I. Adoption of the Agenda

II. Minutes of the December 11, 2014 College Council (attachment A), Pg. 3

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

-Dennis Sherman was elected to fill the vacant position as the Interdisciplinary Studies Program representative on the College Council Committee, Pg. 7

-Jon Shane was elected to fill the vacant position as the Law, Police Science and Criminal Justice Administration representative on the College Council Committee, Pg. 7

-Jon Childerley replaces Randall LaSalle as Coordinator for Fraud Examination and Financial Forensics (BS) on the Council of Undergraduate Program Coordinators, Pg. 23

-Deryn Strange replaces Daryl Wout as Coordinator for Forensic Psychology (BA) on the Council of Undergraduate Program Coordinators, Pg. 23

-Shu-Yuan Cheng replaces Lawrence Kobilinsky as Coordinator for Forensic Science (BS) on the Council of Undergraduate Program Coordinators, Pg. 23

IV. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C15) – Provost and SVP for Academic Affairs, Jane P. Bowers

New Courses
C1. AFR 1XX Africana Oral Traditions (Com), Pg. 26
C2. HON 3XX The Idea of the Common Good Across Disciplines (JCII), Pg. 40
C3. LLS 1XX Introduction to Latin American History (LP), Pg. 55
C4. LLS 2XX Indigenous Latin America (WC), Pg. 71
C5. SPA 3XX Violence Against Women in the Spanish-Speaking World, Pg. 89
C6. SPA 3YY Hispanic Film, Pg. 103
C7. SPA 3ZZ Gay, Lesbian and Transgender Issues in Hispanic Literature, Pg. 116

Course Revisions
C8. GEN/BIO 255 The Biology of Gender and Sexuality (Sci Wld), Pg. 132
C9. HIS 325 Criminal Justice in European Society, 1750 to the Present, Pg. 135
V. Proposal from the Committee on Graduate Studies (attachments D1-D9) – Associate Provost and Dean of Graduate Studies, Anne Lopes

New Courses
D1. PMT 7XX GIS for Public Safety and Emergency Management, Pg. 174
D2. PMT 7XX Emergency Management: Managing Response to Large-Scale Incidents, Pg. 184
D3. PMT 7XX Seminar on Emergency Response Studies, Pg. 198

Course Revisions
D4. PMT 763 Emergency Management: Preparedness, Pg. 209
D5. ICJ 701 Economics for International Crime and Justice, Pg. 219

Programs
D6. Proposed Master of Science Degree in Emergency Management, Pg. 225
D7. Proposed Advanced Certificate program in Emergency Management Studies, Pg. 253
D8. Change in degree program: MS in Protection Management (removal of Emergency Management track), Pg. 263

Academic Standard
D9. Excellence Fee proposal for John Jay Graduate Psychology Programs, Pg. 269

VI. Revised College Council Calendar (attachment E), Pg. 275

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Shereef Hassan
The College Council held its fourth meeting of the 2014-2015 academic year on Thursday, December 11, 2014. The meeting was called to order at 1:50 p.m. and the following members were present: Grace Theresa Agalo-os, Scheveletta Alford, Andrea Balis, Warren Benton, Adam Berlin, Jane P. Bowers, Claudia Calirman, James Cauthen, Katarzyna Celinska, Sylvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Margaret Escher, Diana Falkenbach, Kaniz Fatima, Robert Furst, Katie Gentile, Lior Gideon, John Gutierrez, Maki Haberfeld, Shereef Hassan, Alma Huskic, Hunter Johnson, Faika Kabir, Maria Kiriakova, Louis Kontos, Tom Kucharski, Carmen Kynard, Nilsa Lam, Anne Lopes, Vincent Maiorino, Jay Pastrana, Allison Pease, Giovanni Perna, Frank Pezzella, Robert Pignatello, Nicole Ponzo, Melinda Powers, Muhammad Rehman, Dainius Remeza, Kyle Roberts, Raul Romero, Raul Rubio, Rosann Santos-Elliott, Michael Scaduto, Francis Sheehan, Charles Stone, Staci Strobl, Robert Till, Jeremy Travis, Robert Troy and Janet Winter.

Absent were: Anthony Carpi, Marsha Clowers, Lynette Cook-Francis, Angelique Corthals, Norris James, Karen Kaplowitz, Tiffani Kennedy, Taisha Lazare, Kyoo Lee, Xerxes Malki, Edward Paulino, Ian Seda, Fritz Umbach, Arturo Urena, Kristal Wilkins and Daniel Yaverbaum.

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

II. Minutes of the November 25, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Approval of the Members of the College Council Committees (attachment B)
A motion was made to adopt the membership list as presented. The motion was seconded and approved unanimously.

IV. Proposal from the Provost’s Taskforce on the Student Evaluation of the Faculty (attachment C)
A motion was made to adopt the proposal marked “C. Proposal to Evaluate All Courses Online for a Period of Two Years”. The motion was seconded and approved unanimously with the following amendment on the first bullet under the section “Process of Evaluation”:

- “We will continue to administer the student evaluation of faculty during a two week period. However, faculty will be able to choose the week in which they wish to administer the evaluations by selecting an on/off feature (spigot). Work should continue during the pilot to narrow the duration of the spigot,”
with the goal being a two-day spigot; the spigot would be opened on the day
the faculty member administers the student evaluation of faculty in class and
would close at the end of the following day. Once a selection is made and the
data provided to the vendor, no more changes can be permitted.”

V. Proposals from the Committee on Graduate Studies (attachments D1-D5)
A motion was to adopt the course revision marked “D1. Change in degree program:
MPA-IO addition of specialization in Inspection and Oversight of Health Services”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “D2. Change in Graduate Dean’s List Policy”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “D3. Change in Graduate Grade Appeals Policy”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “D4. Introduction of Academic Renewal Policy.” The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “D5. Introduction of Policy on Extra Work in Graduate Courses”. The motion was seconded and approved unanimously.

VI. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments E1-E21)
A motion was made to adopt the program marked “E1. Proposal for a New BA with a Major in Spanish”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “E2. Proposal to Add Online Format for BS in Security Management”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “E3. Proposal to Revise the Law Minor”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “E4. Proposal to Revise the Computer Science Minor”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “E5. Proposal to Revise the Policy on External Credit”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “E6. AFR 2XX (224) African American Journeys (LP)”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “E7. ART 3XX (318) Social Activism in the Visual Arts (JCII)”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “E8. CJBA 2XX (241) Quantitative Inquiry of Problems in Criminal Justice II”. The motion was seconded and approved unanimously.
A motion was made to adopt the new course marked “E9. HIS 1XX (150) Doing History”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “E10. HON 4XX (401) Capstone Seminar”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “E11. SPA 2XX (255) Spanish for the Professional”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked E12-E21 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked E12-E21:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E12.</td>
<td>CJBA 240 Quantitative Inquiry of Problems in Criminal Justice</td>
</tr>
<tr>
<td>E13.</td>
<td>CJBA 340 Research Methods in Criminal Justice</td>
</tr>
<tr>
<td>E14.</td>
<td>CJBA 363 Space, Crime and Place: Methods, Applications and Theory</td>
</tr>
<tr>
<td>E15.</td>
<td>CJBA 365 Change and Innovation in Criminal Justice</td>
</tr>
<tr>
<td>E16.</td>
<td>CJBA 380-381 Special Topics in Criminal Justice Research</td>
</tr>
<tr>
<td>E17.</td>
<td>SPA 321 Introduction to Spanish Literature I</td>
</tr>
<tr>
<td>E18.</td>
<td>SPA 322 Introduction to Spanish Literature II</td>
</tr>
<tr>
<td>E19.</td>
<td>SPA 331 Introduction to Latin American Literature I</td>
</tr>
<tr>
<td>E20.</td>
<td>SPA 332 Introduction to Latin American Literature II</td>
</tr>
<tr>
<td>E21.</td>
<td>SPA 401 Contemporary Issues in Hispanic Literature</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

The meeting was adjourned at 2:55 p.m.
# Table of Contents

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

- Administration ........................................................................................................................................ 2
- Faculty .................................................................................................................................................. 2-3
- Students .............................................................................................................................................. 3-4

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

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

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

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

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

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

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

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

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

Committee on Student Evaluation of the Faculty 2014-2015 ................................................................. 16

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

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

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

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

College-Wide Grade Appeals Committee ................................................................................................. 19

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

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

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

**Faculty:**

- Full-time faculty elected from each academic department:
  9. Africana Studies  
     Xerxes Malki
  10. Anthropology  
     Robert Furst
  11. Art and Music  
     Claudia Calirman
  12. Communication and Theater Arts  
     Marsha Clowers
  13. Counseling  
     Katie Gentile
  14. Criminal Justice  
     Frank Pezzella
  15. Economics  
     Ian Seda
  16. English  
     Carmen Kynard
  17. Health and Physical Education  
     Vincent Maiorino
  18. History  
     Edward Paulino
  19. Interdisciplinary Studies Program  
     Dennis Sherman
  20. Latin America and Latina/o Studies  
     John Gutierrez
  21. Law, Police Science and Criminal Justice Administration  
     Lior Gideon (Fall)
     Jon Shane (Spring)
  22. Library  
     Maria Kiriaikova
  23. Mathematics and Computer Science  
     Hunter Johnson
  24. Modern Languages and Literatures  
     Silvia Dapia
  25. Philosophy  
     Kyoo Lee
  26. Political Science  
     James Cauthen
  27. Psychology  
     Tom Kucharski
  28. Public Management  
     Warren Benton
     Robert Till
  30. Sciences  
     Angelique Corthals
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>Janice Dunham</td>
</tr>
<tr>
<td>English</td>
<td>Karen Kaplowitz</td>
</tr>
<tr>
<td>Law, Police Science and Criminal Justice Administration</td>
<td>Staci Strobl</td>
</tr>
<tr>
<td>Science</td>
<td>Daniel Yaverbaum</td>
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<tr>
<td>Sociology</td>
<td>Jay Pastrena</td>
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<tr>
<td>Science</td>
<td>Francis Sheehan</td>
</tr>
<tr>
<td>Science</td>
<td>Artem Domashevskiy</td>
</tr>
<tr>
<td>Psychology</td>
<td>Charles Stone</td>
</tr>
<tr>
<td>Law, Police Science and Criminal Justice Administration</td>
<td>Maki Haberfeld</td>
</tr>
<tr>
<td>Psychology</td>
<td>Jennifer Dysart</td>
</tr>
<tr>
<td>Psychology</td>
<td>Diana Falkenbach</td>
</tr>
<tr>
<td>English</td>
<td>Dainius Remeza</td>
</tr>
<tr>
<td>English</td>
<td>Margaret Escher</td>
</tr>
<tr>
<td>Sociology</td>
<td>Louis Kontos</td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>Raul Rubio</td>
</tr>
<tr>
<td>Law, Police Science and Criminal Justice Administration</td>
<td>Katarzyna Celinska</td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>Adam Berlin</td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>Raul Romero</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Vacant</th>
<th>Vacant</th>
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<tr>
<td>Vacant</td>
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<td>Vacant</td>
<td>Vacant</td>
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</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td>Michael Scaduto</td>
</tr>
<tr>
<td>52.</td>
<td>Rosann Santos-Elliott</td>
</tr>
<tr>
<td>53.</td>
<td>Janet Winter</td>
</tr>
<tr>
<td>54.</td>
<td>Nilsa Lam</td>
</tr>
<tr>
<td>55.</td>
<td>Sandrine Dikambi</td>
</tr>
</tbody>
</table>

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

Tiffany Onorato

2014-2015
Revised: February 3, 2015
Students:
56. President of the Student Council Shereef Hassan
57. Vice President of the Student Council Faika Kabir
58. Treasurer of the Student Council Norris James
59. Secretary of the Student Council Grace Theresa Agalo-os
60. Elected At-Large Representative Kyle Roberts
61. Elected graduate student representative Kristal Wilkins
62. Elected graduate student representative Nicole Ponzo
63. Elected senior class representative Taisha Lazare
64. Elected senior class representative Tiffani Kennedy
65. Elected junior class representative Muhammad Rehman
66. Elected junior class representative Arturo Urena
67. Elected sophomore class representative Giovanni Perna
68. Elected sophomore class representative Alma Huskic
69. Freshman representative designated according to a method duly adopted by the Student Council. Kaniz Fatima

- 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. Barna Akkas            | 2. Maria Plata           |
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 VACANT
- Two (2) other members of the Faculty Senate
  1. Warren Benton
  2. Francis Sheehan
- President of the Higher Education Officers Council Sandrine Dikambi
- Vice-President of the Higher Education Officers Council Nikki Hancock-Nicholson
- President of the Student Council Shereef Hassan
- Vice-President of the Student Council Faika Kabir

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. Warren Benton
  2. Karen Kaplowitz
  3. Carmen Kynard
  4. John Gutierrez
  5. Raul Rubio
  6. Francis Sheehan
  7. Robert Till

- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson

- Three (3) students
  1. Shereef Hassan
  2. Faika Kabir
  3. Kyle Roberts
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:

- Associate Provost and Dean of Undergraduate Studies (Chairperson): Scott Stoddart
- Registrar: Adam Stone
- Executive Academic Director of Undergraduate Studies: Kathy Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies: C. Jama Adams
2. Anthropology: Ed Snajdr (Fall), Ric Curtis (Spring)
3. Art and Music: Ben Bierman
4. Communication and Theater Arts: Bettina Murray
5. Counseling: Ma’at Lewis
6. Criminal Justice: Chongmin Na
7. Economics: Mathieu Dufour
8. English: Al Coppola
9. Health and Physical Education: Susan Larkin
10. History: Anissa Helie
11. Interdisciplinary Studies Program: Susannah Crowder
12. Latin American and Latina/o Studies: Lisandro Perez
13. Law, Police Science and Criminal Justice Administration: Heath Grant
14. Library: Marta Bladek
15. Mathematics and Computer Science: Michael Puls (Fall), John Bryk (Spring)
16. Modern Languages and Literatures: Aida Martinez-Gomez
17. Philosophy: Mary Ann McClure
18. Political Science: Brian Arbour
19. Psychology: Michael Leippe
20. Public Management: Judy-Lynne Peters
21. Sciences: Sandra Swenson
22. Security, Fire and Emergency Management: Glenn Corbett
23. SEEK: Monika Son
• Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Muhammad Rehman
  2. Leslie I. Smith Ramirez
  3. VACANT

**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:

- Assistant Vice President and Dean of Students (chairperson)  
  Kenneth Holmes
- Director of Athletics  
  Carol Kashow
- Director of The Center for Student Involvement and Leadership  
  Danielle Officer
- Two (2) members of the faculty
  1. Alexa Capeloto
  2. Nicole Elias
- Six (6) students
  1. Joanne Jeung
  2. Kenny Gonzalez
  3. Nancy Umana-Melendez
  4. Daniel Melendez
  5. Steve Beauduy
  6. VACANT
Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Jeffrey Kroessler
  2. John Matteson
  3. Martin Wallenstein

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. C. Jama Adams
  2. Margaret Escher
  3. Sandy Lanzone
  4. Roger McDonald
  5. Liliana Soto-Fernandez
  6. Lorraine Moller

- 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. Aiman Mahmoud
  2. Nathalie Velasco
  3. Chaoqi Chen
  4. Kenny Gonzalez
  5. Thamanna Hussain
  6. Taisha Guy

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 P. Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies  Anne Lopes
- Associate Provost and Dean of Undergraduate Studies  Scott Stoddart
- Associate Provost and 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 and Theater Arts     Seth Baumrin
  5. Counseling                         Lynette Cook-Francis
  6. Criminal Justice                   Evan Mandery
  7. Economics                          Jay Hamilton
  8. English                            Valerie Allen
  9. Health and Physical Education       Jane Katz
 10. History                            Allison Kavey
 11. Interdisciplinary Studies Program  Richard Haw
 12. Latin American and Latino/a Studies Lisaandro Perez
 13. Law, Police Science and Criminal Justice Administration  Maki Haberfeld
 14. Library                            Larry Sullivan
 15. Mathematics and Computer Science   Douglas Salane
 16. Modern Languages and Literatures   Silvia Dapia
 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. Amy Adamczyk
2. David Munns
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. Adam McKible
2. Michael Pfeifer
3. Peter Shenkin

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. Gina Moreno
2. VACANT
Budget and Planning Committee

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

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis
- Vice President for Enrollment Management Robert Troy
- Associate Provost for Institutional Effectiveness James Llana
- Executive Director for Human Resources Kevin Hauss
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
- Associate Provost and Dean of Undergraduate Studies Scott Stoddart
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Financial and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate VACANT
- Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee VACANT
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latina/o Studies Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthen
  19. Psychology Angela Crossman

2014-2015
Revised: February 3, 2015
20. Public Management
   21. Sciences
   23. SEEK
   24. Sociology

- Chairperson of the Higher Education Officers Council, or designee Sandrine Dikambi
- Two (2) higher education officer representative
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
- President of the Student Council or designee Shereef Hassan
- Treasurer of the Student Council or designee Norris James
- One (1) additional student representative Daniel Melendez
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. 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 Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee VACANT
- Chair of the Council of Chairs Jonathan Jacobs
- Vice Chair of the Council of Chairs Warren Benton
- One (1) representative chosen by the Council of Chairs Anthony Marcus
- Chair of the Higher Education Officers Council Sandrine Dikambi

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost’s Senior Director for Academic 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   Thomas Kucharski
2. Vice Chair of the Faculty Senate Fiscal Affairs Committee   VACANT
• Chair of the Council of Chairs   Jonathan Jacobs
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Benton
  2. Anthony Marcus
• Chair of the Higher Education Officers Council   Sandrine Dikambi
• One (1) student representative
  1. Raquel Maragh

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 and Dean of Graduate Studies (chairperson)  
  Anne Lopes
- Assistant Vice President and Dean of Students  
  Kenneth Holmes
- Vice President for Enrollment Management  
  Robert Troy
- Chief Librarian  
  Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice  
     Avram Bornstein
  2. Digital Forensics and Cybersecurity  
     Richard Lovely
  3. Forensic Mental Health Counseling MA/JD  
     James Wulach
  4. Forensic Mental Health Counseling  
     Kevin Nadal
  5. Forensic Psychology  
     Diana Falkenbach
  6. Forensic Science  
     Mechthild Prinz
  7. International Crime and Justice  
     Rosemary Barberet
  8. Protection Management  
     Charles Nemeth
  9. MPA: Public Policy and Administration  
     Marilyn Rubin
  10. MPA: Inspection and Oversight  
     Warren Benton
- BA/MA Director  
  Chitra Raghavan
- Two (2) graduate students
  1. J. Ceema Samimi-Luu
  2. VACANT
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 Marcus
  3. Elizabeth Nisbet
  4. Daniel Martens Yaverbaum
- Two (2) students
  1. Raquel Mann
  2. VACANT

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
- Senior Director of Academic Operations, Office of the Provost Kinya Chandler
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate VACANT
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
  20. Public Management Warren Benton
  21. Sciences Lawrence Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology Ric Curtis
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:

- Associate Provost and Dean of Undergraduate Studies (Chairperson) Scott Stoddart
- Coordinators of Undergraduate Majors
  1. Anthropology Johanna Lessinger
  2. Computer Science and Information Security Spiros Bakiras
  3. Computer Information Systems in CJ and PA Spiros Bakiras
  4. Criminal Justice (B.A.) Evan Mandery
  5. Criminal Justice (B.S.) Eric Piza
  6. Criminal Justice Management Salomon Guajardo
  7. Criminology Louis Kontos
  8. Culture and Deviance Studies Ed Snadjr
  9. Dispute Resolution Maria Volpe
  10. Economics Catherine Mulder
  11. English John Staines
  12. Fire and Emergency Services Donell Harvin
  13. Fire Science Donell Harvin
  14. Forensic Psychology Deryn Strange
  15. Forensic Science Shu-Yuan Cheng
  16. Fraud Examination and Financial Forensics* Jon Childerley
  17. Gender Studies Katie Gentile
  18. Global History Matthew Perry
  19. Humanities and Justice David Munns
  20. International Criminal Justice Klaus Von Lampe
  21. Latin American and Latina/o Studies Jose Luis Morin
  22. Law and Society Maxwell Mak
  23. Legal Studies Monica Varsanyi (co-chair)
  24. Library Harold Sullivan
  25. Philosophy Karen Okamoto
  26. Police Studies Mary Ann McClure
  27. Political Science John Decarlo
  28. Public Administration Andrew Sidman
  29. Security Management Samantha Majic (co-chair)
  30. Sociology Peter Mameli

*Pending approval of the NYSED
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
- Assistant Vice President and Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Sanjair Nair
  2. Violet Yu
  3. Preeti Chauhan
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Thamanna Hussain
  2. Nathalie Velasco
  3. Sanjida Meem

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. Staci Strobl
3. Toy-Fung Tung
4. VACANT

2014-2015
Revised: February 3, 2015
5. VACANT

**College-Wide Assessment Committee**

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

- **VACANT**  
  (Chair)
- 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 Lorenzi  
  2. Elizabeth Jeglic  
  3. Marie-Helen Mares  
  4. Bonnie Nelson  
  5. Denise Thompson  
  6. VACANT  
  7. VACANT
- Three(3) Higher Education Officers  
  1. VACANT  
  2. Kelly Greene  
  3. Rosann Santos-Elliott
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

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

   b. **Name and contact information of proposer(s)**: Crystal Leigh Endsley, Ph D

      Email address(es)  cendsley@jjay.cuny.edu
      Phone number(s)  212-393-6402

   a. **Title of the course**: AFR 1XX: Africana Oral Traditions

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

   c. **Level of this course**: 

      \[
      \text{100 Level } \text{200 Level } \text{300 Level } \text{400 Level}
      \]

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

   

This course is designed to help students build important reading, writing, and oral presentation literacy skills as they are introduced to foundational Africana Studies theories and history about oral traditions. The course will serve as an entry point into the foundational theories and techniques that guide different genres of oral tradition, and explore the cultural impact that these African-based traditions have on contemporary America. Specifically tailored to appeal to and instruct first-year students, the content of this course will assist them in developing crucial communication skills by experimenting with various styles of oral performance over the course of the semester. We will work to assess which oral traditions seem to have the most impact and work to incorporate those skills into useful tools for effective presentations and communication. Students will apply their knowledge about the ways in which perspectives of Africans in America construct social relationships in order to better understand how racialized and gendered representations inform injustices that impact their everyday lives.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): AFR
2. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course centers on the idea that the success and retention of first year students depends not only on effective teaching of discipline-related content, but also on successful navigation of college life. This course is unique to John Jay because it offers an introduction to the history of oral traditions of the African Diaspora as an entry point for developing students’ own communication and presentation skillsets. Students will exercise critical thinking skills in order to assess and practice various forms of oral communication. These skills are a necessary foundation for a wide variety of majors across campus, as well as the job market. Students will develop skills for success in collegiate level reading, writing, and information literacy, as well as what is required for productive collaborative work with peers. In addition, students will be introduced to campus resources such as the library, Writing Center and Center for Race, Crime and Justice and will be expected to attend, participate in, and assess campus-wide events that feature various forms of communication.

