historical, cross-cultural and contemporary contexts.

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

This course examines the 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.

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, ANT 101

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

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

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

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

   The **Learning Objectives** of this course include gaining knowledge of social science concepts and analytic tools, including “ideology,” “social construction,” “essentialism,” and “stratification.” Students will also gain skills in demographic data collection, the production of “intimate ethnography” and “auto-ethnography,” and the ability to integrate qualitative and quantitative data. Information literary 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), the PBS online Project, “Race-The Power of an Illusion” (http://www.pbs.org/race/001_WhatsRace/001_00-home.htm), accessing data from the U.S. Department of the Census (http://www.census.gov/), and from the John Jay College Library electronic database (e.g., Ethnic Newswatch).

Aproved by UCASC, Oct 18, to College Council, Nov 26, 2013
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) formulate complex research questions on class, race, ethnicity and gender issues.
4) analyze relevant and complex social phenomena using key theoretical concepts.
5) give informative oral and written presentations on class, race, ethnicity and gender.

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)

   Proposed Anthropology Major

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
   
   No ___X____ Yes ________ If yes, please indicate the area:

11. How will you assess student learning?

   Student learning will be assessed through written assignments (80% of course grade) and class participation (20% of course grade). Students will write 6 two-page written assignments and one final, 5-page paper. Papers will assess student knowledge of theory and empirical data to reflect on their own social positionality using anthropological methods (auto-ethnography; intimate ethnography) and secondary qualitative and quantitative data. Assignment topics will be listed in the weekly course schedule.

   Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

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

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

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

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

13. Syllabus – See attached

14. Date of Department curriculum committee approval ___May 15, 2012_____

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

Alisse Waterston, Avram Bornstein, Ed Snajdr, Shonna Trinch, Patricia Tovar

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

_X No

___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

____Not applicable

____No

_X Yes. If yes, give a short summary of the consultation process and results.

The proposal was shared with Prof. Haberfeld, Chair of the Department of Law, Police Science and Criminal Justice Administration and Prof. Evan Mandery, Chair of the Department of Criminal Justice at the end of April 2013. Both Chairs were happy with the way the course was presented and supported its approval.

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:

Ric Curtis

Aproved by UCASC, Oct 18, to College Council, Nov 26, 2013
Chair, Proposer’s Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 Tenth Avenue
New York, NY 10019

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.aanet.org/resources/A-Public-Education-Program.cfm), the PBS online Project, “Race-The Power of an Illusion” (http://www.pbs.org/race/001_WhatsRace/001_00-home.htm), accessing data from the U.S. Department of the Census (http://www.census.gov/), and from the John Jay College Library electronic database (e.g., Ethnic Newswatch).

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

Course Policies:

Attendance/Punctuality/Participation
11) Students must arrive on time for class, and attend class. Absences will have a very negative

Aproved by UCASC, Oct 18, to College Council, Nov 26, 2013
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.

12) Each two instances of arriving late for class will count as an absence.
13) In-class exercises cannot be made up outside of class or at a later date for credit.
14) 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:**
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

| 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


D. Habitus

| Paper 2: Social Positionality and the Self (2 pages) |

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


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Week 6 Race as Lived Experience
B. As Lived Experience


In-class films: Kiri Davis, “A Girl Like Me” (http://www.mediathatmattersfest.org/films/a_girl_like_me/);
Lecture by Tim White, “White Like Me: Reflections on Race from a Privileged Son.”