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

*Africana Oral Traditions* is designed to give students an introductory understanding of the origins of African-based oral practices such as call and response, oral history, testimony, poetry and the arts in the United States. The course combines lecture and performance to offer a broad understanding of cultural literacy, language and practices. Students will attend events, analyze written and visual performances, and develop their own oral communication skill set through in class practice and presentations.

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

5. Number of:
   a. Class hours  **3**
   b. Lab hours  ****
   c. Credits  **3**

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

   X  No  **** Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
d. Prerequisites(s):

7. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

- Express clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Maintain self-awareness and critical distance
- Work collaboratively
- Listen, observe, analyze and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

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

   ___X__No  ____Yes

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

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

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

   **College Option:**

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

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

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
This course invites students to explore, connect, and interpret narratives of history and oral traditions through communication-based activities, readings, film and lectures. This foundation will equip students to link historical oral traditions with contemporary issues of social justice related to the African Diaspora. In so doing, students will develop an introductory level ability to observe and effectively communicate in a variety of cultural contexts and situations.

Students will observe and practice effective communication in the classroom through short writing assignments, facilitating dialogue, and discussing themes of the required readings. This consistent practice discussing course materials will provide students with many opportunities to scaffold their communication skills through a variety of evaluated assignments. At the conclusion of the semester, students will have gained a breadth of oral presentation experience from small informal discussions with a group of peers, to presenting a large-scale group project. These goals are aligned with the Communications learning outcomes and present important ways for students in an entry-level class to broaden the scope of their knowledge and practice of effective oral communication.

Another aspect of developing effective communication skills requires that students are able to assess their own abilities. Written and oral reflection are key tools for becoming self-aware and students enrolled in this class will complete self- and peer evaluations several times over the course of the semester, allowing them to track their own improvement and progress. Successful self-evaluation is a part of the communications skillset and also plays a major role in long-term student success.

An important foundational tool for students is the ability to collect data, synthesize results, and practice techniques to improve their research and presentation skills. This communications learning outcome ties in directly to the objectives of Africana Oral Traditions because this class emphasizes best practices for students to collect and analyze data, and then to locate and articulate their own experiences in relation to that data. They will work to compare dominant narratives which are considered valid throughout history and media, consider context, and the social structures that impede or invite certain testimonies. Students will also attend a variety of presentations and will have the opportunity to reflect upon the cultural contexts and target audiences of specific forms of oral communication. Students will make critical course connections between the events and social issues as discussed in class.

Additionally, students will gather opposing viewpoints from a variety of sources and will contextualize different oral communication techniques within the larger social framework. In their final presentation, students will demonstrate their ability to work collaboratively through conducting research and presenting in small groups around a topic from class materials. The structure and content of this Africana Studies course, as well as the ways in which student work is assessed make communications the best suited area for this general education course.

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

Every semester __x____    Number of sections: ____1____

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Fall semesters only ___  Number of sections: _____
Spring semesters only ___  Number of sections: _____

11. How will you **assess student learning**?
   - Weekly written reflections/student led class facilitations
   - Portfolio assignment
   - Attendance at two outside events sponsored by John Jay student organizations or academic departments and written responses to those experiences
   - Final oral presentation
   - Final paper
   - Quizzes, participation, and short in class writing assignments

12. Did you meet with a librarian to discuss **library resources** for the course?
   - Yes _x_  No___
     - If yes, please state the librarian’s name Marta Bladek ___
     - Are there adequate resources in the library to support students’ work in the course
       - Yes _x_  No________

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

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

14. Date of **Department curriculum committee** approval __10/30/2013__

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

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

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

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

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

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: Jama Adams, Chair, Africana Studies
### John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>AFR 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Africana Oral Traditions</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>Africana Oral Traditions is designed to give students an introductory understanding of the origins of African-based oral practices such as call and response, oral history, testimony, poetry and the arts in the United States. The course combines lecture and performance to offer a broad understanding of cultural literacy, language and practices. Students will attend events, analyze written and visual performances, and develop their own oral communication skill set through in class practice and presentations.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

**John Jay College Option Location**

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

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

1. Communications - Please explain how your course meets these learning outcomes
<table>
<thead>
<tr>
<th>Students will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In class oral exercises and short writing assignments and consistent practice discussing course materials will provide students with many opportunities to scaffold their communication skills through a variety of evaluated assignments. Their portfolios will be a means of assessing and tracking their written communication development and these shorter assignments will scaffold into the final presentation at the conclusion of the semester.</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>• Write weekly reflections and engage in performance techniques in order to articulate their own experiences encountering or witnessing occurrences of in/justices and the ways in which they employ personal testimony/story-telling, as well as analyze the testimonies of others through written and verbal exercises</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>• Develop the skills necessary to effectively collaborate on a group project and will reflect on the roles they have played through written peer and self-evaluations. Students will be asked to assess their own contributions to the success of a group presentation, and to articulate goals for improvement when working in group settings. Students will also be asked to evaluate the participation of each member of their group in written format.</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>• Students will attend and reflect upon on campus activities that demonstrate various communication techniques as promoted by John Jay’s student organizations, academic departments, and community events. Students will assess the audience in attendance, methods of communication, and will observe and reflect on the techniques employed by the presenters. Students will make critical course connections between the events and social issues as discussed in class.</td>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>
Contact Information:
Prof. XXXXXX
Office Hour:
Tel.:
Email:
Room:

Course Description:
Africana Oral Traditions is designed to give students an introductory understanding of the origins and transmittal of African-based oral sensibilities and history in the United States. The course combines lecture and performance to offer a broad understanding of cultural literacy, language and practices. In addition, students will further develop research, analysis, and communication skills from an Africana perspective.

Required Readings:
- Blackboard articles: these are marked in the syllabus with (BB)

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

LEARNING OUTCOMES

Students in this course are expected to:
- Express clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
- Describe and critically analyze one’s own relationship to and understanding of cultural practices through the use of various perspectives
- Work collaboratively
- Listen, observe, analyze and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

COURSE REQUIREMENTS AND GRADING: This course will require extensive class participation, writing and reading assignments. Please note that attendance is a central factor in earning a high grade. Failure to attend and actively participate in class will significantly impact your final grade.

1. Reflection Assignments (written and oral): 20%
As marked on the course schedule, students will be asked to respond to guided questions by writing a two page reflection paper. Reflections must pull direct quotes (properly cited) from course readings/sources. Rubrics for reflections will be posted on Blackboard.

Students will be assigned individual dates to facilitate in-class discussion around the reflection paper themes. This is not a formal presentation to the class; rather, this exercise provides an opportunity for students practice their
communication skills by briefly summarizing the readings, facilitating dialogue around pertinent themes, and hosting a discussion with the class.

2. Portfolios: 10%
All students will purchase a folder to keep all papers from class, handouts, readings, in class assignments and graded assignments. Portfolios should include your own notes from readings and notes taken in class. They will be added to through in class writing assignments, quizzes, revisions and other assignments as directed. Portfolios must be brought to every class and will be collected at random for grading. Portfolios will also be used to provide integrative materials for your final paper and presentation.

3. Connecting with the Community: 15%
Students will attend and reflect on at least TWO free on campus events that demonstrate the communications techniques we discuss in class. I will provide a list of suggestions in class and further instructions will be given. Students will complete a three page written assessment of their observations, the effectiveness of the presenter, the audience demographic, and the objective of the message. Students will include a reflection on what they learned through the process. The second Connecting with the Community assignment will compare the strengths, characteristics, and areas for improvement of each presentation.

4. Oral quizzes, in class writing prompts and exercises, class participation: 25%
Students must be prepared to contribute to in class discussion. Students will also engage in workshops during class to observe and become familiar with the techniques we are learning about through practice and performance. This will require you to actively participate and fully engage during our class sessions.

Quizzes: pop oral quizzes will be given on course content at the professor’s discretion.

5. B(l)ack Talk: Final paper and presentation: 30%
Students will select and compile research on a justice topic as delivered from a particular oral tradition. The professor must approve your selection before you begin your research! Each student will write a proposal and compose a final research paper—both of these will also be approved by the professor. The specific oral practice and paper topic must be clearly related to the social justice issues and/or methods of activism we have discussed. Further details will be given in class.

The class presentation/performance will incorporate one of the Africana oral traditions we have learned about over the course of the semester and will effectively utilize that method as a component of the presentation. Groups will present these elements in oral presentations focusing on particular issues related to concepts learned in class. A self-assessment rubric will be completed as part of the evaluation for this project.

Class presentation: 15%
Final paper and self-assessment: 15%

Format: The minimum word limit on weekly reflections and in-class assignments is 500 words or more if you choose. Your page number on your final paper will be explained in class.

Academic Integrity: For the complete policy on Academic Integrity, see www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf
Statement of College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing, summarizing, as well as direct quotations require citations to the original source. In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry. The library also has free guides designed to help students with problems of documentation.

Accommodations for Students with Disabilities: The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, please discuss it with your professor within the first ten days of the semester. Students must also register with the Office of Accessibility Services, located in NB L. 66.00, (212) 237-8031, so that their office may validate the students’ request and appropriately instruct the professor. You will need to provide their office the appropriate documentation of your disability.

Extra Credit: As extra credit opportunities arise, they will be shared with the class. All extra credit assignments are at the discretion of the professor.

Reflection Assignments and Prompts

Reflection 1:
- Make yourself familiar with your Blackboard account. Confirm that you have done this by including one paragraph at the start of your reflection about your in/experience using technology in the classroom. Likes, dislikes?
- What is oral tradition? What impact would you say African oral tradition has had on society, culture, and knowledge production? Why or why not? What aspect of the culture interests you most? Why?

Reflection 2: Name at least three functions of the African griot in Sundiata. How are these functions different/similar to your understandings of African traditions in America today? What are the characteristics of a griot? Name an example of a modern day griot. Why is this important to consider as we learn about oral tradition and expressive culture?

Reflection 3: List and discuss at least two of the major utilities of oral practices for enslaved Africans according to the readings. Do you still see evidence and impact of these practices? How was knowledge production used as a tool of oppression and resistance during that time? What stands out to you about Hurston’s essay? How does it relate to you personally?

Reflection 4: Name and address three continuities of African oral tradition and the United States in the cultural contexts we have discussed thus far. Give an example of each. Provide specific examples of each. Do you recognize these continuities in your daily life? What does social justice mean to you?

Reflection 5: Use this reflection to make connections between the concepts of “spirituality,” “freedom,” and “social justice” as we have discussed in class. Choose one of the sermons from class that references these
concepts, and link it to a historical event. How do you feel after listening to the sermon? Can you relate? Explain. What is compelling, or not, about the characteristics of delivery within the institution of the church? Do you recognize them anywhere else?

**Reflection 6:** Explain the relationship between language, oral delivery, and power. How is this relationship manifested in your own life? Provide specific examples. How does education shape our views of language and relationship?

**Reflection 7:** Discuss the construction of justice and gender through language. Discuss the ways in which Walker’s text either challenges or reifies oppression. Use at least one specific example to support your claims. Do these challenges disrupt how we read the Black family? Consider the following factors: geographic location, time period, socioeconomic class, family roles. Why is this important to consider, particularly in discussions about social justice? Be specific.

**Reflection 8:** Describe the objectives and tactics of each of the four verbal styles from the readings. Name two specific examples of negative effects of these styles. Name two positive examples. In what ways do you personally employ and benefit from these styles in your own life? In what ways are you expected to perform?

**Reflection 9:** Consider your earlier reflections and understandings of social justice. How do concepts of justice impact your daily life? Your community and family? Based on the readings and on your personal experiences, how can Hip Hop effectively function as a tool for addressing social issues that you encounter on a regular basis?

**Reflection 10:** Compare and contrast the representations of the Black female experience in the readings, lyrics and performances of the songs listed for this week’s class. Discuss the implications for the effects of these representations as they relate to how youth of color in America are perceived and encouraged to behave.

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**Course Outline and Reading Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introductions</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td><strong>Slave Narratives</strong>&lt;br&gt;(BB) Gross, L. &amp; Barnes, M. (1989) <em>Talk that talk, Like It was: History Remembered</em> (pp. 113-139).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td><strong>Spirituality and Discourse</strong>&lt;br&gt;View, listen and take notes on the following sermons:&lt;br&gt;T. D. Jakes, Parts I&amp;II: <a href="http://www.youtube.com/watch?v=n04Bf85mLZU">http://www.youtube.com/watch?v=n04Bf85mLZU</a>&lt;br&gt;Martin Luther King, Jr.: <a href="http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct/">http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_the_drum_major_instinct/</a></td>
<td>Reflection #5</td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td><strong>Language &amp; Justice</strong>&lt;br&gt;Bring to class one newspaper article that discusses drugs as a social issue, from any perspective.</td>
<td>Reflection #7</td>
<td></td>
</tr>
</tbody>
</table>
View, read and take notes on the following speeches:  
Malcolm X: [https://www.youtube.com/watch?v=gpr6PK-Cz3c](https://www.youtube.com/watch?v=gpr6PK-Cz3c)  
Obama: [https://www.youtube.com/watch?v=v0z87SKSevw](https://www.youtube.com/watch?v=v0z87SKSevw)  
Sojourner Truth: [https://www.youtube.com/watch?v=4vr_vKsk_h8](https://www.youtube.com/watch?v=4vr_vKsk_h8)  
http://www.fordham.edu/halsall/mod/sojtruth-woman.asp | Connecting With The Community #2 |
| 11.2 |  |  |
| 12.1 | Language & Landscape | New Orleans:  
Locate, read and take notes on two contrasting news articles or news coverage videos on Hurricane Katrina. Bring articles and notes into class.  
View, read and take notes on the following video:  
Treme: [http://www.youtube.com/watch?v=Idpw6pUqGdA](http://www.youtube.com/watch?v=Idpw6pUqGdA)  
New York City:  
Read, listen and take notes on Jay Z & Alicia Keys “Empire State of Mind”; Bobby Womack’s “Across 110th Street”; Grandmaster Flash & The Furious Five “The Message”;  |
| 12.2 |  | Reflection #9 |
Listen, read and take notes on the following songs identifying themes of sexuality, power, language, race, and gender:  
Frank Ocean’s “Channel Orange”  
Salt-N-Pepa’s “Push It” and “It’s Your Thing”  
Mr Vegas’ “Heads High”  
Big Sean featuring Nicki Minaj “Dance (Remix)”  |
Reflection #10 |
| 14.1 | Language & Gender | Locate, read and take notes on two contrasting news articles or news coverage videos on the Trayvon Martin case. Bring articles and notes into class.  |
| 14.2 | Review | Student Presentations  |
| 15 | Final | Student Presentations: final papers due!  |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __September 20, 2014_

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

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

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

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

2. a. Title of the course __ The Idea of the Common Good Across Disciplines

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _______ Research Across Disciplines __________

   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 taken by Honors Program students in the third year to expand their understanding of struggles for justice and equality in the United States. Students engage with research questions, theories, and methods in order to develop an interdisciplinary perspective on this topic. At this level students learn to apply acquired research skills and continue to develop their ability to write, read, and critically analyze. The readings and writing assignments challenge students to look more closely at how research, methods and theories have helped to advance understanding of American justice struggles. As a result, students also deepen their knowledge of solutions or outcomes such as public policy, litigation, activism and community-based organizing. Writing assignments are the appropriate length for Honors courses at this level and will prepare students for their senior capstone year in the program.

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

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

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
The course provides students with an across the disciplines exploration of struggles for justice and equality in the United States. Students consider the social, political, and cultural context of these struggles and how the myriad ways research has helped to advance understanding of them. Each section of this course approaches a justice struggle as case study so as to provide students with a historical view of the development of the struggle and attempts to address it.

Case studies for this course have included domestic violence, capital punishment, patriotism, and human rights violations. For example, the sample syllabus explores debates about social science research on judicial outcomes in US domestic violence cases. The course begins with theoretical writings and research findings about the experiences of US domestic violence victims and their children. The main body of the semester is devoted to the relationship between policy questions and research around domestic violence and its impact on victims and their children. Students then explore how this social science research factored into various legal outcomes and helped to shape the way courts view domestic violence in the United States. As a result, students gain a more nuanced understanding around this struggle for justice, how social science research can advance laws and policy as well as general cultural knowledge about interventions, victims’ rights, and programs aimed at reducing the incidence of domestic violence.

Class discussions, writing assignments, and term papers encourage students to work together to develop research questions, explore disciplinary tools and methods, and probe ethical positions on the basis of their own experience with the justice issues under discussion. The course culminates with a research proposal on a struggle for justice, wherein each student must incorporate at least two research methods from the humanities, liberal arts or sciences.

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

This course explores how research affects the common good in the United States. Each section of this course is a case study exploration of a struggle for justice as well as the range of research strategies, theories, social movements, and public policies that have been used to resolve it. By the end of the course, each student will write a research proposal on a struggle for justice in the US that demonstrates awareness of at least one methodological approach.

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

   ENG 201, HON 201; Honors Program Code -- Junior Cohort; MHC program code -- Junior cohort

5. **Number of:**
   a. Class hours 3
   b. Lab hours 0
   c. Credits 3

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
6. Has this course been taught on an experimental basis?

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

a. Semester(s) and year(s): Fall 2012; Spring 2013; Fall 2013; Spring 2014; Fall 2014 

b. Teacher(s): Drs Catherine Kemp, John Pittman, Evan Mandery, David Barnet, Charles Davidson 

c. Enrollment(s): 25 students in each section 

d. Prerequisites(s): English 201, HON 201; HP program code – Junior cohort; MHC program code -- Junior cohort

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

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
- Analyze how struggles for justice have shaped U.S. society and culture
- Differentiate multiple perspectives on the same subject
- Understand disciplinary methods and theories
- Develop conceptual frame for problem-solving research
- Understand interdisciplinary research approaches

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

_____ No   _____x Yes

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

Honors Program – Junior Cohort; Macaulay Honors College – Junior Cohort

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

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

**College Option:**

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Justice core:
Justice & the Individual
Struggle for Justice & Equality in U.S. x
Justice in Global Perspective
Learning from the Past
Communication

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

A major objective of The Honors Program is to enable and encourage students to arrive at academic understandings of the common good. In so doing, students engage with research and community service. This course reflects the program’s commitment to fulfilling this objective by offering students a research course that emphasizes critical understanding of the struggle for justice and equality in the United States. The course engages with research methods, theories, public policy, community activism, and other forms of problem-solving. As such, this course teaches students to develop conceptual frames for struggles for justice and exposes them to a range of research strategies across the disciplines. Through this course, Honors students develop both a holistic understanding of struggles for justice in the US and varying attempts to resolve them.

11. How will you assess student learning?

This course assesses student learning through a combination of short quizzes, class discussion, and written assignments, examinations, short papers and a final research paper.

The grade for this course is based on (1) 12 weekly essays (25%), (2) 1 day of expert responsibility for class (15%), (3) annotated bibliography and project essay (35%), and (4) attendance and participation (25%). Students are limited to 2 unexcused absences during the semester.

1. Weekly Essays: In weeks 3-12 & 14-15 students will write weekly assignments (12 in all) which are due in class. These assignments are limited to one page only (12-pt.-font, SINGLE-spaced) and should answer a question or respond to an issue raised in the materials due that day. Weekly assignments will receive a 2, 1, or 0 depending on their completeness and efficacy.

2. Expert Days: Students will sign up for 1 week during the semester for which they will be responsible for a brief outline of the reading assignment, definitions of all unfamiliar words, translations where appropriate, and the designation of a theme for the class meeting. This is an oral performance accompanied by written notes, to be handed in at the end of class.

3. Annotated Bibliography and Project Proposal: Students will write an annotated bibliography (6-9 pages) and accompanying project essay (4-6 pages) on a research question around a struggle for justice in the United States as formulated in consultation with the professor. Projects will address...
either (a) a particular policy issue and the research directed at that issue, or (b) a particular theoretical debate or question concerning the relation between policy questions—the common good—and research directed at answering those questions. Students will hand in a bibliography and project essay and give a 5-10 minute presentation based upon it during our exam period, 2:50-5:30pm December 21, 2012.

4. Attendance & Participation: Each class meeting is worth 20 points. For each day, students will receive 15 points for attendance and 5 points for participation. Attendance is required. Each student is permitted 2 unexcused absences for the semester. Participation includes preparation for and attention during class, responses when called on, respect for and listening to fellow students, etc. The professor deducts points for texting/unrelated device activity, tardiness, walking in and out of class, talking during class etc. The grade for this element is a product of the average of the semester’s class meetings.

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

   Yes  x   No ___

   • If yes, please state the librarian’s name  ______Kathleen Collins____________________

   • Are there adequate resources in the library to support students’ work in the course
   Yes  x   No ______

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval  __October 5, 2014_ (Honors Program approval)

15. Faculty - Who will be assigned to teach this course?  __Qualified John Jay faculty___
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

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

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

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

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

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

19. Approvals:

   ____________________________  
   \[\text{Director, John Jay and Macaulay Honors Programs}\]
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HON 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>The Idea of the Common Good Across Disciplines</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201; HON 201;</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>HP or MHC Program Code – Junior Cohort</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course explores how research affects the common good in the United States. Each section of this course is a case study exploration of a struggle for justice as well as the range of research strategies, theories, social movements, and public policies that have been used to resolve it. By the end of the course, each student will write a research proposal on a struggle for justice in the US that demonstrates awareness of at least one methodological approach.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

### John Jay College Option Location

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

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

### Learning Outcomes

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

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

   Students will:
   - This course frames debates over justice struggles in the
This course considers the myriad ways research has helped to advance understanding of the struggle for justice in the US. For example, one course section explores the cultural, social and legal context of domestic violence. As the sample syllabus shows, the main body of the semester is devoted to examining the relationship between domestic violence policy questions and research. Students analyze the issue on various assignments. For the “expert days,” each student will be responsible for teaching the class about a research issue relevant to the course. They will also develop a brief outline of a class reading assignment, definitions of all unfamiliar words, translations where appropriate. This is an oral performance accompanied by written notes, to be handed in at the end of class.

Students will be able to understand interdisciplinary research approaches and the challenges of formulating research questions on a struggle for justice in the US. Students will develop conceptual frameworks for research devoted to problem-solving, in particular, policy making. As the sample syllabus shows, the final project for the course addresses either (a) a particular policy issue and the research directed at that issue, or (b) a particular theoretical debate or question concerning the relation between policy questions—the common good—and research directed at answering those questions. Project essays are accompanied by an annotated bibliography. Each student will also give a 5-10 minute presentation based upon it during our exam period.

- Analyze how struggles for justice have shaped U.S. society and culture
- Differentiate multiple perspectives on the same subject
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
HONORS PROGRAM
524 W 59TH STREET, 8.64NB
NEW YORK, NY 10019

HONS 398
The Idea of the Common Good across Disciplines

F 2:50-5:30p
Room NB 1.103
Office Hours: TTh 4:30-5:30p
and by appointment

Catherine Kemp
ekemp@jjay.cuny.edu
Phone: (212) 237-8908
Office: NB 8.63.14

COURSE DESCRIPTION

This course explores how research affects the common good in the United States. Each section of this course is a case study exploration of a struggle for justice as well as the range of research strategies, theories, social movements, and public policies that have been used to resolve it. By the end of the course, each student will write a research proposal on a struggle for justice in the US that demonstrates awareness of at least one methodological approach.

FALL 2012

This semester the course makes use of evidence and judicial outcomes in US domestic violence cases. The course begins with theoretical writings and research findings regarding the experiences of US domestic violence victims and their children. The main body of the semester is devoted to the relationship between policy questions and research around domestic violence. We explore how social science research has factored into various solutions for ending domestic violence in the United States. As a result, we are able to understand conceptual frameworks around this struggle for justice, how research findings have been used to advance cultural knowledge regarding domestic violence along with interventions aimed at protecting victims and reducing the incidence of domestic violence.

COURSE PREREQUISITES

ENG 201; HON 201; & HP or MHC Program Code – Junior Cohort

LEARNING OUTCOMES

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
- Analyze how struggles for justice have shaped U.S. society and culture
- Differentiate multiple perspectives on the same subject
- Understand disciplinary research methods and theories
- Develop conceptual frame for problem-solving research
- Understand interdisciplinary research approaches

REQUIRED TEXTS

Readings for this course consists of (1) Goodman, L. A., & Epstein, D. (2007). Listening to battered women: A survivor-centered approach to advocacy, mental health, and justice. Washington, DC: American Psychological Association, (2) a series of articles and excerpts on the library’s e-reserve site [R], password “justthefacts.” Since the class meets once a week, plan to read a week’s worth of material per class session.
E-Reserves:


Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
COURSE ASSIGNMENTS

Your grade for this course will be based on (1) 12 weekly essays (25%), (2) 1 day of expert responsibility for class (15%), (3) annotated bibliography and project essay (35%), and (4) attendance and participation (25%). Students are limited to 2 unexcused absences during the semester.

1. Weekly Essays: In weeks 3-12 & 14-15 everyone will write weekly assignments (12 in all) which are due in class. These assignments are limited to one page only (12-pt.-font, SINGLE spaced) and should answer a question or respond to an issue raised in the materials due that day. Weekly assignments will receive a 2, 1, or 0 depending on their completeness and efficacy.

2. Expert Days: Everyone will sign up for 1 week during the semester for which students will be responsible for a brief outline of the reading assignment, definitions of all unfamiliar words, translations where appropriate, and the designation of a theme for the class meeting. This is an oral performance accompanied by written notes, to be handed in at the end of class.

3. Annotated Bibliography and Project Essay: Everyone will write a 12-15 page project paper that includes an annotated bibliography (6-9 pages) and accompanying project essay (4-6 pages). The project essay is based on a research question formulated in consultation with me. Projects will address either (a) a particular policy issue and the research directed at that issue, or (b) a particular theoretical debate or question concerning the relation between policy questions—the
common good—and research directed at answering those questions. You will hand in your bibliography and project essay and give a 5-10 minute presentation based upon it during our exam period, 2:50-5:30pm December 21, 2012.

4. Attendance & Participation: Each class meeting is worth 20 points. For each day, you will receive 15 points for attendance and 5 points for participation. Attendance is required. **You are permitted 2 unexcused absences for the semester.** Participation includes preparation for and attention during class, responses when called on, respect for and listening to fellow students, etc. I deduct points for texting/unrelated device activity, tardiness, walking in and out of class, talking during class etc. The grade for this element is a product of the average of the semester’s class meetings.

COURSE POLICIES

**Attendance/Punctuality/Participation**

a. NOTE: **It is a requirement of this course** that you have regular access to Blackboard AND that you confirm that you can receive mail through Blackboard throughout the semester. I monitor student access to the site through the Performance Dashboard. **If you are unavailable by e-mail through Blackboard for more than 2 weeks at a time, you will lose daily participation points until you fix the issue.**

b. If you turn a take-home exam, paper, explication, weekly or any other assignment in late, you will lose credit on that assignment depending on how late it is:
   - Late papers: 1 letter grade per day late
   - Late weekly assignment: full credit next class meeting, no credit later.

c. You will be able to turn a make-up assignment (or make up an exam) without penalty if and only if you have a conflict which is *unavoidable*. Judgment about whether a conflict is unavoidable is solely at my discretion, subject to formal appeal. Examples: childbirth or death in the family IS unavoidable; working a different shift, catching a flight to make a friend’s rehearsal dinner or sleeping through class IS NOT. **In cases where you can reasonably be expected to anticipate a conflict,** I must hear from you in advance in order to relieve you of the penalties of missed work. Examples: I must hear in advance about jury duty; you can tell me later (or have a relative tell me!) that you were rendered unconscious by accident or illness. In ALL CASES you must provide documentation of the existence of the conflict in order to be spared penalties. Incompletes only for unavoidable conflicts.

d. Come to class, and come on time. Be prepared to remain seated for the duration of class, except in emergencies.

e. The instructor reserves the right to alter the syllabus during the semester at her discretion.

**Classroom Conduct**

a. During regular class meetings, you may leave communication devices on ONLY in SILENT mode. **You MAY NOT talk, e-mail, message, surf, or play games on these or any other devices during class.** I will require students who disrupt class to leave for that meeting.

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.

b. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

**Plagiarism**

Students tempted to acquire papers off the Internet are advised to resist that temptation. I can spot them and can prove it, and they are unlawful under the academic integrity policy.

**College Policy on Plagiarism**

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

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

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin)

**Incompletes**

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

**Withdrawal Procedure**

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

**Accessibilities Students**

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-312 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

**COURSE SCHEDULE**

**Domestic Violence in the US**

**Week 1** Introduction and Overview of the Battered Women’s Movement
READING: Goodman & Epstein, Chapter 1, pp. 7-29; Fagan, pp. 1-64.

**Week 2** Social Construction of Domestic Violence in the United States
Expert Day Demonstration: Professor

**Week 3** Cultural Studies: Who Are the Impacted Populations?
Due: Weekly Essay
Expert Day Demonstration: Professor

**Learning from the Research**

**Week 4** Strategies for Addressing Domestic Violence
READING: Goodman & Epstein (Chapter 3, pp. 49-70); Salazar, L. F. et al, pp. 253-264; Lieberman, A.F., pp. 422-439;
Class feedback on Weekly Essays: How to Write Succinctly
Due: Weekly Essay
Expert Day: Students

**Week 5** Community Responses to Domestic Violence
READING: Goodman & Epstein (Chapter 5, pp. 89-110); Stover, C.S. et. al, pp. 223-233; Wandersman, A., & Florin, P., 441-448.
Class feedback on Weekly Essays: Constructing an Argument
Due: Weekly Essay
Expert Day: Students
Week 6 Researching Special Populations
READING: Roudsari, B. S. et al, pp. 1892-1905; Aulivola, M., pp. 162-177
GUEST SPEAKERS: Legal Advocates
Class feedback on Weekly Essays: Argumentative Writing (cont)
Due: Weekly Essay

Week 7 How Research Influences Interventions
READING: Gillum, T.L., pp. 57-80; Yoshioka et al., pp. 171-181.
GUEST SPEAKERS: The Experiences of Intervention Workers
Class feedback on Weekly Essays: Supporting Your Point
Due: Weekly Essay

Criminalizing Domestic Violence

Week 8 Domestic Violence and The Justice System
Class feedback on Weekly Essays: Asserting Your Voice
Due: Weekly Essay
Expert Day: Students

Week 9 Exploring Epistemic Issues in the DV Laws
Class feedback on Weekly Essays: Asserting Your Voice
Due: Weekly Essay
Expert Day: Students

Week 10 Exploring Methodological Issues and the DV Laws
Class feedback on Weekly Essays: Learning to Self-edit
Due: Weekly Essay
Expert Day: Students

Week 11 Does Domestic Violence Research Tie to Domestic Violence Reform?
Class feedback on Weekly Essays: Reflecting on Reflection Papers
Due: Weekly Essay
Expert Day: Students

Conclusions

Week 12 Domestic Violence Reform, Pedagogy, and Research in Action
READING: Goodman & Epstein (chapter 6, p. 111-128); McMahon & Wright, pp. 1351-.
Due: Weekly Essay
ALSO Due: Draft Project Essay (your peers will review your work)

Week 13 No class meeting (Thanksgiving).

Week 14 Theory Into Practice: Changing Domestic Violence Policies
Due: Weekly Essay
Project Critiques: Feedback/Discussion

Week 15 Theory Into Practice continued

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Due: Weekly Essay
Project Critiques: Feedback/Discussion

Final Exam Period
Project Essays (Annotated bibliography & Essay) are due during final exam period 2:50-5:30p December 21, 2012.
You will also make a 5-10 minute class presentation at this time.
New Course Proposal Form

September 9, 2014

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: Latin American and Latina/o Studies
   b. Name and contact information of proposer(s) Lisandro Pérez, Professor and Chair/John A. Gutiérrez, Assistant Professor

   Email address(es)    loperez@jjay.cuny.edu
                        jgutierrez@jjay.cuny.edu
   Phone number(s)      212-237-8708
                        212-237-8667

2. a. Title of the course  Introduction to Latin American History
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)  Intro Latin Am Hist
   c. Level of this course    X 100 Level    200 Level    300 Level    400 Level

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

   This is an introductory survey course that assumes that the students have no previous experience in the study of Latin American history. It is therefore taught at an introductory level, sacrificing depth for range, and is meant to be a foundational core course for other courses in the Latin American and Latina/o Studies Department.

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

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

   What happens in Latin America has consequences for the United States, and especially for New York City. That has been true since at least 1762 when the British occupied Havana and opened up trade between Cuba and their North American colonies, noticeably increasing ship traffic in and out of New York harbor. The sugar from the
Caribbean was processed largely in New York refineries and it was in Manhattan during the nineteenth century that the largest community of Latin Americans west of the Mississippi was located. New York was therefore the recurring stage for much of the political and intellectual activities of Latin American émigrés in their quest for nationhood.

Today, New York is home to a growing and diverse Latino community representing every country in Latin America. Not surprisingly, many of those Latinos are students at John Jay College. Our department will shortly offer a major in Latin American and Latina/o Studies. Understanding the Latin American roots of the Latino experience in New York, and throughout the United States, is an essential piece of our program of study. In addition, this course can serve as critical contribution to the general education of all John Jay students, irrespective of their choice of major.

The Latin American and Latina/o Studies Department at John Jay College is intellectually grounded in the nexus of the study of Latin America and Latina/o Studies; because of this, an introductory course in the history of Latin America will be valuable point of departure as students explore Latin America or the Latino communities of the United States.

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 is a survey course spanning Latin America’s history from the pre-Columbian period to the recent past. Focus is on the origins and development of Latin American social, political and economic systems, Amerindian and African peoples, the legacies of colonialism and slavery, the pursuit of nationhood and identity, the persistence of inequality, and the role of the United States in shaping the destiny of the region. [66 words]

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

None

6. Number of:
   a. Class hours  ____3____
   b. Lab hours  _____
   c. Credits  ____3____

7. Has this course been taught on an **experimental basis**?
   __X__ No  ____ Yes. If yes, then please provide:

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
a. Semester(s) and year(s):
b. Teacher(s):
c. Enrollment(s):
d. Prerequisites(s):

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

**In this course, students will:**

1. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the major themes in the historical development of Latin American societies from the colonial era to the recent past.

2. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the origins and manifestations of Latin America’s cultural and regional diversity

3. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of key factors in the relationship between the history of Latin America and the establishment of Latina/o communities in the United States

4. Critically evaluate, through written assignments such as papers and examinations, the different perspectives on the persistence of social inequality and injustice in Latin America

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

   _____ No   __ X ___ Yes

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

This will be a core course for students either majoring or minoring in Latin American and Latina/o Studies

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

   No _____   Yes __ X ___   If yes, please indicate the area:
College Option:

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

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

This course is proposed for the “Learning from the Past” College Option because it surveys the history of Latin America from the colonial era to the recent past. The purpose of the class is to offer students an opportunity to understand the historical origins of Latin America’s political, economic and social systems. There will be a special emphasis on the modern period, precisely with the purpose of understanding contemporary Latin American society and the origins of the Latin American presence in the United States.

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

| Every semester | X | Number of sections: 2 |
| Fall semesters only |  | Number of sections: |
| Spring semesters only |  | Number of sections: |

11. How will you assess student learning?

Students will be expected to demonstrate an understanding of the key themes in Latin Americans History: the legacies of colonialism, slavery, neo-colonialism and dependency, the history of revolutions, and the role of agrarian structures in sustaining persistent inequality. In order to establish their competence in the subject area, students will be required to take in-class written essay exams, write book/article reviews, and produce research papers drawing on primary and secondary source materials. For example, students may be asked in essay exams to demonstrate an understanding of the antecedents and consequences of Latin America’s transition to modernity and its relation to: urbanization, the demographic transition, changes in values and social institutions, and emigration. Students may write a research paper evaluating and differentiating between reformist and revolutionary models of social change.
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: Robin Davis

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

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

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

13. Syllabus - A syllabus for this class is attached.

14. Date of Department curriculum committee approval: March 13, 2014

15. Faculty - Who will be assigned to teach this course? Lisandro Pérez and John Gutiérrez

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  The History Department does not offer a survey course in Latin American History.
   _____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 the Acting Chair of the History Department, who replied indicating full support for the proposal on 2/25/14.
18. Will any course be withdrawn, if this course is approved?

  _X_ No
  ___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

  **Lisandro Pérez**  
  September 9, 2014

  Chair, Latin American and Latina/o Studies
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Introduction to Latin American History</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Latin American Studies</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
</tbody>
</table>

**Course Description**

This is a survey course spanning Latin America’s history from the pre-Columbian period to the recent past. Focus is on the origins and development of Latin American social, political and economic systems, Amerindian and African peoples, the legacies of colonialism and slavery, the pursuit of nationhood and identity, the persistence of inequality, and the role of the United States in shaping the destiny of the region.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

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

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

**John Jay College Option Location**

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

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

1. **Learning from the Past** - Please explain how your course meets these learning outcomes

Students will:

- Students will identify, define and demonstrate an understanding of the origins and manifestations of Latin America’s cultural and regional diversity. For example, during Week Seven, student will read José Vasconcelos’ *La Raza Cósmica* (The Cosmic Race) and as part of their

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
**biweekly writing assignment be asked to analyze how Vasconcelos’ work rejects previous racial hierarchies, resuscitates Mexico’s black and indigenous histories, and serves as the springboard for a regional reassessment of blackness and indigeneity. During our lectures we will also emphasize the ways in which ideas of race and racism in Latin America during this period, influenced concepts of race and racial classification among Latinos in the United States.**

| Students will identify, define and demonstrate an understanding of the key historical developments in Latin America from contact in the 15th Century through the early 20th Century. Students will demonstrate their fluency with these developments throughout the semester by submitting bi-weekly reports based on assigned readings. For example, during the first two weeks of class students will learn about the timeline of Conquest in the late 15th and early 16th centuries, focusing first on the Caribbean and then the core areas of Mexico and Peru, followed by peripheral areas including Central America and North America. Students might then be asked to reflect on the transition from the age of conquistadores to the establishment of a centralized colonial political, economic, and social order. |
| Analyze the significance of major developments in U.S. and World History. |

| Critically evaluate, through written assignments such as papers and examinations, the different perspectives on the persistence of social inequality and injustice in Latin America. One of the recurring themes in this class is the persistence of revolution in Latin American history. In Week 8 we ask students to critically examine the Cuban Revolution of 1959 by first placing it within the historical context of the Cold War and secondly looking at the way in which the Revolution addressed issues of homosexuality, gender and masculinity during the 1960s and 1970s. Students will be expected to analyze the ways in which the Revolution’s focus on the “New Man” often perpetuated homophobic elements of pre-Revolutionary Cuban culture. This focus on gender and sexuality in the Revolutionary context will allow them to judge the Revolution not simply as an act of repudiation against U.S. hegemony in Latin America but as a historical process where dissent (whether political or sexual) was suspect. |
| Differentiate multiple perspectives on the same subject |
Introduction to Latin American History

Course Number: LLS 1XX
Section: TBD
Day/Time: TBD
Instructor: John A. Gutiérrez
Classroom: TBD
Office: 8.63 NB
E-mail: jgutierrez@jjay.cuny.edu
Telephone: 212-237-8667
Office Hours: By Appointment

Course Description: This is survey course spanning Latin America’s history from the pre-Columbian period to the recent past. Focus is on the origins and development of Latin American social, political and economic systems, Amerindian and African peoples, the legacies of colonialism and slavery, the pursuit of nationhood and identity, the persistence of inequality, and the role of the United States in shaping the destiny of the region.

Learning Outcomes:

1. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the major themes in the historical development of Latin American societies from the colonial era to the recent past.

2. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of the origins and manifestations of Latin America’s cultural and regional diversity

3. Identify, define and demonstrate an understanding, through written assignments such as papers and examinations, of key factors in the relationship between the history of Latin America and the establishment of Latina/o communities in the United States

4. Critically evaluate, through written assignments such as papers and examinations, the different perspectives on the persistence of social inequality and injustice in Latin America

Communication: You are responsible for making sure that you have a valid John Jay email account and that you have access to BlackBoard and the library’s electronic databases.

Attendance: You are expected to arrive promptly for each class this semester. If for some reason (illness, caring for a sick child or parent, etc.) you cannot attend class, please contact me...
by e-mail BEFORE class. E-mailing me during or after class to inform me of an absence only states the obvious. If you miss class you should make arrangements with a classmate to get copies of notes and any other materials that were distributed during the class session you missed. **Three late arrivals to class are equal to one unexcused absence. If you have four (4) or more unexcused absences during the semester, you will receive a failing grade.**

**Classroom Behavior:** It should be obvious that you are expected to treat your instructor and fellow classmates with respect and common decency. Some of the topics discussed in this class will, I hope, generate good, lively conversations. Remember to treat others and their ideas with the same respect that you would expect to be accorded by your classmates. In addition, walking in and out of class, leaving class early without previously advising your instructor, eating in class, talking during the lecture and other forms of disruptive behavior will not be tolerated. Please remember to turn off your cell phone before class starts. Texting and surfing the web on your cell phone or computer is not allowed.


Citation Style

**Grading:**

- Bi-Weekly Short Essay: 50%
- Midterm Exam: 25%
- Research Paper: 25%

**Assignments:**

- **Bi-Weekly Short Essay:** Every other week students are expected to complete a 2-4 page reaction paper to the readings assigned for the following two weeks. Readings and reviews are due at the start of the first class of each bi-weekly period. These are not reviews of the readings but an overview of and reaction to the main arguments made by the authors and questions raised by these arguments. On occasion, students may be provided with questions to guide the direction of these essays.
- **Midterm Exam:** Students are required to complete an in-class midterm exam based on the content of weeks 1 through 7.
- **Research Paper:** Students are required to submit a research paper of between 7-10 pages in length with full annotations. The paper is due on the final day of class. Students will be expected to make a brief presentation of their research paper before submitting it to the professor. The research paper will focus on one discreet topic chosen by the student in consultation with the professor. I will provide students with prompts for the paper and provide a calendar of milestones including: a thesis statement, and outline, annotated bibliography, and an abstract that will be submitted before the final paper.
Schedule of Classes:

**Week 1 Indigenous Societies and the Encounter**


*Learning Goals:* Become familiar with the broad outlines of pre-Columbian societies in the Americas and Iberian society. They will also learn the basic structure of Colonial Society including the emergence of economic systems such as the *encomienda*. In addition students will do a close reading in class of Las Casas’ critique of Spanish policy toward Native Americans.