<table>
<thead>
<tr>
<th>Paper 3: Reflections on Race and Racialization (2 pages)</th>
</tr>
</thead>
</table>

III. Ethnicity

Week 7 Ethnicity in Context
A. As Social Category

Week 8 The Making of Latinos in the US


U.S. Department of the Census: http://www.census.gov/

Week 9 Ethnicity Experienced
B. As Lived Experience


<table>
<thead>
<tr>
<th>Paper 4: Ethnic Groups and Boundaries in NYC (2 pages)</th>
</tr>
</thead>
</table>

IV. Class

Week 10 Making Class Visible

Aproved by UCASC, Oct 18, to College Council, Nov 26, 2013
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

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

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

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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

Aproved by UCASC, Oct 18, to College Council, Nov 26, 2013
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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 Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
New Course Proposal Form

Date Submitted_____________4/8/2013_______

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

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

   b. Name and contact information of proposer(s): Edward Snajdr

      Email address(es): esnajdr@jjay.cuny.edu
      Phone number(s): 212 237-8262

2.  a. Title of the course Ethnographic Research Methods in Anthropology

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

   c. Level of this course _____100 Level _____200 Level __X__300 Level _____400 Level

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

   This course is at the 300 level because it will challenge students to incorporate a basic theoretical knowledge of the field of cultural anthropology with methods of data collection, data organization and data analysis. The course will include intensive reading from classic works of methodology in the field as well as writing of field notes and the transcription, organization and analysis of qualitative data from participant-observation, interviews, questionnaires and mapping assignments.

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

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.)

   Qualitative field research is the hallmark and the foundation of cultural anthropology. This course is a core course of John Jay College's new anthropology major and it will provide students with theoretical, historical and contemporary knowledge of ethnographic research
methodologies including various fieldwork methods such as participant-observation, interviewing, mapping and questionnaires. The course will also provide students with the opportunity to develop these methods as practice and to evaluate their skills and the skills of their fellow students in implementing different field research techniques.

While the major also includes a basic quantitative methods for social science course (200-level), the ethnographic methods course will allow students to experience some of the pragmatic and analytical issues involved in cross-cultural research and the process of qualitative fieldwork, including engaging with the concept of ‘culture’, the scientific perspective of cultural relativism, the management and processing of discursive and symbolic data, and the ethics involved in doing ethnographic field research.

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.)

Students in this course will learn anthropological field research methods including their historical and theoretical origins, implementation and use. They will gain knowledge in project design, accessing the field, types of data and methods of data collection, primary and secondary analysis of data. They will also gain understanding of the ethics involved in doing field research and practice a range of narrative strategies for presenting research results. In addition to anthropological readings on ethnographic research, students will gain first-hand experience and skills in various methods such as participant observation, interviewing, conducting focus groups, compiling a case study and implementing questionnaires. Students will develop their own ethnographic projects that focus on a topic emerging from or integrated with urban spaces and communities that live in them.

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, ANT 101**

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

7. Has this course been taught on an experimental basis?
   
   ___X___ No  __________ Yes. If yes, then please provide:
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

The learning objectives of this course include gaining knowledge and skills in ethnography, participant-observation, interviewing, and research ethics. Students will learn the following academic and critical thinking skills: project design, identification of key themes, and recording and organizing field notes and other types of qualitative data from an anthropological perspective. Students will also 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.

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)

   Yes, the proposed BA in Anthropology – required course

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

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

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

   Student learning will be assessed through a combination short writings assignments and a more organized, in-depth paper. The grade will be calculated as follows: in-class exercises (15%), short field projects (15%) and writing assignments (15%), class participation (20%), and a final paper (35%). These assignments will provide the overall course grade (100%). Students will also be assessed using the departmental outcomes assessment rubrics that will evaluate the
effectiveness of course material, including lectures, readings and student assignments and exams.

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

   Yes__X__ No___

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

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ______May 15, 2012_________

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

   Avram Bornstein, Alisse Waterston, Anthony Marcus, Ed Snajdr, Patricia Tovar, Anru Lee, Ric Curtis

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

   ____No
   _X_Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

   SOC 328 Qualitative Research Methods in Criminology

   While SOC 328 introduces students to qualitative research methods such as participant observation and interviewing there is substantial attention paid to conducting research on and
among vulnerable and hidden populations as well as people associated with the criminal justice system. It features readings of criminological and sociological studies that use and discuss these methods. ANT 3XX will be more broad-based in subject matter on qualitative research and will focus on anthropological literatures related to the development, design and implementation of field research methods and cultural and cross-cultural analysis.