**Week 2 The Colonial Legacy**


*Learning Goals:* same as Week 1

**Week 3 Independence**


*Learning Goals:* Understand the factors that led to the birth of the independence movements of the early nineteenth century including the impact the Bourbon Reforms, the birth of creole identity and nationalism, and the impact of revolutionary movements in the British North American colonies, France and Haiti.

**Week 4 Post-Independence Blues**


*Learning Goals:* Examine the economic challenges facing post-independence states. In particular, examine the ways in which these challenges influenced Latin American including governance, foreign intervention, and regional factionalism. Special attention will be paid to the rise of *caudillismo*.

**Week 5 The Consequences of the Agrarian System**


Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Learning Goals: Understand the rise of export-led agriculture in the region and its impact on political institutions.

**Week 6 Neo-colonialism**

(Full Text on BlackBoard and also available at [http://writing.upenn.edu/library/Marti_Jose_Our-America.html](http://writing.upenn.edu/library/Marti_Jose_Our-America.html)).

Learning Goals: Do a close reading of Martí’s Our America to understand growing Latin American concerns about expanding American power in the region. Understand the impact of the United States on Latin America by examining the Spanish-Cuban-American War.

**Week 7 Nationalism and the Challenges of Post-National Societies**


Midterm Exam

Learning Goals: Examine ideas of race in 20th century Latin America by doing a close read of Vasconcelos’ La Raza Cósmica and looking at the impact of *indigenismo* and *negrismo* on the Spanish-speaking Caribbean in particular.

**Week 8 The Cuban Revolution**


Research Paper Topic Submission Due

Learning Goals: Examine the key causes of the Cuban Revolution of 1959 and its impact on Latin America.

**Week 9 Reaction: Latin America**


Research Paper Thesis Statement and Outline Due

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
**Learning Goals:** Understand the ways in which reactionary forces in Latin America—especially military institutions—responded to the rise of revolutionary movements.

**Week 10 Reaction: United States**


**Learning Goals:** Understand the ways in which the United States government responded to the rise of revolutionary movements.

**Week 11 The Effects of Neoliberalism**


**Learning Goals:** Examine the origins and elements of the Washington Consensus. Understand the ways in which neoliberal policies affected economic performance and social safety nets in Latin America.

**Week 12 Drugs and Crime**


**Research Paper Abstract and Annotated Bibliography Due**

**Learning Goals:** Understand the origins of narcotraffic networks and the involvement of the United States in combatting them.

**Week 13 Chavismo and Petro-Diplomacy**


**Student Presentations**

**Learning Goals:** Examine the origins and key elements of Hugo Chavez’s “Bolivarian Revolution.” Assess the ways in which Chavez’s petro-diplomacy attempted to realign U.S.-Latin American relations.

**Week 14 New International Alignments**
Inter-Americanism, the CELAC and the OAS: Human Rights Watch, “After the Coup: Ongoing Violence, Intimidation and Impunity in Honduras.”

Student Presentations

Learning Goals: Examine the establishment of the CELAC as a counterweight to the Organization of American States. Understand the growth of transnational criminal enterprises in places such as Honduras and attempts by local and regional leaders to curtail the spread of these groups.

Week 15 Looking to the Future


Student Presentations
Research paper due on the final day of class

Learning Goals: Analyze polling data on anti-Americanism in Latin America and the influence of trade on U.S.-Latin American relations.

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

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

Academic Integrity: Every student is subject to the CUNY Policy on Academic Integrity. If you are unfamiliar with this policy, which penalizes cheating, plagiarism, and obtaining unfair advantage, you may access it at www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf.

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

New Course Proposal Form

Date Submitted_Fall, 2013

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

1. a. Department(s) or program(s) proposing this course: Latin American and Latina/o Studies

   b. Name and contact information of proposer(s): Brian Montes

      Email address (es): bmontes@jjay.cuny.edu
      Phone number(s): 212 237-8748

2. a. Title of the course __________Indigenous Latin America

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) __________Indigenous Latin America

   c. Level of this course  ____100 Level  ____X__ 200 Level  ____300 Level  ____400 Level

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

   Using a variety of readings that reflect an interdisciplinary approach this course will introduce students to the cultural/ethnic diversity of Latin America’s indigenous communities as well as the socio-political and intellectual development of indigeneity throughout Latin America. Students taking this course will read a novel, ethnography, and a general text on the topic. Students will also be responsible for writing two 2-3 pages essays. Lastly, a final paper ten pages in length and an in class presentation will be required. At this level, students will be expected to participate in critical readings and demonstrate persuasive speaking through in class presentations. Expectations will presuppose basic knowledge learned in an introductory level course yet it will introduce students to a more focused study of Latin Americas indigenous peoples.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): LLS 2xx

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
The vast majority of exploration and colonization in the Americas was done by Spain and Portugal during the 16th century. The Spanish encountered throughout the Americas some of the most advanced Pre-Columbian civilizations including the Aztec, Inca, and Maya. Disease and political conquest, however, disempowered these communities and rendered these peoples powerless and invisible. In keeping with John Jay’s mission to “educate for justice” through world cultures and global issues, this course will integrate student learning about the history of these diverse communities as well as the multiple issues that continue to inhibit the attainment of justice within these communities.

Furthermore, a course on Indigenous Latin America will contribute to the Latin American Studies track of the newly approved Latin American and Latino/a Studies major at John Jay College, CUNY. In providing this course, students at John Jay, the majority of who are also of Latin American heritage, will be given the opportunity to learn about and develop an intellectual interest in Latin America’s diverse ethnic communities. As a result, this course will no doubt serve in strengthening John Jay’s Latin American and Latino/a Studies major. For students who are interested in studying abroad as part of one of John Jay’s study abroad programs, this course will introduce or further illuminate the possibility of Latin America as a destination for intellectual engagement and cultural enrichment. Lastly, this course will serve as an appealing elective for those students studying anthropology, humanities and justice, history, and other related fields.

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

This course provides an overview of the diverse indigenous populations of Latin America. Through the interdisciplinary study of culture, history, and politics, students will learn and analyze topics such as the historical construction of race and gender, environmental threats, globalization, assimilation, nationalism, cultural citizenship, and ethnic revitalization. Students will explore the cultural and historical commonalities that bring the region of Latin America together, as well as learn about the specific variations across the region and within nations. We will discuss the challenges to being “Indian”, and address how they confront the problems these native communities face.

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

6. **Number of:**
   a. Class hours _____3____
   b. Lab hours _____
   c. Credits _____3____

7. Has this course been taught on an experimental basis?
   
   ___X__ No ______Yes. If yes, then please provide:
a. Semester(s) and year(s):
b. Teacher(s):
c. Enrollment(s):
d. Prerequisites(s):

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

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper will be required from students. The final research paper will be ten pages in length. Students will select an indigenous community previously discussed in class. In their final paper students will be required to produce a well-reasoned thesis statement, using evidence from their readings and research to devise and support their own arguments. In preparation for their final paper, students will prepare and submit an annotated bibliography of sources. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language as well as the quality of their visual and oral presentation.

- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students in this course will be required to explore the concepts of “discovery”, “mestizaje”, “modernity”, and “race” through various lenses including but not limited to community activists (indigenous and non-indigenous), and Latin American and U.S. scholars. Students will analyze and evaluate evidence regarding these concepts and their meaning from a local, national and global perspective. Further, students will examine how struggles for justice have shaped identity and the process of globalization from a grass roots perspective.

- **Analyze the historical development of one or more non-U.S. societies.** Students in this course will be required to analyze the historical development of several indigenous communities including but not limited to the Maya of southern Mexico and Guatemala, and the Miskitu of Venezuela.

- **Analyze the significance of one or more major movements that have shaped the world's societies.** Students in this course will be required to discuss and analyze key socio-political events that have shaped Latin America and its indigenous communities. Such topics to be discussed in class will include the discovery and conquest of Latin America, Yucatán’s Caste War, considered to be the most successful indigenous uprising in the Americas, the Zapatista rebellion, and the passing of NAFTA.

- **Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.** Students will be required to explore the concept of “Indian” as a constructed racial category as it relates to a larger project of colonialism, globalization, and racial formation.
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)
Latin American and Latina/o Studies Major: Track A (Latin America)

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

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

Flexible Core:

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

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

Serving as an interdisciplinary introduction to the major topics, concepts, and analytical approaches to the study of Latin America’s diverse indigenous populations, this course has been selected for the area of world cultures and global issues. As a newly approved major at John Jay College the Latin American and Latino/a Studies Department seeks to advance knowledge about Latin America’s cultural diversity. Students who take this class will trace the history of various indigenous communities throughout Latin America from its “discovery” to the present day and as a result fulfill various knowledge objectives assigned to the category of “World Cultures and Global Issues.” This includes an examination of current theoretical debates pertinent to the experiences of indigenous people of Latin America from a globalized perspective, the examination of issues such as race and ethnicity in Latin America, social and gender inequalities, cultural diversity, social justice, civil and political rights, as well as discussing the historical development of major movements/events that have impacted these communities and that continue to shape the world.

11. How will you assess student learning?

Assessment will be based on quizzes, written essays, in class exams, a final research paper, and an in a class presentation. Students will be required to follow the syllabus and contribute to class room discussions. The professor will assess reading and comprehension through the use of weekly quizzes and in class discussions. Students will be required to participate (argue for or
against) topics discussed in class. In addition, students’ will also write two 2-3 pages due week 4 and week 9 respectively. The purpose of these two writing assignments is to evaluate the student’s ability to identify key themes, infer, compare, and contrast author’s arguments in a written manner. This will also allow the professor to evaluate those students who are unwilling to participate in class room discussions.

Further, students will be required to write a ten page final paper. Students will select an indigenous community previously discussed in class. Assessment of their final paper will include an evaluation of the student’s ability to produce a well-reasoned thesis statement, using evidence from their readings and research to devise and support their own arguments. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language.

Student presentations will also be evaluated by their peers. Grading will be based on the following criteria:

1) Intellectual depth (is it interesting?)
2) Creativity—did the presentation keep the audience interested in the subject?
3) Does the group address the problem realistically?
4) Does the project incorporate course themes and materials?
5) Did the group collaborate well on this project?

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

   Yes _____ No ___
   • If yes, please state the librarian’s name ____ Robin Camille Davis _______________
   • Are there adequate resources in the library to support students’ work in the course
     Yes _____ No _______
   • Will your students be expected to use any of the following library resources? Check all that apply.

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

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
13. **Syllabus:** See Attachment

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

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

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

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

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

   ___X__ Not applicable  
   ___No  
   ___Yes. If yes, give a short summary of the consultation process and results.

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

   _X__ No  
   ___Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

   Lisandro Pérez  
   Chair, Proposer’s Department
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LLS 2xx</td>
</tr>
<tr>
<td>Course Title</td>
<td>Indigenous Latin America</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latin American Studies; Latina/o Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>NA</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course provides an overview of the diverse indigenous populations of Latin America. Through the interdisciplinary study of culture, history, and politics, students will learn and analyze topics such as the historical construction of race and gender, environmental threats, globalization, assimilation, nationalism, cultural citizenship, and ethnic revitalization. Students will explore the cultural and historical commonalities that bring the region of Latin America together, as well as learn about the specific variations across the region and within nations. We will discuss the challenges to being “Indian”, and address how they confront the problems these native communities face.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
## II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

| Scholarship utilized in this course will include primary and secondary sources. This will include testimonials, periodicals, anthropological and sociological texts and academic journals. Authors will range from Nobel Peace Prize winners and community activists to Latin American and U.S. scholars. Using this literature, students will be able to understand the diversity of Latin America from local, national and transnational perspectives. Students will assess the diverse ways in which ethnicity and indigeneity are spoken about, constructed, interpreted, and manifested throughout Latin America and the Caribbean. | **Gather, interpret, and assess information from a variety of sources and points of view.** |
| This course will compare, contrast, and discuss the experiences of Indigenous peoples in various Latin American and Caribbean societies, and analytically assess the differences and similarities in their experiences in distinct national settings. Students will apply the concepts learned in class and examine debates pertaining to the historical legacy of the discovery of the Americas and the meaning of indigeneity in various nations of Latin America and the Caribbean. In an effort to develop critical analysis of readings, students will be required to write two 2-3 essays throughout the semester. These essays will examine important themes such as colonialism, capitalism, and resistance as a cultural practice. Students will be expected to demonstrate in their essays an understanding of important concepts and theories as well as develop critical analysis of these concepts and theories. | **Evaluate evidence and arguments critically or analytically.** |
| Several writing assignments, including a final paper will be required from students. The final research paper will be ten pages in length. Students will select an indigenous community previously discussed in class. In their final paper students will be required to produce a well-reasoned thesis statement, using evidence from their readings and research to devise and support their own arguments. In preparation for their final paper, students will prepare and submit an annotated bibliography of sources. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in **Produce well-reasoned written or oral arguments using evidence to support conclusions.** |

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language as well as the quality of their visual and oral presentation.

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Additional Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify and apply recent theoretical and conceptual developments</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary</td>
</tr>
<tr>
<td>in the field of race and ethnic studies such as critical race theory, third world</td>
<td>field exploring world cultures or global issues, including, but not limited to, anthropology,</td>
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<tr>
<td>feminism, historical memory, indigenous anthropology and indigenous nationalism.</td>
<td>communications, cultural studies, economics, ethnic studies, foreign languages (building</td>
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<td></td>
<td>upon previous language acquisition), geography, history, political science, sociology, and</td>
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<td></td>
<td>world literature.</td>
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<td>Students will be required to explore the concepts of “discovery”, “modernity”,</td>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or</td>
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<tr>
<td>“globalization” and “race” through various lenses including but not limited to</td>
<td>process from more than one point of view.</td>
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<tr>
<td>community activists (indigenous and non-indigenous), and Latin American and U.S.</td>
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<tr>
<td>scholars. Students will analyze these concepts and their meaning from a local,</td>
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<td>national and global perspective.</td>
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<tr>
<td>Students will examine debates pertaining to the construction of a caste system</td>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
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<tr>
<td>in various nations of Latin America and the Caribbean. Students will also be</td>
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<tr>
<td>required to discuss and analyze the historical development of several indigenous</td>
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<td>communities including but not limited to the Kayopo of Brazil, the Maya of</td>
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<td>Southern Mexico and Guatemala, and the Miskitu of Venezuela. Students will</td>
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<td>analyze the historical development of these communities as it pertains to</td>
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<td>modernity, globalization and justice.</td>
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<td>Students will be required to discuss and analyze key socio-political events that</td>
<td>• Analyze the significance of one or more major movements that have shaped the world’s</td>
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<tr>
<td>have shaped Latin America and its indigenous communities. Topics to be</td>
<td>societies.</td>
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<td>discussed in class will include the discovery and conquest of the Americas,</td>
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<tr>
<td>Yucatán’s Caste War, considered today the most successful indigenous uprising in</td>
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<td>all of the Americas, the Zapatista rebellion, and the passing of the North</td>
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<td>American Free Trade Agreement.</td>
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<tr>
<td>Students will be required to explore the concept of “Indian” as a constructed</td>
<td>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual</td>
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<tr>
<td>racial category as it relates to a larger project of colonialism, globalization</td>
<td>orientation, belief, or other forms of social differentiation play in world cultures or</td>
</tr>
<tr>
<td>and racial formation. Students will explore race, ethnicity, social-class, and</td>
<td>societies.</td>
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<tr>
<td>gender as sites of inequality and resistance.</td>
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<tr>
<td>• Speak, read, and write a language other than English, and use that language</td>
<td></td>
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<tr>
<td>to respond to cultures other than one’s own.</td>
<td></td>
</tr>
</tbody>
</table>
INDIGENOUS LATIN AMERICA

INSTRUCTOR'S NAME: Brian Montes, Ph.D.
OFFICE: 8.63.08NB
TELEPHONE NUMBER: 212-237-8748
E-MAIL: bmontes@jjay.cuny.edu
Contact Hours: TBA

Classmate Name & Phone #
_____________________________________________________________
Classmate Name & Phone #
_____________________________________________________________

Course Description

This course provides an overview of the diverse indigenous populations of Latin America. Through the interdisciplinary study of culture, history, and politics, students will learn and analyze topics such as the historical construction of race and gender, environmental threats, globalization, assimilation, nationalism, cultural citizenship, and ethnic revitalization. Students will explore the cultural and historical commonalities that bring the region of Latin America together, as well as learn about the specific variations across the region and within nations. We will discuss the challenges to being “Indian”, and address how they confront the problems these native communities face.

Learning Outcomes

Students in this course will learn to:

- **Gather, interpret, and assess information from a variety of sources and points of view.** Scholarship utilized in this class will include a historical nonfiction novel, periodicals, testimonials, as well as anthropological and sociological texts.

- **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to write two 2-3 page essays. The purpose of these assignments is to evaluate the student’s ability to summarize and compare/contrast texts critically and analytically.

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper will be required from students. The final research paper will be ten pages in length. Students will select an indigenous community discussed in
class. In their final paper students will be required to produce a well-reasoned thesis statement, using evidence from their readings and research to devise and support their own arguments. Students will also be required to give an in class oral presentation based on their paper. Students will be required to present in class information regarding the history of a particular indigenous community. Their presentations will be assessed on their ability to present and defend an argument in a clear, concise and effective language.

- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students will be required to explore the concepts of “discovery”, “modernity”, and “race” through various lenses including but not limited to community activists (indigenous and non-indigenous), and Latin American and U.S. scholars. Students will analyze these concepts and their meaning from a local, national and global perspective.

- **Analyze the historical development of one or more non-U.S. societies.** Students will be required to analyze the historical development of several indigenous communities including but not limited to the Maya of southern Mexico and Guatemala, and the Miskitu of Venezuela.

- **Analyze the significance of one or more major movements that have shaped the world's societies.** Students will be required to discuss and analyze key socio-political events that have shaped Latin America and its indigenous communities. Such topics to be discussed in class will include the discovery and conquest of Latin America, Yucatan’s Caste War, the Zapatista rebellion, and the passing of NAFTA.

- **Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.** Students will be required to explore the concept of “Indian” as a constructed racial category as it relates to a larger project of colonialism and globalization.

**GENERAL COURSE INFORMATION AND POLICIES:**

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail. If you send me an e-mail; please make sure you include your full name at the end of the message. IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 latenesses will be counted as an absence
*** More than 4 non-medical absences results in an “F” for the course.

I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates. I do realize, though, that sometimes lateness is unavoidable. Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly.

ASSIGNMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must
incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor.

Being prepared for class is necessary for full comprehension of the lectures and engaged participation in class discussions. Participation involves being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group activities; and contributing meaningfully and often to discussions. Keeping up with the readings is the best way to be sure you are ready to participate.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

Respect towards the instructor and towards your fellow classmates is necessary. Walking in and out of class, leaving class early, eating in class, talking during the lecture, and other forms of disruptive behavior will not be tolerated. Please remember to turn your cell phone off in class. Texting, talking, and surfing the web on your cell phone is not allowed. No games please.

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

All other required readings are available on our course website.

GRADING is as follows:

- Class attendance (5% of your grade): You are expected to attend all classes. Expect pop quizzes at any time during this semester.

- Critical Essays (20% of your grade): Students will write two 2-3 page response papers, due Weeks 4 and 9. Your paper should summarize and present the arguments about the topic at hand.

- Mid-term exam (25% of your grade): The midterm exam will be based on the lectures, readings and class discussions. Make sure you take good notes during the semester. The midterm questions will be handed out in class on the exam date.

- 10 minute presentation of your final paper’s research findings (10% of your grade)
  For your presentations: You must in some way include the readings assigned in your presentation—please don’t “lecture” on the readings—use the information to convey your points and ideas. You can use readings covered previously in class; you can also use outside readings. Let me know 2 weeks in advance if you need any special equipment for your presentation. IMPORTANT: Make sure that your presentation clearly shows that you have incorporated the information in the readings on your topic.
In addition to my evaluation, your group will be evaluated by your peers in the audience, according to the following criteria:

1) Intellectual depth (is it interesting?)
2) Creativity—Did the presentation keep the audience interested in the subject?
3) Does the group address the problem realistically?
4) Does the project incorporate course themes and materials?
5) Did the group collaborate well on this project?

- 10 page research paper (not including cover sheet or bibliography) 40% Final Paper: Grading of this research paper will be in steps, as follows:
  - 5%: A paragraph with a preliminary bibliography on the topic of your final research paper is due WEEK 5
  - 10%: Annotated Bibliography due WEEK 8
  - 25%: Final Paper is due WEEK 16

\[
\begin{align*}
A &= 94 - 100 & A- &= 90 - 93 & B+ &= 87 - 89 \\
B &= 84 - 86 & B- &= 80 - 83 & C+ &= 77 - 79 \\
C &= 74 - 76 & C- &= 70 - 73 & D+ &= 65 - 69 \\
D &= 60 - 64 & F &= \text{below 60}
\end{align*}
\]

**Extra Credit:** Students may earn up to an additional 3 points on their final average by submitting a Film Critique. **Guidelines:** Students are to watch one documentary related to course content and write a film review (600-800 words.) Students may choose the film in consultation with the instructor. Reviews should not summarize the film content, but should offer a critical take (positive or negative) on the film and relate it to course content.

**Required Texts**

Please do all the assigned readings for each class meeting. Read the assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures will complement the readings and assume the base level of knowledge which they present, so it is critically important that you keep up with the readings.


**Blackboard:** Course syllabus, handouts, assignments, will be available on blackboard. All students can access blackboard with a JJ account.
Syllabus Change Policy
Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

Class Schedule and Reading Assignments

Part I: The Conquest of Latin America and its Peoples

Week 1: Topic: Course Overview, Requirements, etc.

Week 2: Topic: Creating a New World Caste System: Colonial Policy & the Construction of Race in Latin America


Assignment Due: Map of Latin America and its Indigenous Groups

Week 3: Topic: Mestizaje and the Affirmation of Creole Nationalism

Danner. The Massacre at El Mozate pgs. 3-35

Week 4: Topic: Latin America and the Indian Problem

Danner. The Massacre at El Mozate pgs. 35-75

Assignment Due: Essay #1
Part II: The Natives Fight Back

Week 5:   Topic: The Túpac Amaru/Túpac Katari Rebellions


Danner. The Massacre at El Mozate pgs. 75-105

Assignment Due: Final Paper Topic Due

Week 6:   Topic: Yucatán’s Caste War

Readings: Danner. The Massacre at El Mozate pgs. 105-163


Reading: Begin reading Dennis. The Miskitu People of Awastara pgs.1-23

Week 7:   Midterm Review and Midterm Exam

*******Midterm Review & Midterm Exam*******

PART III: Contemporary Indigenous Populations

Week 8:   Topic: Contemporary Indigenous Populations (The Guarani)

Reading: Dennis. The Miskitu People of Awastara pgs. 23-73


Assignment Due: Annotated Bibliography for Final Paper

Week 9:   Topic: Contemporary Indigenous Populations (The Quechua)


Dennis. The Miskitu People of Awastara pgs. 73-127

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Assignment Due: Essay #2

Week 10: Topic: Contemporary Indigenous Populations (Afro-Latinos)


Dennis. *The Miskitu People of Awastara* pgs. 127-165

Video: The Garifuna

Week 11: Topic: Contemporary Indigenous Populations (Contemporary Caste War Maya)


Dennis. *The Miskitu People of Awastara* pgs. 165-205

Week 12: Topic: Contemporary Indigenous Populations (The Yanomami & Kavopo)


Chapter 7, “Talking to the White Man,” in *The Falling Sky*, edited by Davi Kopenawa and Bruce Albert Translated by Nicholas Elliott, Alison Dundy. Harvard University Press. 2013

PART IV: The Rise of Indigenous Politics!

Week 13: Topic: Violence and Memory: Native Attempts to Reclaim the Past


Dennis. *The Miskitu People of Awastara* pgs. 205-273

Week 14: Topic: The Chiapas Insurgency Today!

Readings: Polanco. *Indigenous Peoples in Latin America: The Quest for Self-Determination* pgs. 94-108

**Week 15:** Topic: **Indigenous Politics, Self Determination and the rise of the Pink Tide**

Readings:
- Polanco *Indigenous Peoples in Latin America: The Quest for Self-Determination* pgs. 83-94

**Final paper due date:**

**Final Exam:** TBA

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

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

C. **Americans with Disabilities Act (ADA) Policies**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.00 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

**Statement of the College Policy on Plagiarism**

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

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

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

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

**Resources & Academic Support**

Center for English Language Support (CELS): Rm. L. 1201 NH/ Phone (212) 237-8231
Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569
Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047
New Course Proposal Form

Date Submitted: March 10, 2014

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 - Modern Languages and Literatures
   b. Name and contact information of proposer(s) - Silvia G. Dapia
      Email address(es) - sdapia@jjay.cuny.com
      Phone number(s) -

2. a. Title of the course - Violence Against Women in the Spanish-Speaking World
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) - Violence Women Span-Speak Wld
   c. Level of this course: _____100 Level _____200 Level __X__300 Level _____400 Level

      Please provide a brief rationale for why the course is at the level: This is an upper level course with pre-requisites. All literature and culture courses in the major are at the 300-level. As they are taught entirely in Spanish, they need to build on the language skills developed in Spanish language courses at the 100- and 200-levels
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SPA

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

   This course is an elective in the Literatures and Cultures concentration of the new Spanish major. It will add to the diversity component in the curriculum through the exploration of gender issues.

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.)
Through the lens of literature and films this course examines representations of violence against women in the Hispanic world. Focusing on specific moments of state-sponsored violence throughout Latin America and Spain, this course will explore how broader issues including but not limited to human rights, reproductive violence, violence against indigenous women, women in war and other conflicts, women and the guerrilla experience, sexual violence and truth commissions, and new social movements such as the Madres de Plaza de Mayo are portrayed in Hispanic short-stories, novels, plays, poetry, essays, and films. This course is taught in Spanish.

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, and SPA 202 or 212 or placement exam.

6. Number of:
   
   a. Class hours _____3___
   b. Lab hours _______
   c. Credits _____3___

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

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

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   Upon completion of this course students will be able to:

   - discuss issues related to state-sanctioned violence, human rights, justice, and memory in the Hispanic world;
   - analyze representations of violence against women related to state violence, human rights, justice, memory and trauma as portrayed in Hispanic literature, films and other cultural works;
   - analyze new social movements such as the Madres de Plaza de Mayo;
   - articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.
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)

   Elective in the Literatures and Cultures concentration of the new Spanish 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?

    For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see attached syllabus.

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

    Yes ______ X ______ No ______

   • If yes, please state the librarian’s name Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course
      Yes ______ X ______ No ______

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval Feb. 19, 2014

Approved at UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
15. **Faculty** ‐ Who will be assigned to teach this course? ___ Maria Julia Rossi/ Silvia Dapia

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.

LLS 255--The Latin American Woman in Global Society. There are five crucial differences between LLS 255 and our proposed course: (1) ours is in Spanish for the Spanish Major while LLS 255 is in English; (2) the proposed course focuses on violence (state-sponsored violence) seen through the lens of literature, film, and other cultural artifacts; (3) ours focuses on Latin America and Spain; (4) ours is a 300-level course; (5) the courses have different prerequisites. The course was sent to the LLS department. Prof. Jodie Roure, who teaches LLS 255, gave us feedback. See # 17.

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

___ Not applicable

___ No

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

We consulted many scholars who work on Violence Against Women in Spanish speaking countries like Rosemary Barberet, Jodie Roure, Belinda Rincón, Marcia Esparza, and Verónica Michel. The Gender Studies Program also gave us feedback. As a result of this, some texts and articles were added and some aspects were emphasized.

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

_X_ No

___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Silvia Dapia

Chair, Proposer’s Department

Approved at UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Syllabus for “Violence Against Women in the Spanish-Speaking World”

Professor: [Name]
Classroom and Time: [Location and Time]
Semester: [Semester]
Professor’s office: [Office Hours]
Course Code: SPA 3XX
Office Hours: [Office Hours]
Course Section: 01
Professor’s e-mail: [Email]

Course Prerequisite: ENG 201, and SPA 202 or 212 or placement exam.

Course Description:
Through the lens of literature and films this course examines representations of violence against women in the Hispanic world. Focusing on specific moments of state-sponsored violence throughout Latin America and Spain, this course will explore how broader issues including but not limited to human rights, reproductive violence, violence against indigenous women, women in war and other conflicts, women and the guerrilla experience, sexual violence and truth commissions, and new social movements such as the Madres de Plaza de Mayo are portrayed in Hispanic short-stories, novels, plays, poetry, essays, and films. This course is taught in Spanish.

Required Texts (texts will be available on Blackboard; students do not need to purchase these):
- Informe de la Comisión de la Verdad y Reconciliación Volumen VIII, Capítulo II, Violencia y desigualdad de género (Peruvian Truth and Reconciliation Final Report, Volume VIII, chapter two on “Gender Violence”)
Rayas, Lucía. “Subyugar a la nación. Cuando el cuerpo femenino es territorio de tortura a manos del estado” (“Subjugating the Nation: Women and the Guerrilla Experience”).
https://www.academia.edu/3326072/Subyugar_a_la_naci%C3%B3n_Cuando_el_cuerpo_femenino_es_territorio_de_tortura_a_manos_del_estado.


Required Films: Films:

Flor en Otomí (Flower in Otomí), directed by Luisa Riley, 2013 (78 min).

On February 14th, 1974, 19-year-old Dení Prieto Stock was killed by the Mexican army in the town of Nepantla, along with four of her comrades in the Fuerzas de Liberación Nacional (National Liberation Forces), a forerunner to the Zapatistas. The film depicts Prieto Stock’s life and the trajectory that brought her to Nepantla and the FLN.

La Teta Asustada (The Milk of Sorrow), directed by Claudia Vargas. Peru-Spain, 2009 (94 min).

Fausta is suffering from a rare disease called the "Milk of Sorrow," which is transmitted through the breast milk of pregnant women who were abused or raped during or soon after pregnancy. While living in constant fear and confusion due to this disease, she must face the sudden death of her mother. She chooses to take drastic measures to not follow in her mother's footsteps.

The Pinochet Case, directed by Patricio Guzmán, 2001 (110 min).

The Pinochet Case documents what followed: a year and a half of house arrest for Pinochet, the old man finally a spectator, rather than a maker, of history; the diplomatic intricacies of an international trial, and finally, justice in sight for the living, and the dignity of mourning for the disappeared. Patricio Guzmán was there with his camera, as he had been since the beginning.

El traspatio (Backyard), directed by Carlos Carrera, Mexico, 2009 (122 min).

The true story of the border town of Juarez, Mexico where since the mid-1990s thousands of women have gone missing or turned up as sun-burnt corpses in the desert. Can new police captain Blanca Bravo stop the savagery?

When the Mountains Tremble, directed by Newton Thomas Sigel and Pamela Yates, Guatemala, 1983 (83 min).

Filmed at the height of the Guatemalan Army's repression against the Mayan indigenous people, this documentary describes the struggle of the largely Indian peasantry against a heritage of state and foreign oppression.

A copy of these films will be available at the Modern Language Lab.

Learning Outcomes: Upon completion of this course students will be able to:

- discuss issues related to state-sanctioned violence, human rights, justice, and memory in the Hispanic world;
- analyze representations of violence against women related to state violence, human rights, justice, memory and trauma as portrayed in Hispanic literature, films and other cultural works;
- analyze new social movements such as the Madres de Plaza de Mayo;
- articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.

Course Requirements:

1. Participation (20% of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text.

Approved at UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Students are expected to attend class regularly. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance, and meaningful participation in classroom discussions, activities, etc.

2. **Oral Presentation (20%)** — an oral presentation is required in which a theme of women and violence in the Spanish-speaking world is explored and placed within the appropriate social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

3. **Quizzes (20%)** — Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

4. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students' mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

5. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

6. **Final Grade Weighting:**
   - 20% Participation
   - 20% Oral Presentations
   - 20% Quizzes
   - 20% Midterm
   - 20% Final Paper

   The John Jay *Undergraduate Bulletin* allows for the following grades only:
   - A, A- Excellent
   - B+, B, B- Very Good
   - C+, C Satisfactory
   - C-, D+, D, D- Poor
   - P PASS
   - R REPEAT
   - WU Withdrew Unofficially
   - F Failure

7. **SCORING RUBRICS**

   **SCORING RUBRIC FOR CLASS PARTICIPATION**

   **Exemplary (A)**
   - initiates and maintains interaction with students and instructor from beginning of class
   - shows leadership in group activities
   - asks pertinent questions
   - is always prepared and demonstrates a minimum of errors
   - attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

   **Proficient (B)**
   - shows willingness to participate
   - cooperates fully in discussions and group activities although may not necessarily be the leader
   - answers readily when called upon and has few errors
   - elaborates somewhat on answers

   **Marginal (C-D)**
   - participates more passively than actively
   - is frequently not well prepared
   - makes numerous errors and has difficulty with elaborating on answers

   **Unacceptable (F)**
   - participates grudgingly or not at all in activities
   - generally does not cooperate in group activities
   - usually unprepared
- repeatedly makes the same error.

**SCORING RUBRIC FOR ORAL PRESENTATIONS**

*These guidelines have been adapted from excellent grading rubrics available at:*

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&

| Rubric                  | Exemplary (A)                                                                                                                                                                                                 | Proficient (B)                                                                                                                                                                                                 | Marginal (C/D)                                                                                                                                                                                                 | Unacceptable (F)                                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Organization**        | Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.                                                                                             | Usually observable within the presentation; content generally proceeds in logical fashion.                                                                                                                                                                                                                                           | Somewhat or intermittently observable within the presentation.                                                                                                                                                                                                                   | Not observable within the presentation; presentation jumps around without logical progression.                                                                                                                                                                                                 |
| **Pattern** (specific introduction and conclusion, sequenced material within the body, and transitions) |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |
| **Grammar**             | No or almost no grammatical errors.                                                                                                                                                                             | Occasional and/or minor grammatical errors.                                                                                                                                                                                                                               | Frequent grammatical errors.                                                                                                                                                                                                                                                                                                                  | Excessive grammatical errors that impede comprehension.                                                                                                                                                                                                                           |
| **Vocabulary**          | Precise and effective word use/choice; broad and extensive use of vocabulary.                                                                                                                                   | Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.                                                                                                                                                             | Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.                                                                                                                                                                                                                                           | Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.                                                                                                                                               |
| **Fluency and**         | Speech continuous with few pauses or stumbling; consistently accurate pronunciation.                                                                                                                           | Occasional hesitation, but manages to continue and complete thought and with only occasional pronunciation or other errors.                                                                                                                                              | Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.                                                                                                                                                                                                                                                       | Speech halting and uneven with long pauses or incomplete thoughts and frequent improper pronunciation.                                                                                                                                                                      |
| **Pronunciation**       |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |
| **Supporting**          | Central message is strongly supported by PowerPoint—or other materials. Accurate spelling and grammar in slides or other materials.                                                                            | Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.                                                                 | Central message is generally or partially supported by non-verbal material, but frequent spelling and grammar errors in materials.                                                                                                                                               | Central message is not supported by other materials.                                                                                                                                                                                                                               |
SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics of the essay: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

Mechanics of MLA format: MLA citation style often used correctly.

Marginal (C/D)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.
Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

Logic and argumentation: Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics of the essay: Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

Mechanics of MLA format: Frequent major errors in MLA citation style.

CHEATING AND PLAGIARISM:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.

Statement of the College Policy on Plagiarism

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

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Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin,
Instructor’s Note on Cheating:

The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore **PROHIBITED** in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read *John Jay College of Criminal Justice Undergraduate Bulletin*, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and *CUNY Policy on Academic Integrity*.

Incomplete Grade Policy

An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class

The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

**TENTATIVE SCHEDULE**

**Week 1 – Debating Women’s Human Rights**

Introduction, course objectives and requirements. Key concepts and debates

- “Convención sobre la eliminación de todas las formas de discriminación contra la mujer” (CEDAW).
- Jelin, Elizabeth. “Los derechos humanos y la memoria de la violencia política y la represión” (24 pages).

**Topics for Discussion**: What does it mean to say that “women’s rights are human rights”? How have women’s human rights been defined, negotiated and enforced, historically and in the present? Can we consider women’s rights as human rights an effective strategy to stem the increasing number of incidences of violence against women?

**Week 2 – Latin American Feminisms: Thinking about Gender, Sexuality, and Culture**

- Short movie “Historia de las mujeres en Latinoamérica.”
http://www.youtube.com/watch?v=IECUWx1EP3Q

**Topics for Discussion:** Are gender violence and violence against women interchangeable? Why or why not? What is the difference between gender and sexuality? What are “feminist” perspectives on human rights? Can human rights only exist within a framework of citizenship? How do we define “rights” as they relate to embodiment, gender and sexuality? What does the history of feminism in Latin America allow us to understand?

**Week 3: Women and Dictatorship in the Dominican Republic**
- Julia Álvarez. *En el tiempo de las mariposas*
- Mario Vargas Llosa *La fiesta del chivo*. (Excerpts).

**Topics for Discussion:** What connections do Vargas Llosa and Julia Álvarez establish between machismo and dictatorship in *The Feast of the Goat*? How is male homosociality portrayed in these novels? What is the relationship between male homosociality and the traffic in women as two central components of the Trujillo dictatorship as they appear in these two novels? What form does violence assume in this political context? How do these novels present women’s special vulnerability to sexual trafficking under dictatorship? How do gender relations intersect with other axes of power, such as class and race in these novels?

**Week 4: Masculinities, Power, and Terror in Mexico’s Dirty War**
- Elena Poniatowska. *La noche de Tlatelolco* (*Massacre in Mexico*). Excerpts.
- Interview with Elena Poniatowska and Amy Goodman – Democracy Now! [start listening at the 21 minute mark]
- “El 68: Desconcierto de Washington.” National Security Archives (7 pages)
- Elaine Carey. “Apertura democrática: Masculinity, Power and Terror.”
- Quiz # 1

**Topics for Discussion:** How did the Mexican government react to political activism during the 1960s and 1970s? How was the Mexico City massacre of 1968 portrayed in the national and international media? What role does Elena Poniatowska’s report play in the nation’s memory on the massacre? How are women activists portrayed in this report?

**Week 5: Women and the Guerrilla Experience**
- *Flor en Otomí* (Flower in Otomí), directed by Luisa Riley, 2013 (78 min).
- Lucía Rayas. “Subyugar a la nación. Cuando el cuerpo femenino es territorio de tortura a manos del estado” (“Subjugating the Nation: Women and the Guerrilla Experience”).

**Topics for Discussion:** Where are the women in contexts of war and conflict? Why are women so often seen as merely victims and not perpetrators of violence? In the film *Flor en Otomí* (Flower in Otomí) what role do the Fuerzas de Liberación Nacional (National Liberation Forces) play? How are women portrayed in this film?

**Week 6: New Social Movements: The Mothers of the Plaza de Mayo**
- Watch parts 1 and 2 of the short documentary on Argentina’s dictatorship:
  - http://www.youtube.com/watch?v=WiGWHaksLf8
  - http://www.youtube.com/watch?v=RDN9ACSCriU
- Valenzuela, Luisa. *Other Weapons*.
- Quiz # 2
Topics for discussion: How have mothers’ movements such as the Madres de Plaza de Mayo in Argentina transformed broader understandings of human rights? How is political memory “gendered”? How does Valenzuela treat the topic of memory in Other Weapons? Does Laura ever recuperate her memory and identity? If so, what role does the mirror play in this recovery?

Week 7: State Terror and Gender Violence in Argentina

Topics for discussion: What are some of the difficulties survivors face when documenting their histories of trauma and violence? What is the relationship between gender-based torture, state power, and language? How are women’s testimonies framed in human rights reports (*Nunca más*)? What is included in these works that is excluded from the human rights report?

Week 8: Review and Midterm

Week 9: Sexual Violence and Truth Commissions in Chile
- Dorfman, Ariel. *La muerte y la doncella* (Death and the Maiden).
- Guzmán, Patricio. The Pinochet Case (2001)
- Pia Barros. ¡Basta! Cien mujeres contra la violencia de género (Excerpts).
- *The Rettig Report* (Excerpts)

Topics for discussion: What have been some of the limits and accomplishments of Chilean truth commissions and human rights trials? How do gender politics emerge in eras of transitional justice? What are the dilemmas of testifying before a Truth and Reconciliation Commission for many victims of sexual violence as suggested in Dorfman’s play? How are those dilemmas portrayed in Dorfman’s play?

Week 10: Peru: Sexual Violence and Memory in Ethnically-Divided Perú
- *La Teta Asustada* (The Milk of Sorrow), directed by Claudia Vargas.
- Kimberly Theidon Entre Prójimos: El conflicto armado interno y la política de la reconciliación en el Perú.
- Informe de la Comisión de la Verdad y Reconciliación Volumen VIII, Capítulo II, Violencia y desigualdad de género (Peruvian Truth and Reconciliation Final Report, Volume VIII, chapter two on “Gender Violence”).
- Quiz # 3

Topics for Discussion: How does the film portray the lives of female Peruvian peasants who endured the increasingly violent movement of the Shining Path and the onslaught of soldiers? What are the prospects for women to achieve justice as portrayed in the film? What are the reparations for sexual and reproductive violence? How do gender relations intersect with other axes of power, such as class and race in the film?

Week 11: Guatemala: Indigenous Women and Violence
- Menchú, Rigoberta, and Elizabeth Burgos. *Me llamo Rigoberta Menchú y así me nació la conciencia*. Excerpts.
- *When the Mountains Tremble*, directed by Newton Thomas Sigel and Pamela Yates.

Topics for discussion: What is the function of testimonial literature in Latin America? Rigoberta Menchú describes several types of violence against indigenous people; which types are particularly used against women? Is there is particular type of violence against indigenous women? How does it differ from violence against women in general?

Week 12: Women in War Conflict in Nicaragua and Colombia. Afro-Colombian and Indigenous Women
- Laura Restrepo *Delirio*. Excerpts.
- “Las mujeres frente a la violencia y la discriminación derivadas del conflicto armado en Colombia.” Informe de la OEA.  
  http://www.cidh.oas.org/annualrep/2009sp/Cap.5.Colombia.sp.htm

**Quiz # 4**

**Topics for Discussion**: Aguilar describes Colombia as “a country . . . split from top to bottom by a mountain range, the highways . . . twist and twine around abysses . . . and they’re seized every day by the army, the paramilitaries, or the guerrillas, who kidnap you, kill you, or assault you with grenades . . . .”

How do these images relate to Agustina’s “illness”? What does Eugenia’s reaction to the confrontation that ultimately tears the family apart reveal about her own sexuality and the repression of upper-class women in Colombia? How do gender relations intersect with other axes of power, such as class and race in these novels?

**Week 13: Femicide in Ciudad Juarez**
- Bolaño, Roberto. “La parte de los crímenes”. 2666 Excerpts.
- “El traspatio (Backyard), directed by Carlos Carrera, Mexico, 2009 (122 min).

**Topics for Discussion**: How is Juarez portrayed in Bolaño’s novel? Why have women been targeted as murder victims? How does Bolaño portray the diverse femicides? Why does the narrator spend so much time and go into so much detail describing the dead bodies of these women? What creates the climate of impunity according to the novel?

**Week 14: Oral Presentations**

**Week 15: Final Paper due**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: March 10, 2014

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** - Modern Languages and Literatures

   **b. Name** and contact information of proposer(s) - Silvia G. Dapia

   Email address(es) - sdapia@jjay.cuny.com  
   Phone number(s) -

2. **a. Title of the course** - Hispanic Film

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

   **c. Level** of this course  
   ____100 Level  ____200 Level  __X__300 Level  ____400 Level

   Please provide a brief rationale for why the course is at the level: This is an upper level course with pre-requisites. All literature and culture courses in the major are at the 300-level. As they are taught entirely in Spanish, they need to build on the language skills developed in Spanish language courses at the 100- and 200-levels.