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

   ____ Not applicable  
   ____ No  
   **X** Yes. If yes, give a short summary of the consultation process and results.

   The department consulted with Richard Ocejo, Sociology who designed and who teaches SOC 328. Prof. Ocejo worked with Prof. Ed Snajdr in distinguishing the unique knowledge and skill objectives of both courses as they relate to the majors of Criminology and Anthropology respectively.

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:  

   Ric Curtis  

   Chair, Proposer’s Department
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.

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

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?


Week 4 Preliminaries and Preparations: Designing Projects

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


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)

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 4 Due – The Interviews & The Notes: Practicing In and Outside the Field

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

Week 13 Analyzing Data
Emerson, Fretz and Shaw, Chapter Five, “Pursuing Members’ Meanings” and Chapter Six, “Processing Fieldnotes: Coding and Memoing”: 129-200.
Week 14 Writing as Analysis, Writing as Presentation of Findings

Emerson, Fretz and Shaw, Chapter Seven, “Writing an Ethnography”: 201-242.


Week 15 Assessing Our Experience

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accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.
Date Submitted: 4/26/13, resubmitted 9/27/13

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

   Name(s): Angela Crossman
   Email(s): acrossman@jjay.cuny.edu
   Phone number(s): 212-237-8653

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

   **PSY 329 - History of Psychology**
   Abbreviated: History of Psych

4. Current course description:

   In this course students will develop, integrate, and critique historical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, PSY 101, PSY 311 (note: this course has STA 250 as a prerequisite)

5. Describe the nature of the revision:

   We would like to remove PSY 311 (Research Methods in Psychology) as a prerequisite and replace it with Stats 250, which is already a prerequisite for PSY 311. This will enable more students to take this course earlier in their academic careers. However, for interested non-majors, the requirement of STA 250 might be waived at the discretion of the instructor or
department.

6. Rationale for the proposed change(s):

We have two reasons for seeking this revision.

(1) Students do not need the content from Psy 311 in order to master the content of ‘History of Psychology’. However, students will succeed best in course if they have taken Stats 250 because it will help students understand the empirical nature of psychology in its current form, as it has evolved over time as a social science.

(2) This is consistent with the course prerequisites for all courses in Part 2 of the revised Forensic Psychology major. These courses are scaffolded to encourage students to take the required 200-level classes (including Statistics) before they embark on more rigorous 300-level courses (in which they will be expected to critique primary resource materials).

In consideration of the UCASC committee’s concerns, we have decided that in some circumstances, the Stats 250 requirement might be waived for non-majors at the instructor’s or department’s discretion.

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

   a. Revised course description: NA

   b. Revised course title: NA

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

   d. Revised learning outcomes NA

   e. Revised assignments and activities related to revised outcomes NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: ENG 102/201, PSY 101, STA 250 (or instructor permission)

8. Enrollment in past semesters:  Spring 2013: 12 students; Fall 2013: 27

9a. Will this course be offered as part of the new JJ General Education program (Common Core...
or College Option)?

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

10. Does this change affect any other departments?

__xx__ No ___________ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 4/1/13

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   L. Thomas Kucharski
Course Revision Form

Date Submitted: 7/14/13

1. Name of Department or Program: CTA

2. Contact information of proposer(s):

   Name(s): Seth Baumrin
   Email(s): sbaumrin@jjay.cuny.edu
   Phone number(s): 212 237 8130

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

   **SPE 209 (DRA 209) Voice for the Professional / VOICE & DICT PROFESL**

   Note: last spring this course was changed from the SPE to the COM prefix. Since it happened late in the academic year, this course is in the bulletin for 2013 under SPE but next year will be listed as DRA 209