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

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

   This course is an elective in the Spanish American Literatures and Cultures concentration of the new Spanish major. It will add to the diversity component in the curriculum through the exploration of immigration, sex and gender issues; and it will add to the justice component through the exploration of political regimes and conflicts and transitional justice issues.

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in which the films were produced, while remaining attentive to the construction of films (editing, sound, camera movement, etc.). Topics to be covered may include immigration and exile, globalization, collective memory and post-dictatorial societies, same sex relationships and gender issues. This course is taught in Spanish.

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 and SPA 202 or 212 or placement exam.

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

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

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

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

By the end of the semester students will be able to:

- discuss the historical, political, economic, and social context in which the films have been produced;
- examine the diverse voices of the cultures of the Spanish-speaking world (e.g., indigenous people, women, Afro-Hispanic groups, and the various national cultures) that are represented in the films;
- analyze films, specifically with reference to articulating relationships between content and form;
- discuss Hispanic film in the broader context of globalization;
- communicate ideas and information that is the result of carefully conducted 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)

Elective in the Spanish and Latin American Literatures and Cultures concentration of the new Spanish major and the Film Studies Minor as an elective course.

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

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

11. How will you assess student learning?

For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see attached syllabus.

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

Yes___X___ No_____ 

- If yes, please state the librarian’s name Maria Kiriakova
- Are there adequate resources in the library to support students' work in the course
  Yes___X____ No________

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

14. Date of Department curriculum committee approval Feb. 19, 2014

15. Faculty - Who will be assigned to teach this course? Raúl Romero or Silvia Dapia

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

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

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

   ___X__Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

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

   ___X__No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
    Silvia Dapia
    Chair, Proposer’s Department
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SPAN 3YY—Hispanic Film

Professor: Raúl Romero or Silvia Dapia
Semester: Professor's office
Course Code: SPA 3YY
Classroom and Time: Office Hours:
Course Section: Professor's e-mail:
Course Prerequisite: ENG 201 and SPA 202, SPA 212 or placement exam.

Course Description:
This course explores the cinema of Latin America and Spain with emphasis on the historical, political, economic, and social context in which the films were produced, while remaining attentive to the construction of films (editing, sound, camera movement, etc.). Topics to be covered may include immigration and exile, globalization, collective memory and post-dictatorial societies, same sex relationships and gender issues. This course is taught in Spanish.

Learning Outcomes: By the end of the semester students will be able to:

- discuss the historical, political, economic, and social context in which the films have been produced;
- examine the diverse voices of the cultures of the Spanish-speaking world (e.g., indigenous people, women, Afro-Hispanic groups, and the various national cultures) that are represented in the films;
- analyze films, specifically in reference to articulating relationships between content and form;
- discuss Hispanic film in the broader context of globalization;
- communicate ideas and information that is the result of carefully conducted research.

Required Texts: Readings are available on Blackboard.

- Castro, Fidel. “Palabras a los intelectuales.” (12 pages)
- Grimson, Alejandro. "Nuevas xenofobias, nuevas políticas étnicas en Argentina." (16 pages)

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015

Films: A copy of these films will be available at the Modern Language Lab.
- *Bolívia*, directed by Adrián Caetano, Argentina, 2001 (75 min).
- *Cartas de Alou* directed by Montxo Armendáriz, Spain, 1993 (100 min).
- *La Nana (The Maid)* directed by Sebastián Silva, Chile, 2009 (95 min).
- *Machuca*, directed by Andrés Wood, Chile, 2004 (121 min).
- *Memorias del subdesarrollo (Memories of Underdevelopment)*, directed by Tomás Gutiérrez Alea, Cuba, 1968 (97 min).
- *Nostalgia de la luz (Nostalgia for the Light)*, directed by Patricio Guzmán, 2010 (90 min).
- *Y También la lluvia (Even the rain)* directed by Icíar Bollaín, Spain-Mexico-France, 2010 (104 min).
- *XXY*, directed by Lucía Puenzo, Argentina, 2007 (86 min).
- *Y tu mamá también*, directed by Alfonso Cuarón, México, 2001 (105 min).

Course Requirements:

1. **Participation (20% of the final grade):** Students are expected to attend and participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance and meaningful participation in classroom discussions, activities, etc.

2. **Oral Presentation (20%)** — An oral presentation is required in which a theme closely connected to the course topics is explored and placed within the appropriate historical, social, political, economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.
3. **Quizzes (20%)** – Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

4. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students' mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

5. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

6. **Final Grade Weighting:**

   - 20% Participation
   - 20% Oral Presentations
   - 20% Quizzes
   - 20% Midterm
   - 20% Final Paper

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+,B,B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+,C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-,D+,D,D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
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<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
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<tr>
<td>P</td>
<td>PASS</td>
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<td>R</td>
<td>REPEAT</td>
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</tbody>
</table>

### SCORING RUBRICS

#### Scoring Rubrics for Class Participation

**Exemplary (A)**
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B)**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D)**
- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

**Unacceptable (F)**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same errors.
SCORING RUBRIC FOR ORAL PRESENTATIONS

These guidelines have been adapted from excellent grading rubrics available at:

http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C/D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization Pattern</strong> (specific introduction and conclusion, sequenced material within the body, and transitions)</td>
<td>Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.</td>
<td>Usually observable within the presentation; content generally proceeds in logical fashion.</td>
<td>Somewhat or intermittently observable within the presentation.</td>
<td>Not observable within the presentation; presentation jumps around without logical progression.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors.</td>
<td>Occasional and/or minor grammatical errors.</td>
<td>Frequent grammatical errors.</td>
<td>Excessive grammatical errors that impede comprehension.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Precise and effective word use/choice; broad and extensive use of vocabulary.</td>
<td>Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.</td>
<td>Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.</td>
<td>Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.</td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling; consistently accurate pronunciation.</td>
<td>Occasional hesitation, but manages to continue and complete thought and with only occasional pronunciation or other errors.</td>
<td>Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and frequent improper pronunciation.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>Central message is strongly supported by PowerPoint—or other materials. Accurate spelling and grammar in slides or other materials.</td>
<td>Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
<td>Central message is generally or partially supported by non-verbal material, but frequent spelling and grammar errors in materials.</td>
<td>Central message is not supported by other materials.</td>
</tr>
</tbody>
</table>
SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)
Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.
Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.
Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.
Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.
Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)
Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.
Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.
Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.
Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.
Mechanics of the essay: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.
Mechanics of MLA format: MLA citation style often used correctly.

Marginal (C/D)
Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.
Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.
Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.
Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

Logic and argumentation: Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics of the essay: Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

Mechanics of MLA format: Frequent major errors in MLA citation style.

Cheating and Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.

Statement of the College Policy on Plagiarism

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

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

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).
Instructor’s Note on Cheating:
The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity.

Incomplete Grade Policy
An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class
The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

Americans with Disabilities Act (ADA) Policies
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

Tentative Schedule

Week 2: The Voice of the Indigenous People: From the Conquest of the Americas to Globalization
- También la lluvia (Even the Rain) directed by Iciar Bollaín, Spain-Mexico-France, 2010 (104 min).

Topics for discussion: Where is the film set? Why have they chosen that place? Describe the opening scene. Why has the law historically taken both social and environmental harm for granted? Who has benefited from the historical silences of the law in regard to social suffering and environmental harm? What role do Bartolomé de las Casas and Dominican friar Antonio de Montesinos play in history and in the film? Why does Bollaín use the “film within the film”?

Week 3: Revolutionary Cinema
- Memorias del subdesarrollo (Memories of Underdevelopment), directed by Gutiérrez Alea, Cuba, 1968 (97 min).

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
- Fidel Castro. “Palabras a los intelectuales” (12 pages).
- Rozitchner, León. *Moral burguesa y revolución*. Excerpts. (10 pages)

**Topics for discussion:** What point of view does *Memories of Underdevelopment* use? Why? What kind of editing does Gutiérrez Alea use in this film? Why? What is the relationship between León Rozitchner’s text and the film?

**Week 4: Memory in Post-dictatorial Chile**
- *Nostalgia de la luz* (Nostalgia for the Light), directed by Patricio Guzmán, 2010 (90 min).
- Quiz # 1

**Topics for discussion:** Why was the 17-year dictatorship embraced by a large segment of Chilean Society? How does Patricio Guzmán’s *Battle of Chile* offer an alternative interpretation to official discourses about the coup? What were the historical, social, and economic particularities of Chile at that time? What are the tensions between aesthetics and politics in these two films?

**Week 5: Political Conflict and Violence Through the eyes of Children—Part I: Guatemala**

**Topics for discussion:** Why is the scene of the resignation of president Árbenz central for understanding the movie? Why does the camera maintain distance, never entering the house during this sequence? What does the three-shot structure without the camera moving serve to emphasize? What is the effect of constructing the scene in this way? What elements give the film a documentary authority? What relationships can you establish between the film and Menchú’s text?

**Week 6: Political Conflict and Violence Through the eyes of Children—Part II: Chile**
- *Machuca*, directed by Andrés Wood, Chile, 2004 (121 min).
- Stern, Steve J. *Luchando por mentes y corazones. Las batallas de la memoria en le Chile de Pinochet*. Excerpts (30 pages).
- Quiz # 2

**Topics for discussion:** Identify, describe and interpret (what does it mean?) the very first scene of the film. Is social class shown here as an essentialist notion? Why/ Why not? How do you interpret the close-up of Gonzalo’s hands buttoning his shirt in contrast with the following close-up of his maid’s hands? What visual markers of class appear in the film? How do these images relate to the conflict that interrupts Chile’s democracy?

**Week 7: The Global and the Local**
- *Y tu mamá también*, directed by Alfonso Cuarón, México, 2001 (105 min).

**Topics for discussion:** Does Cuarón’s film share any cinematic traits with other films we have seen? How does *Y tu mamá también* portray gender roles and homosexuality? What kind of representation of Mexican society does this film present? What does it mean to say that Cuarón’s film is a product of the globalized era of film production? Does the film exhibit any nostalgia for a national framework for defining Mexico or are all culturally specific topics neutralized?
Week 8: Review & Midterm

Week 9: New Ethnic Policies in Neoliberal Argentina

- Bolivia, directed by Adrián Caetano, Argentina, 2001 (75 min)
- Grimson, Alejandro. “Nuevas xenofobias, nuevas políticas étnicas en Argentina.” (16 pages)

Topics for discussion: Why did European immigration appear to be the key for Argentina’s modernization in the eyes of the liberal Argentinean elite in the late 1800s? What was the prevailing racial ideology in early twentieth-century Argentina? What kind of immigration policies did Argentina’s government apply to European people during the 1990s? To Latin American people? What group of immigrants did the national media repeatedly present in the 1990s? Why?

Week 10: African Migration in Spain

- Cartas de Alou directed by Montxo Armendáriz, 1996 (100 min).
- Quiz # 3

Topics for discussion: How do the letters become narrative vehicles in Armendáriz’s film? When is Alou arrested? Why must he be deported, according to the logic of the film? What scenes show a Spanish xenophobic attitude toward Alou most clearly? Why is Mulai given an English name (as opposed to a Spanish one)?

Week 11: Gender, Class and Ethnicity in Chile’s New Cinema

- La Nana (The Maid) directed by Sebastián Silva, Chile, 2009 (95 min).
- Silke Staab and Kristen Hill Maher, “The Dual Discourse About Peruvian Domestic Workers in Santiago de Chile: Class, Race, and a Nationalist Project.” 87-116.
- Paz Saffie, “Peruanos denuncian discriminación tras anuncio contra cocinerías ilegales.”

Topics for Discussion: Can this film be interpreted within a socio-economic model? If yes, how? How is the ethnic component portrayed in this film? How is the class divide portrayed in the domestic space of the home? Are the relations of power neatly binary in this film? Why is the family portrayed so sympathetically? Does the film preserve or challenge the social status quo? How does the film relate to the Peruvian immigration in Chile?

Week 12: LGBTQI Movements in Argentina

- XXY, directed by Lucía Puenzo, Argentina, 2007 (86 min).
- “An interview with Lucía Puenzo” (3 pages).
- Quiz # 4

Topics for discussion: Since the transition to democracy, Argentina has made great progress in the enactment of public policies whose main purposes are to reject gender and sexual discrimination. What are some of those policies? When did Argentina establish same-sex marriage? What is intersex? How would you characterize Lucía Puenzo’s depiction of an intersex adolescent?

Weeks 13 and 14: Oral presentations

Week 15: Final paper

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: March 10, 2014

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 - Modern Languages and Literatures
   b. Name and contact information of proposer(s) - Silvia G. Dapia
      Email address(es) - sdapia@jjay.cuny.com
      Phone number(s) -

2. a. Title of the course: Gay, Lesbian & Transgender Issues in Hispanic Film & Literature
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) - GLBT Issues in Hispanic Film & Lit
   c. Level of this course  ____100 Level  ____200 Level  ____X____300 Level  ____400 Level

   Please provide a brief rationale for why the course is at the level: This is an upper level course with pre-requisites. All literature and culture courses in the major are at the 300-level. As they are taught entirely in Spanish, they need to build on the language skills developed in Spanish language courses at the 100- and 200-levels
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SPA

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

   This course is an elective in the Literatures and Cultures concentration of the new Spanish major. It will add to the diversity component in the curriculum through the exploration of gay, lesbian, and transgender issues.

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.)
Through literature and film, this course explores cultural aspects of same sex relationships and gender issues in Latin America and Spain. Topics to be covered may include lesbian and gay politics in Latin America and Spain; differences of race and class among lesbians, gays and transgender people in these countries; evolving ways of thinking about sexuality; and the impact of globalization on gender and the construction of sexual identities. This course is taught in Spanish.

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; and SPA 202 or 212 or placement exam.

6. **Number of**:
   a. Class hours  ____3____
   b. Lab hours  ______
   c. Credits  ____3____

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

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

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

   Upon completion of this course, students will be able to:
   - Identify LGBTQI rights issues in relation to specific historical contexts in different countries in the Spanish-speaking world;
   - Analyze the social, political, economic, and cultural contexts of the struggles for LGBTQI rights throughout the Spanish-speaking world;
   - Analyze homophobia, lesbophobia, transphobia and LGBTQI rights as presented in Spanish & Latin American literature and film;
   - Articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.

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)

Elective in the Literatures and Cultures concentration of the new Spanish 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?

For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see attached syllabus.

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

Yes__X__ No____

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

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval Feb 19, 2014_________________

15. Faculty - Who will be assigned to teach this course? Prof. Romero or New Hire
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.

There are two courses which address same-sex relationships and/or gender issues through the prisms of literature and/or film: DRA 243 Black Female Sexuality in Film and LIT 316 Gender and Identity in Literary Traditions. This course is different because it focuses only in Spanish-speaking cultural artifacts for the relevant analyses and is taught entirely in Spanish. It also covers a broader range of issues, whereas the DRA and LIT courses seem to address their particular topics in greater depth.

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 Gender Studies Program gave us feedback. As a result of this some texts and articles were added and some aspects were emphasized.

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

___X__No
_____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
Silvia Dapia
Chair, Modern Languages and Literatures
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th street, 7th floor, New York, NY 10019  
Syllabus for “Gay, Lesbian & Transgender issues in Hispanic Film and Literature”

Professor:  
Classroom and Time:  
Semester:  
Professor’s office:  
Course Code: SPA 3ZZ  
Office Hours:  
Course Section: 01  
Professor’s e-mail:  
Course Prerequisite: ENG 201; and SPA 202 or 212 or placement exam.

Course Description:
Through literature and film, this course explores cultural aspects of same sex relationships and gender issues in Latin America and Spain. Topics to be covered may include lesbian and gay politics in Latin America and Spain; differences of race and class among lesbians, gays and transgender people in these countries; evolving ways of thinking about sexuality; and the impact of globalization on gender and the construction of sexual identities. This course is taught in Spanish.

Required Texts (the following texts or excerpts from these texts will be available on Blackboard; students do not need to purchase these):

Book chapters and articles:

Books (only selected excerpts will be read)
- Lozada, Angel. No quiero quedarme sola y vacía. San Juan: Isla Negra, 2011

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015


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Short stories and poems

- Palacio, Pablo. "Un hombre muerto a puntapiés," 1926. (6 pages)
- Perlongher, Néstor. "Matan a una marica," 1985. (3 pages)
- Selected poems by Jaime Gil de Biedma, Federico García Lorca, Luis Cernuda, Juan Goytisolo and Ana Rossetti.

---

**Required Films (plot summaries from IMDB except when noted):**

- **Antes que anochezca**, directed by Julian Schnabel, 2001
  
  Cuban poet and novelist Reinaldo Arenas's life is narrated by him, in an inextricable mix of his memories, dreams, nightmares and pure fiction. He grew up as poor, naked illegitimate child, joined Castro's Cuban revolution and became an intellectual, employed in the public library. After discovering his gay sexuality, he soon shares in the regime's inconsistent persecution. His work and life become dominated by the mix of temptation, fear, betrayal and man-hunting in both senses. Finally he makes it to Manhattan, only to get caught in another trap for which there is only one tragic escape in the end.

- **El salfumán y la Jinetera**, directed by Lala Miñoso, 2012 (short)
  
  This short film highlights the relationships between prostitutes and pimps in current Cuba. It explores the so-called "down-low" behavior in an urban marginal environment.

- **La ley del deseo**, directed by Pedro Almodóvar, Spain 1987.

  Pablo and Tina have complicated sexual lives. Pablo writes and directs plays and films; he's gay and deeply in love with Juan, a young man who won't reply to Pablo's affection or letters. Pablo's sibling Tina is a transsexual, angry at men, raising Ada, and trying to make it as an actress. Pablo takes up with Antonio, a youth who becomes jealous of Pablo's love for Juan. Antonio seeks out Juan, and violence leads to Pablo's grief and a temporary loss of memory. When memory returns, he learns that Antonio has taken up with Tina. In horror, he hurries to Tina's rescue and must face Antonio and his desire.

- **El cónsul de Sodoma**, directed by Sigfrid Monleón, Spain, 2009.

  Fascinating journey through the life and work of the prestigious Catalan poet Jaime Gil de Biedma, both marked by sexuality and eroticism. Charismatic and somewhat eccentric, brilliant intellectual with extraordinary sensitivity and member of Barcelona's 'gauche divine' in the 60s, Gil de Biedma liked to describe himself as a 'poet of experience' while he suffered dreadfully from the dichotomy strangling him: bourgeois and executive for a multinational by day, communist and homosexual poet by night.

- **Ocaña**, directed by Ventura Pons, Spain 1978

  The movie tells the life story of Andalusian painter José Pérez Ocaña. By reconstructing his world and experiences, it presents topics unknown to our cinema until then. Ocaña questions issues such as transvestism as provocation, religion and fetishism, repression, anarchism, homosexuality... Marginalized lives of transvestites, prostitutes, pimps and thieves, which the dictatorship tried to conceal, appears as the backdrop for the portrayal of the life of a charismatic...
individual (translated from: http://cine.estamosrodando.com/filmoteca/ocana--retrato-intermitten/)  

  A desperate love story between two young girls of extremely different social backgrounds: a teenager from the most exclusive suburban neighborhood in Argentina and the 20-year-old Payaguayan maid working at her place. Unable to find a place for their love in the world they live in, they are pushed to commit a crime.

- **Plata quemada** directed by Marcelo Piñeyro, Argentina, 2000.
  Based on the true, spectacular 1965 crime spree which held Argentina & Uruguay hostage in a two-month stage of terror, Plata Quemada tells the story of Angel and Sam. These two young, sexy and inseparable killers are known as "Los Mellizos" in Spanish. The film is an action thriller of the exploits and red-hot passion of the two thugs. Not only unstoppable criminals, the two young men are also passionate gay lovers. The film is a recreation of their now-legendary story.

- **XXY**, directed by Lucía Puenzo, Argentina, 2007
  In a small coastal town of fishermen in Uruguay, the biologist Kraken works and lives in a house at the sea side with his wife Suli and their aggressive fifteen year-old daughter Alex. When Suli welcomes her former best friend Erika that comes with her husband, the surgeon Ramiro and their teenage son Alvaro to spend a couple of days with her family, Kraken learns that his wife invited Ramiro to operate Alex. Meanwhile Alex and Alvaro feel attracted by each other; however, Alvaro finds that Alex is hermaphrodite and she finds that Alvaro is gay. But the troubled and outcast Alex has the right to choose what gender she wants for her.

A copy of these films will be available at the Modern Language Lab.

**Learning Outcomes:**

Upon completion of this course, students will be able to:

- Identify LGBTQI rights issues in relation to specific historical contexts in different countries in the Spanish-speaking world;
- Analyze the social, political, economic, and cultural contexts of the struggles for LGBTQI rights throughout the Spanish-speaking world;
- Formulate their views on homophobia, lesbophobia and transphobia;
- Analyze homophobia, lesbophobia, transphobia and LGBTQI rights as presented in Spanish & Latin American literature and film;
- Articulate critical responses to topics discussed in class and communicate ideas and information in a clear and concise manner.

**Course Requirements:**

1. **Participation (20% of the final grade):** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent attendance, and meaningful participation in classroom discussions, activities, etc.

2. **Oral Presentation (20%)** — an oral presentation is required in which a theme of women and violence in the Spanish-speaking world is explored and placed within the appropriate social, political,
economic, and cultural context. The topic must have prior approval from the instructor. A class discussion will follow. The presenter will lead and moderate the discussion.

3. **Quizzes (20%)** — Four short quizzes will be administered throughout the semester, covering the topics of the readings and class discussions conducted so far. Students must attend class on the date when quizzes are scheduled and be on time, as there will be no make-up quizzes.

4. **Midterm (20%)** — The midterm will consist of two parts: (i) short-answer questions that test students' mastery of the basic terms and academic debates; and (ii) essay questions that allow the students to synthesize the material learned in class. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date only if you submit written documentation of a serious illness or legal obligation.**

5. **Final Paper (20%)** — The paper will be a written essay (8-10 pages; typed; double spaced; 12 point font) where each student will analyze a text or film of his/her choice, but the topic must have prior approval from the instructor.

**Final Grade Weighting:**

```
20%  Participation
20%  Oral Presentations
20%  Quizzes
20%  Midterm
20%  Final Paper
```

The John Jay *Undergraduate Bulletin* allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
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<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

**SCORING RUBRICS**

**SCORING RUBRIC FOR CLASS PARTICIPATION**

**Exemplary (A)**
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B)**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D)**
- participates more passively than actively
- is frequently not well prepared
- makes numerous errors and has difficulty with elaborating on answers

**Unacceptable (F)**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- usually unprepared
- repeatedly makes the same errors
# SCORING RUBRIC FOR ORAL PRESENTATIONS

These guidelines have been adapted from excellent grading rubrics available at: [http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&](http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Q54AWC&)

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exemplary (A)</th>
<th>Proficient (B)</th>
<th>Marginal (C/D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization Pattern</strong></td>
<td>Clearly and consistently observable; logical progression of thought; makes the content of the presentation cohesive.</td>
<td>Usually observable within the presentation; content generally proceeds in logical fashion.</td>
<td>Somewhat or intermittently observable within the presentation.</td>
<td>Not observable within the presentation; presentation jumps around without logical progression.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors.</td>
<td>Occasional and/or minor grammatical errors.</td>
<td>Frequent grammatical errors.</td>
<td>Excessive grammatical errors that impede comprehension.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Precise and effective word use/choice; broad and extensive use of vocabulary.</td>
<td>Occasional and/or minor errors or inappropriate word usage or choice; meaning is clear; shows wide vocabulary.</td>
<td>Frequent errors or inappropriate word use or choice which may lead to confused or obscured meaning.</td>
<td>Excessive erroneous or inappropriate word use or choice; literal translations; invented words. Errors that obscure or change meaning.</td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling; consistently accurate pronunciation.</td>
<td>Occasional hesitation, but manages to continue and complete thought and with only occasional pronunciation or other errors.</td>
<td>Speech choppy and/or slow with frequent pauses and some noticeable pronunciation errors.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and frequent improper pronunciation.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>Central message is strongly supported by PowerPoint—or other materials. Accurate spelling and grammar in slides or other materials.</td>
<td>Central message is supported by non-verbal materials (such as PowerPoint). Occasional spelling/grammar errors in supporting materials, but they generally support the presentation and the presenter's comments.</td>
<td>Central message is generally or partially supported by non-verbal material, but frequent spelling and grammar errors in materials.</td>
<td>Central message is not supported by other materials.</td>
</tr>
</tbody>
</table>
SCORING RUBRIC FOR WRITTEN PAPERS

These guidelines have been adapted from excellent grading rubrics available at:
http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to “mini-thesis” (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics of the essay:** Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

**Mechanics of MLA format:** Correct use of MLA citation style.

Proficient (B)

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics of the essay:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

**Mechanics of MLA format:** MLA citation style often used correctly.

Marginal (C/D)

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

Logic and argumentation: Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics of the essay: Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

Mechanics of MLA format: Frequent major errors in MLA citation style.

Cheating and Plagiarism:

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.

Statement of the College Policy on Plagiarism

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

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

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

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

The use of machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on any assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, the instructor reserves the right to report the offense to the College’s Academic Integrity Officer and assign a Pending grade. The instructor reserves the right to impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity.

Incomplete Grade Policy

An Incomplete Grade will only be assigned to students whose progress has been satisfactory in the course and who present a legitimate reason for the extension such as a medical emergency. Awarding a grade of “Incomplete” is at the discretion of the instructor.

Use of Electronic Devices in Class

The use of mobile phones is not allowed in class. Students must turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries, etc.). Any other use (text, e-mail, social networks, chat, Internet browsing, etc.) will not be tolerated (the student may be asked to leave the class or have her/his grade reduced at the discretion of the instructor). The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

<table>
<thead>
<tr>
<th>W</th>
<th>Material to be covered in class</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1 | **Introduction to the course. Syllabus**  
**Introduction to the topics**  
*Definition of basic concepts: gender, sex, sexuality, sexual identity, transgender, queer, masculinity.*  
*Basic principles of the analysis of cultural artifacts (literature and film)*  
*Readings:*  
Eduardo Mendicutti, *Libros que entienden.*  
*Hacia un canon de la literatura gay,* revista Qué Leer, n.º 69, septiembre de 2002.  
Selected poems by Jaime Gil de Biedma, Federico García Lorca, Luis Cernuda, Juan Goytisolo, and Ana Rossetti. | |
| 2 | **A Possible “Canon” of Gay Literature**  
*Film:* *El Consul de Sodoma,* by Sigfrid | |
<table>
<thead>
<tr>
<th>How is gay and lesbian desire depicted? What queer images can be found in poetry? How are same-sex relationships represented in literature? How can literary canon be defined? How can a canon be created out of marginal literature?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of Eduardo Mendicutti’s Libros que entienden. Hacia un canon de la literatura gay.</td>
</tr>
<tr>
<td>Discussion of Platero-Mendez, Raquel (Lucas). Intersecciones: Cuerpos y sexualidades en la encrucijada.</td>
</tr>
<tr>
<td>Discussion of selected poems by Jaime Gil de Biedma, Federico García Lorca, Luis Cernuda, and Juan Goytisolo.</td>
</tr>
</tbody>
</table>

3 **Homosexuality and Fascism**

What influence do oppression and totalitarism have in the development of literatura? What are the historical and political issues surrounding the production of cultural artifacts depicting homosexuality? What is the influence of the Catholic church on these issues in the context of fascism?

Discussion of Pablo Fuentes’s “Apios, bufos y sapísimos. La identidad homosexual en la literatura española (1874-1936).”

**Quiz # 1**

<table>
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<tr>
<th>Readings:</th>
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4 **Dissidence and Homosexualities**

What are the forms of state persecution of homosexuality as depicted in literature and fim? How is literary activity used as a tool for rebellion against the status quo? How is the (silencing) role of AIDS depicted?

Discussion of Reynaldo Arenas’s Antes que anochezca. Discussion of Julian Schnabel’s film Antes que anochezca (2000).

**Readings:**

|---|

5 **Queering the Margin’s: Pedro Lemebel’s Loco afán**

How do gender issues permeate literary style? How is the journalistic mask uncovered? How are chronicle and performance connected? Which ways does the author use to represent authorial voice?

Discussion of Pedro Lemebel’s Loco afán. Discussion of Jean Franco’s “Encajes de acero.”

**Readings:**

|---|
| 6 | **Transition to Democracy, Gender & Sexuality**  
*How did democracy impact sexual diversity? What continuities can be traced? What changes?*  
Discussion of Dietes Ingenschay’s «Identidad homosexual y procesamiento del franquismo en el discurso literario de España desde la Transición».  
Discussion of Stephen Brown's “Con Discriminación y Represión No Hay Democracia’: The Lesbian and Gay Movement in Argentina.”  
Discussion of the film *Ocaña*, directed by Ventura Pons, Spain, 1978.  
**Quiz #2** | **Review for Midterm**  
*Film*: Ocaña, directed by Ventura Pons, Spain, 1978. |
|---|---|
| 7 | **Review & Midterm**  
**Readings:**  
*Film*:  
*XXY*, directed by Lucía Puenzo, Argentina, 2007 |  
| 8 | **Deconstructing Intersexuality, Transexuality, Bisexuality and Masculinities (I)**  
*How has LGBTI-phobia influenced literature and film? How has it been depicted in cultural artifacts? What is depathologization? What effect did it have in the LGBTI community?*  
Discussion of *XXY*, directed by Lucía Puenzo, Argentina, 2007 | **Readings:**  
| 9 | **Deconstructing Intersexuality, Transexuality, Bisexuality and Masculinities (II)**  
*Which forms of masculinity are portrayed in the cultural and social contexts? What are the similarities and differences between them? How is this reflected in literature? How do race and class influence these portrayals?*  
Discussion of Ricardo Piglia’s *Plata quemada.* | **Readings:**  
<table>
<thead>
<tr>
<th>Quiz #3</th>
<th>Deconstructing Intersexuality, Transexuality, Bisexuality and Masculinities (III)</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What stereotypes can be found in literature? What effects (reinforcing or challenging) has literary production on masculinity and sexuality constructs? How are female icons used in the literary construction of sexual identity? How do religion, race and class influence these portrayals?</td>
<td>Kozak Rovero, Gisella. “El lesbianismo en Venezuela es asunto de pocas paginas: literatura, nación, feminismo y modernidad”. Iberoamericana, 74: 225, 2008. 99-117</td>
</tr>
<tr>
<td></td>
<td>Discussion of “Deconstructing and Reconstructing Masculinity in Manuel Puig’s <em>Kiss of the Spider Woman,</em>” by Alex J. Tuss.</td>
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<tr>
<td></td>
<td>Discussion of the film <em>La ley del deseo</em>, directed by Pedro Almodóvar (1987).</td>
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<thead>
<tr>
<th>Quiz #4</th>
<th>Lesbian identities: female same-sex love and desire</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>How are lesbian identities portrayed in literature and film? How do race and class influence these portrayals? How are Judaism, Catholicism and santería represented and how do they affect constructs of female same-sex relationships?</td>
<td>“Un hombre muerto a puntapiés” (1926), de Pablo Palacio</td>
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<td>Quiz #4</td>
<td>“Matan a una marica” (1985), de Néstor Perlongher</td>
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<tr>
<th>Quiz #5</th>
<th>Hate Crimes in Literature</th>
<th>Readings</th>
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<tr>
<td></td>
<td>How is violence described in literature? Where is hate present? What are its objects? Who performs it and how? What does literature show and what does it conceal, when it deals with hate crimes?</td>
<td>Lozada, Ángel. <em>No quiero quedarme sola y vacía</em>. San Juan: Isla Negra, 2011:</td>
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<tr>
<td></td>
<td>Discussion of “Matan a una marica” (1985), de Néstor Perlongher</td>
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| **13** | **The Invention of a Queer Literary Tradition: Caribbean visions**  
*Could it be said that a queer literary tradition is emerging? What are its main features: authors, objects, topics? What is the public reaction to it? How is it included in or excluded from current literary trends? How does it link to the idea of canon discussed in week 2?*  
Discussion of Lozada, Angel. *No quiero quedarme sola y vacía.*  
Discussion of Lozada, Ángel. *La patografía.*  
Discussion of Santos Febres, Mayra. *Sirena Selena vestida de pena.*  
**Oral Presentations** |
| **14** | **Oral Presentations** |
| **15** | **Final Paper:** Due on the day of the final exam |
Course Revision Form

Date Submitted: 11/20/14

1. Name of Department or Program: Gender Studies Program

2. Contact information of proposer(s):
   
   Name(s): Katie Gentile  
   Email(s): kgentile@jjay.cuny.edu  
   Phone number(s): 121-237-8110

3. Current number, title, and abbreviated title of course: GEN/BIO 255 Biology of Gender & Sexuality

4. Current course description:

   This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transsexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101, and (NSC 107 or EXE 103 or SCI 110 or BIO 103)

5. Describe the nature of the revision:

   We need to revise the prerequisites to reflect the new general education requirements for the Scientific World and we are replacing outdated language in the course description.

6. Rationale for the proposed change(s):

   Transfer students in particular have to be granted permission to register for this course because the new general education Scientific World categories do not always translate directly into our previous list of science and biology prerequisites. The Science department agrees successful completion of the Life and Physical Sciences category in the CUNY’s general education is
This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; intersex and transgender identities and bodies; and reproductive biology and medicine. Finally, the course will examine sexualities in humans and in the animal world.

8. Enrollment in past semesters: 3-5 sections filled always and early

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

No _____  Yes __x__  If yes, please indicate the area:
Flexible Core:

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

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

**This course has already been approved for this area.**

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

- Every semester _X___ Number of sections: __2___
- Fall semesters only ____ Number of sections: _____
- Spring semesters only ____ Number of sections: _____

10. Does this change affect any other departments?

   ___x__ No        _____ Yes (if so what consultation has taken place)?

Since the course is cross-listed, this decision to change the prerequisites and description was made in consultation with Nathan Lents and Angelique Corthals of the Science Department.

11. Date of Department or Program Curriculum Committee approval: 11/20/14

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

Katie Gentile, Gender Studies Program Director
Lawrence Kobilinsky, Chair, Dept. of Sciences
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 11/20/14

1. Name of Department or Program: History

2. Contact information of proposer(s):

   Name(s): Matthew Perry
   Email(s): mperry@jjay.cuny.edu
   Phone number(s): 212.237.8814

3. Current number, title, and abbreviated title of course: **HIS 325 (Criminal Justice in European Society, 1750 to the Present)**

4. Current course description:

   The origins of the Western system of criminal justice in early modern Europe and a comparative analysis of recent developments. Examination of the evolving definition of crime and changes in criminal law, methods of enforcement, and types of punishment in relation to the growth of urban and industrial society and the extension of state power. Topics may include witchcraft, the Inquisition, the classical and positivist schools of criminology, prostitution and homosexuality, birth and development of the prison, establishment of professional police forces, the Mafia, and European terrorism.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 102. In addition: HIS 231 and HIS 232, and junior standing or above; or permission of the section instructor.

5. Describe the nature of the revision:

   We would like to change the course prerequisites to better align them with the Pathways General Education requirements. We would like to remove the names of specific countries in the course description.

6. Rationale for the proposed change(s):

   We would like to change the course prerequisites to better align them with the Pathways General Education requirements. We want to be sure that the description matches the course.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:
The origins of the Western system of criminal justice in early modern Europe and a comparative analysis of recent developments. Examination of the evolving definition of crime and changes in criminal law, methods of enforcement, and types of punishment in relation to the growth of urban and industrial society and the extension of state power. Topics may include witchcraft, the Inquisition, the classical and positivist schools of criminology, prostitution and homosexuality, birth and development of the prison, establishment of professional police forces, the Mafia, and European terrorism.

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 201, and any 200-level or above History course**

8. Enrollment in past semesters: 36

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

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

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: 11/20/14

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

   Allison Kavey (Chair)
   Matthew Perry (Major Coordinator)
Course Revision Form

Date Submitted: 11/3/14

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

   Name(s): Jill Grose-Fifer/Angela Crossman
   Email(s): jgrose-fifer@jjay.cuny.edu
             Acrossman@jjay.cuny.edu
   Phone number(s): 646-557-4578 (JG-F)

3. Current number, title, and abbreviated title of course:

   PSY 378/379, Fieldwork in Forensic Psychology, Fieldwork/Internship

4. Current course description:

   This course provides a supervised experience assisting psychologists and other professionals in forensic psychology with their assessment, management and treatment functions. Students will work in an applied institutional setting, such as a prison, special treatment clinic, hospital, or rehabilitation setting. Training will include interviewing and taking case histories, observation, and staff and case conferences. Students will also participate in classroom seminars supervised by a faculty member, with a focus on career development, and will develop a writing piece on a topic relating to their field placement.

   Note: Students must have the permission of the Center for Career and Professional Development to register for this course.

   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 242 and majoring in Forensic Psychology

5. Describe the nature of the revision:

   Previously, students were only allowed to seek fieldwork in the area of forensic psychology. We would like to extend this to include a wider array of fieldwork experiences in other areas of psychological science. This requires a change in the course name and description.

6. Rationale for the proposed change(s):

   Relatively recently, we changed the forensic psychology major at John Jay in order to provide students with broader foundational knowledge in general psychology, in addition to more
specialized knowledge in forensic psychology. In keeping with this philosophy, we wish to broaden the types of fieldwork positions for which students can apply.

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

a. Revised course description:
   This course provides a supervised experience assisting psychologists, psychological scientists and/or other licensed mental health professionals in psychology with their professional functions. Students will work in an applied professional setting, such as a prison, special treatment clinic, hospital, rehabilitation setting or research lab (as arranged through the Center for Career and Professional Development). Training might include observations, interviewing and taking case histories, staff and case conferences, and/or work on a research project. Students will also participate in classroom seminars supervised by a faculty member with a focus on career development, and will develop a writing piece on a topic relating to their field placement.

Note: Students identify their own placements and must have the permission of the Center for Career and Professional Development to register for this course.

b. Revised course title:  Fieldwork in Psychology

c. Revised abbreviated title: Fieldwork in Psychology

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:

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__    Yes _____    If yes, please indicate the area:

10. Does this change affect any other departments?

    _____ No/   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/29/14

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Angela Crossman, Chair, Psychology Department.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: November 20, 2014

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):

   Name(s): Peter Mameli  
   Email(s): pmameli@jjay.cuny.edu  
   Phone number(s): 212-237-8027

3. Current number, title, and abbreviated title of course:

   PAD 260 International Public Administration

4. Current course description:

   Review of the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

   a. Number of credits: 3 credits
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101, and PAD 140 or PAD 240

5. Describe the nature of the revision: Change prerequisites to include ICJ 101 – Introduction to International Criminal Justice, as an alternative to PAD 140 or PAD 240.

6. Rationale for the proposed change(s): The change will allow ICJ students to enroll in the course seamlessly, without needing to satisfy or waive what amounts to a hidden PAD prerequisite. This course is an option in Part Two: Foundation Courses in the ICJ major.

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

   a. Revised course description: N/A
   b. Revised course title: N/A

Approved by UCASC, Dec 19, 2014, Feb 11, 2015
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201, and PAD 140 or PAD 240 or ICJ 101**

8. Enrollment in past semesters: Fall 2014 – between 15 to 27 students enrolled in each of the four sections offered.

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

   No __ X __  Yes _____  If yes, please indicate the area:

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: 11/20/14

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

   Dr. Ned Benton, Public Management Department Chair
   Dr. Peter Mameli, BS in Public Administration Program Coordinator
Course Revision Form

Date Submitted: November 14, 2014

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):

   Name(s): Peter Mameli  
   Email(s): pmameli@jjay.cuny.edu  
   Phone number(s): 212-237-8027

3. Current number, title, and abbreviated title of course:

   PAD 331  Fraud, Waste, Abuse and Corruption in Public Organizations

4. Current course description:

   This course examines the issues of fraud, waste, abuse and corruption in public, nonprofit and other publicly-funded organizations from the perspectives of management, law, economics and other social sciences. The managerial perspective considers the role of control systems and an integrity-fused organizational culture in preventing fraudulent, wasteful, abusive and corrupt practices. The legal perspective addresses the statutory basis for prosecuting such practices, as well as oversight structures, such as Inspectors General, designed to address such practices within an organization. Economic and other social science perspectives will be used to illuminate the systemic and individual dynamics that can invite and sustain corrupt, wasteful and abusive practices.

   a. Number of credits: 3 credits
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 201, and PAD 140 or PAD 240

5. Describe the nature of the revision: Change prerequisites to include ACC 250 – Introduction to Accounting as an alternative to PAD 140 or PAD 240. Also, a slight edit to the course description is made to explicitly recognize the interdisciplinary nature of the course.

6. Rationale for the proposed change(s): The change will allow more students to enroll in the course and increase their exposure to interdisciplinary perspectives on the problem of fraud without having to take a long list of prerequisites. Furthermore, the inclusion of students from the BS in Fraud Examination and Financial Forensics program along with students from the Public Administration program should enrich the classroom experience by providing opportunities for students learn from others who may have alternative perspectives on the problem of fraud.

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:
   
   This course examines the issues of fraud, waste, abuse and corruption in public, nonprofit and other publicly-funded organizations from the interdisciplinary perspectives, including management, law, economics and other social sciences. The managerial perspective considers the role of control systems and an integrity-fused organizational culture in preventing fraudulent, wasteful, abusive and corrupt practices. The legal perspective addresses the statutory basis for prosecuting such practices, as well as oversight structures, such as Inspectors General, designed to address such practices within an organization. Economic and other social science perspectives will be used to illuminate the systemic and individual dynamics that can invite and sustain corrupt, wasteful and abusive practices.

   b. Revised course title: N/A
   c. Revised abbreviated title: N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A

   h. Revised prerequisites: **ENG 201, and PAD 140 or PAD 240 or ACC 250**

8. Enrollment in past semesters: Fall 2014 – 35 students enrolled

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

   No ___ X ___ Yes _____ If yes, please indicate the area:

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: 11/14/14

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

   Dr. Ned Benton, Chair of the Public Management Department
   Dr. Peter Mameli, BS in Public Administration Program Coordinator

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Proposal to Re-articulate the ‘2+2’ Joint Degree A.S./B.S. in Accounting for Forensic Accounting and the B.S. in Economics, Specialization C. Forensic Financial Analysis with BMCC, Hostos Community College and Queensborough Community College with our new B.S. in Fraud Examination and Financial Forensics

October 15, 2014

Overview:

Between 2009 and 2012, three of John Jay’s partner institutions in the CUNY Justice Academy – Borough of Manhattan Community College, Hostos Community College and Queensborough Community College – created, approved and launched dual admission, joint degree programs linking an Associate in Science in Accounting for Forensics to John Jay College’s Bachelor of Science in Economics, Specialization C. in Forensic Financial Analysis.

Last spring UCASC approved a new degree program, a B.S. in Fraud Examination and Financial Forensics (FEFF) that was derived in from Specialization C of the Economics B.S.

The FEFF major preserves the signature features of the Specialization, while adding coursework designed both to deepen certain applied dimensions of the program and to ensure interdisciplinary liberal arts breadth. As this degree launches in Fall 2015, Specialization C of the Economics B.S. will be deregistered and closed to new students. (Students already in the Concentration may continue in it to graduation.)