4. Current course description:

   This course is designed to assist students in identifying and improving pronunciation, articulation and vocal production challenges. Special emphasis will be placed on developing skill in efficient and effective communication via relaxation, breathing, energy, articulation and resonance during vocal production. Focus will be directed to tension-free production of the sounds and stress patterns of American English. Performance texts will be explored for logical character-driven emotional communication in the development of character for the stage.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101, SPE 113 or COM 113, and sophomore standing or above or permission of the instructor

5. Describe the nature of the revision: Remove prerequisites except ENG 101

6. Rationale for the proposed change(s): The prerequisites are being adjusted in response to the new Gen Ed structure. All students are no longer required to take SPE 113 (now COM 113) so this prerequisite would severely limit the number of students who could register for SPE 209. Additionally, this course is appropriate for any John Jay student, a certain class standing is not necessary to succeed in the course.

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

Approved by UCASC, Oct 18, to College Council, Nov 26, 2013
a. Revised course description: No change

b. Revised course title: No change
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): No change
d. Revised learning outcomes: No change
e. Revised assignments and activities related to revised outcomes: No change
f. Revised number of credits: No change
g. Revised number of hours: No change

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: Over 22

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)
   No _X

10. Does this change affect any other departments?
    ___X___ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: July, 2013

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Seth Baumrin, July 24, 2013

Approved by UCASC, Oct 18, to College Council, Nov 26, 2013
TO: Kathy Killoran and UCASC

FROM: Matthew Perry, Major Coordinator (Global History)

RE: Change of prerequisites for History courses to accord with new Pathways Gen Ed

DATE: October 2, 2013

In order to align prerequisites to History courses with the revised Pathways General Education requirements, we are requesting the following changes:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>CURRENT PREREQUISITES</th>
<th>REVISED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 252 (Warfare in the Ancient Near East)</td>
<td>ENG 201, and HIS 203 or HIS 231</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 254 (Ancient Greece and Rome)</td>
<td>ENG 201, and HIS 203 or HIS 231</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 256 (History of Muslim Societies)</td>
<td>ENG 101, and HIS 204 or HIS 205 or HIS 232</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 264 (China to 1650)</td>
<td>ENG 101, and one from HIS 203, 204, 205, 231, or 232</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 269 (History of World Slavery to 1650)</td>
<td>ENG 101, and HIS 203 or HIS 204</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 274 (China: 1650-Present)</td>
<td>ENG 201, and HIS 205 or HIS 232</td>
<td>ENG 201</td>
</tr>
<tr>
<td>HIS 323 (Lynching and Collective Violence)</td>
<td>ENG 201, HIS 204 and HIS 205</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 340 (Modern Military History)</td>
<td>ENG 201 and HIS 205</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 354 (Law and Society in Ancient Athens and Rome)</td>
<td>ENG 201, and HIS 203 or HIS 231</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 356 (Sexuality, Gender, Culture in Muslim Societies)</td>
<td>ENG 201, and HIS 204 and HIS 205, or HIS 232</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 362 (History of Science and Medicine to 1650)</td>
<td>ENG 201, and HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 364 (History of Gender and Sexuality to 1650)</td>
<td>ENG 201, and GEN 101 or HIS 203 or HIS 204 or HIS 231</td>
<td>ENG 201, and GEN 101 or any 200-level History course</td>
</tr>
<tr>
<td>HIS 366 (Religions of the Ancient World)</td>
<td>ENG 201, and HIS 203 or HIS 231</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 370 (Ancient Egypt)</td>
<td>ENG 201, and HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 381 (Social History of Catholicism)</td>
<td>ENG 201; HIS 204 or HIS 231; and HIS 203, 205 or 232</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
<tr>
<td>HIS 383 (History of Terrorism)</td>
<td>ENG 201; HIS 205 or 232; and HIS 203, 204, or 231</td>
<td>ENG 201, and any 200-level History course</td>
</tr>
</tbody>
</table>