To maintain and honor the joint degree relationships that the College embarked upon with BMCC, Hostos and Queensborough, we are working with these schools to re-articulate their A.S. degrees in Accounting for Forensic Accounting to the FEFF.

Moreover, as all dual admission/joint degrees in New York State get created through governance at both the 2-year and the 4-year institution, a formal change of the program that affects the title of the degree at either institution must be approved by both via the governance bodies. Each community college will bring this proposal through their governance.

It should be noted that the changes entailed by the re-articulation fall mostly on the John Jay side of the curriculum. Overall, the changes fall into 4 broad categories:

1. The name of the degree program at John Jay changes from “B.S. in Economics, Specialization C” to “B.S. in Fraud Examination and Financial Forensics”
2. The identification, on the community college side of the curriculum, of courses equivalent to those in “Part One. Foundations” in the FEFF

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
3. The addition, where possible, identification of accounting courses that align with our required courses in the major.
4. The identification of instances where courses in the current community college curriculum may satisfy the elective area in the FEFF

Change in the Degree Title:

<table>
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<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>BMCC/Hostos CC/QCC</td>
</tr>
<tr>
<td>A.S. in Accounting for Forensic Accounting</td>
<td>A.S. in Accounting for Forensic Accounting</td>
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<tr>
<td>(Articulated to)</td>
<td>(Articulated to)</td>
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<tr>
<td>John Jay College of Criminal Justice</td>
<td>John Jay College of Criminal Justice</td>
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<tr>
<td>B.S. in Economics – Specialization C,</td>
<td>B.S. in Fraud Examination and Financial Forensics</td>
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<td>Forensic Financial Analysis</td>
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<td>Hostos Community College</td>
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<tr>
<td>Forensic Financial Analysis</td>
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FEFF Major approved Spring 2014

JJC Curriculum

<table>
<thead>
<tr>
<th>FRAUD EXAMINATION AND FINANCIAL FORENSICS</th>
<th>54 Credits</th>
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**PART ONE. FOUNDATIONS**  
*Required*  
PHI 102 Ethical Foundations of the Just Society or PHI 210 Ethical Theory  
SOC 101 Introduction to Sociology  
ECO 101 Principles of Economics  
STA 250 Principles and Methods of Statistics  

**PART TWO. CORE ACCOUNTING COURSES**  
*Required*  
ACC 250 Introduction to Accounting  
ACC 2xx Accounting Information Systems  
ACC 3xx Intermediate Accounting I  
ACC 3yy Intermediate Accounting II  
ACC 308 Auditing  

**PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES**  
*Required*  
ACC 265 Digital Forensics for the Fraud Examiner  
ACC 307 Forensic Accounting I  
ACC 309 Forensic Accounting II  
ACC 410 Seminar in Forensic Financial Analysis  

*Select one course:*  
ECO/SOC 360 Corporate and White-Collar Crime OR  
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations  

**PART FOUR. ELECTIVES**  
*12 Credits*  

*Select four courses from the two areas: Applied and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives. Students should meet with their advisors before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses)*

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Category A. Liberal Arts Electives:
**Select 2-4 courses:**
- ANT 230 Culture and Crime
- ART 230 Issues in Art and Crime
- COM 113 Oral Communication
- ECO/SOC 360 Corporate and White-Collar Crime
- ECO/PSC 315 Economic Analysis of Crime
- LAW 206 The American Judiciary
- PHI 231 The Big Questions: An Introduction to Philosophy
- PHI/LAW 310 Ethics and Law
- PSY 101 Introduction to Psychology
- PSY 372 Psychology of Criminal Behavior
- SOC 203 Criminology
- SOC 206 The Sociology of Conflict and Dispute Resolution
- SPE 218 Managerial Communications

Category B. Applied Electives:
**Select 0-2 courses**
- ACC 251 Introduction to Managerial Accounting
- ACC 381/382 Accounting Internship or ACC 383/384 Accounting Internship Intensive
- ACC 380 Selected Topics in Fraud Examination and Financial Forensics
- CSCI 270/SEC 270 Security of Computers and Their Data
- ECO 235 Finance for Forensic Economics
- ENG 235 Writing for Management, Business and Public Administration
- LAW 202 Law and Evidence
- LAW/ACC 264 Business Law
- PAD 343 Administration of Financial Resources
- PSC 207 The Investigative Function
For Borough of Manhattan Community College

FRAUD EXAMINATION AND FINANCIAL FORENSICS  54 Credits

PART ONE. FOUNDATIONS  12 Credits

Required
PHI 120 Ethics (@ BMCC for PHI 102 Ethical Foundations of the Just Society)\(^1\)
SOC 100 Introduction to Sociology (@ BMCC for SOC 101)\(^1\)
ECO 201 Macroeconomics OR ECO 202 Microeconomics (@ BMCC - Required Eco
course in the AS)
MAT 150 Introduction to Statistics (@ BMCC for STA 250 Principles & Methods of
Statistics)\(^1\)

PART TWO. CORE ACCOUNTING COURSES  15 Credits

Required
ACC 122 Accounting Principles I (@ BMCC for ACC 250 Intro to Accounting)
ACC 2xx Accounting Information Systems
ACC 330 Intermediate Accounting I (@ BMCC for ACC 3xx Intermediate Accounting I)
ACC 430 Intermediate Accounting II (@ BMCC for ACC 3yy Intermediate Accounting
II)
ACC 308 Auditing

PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES  15 credits

Required
ACC 265 Digital Forensics for the Fraud Examiner
ACC 307 Forensic Accounting I
ACC 309 Forensic Accounting II
ACC 410 Seminar in Forensic Financial Analysis

Select one course:
ECO/SOC 360 Corporate and White-Collar Crime OR
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

PART FOUR. ELECTIVES  12 Credits

Select four courses from the two areas: Applied and Liberal Arts Perspectives. At least
two must be from Liberal Arts Perspectives. Students should meet with their advisors
before selecting which electives best meet their educational and career objectives.
Students may choose to emphasize breadth (i.e., by choosing electives across different
disciplines) or depth (i.e., by choosing a cluster of related courses)

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Category A. Liberal Arts Electives:
Select 2-4 courses:
ANT 230 Culture and Crime
ART 230 Issues in Art and Crime
ECO/SOC 360 Corporate and White-Collar Crime
ECO/PSC 315 Economic Analysis of Crime
LAW 206 The American Judiciary
PHI/LAW 310 Ethics and Law
PSY 372 Psychology of Criminal Behavior
SOC 206 The Sociology of Conflict and Dispute Resolution
SPE 218 Managerial Communications

Category B. Applied Electives:
Select 0-2 courses
ACC 222 (BMCC for ACC 251 Introduction to Managerial Accounting)
BUS 110 (BMCC for LAW/ACC 264 Business Law)

Additional requirements for the Associate Degree at BMCC: ACC 241 Taxation:
Federal, ACC 360 Government and Not-for-Profit Accounting, FNB 100 Introduction to
Finance, HED xxx Health Education Elective

1. Based on advisement to majors.
### Division of coursework between BMCC and JJC

<table>
<thead>
<tr>
<th>At BMCC</th>
<th>At JJC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part One. Foundation</strong> (12 of 12 credits)</td>
<td><strong>Part One. Foundations</strong> (Satisfied)</td>
</tr>
<tr>
<td>• PHI 120 Ethics</td>
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</tr>
<tr>
<td>• SOC 100 Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td>• ECO 201 Macroeconomics <strong>OR</strong> ECO 202 Microeconomics</td>
<td></td>
</tr>
<tr>
<td>• MAT 150 Introduction to Statistics</td>
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</tr>
<tr>
<td><strong>Part Two. Core Accounting Courses</strong> (9 of 15 credits)</td>
<td><strong>Part Two. Core Accounting Courses</strong> (Remaining 6 credits)</td>
</tr>
<tr>
<td>• ACC 122 Accounting Principles I</td>
<td>• ACC 2xx Accounting Information Systems</td>
</tr>
<tr>
<td>• ACC 330 Intermediate Accounting I</td>
<td>• ACC 308 Auditing</td>
</tr>
<tr>
<td>• ACC 430 Intermediate Accounting II</td>
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</tr>
<tr>
<td><strong>Part Three. Fraud and Financial Forensics Courses</strong> (0 of 15 credits)</td>
<td><strong>Part Three. Fraud and Financial Forensics Courses</strong> (All 15 credits)</td>
</tr>
<tr>
<td>• ACC 265 Digital Forensics for the Fraud Examiner</td>
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<tr>
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<tr>
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<tr>
<td><strong>Select one course:</strong></td>
<td><strong>Select one course:</strong></td>
</tr>
<tr>
<td>• ECO/SOC 360 Corporate and White-Collar Crime</td>
<td>• ECO/SOC 360 Corporate and White-Collar Crime</td>
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<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations</td>
<td>• PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations</td>
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<td>• ANT 230 Culture and Crime</td>
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<td>• ART 230 Issues in Art and Crime</td>
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<td>• COM 113 Oral Communication</td>
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<td></td>
<td>• PHI 231 The Big Questions</td>
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<td>• PHI/LAW 310 Ethics and Law</td>
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<td>• PSY 101 Introduction to Psychology</td>
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<td>• PSY 372 Psychology of Criminal Behavior</td>
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<td>• SOC 203 Criminology</td>
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<td></td>
<td>• SOC 206 The Sociology of Conflict</td>
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<td>Art Four. Elective. Category B. Applied Electives (6 credits of 0 – 6)</td>
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</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>• BUS 110 Business Law</td>
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<tr>
<td>• ACC 222 Accounting Principles II (<em>for ACC 251 Introduction to Managerial Accounting</em>)</td>
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</tr>
</tbody>
</table>

Art Four. Elective. Category B. Applied Electives (6 credits satisfied)

and Dispute Resolution

• SPE 218 Managerial Communications
For Hostos Community College:

FRAUD EXAMINATION AND FINANCIAL FORENSICS 54 Credits

PART ONE. FOUNDATIONS 12 Credits

Required
PHI 210 Ethical Theory
SOC 101 Introduction to Sociology\(^{A}\) (@ Hostos)
ECO 4643 Microeconomics OR ECO 4645 Macroeconomics\(^{A}\) (@ Hostos)
STA 250 Principles and Methods of Statistics

PART TWO. CORE ACCOUNTING COURSES 15 Credits

Required
ACC 111 College Accounting II\(^{b}\) (@ Hostos for ACC 250 Intro to Accounting)
ACC 150 Computerized Accounting (@ Hostos for ACC 2xx Accounting Information Systems)
ACC 201 (@ Hostos for ACC 3xx Intermediate Accounting I)
ACC 3yy Intermediate Accounting II
ACC 308 Auditing

PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES 15 credits

Required
ACC 265 Digital Forensics for the Fraud Examiner
ACC 307 Forensic Accounting I
ACC 309 Forensic Accounting II
ACC 410 Seminar in Forensic Financial Analysis

Select one course:
ECO/SOC 360 Corporate and White-Collar Crime OR
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

PART FOUR. ELECTIVES 12 Credits

Select four courses from the two areas: Applied and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives. Students should meet with their advisors before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses)

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Category A. Liberal Arts Electives:
Select 2-4 courses:
ANT 230 Culture and Crime
ART 230 Issues in Art and Crime
ECO/SOC 360 Corporate and White-Collar Crime
ECO/PSC 315 Economic Analysis of Crime
LAW 206 The American Judiciary
PHI 231 The Big Questions: An Introduction to Philosophy
PHI/LAW 310 Ethics and Law
PSY 372 Psychology of Criminal Behavior
SOC 206 The Sociology of Conflict and Dispute Resolution
SPE 218 Managerial Communications

Category B. Applied Electives:
Select 0-2 courses
ACC 110 College Accounting I\(^b\) (@ Hostos for ACC 251 Introduction to Managerial Accounting)
BUS 210 (@ Hostos for LAW/ACC 264 Business Law)

Additional requirements for the Associate Degree at Hostos: ACC 250 Personal Income Tax, CJ 101 Introduction to Criminal Justice, LAW 150 Criminal Law, BUS 100 Introduction to Business,

A. Based on advisement to majors
B. This is a 4-credit course, but only 3 of the 4 credits apply to the major at JJC, the additional credit will count towards electives.
Division of coursework between Hostos CC and JJC

<table>
<thead>
<tr>
<th>At Hostos</th>
<th>At JJC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part One. Foundation (6 of 12)</strong></td>
<td><strong>Part One. Foundations (6 of 12 credits)</strong></td>
</tr>
</tbody>
</table>
| • SOC 101 Introduction to Sociology  
• ECO 4643 Microeconomics **OR** ECO 4645 Macroeconomics | • PHI 210 Ethical Theory  
• STA 250 Principles and Methods of Statistics |
| **Part Two. Core Accounting Courses (9 of 15 credits)** | **Part Two. Core Accounting Courses (Remaining 6 credits)** |
| • ACC 111 College Accounting II  
• ACC 150 Computerized Accounting  
• ACC 201 Intermediate Accounting I | • ACC 3yy Intermediate Accounting II  
• ACC 308 Auditing |
| **Part Three. Fraud and Financial Forensics Courses (0 credits)** | **Part Three. Fraud and Financial Forensics Courses (All 12 credits)** |
| | • ACC 265 Digital Forensics for the Fraud Examiner  
• ACC 307 Forensic Accounting I  
• ACC 309 Forensic Accounting II  
• ACC 410 Seminar in Forensic Financial Analysis |
| | • ANT 230 Culture and Crime  
• ART 230 Issues in Art and Crime  
• COM 113 Oral Communication  
• ECO/SOC 360 Corporate and White-Collar Crime  
• ECO/PSC 315 Eco Analysis of Crime  
• LAW 206 The American Judiciary  
• PHI 231 The Big Questions  
• PHI/LAW 310 Ethics and Law  
• PSY 101 Introduction to Psychology  
• PSY 372 Psychology of Criminal Behavior  
• SOC 203 Criminology  
• SOC 206 The Sociology of Conflict and Dispute Resolution  
• SPE 218 Managerial Communications |
| • BUS 210 Business Law  
• ACC 110 College Accounting I (*for ACC 251 Introduction to Managerial Accounting*) | |

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
For Queensborough Community College:

FRAUD EXAMINATION AND FINANCIAL FORENSICS 54 Credits

PART ONE. FOUNDATIONS 12 Credits
Required
PHIL 130 Ethics: Theories of the Good Life^A
SOCY 101 Sociology^A
ECON 101 Introduction to Macroeconomics OR ECON 102 Introduction to Microeconomics
BU 203 Principles of Statistics (@ QCC for STA 250 Principles and Methods of Statistics)

PART TWO. CORE ACCOUNTING COURSES 15 Credits
Required
BU 101 Principles of Accounting I^B (@ QCC for ACC 250 Introduction to Accounting)
ACC 2xx Accounting Information Systems
BU 103 Intermediate Accounting I^B (@ QCC for ACC 3xx Intermediate Accounting I)
BU 104 Intermediate Accounting II (@ QCC for ACC 3yy Intermediate Accounting II^B
ACC 308 Auditing

PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES 15 credits
Required
ACC 265 Digital Forensics for the Fraud Examiner
ACC 307 Forensic Accounting I
ACC 309 Forensic Accounting II
ACC 410 Seminar in Forensic Financial Analysis

Select one course:
ECO/SOC 360 Corporate and White-Collar Crime OR
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

PART FOUR. ELECTIVES 12 Credits

Select four courses from the two areas: Applied and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives. Students should meet with their advisors before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses)

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Category A. Liberal Arts Electives:
Select 3-4 courses:
ANT 230 Culture and Crime
ART 230 Issues in Art and Crime
SP 211 Speech Communication (@ QCC for COM 113 Oral Communication)
ECO/SOC 360 Corporate and White-Collar Crime
ECO/PSC 315 Economic Analysis of Crime
LAW 206 The American Judiciary
PHI/LAW 310 Ethics and Law
PSY 372 Psychology of Criminal Behavior
SOC 206 The Sociology of Conflict and Dispute Resolution
SPE 218 Managerial Communications

Category B. Applied Electives:
Select 0-1 courses
BU 102 Principles of Accounting II (@ QCC for ACC 251 Intro to Managerial Accounting)
ACC 381/382 Accounting Internship or ACC 383/384 Accounting Internship Intensive
ACC 380 Selected Topics in Fraud Examination and Financial Forensics
CSCI 270/SEC 270 Security of Computers and Their Data
ECO 235 Finance for Forensic Economics
ENG 235 Writing for Management, Business and Public Administration
LAW 202 Law and Evidence
LAW/ACC 264 Business Law
PAD 343 Administration of Financial Resources
PSC 207 The Investigative Function

Additional requirements for the Associate Degree at QCC: BU 108 Income Taxation or BU 111 Computer Applications in Accounting

A. Based on advisement to majors.
B. This is a 4-credit course, but only 3 of the 4 credits apply to the major at JJC, the additional credit will count towards electives.
# Division of coursework between QCC and JJC

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<tr>
<th>At QCC</th>
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<td>- SOCY 101 Sociology</td>
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<tr>
<td>- ECON 101 Intro to Macroeconomics, <em>OR</em> ECON 102 Intro to Microeconomics</td>
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<tr>
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</tr>
<tr>
<td>- BU 104 Intermediate Accounting II</td>
<td>- ACC 308 Auditing</td>
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<tr>
<td><strong>Part Three. Fraud and Financial Forensics Courses (0 of 15 credits)</strong></td>
<td><strong>Part Three. Fraud and Financial Forensics Courses (All 15 credits)</strong></td>
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<tr>
<td></td>
<td>- ACC 265 Digital Forensics for the Fraud Examiner</td>
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<td>- ECO/SOC 360 Corporate and White-Collar Crime</td>
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<td><em>OR</em></td>
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<td></td>
<td>- PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations</td>
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<tr>
<td>- SP 211 Speech Communication</td>
<td>- ANT 230 Culture and Crime</td>
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<td>- ART 230 Issues in Art and Crime</td>
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Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
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<tr>
<td>• BU 102 Principles of Accounting II <em>(for ACC 251 Introduction to Managerial Accounting)</em></td>
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<td>• PAD 343 Administration of Financial Resources</td>
</tr>
<tr>
<td></td>
<td>• PSC 207 The Investigative Function</td>
</tr>
</tbody>
</table>
FOR YOUR INFORMATION:

Side by Side Changes from BS in Economics, Track C. Forensic Financial Analysis TO BS in Fraud Examination and Financial Forensics

Submitted & approved in the June 2014 Chancellor’s University Report

<table>
<thead>
<tr>
<th>From: BS in Economics, Track C.</th>
<th>To: BS in Fraud Examination &amp; Financial Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major description:</strong> Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.</td>
<td><strong>Major description:</strong> The Fraud Examination and Financial Forensics major provides an interdisciplinary program of study that integrates knowledge of accounting principles and techniques with intellectual tools supplied from social science and other disciplines. The aim is to present a more comprehensive view of fraud that extends beyond the limited framework of any single disciplinary framework. Students will have ample opportunity to choose from among a variety of existing fraud-related courses while being required to learn the essential foundational competencies deemed necessary for entry into the anti-fraud professions.</td>
</tr>
<tr>
<td><strong>Learning outcomes: Students will:</strong></td>
<td><strong>Learning outcomes. Students will:</strong></td>
</tr>
<tr>
<td>• Identify and describe economic issues including: justice, the law, crime, the causes and effects of fraud, sustainability and administration.</td>
<td>• Evaluate symptoms of fraud and conduct fraud risk assessments based on an evaluation of internal control structures.</td>
</tr>
<tr>
<td>• Analyze economic Information by separating it into its constituent parts, carefully examining it to identify causes, relationships and possible results.</td>
<td>• Effectively use technologies to locate, access, analyze, interpret and report on data using facts and appropriate statistical techniques.</td>
</tr>
<tr>
<td>• Demonstrate an understanding of alternative theoretical perspectives.</td>
<td>• Develop an investigative methodology based on the fraud theory and using both inductive and deductive reasoning.</td>
</tr>
<tr>
<td>• Propose ethical and logically consistent remedies/policies for economic problems.</td>
<td>• Demonstrate knowledge of professional rules of conduct and ethical principles.</td>
</tr>
<tr>
<td>• Communicate effectively to a variety of audiences by means of oral presentation, written documents and quantitative graphs, charts and tables.</td>
<td>• Communicate findings of a forensic</td>
</tr>
</tbody>
</table>
### PART ONE. ECONOMIC FOUNDATIONS

**Subtotal:** 12

**Required**
- ECO 220 Intermediate Macroeconomics
- ECO 225 Intermediate Microeconomics

**Required for Specialization A students**
- Economics 105 Understanding U.S. Economic Data
- Economics 213 Political Economy

**Required for Specialization C students**
- Accounting 250 Introduction to Accounting

### PART TWO. STATISTICS

**Subtotal:** 3

**Required**
- STA 250 Principles and Methods of Statistics (moved from Part II)

### PART THREE. CAPSTONE

**Subtotal:** 3

- ECO 405 Seminar in Economics (required for Specialization A)
- ACC 410 Seminar in Forensic Financial Analysis (required for Specialization C)

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
### PART FOUR. SPECIALIZATIONS

Subtotal: 18

**Specialization C. Forensic Financial Analysis**

**Required**
- ACC 308 Auditing
- ACC 309 Forensic Accounting II
- CJS 101 Introduction to the American Criminal Justice System
- LAW 202 Law and Evidence

**Electives - Select two**
- ACC 264/LAW 264 Business Law
- ACC 265 Digital Forensics for the Fraud Examiner
- ECO 215 Economics of Regulation and the Law
- ECO 235 Finance for Forensic Economics
- ECO 330 Quantitative Methods for Decision Makers
- ECO 360/SOC 360 Corporate and White-Collar Crime

### PART FOUR. ELECTIVES

Subtotal: 12

**Select 4 courses from two areas: Applied and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives.**

**Category A. Liberal Arts Electives**

**Select 2-4 courses:**
- ANT 230 Culture and Crime
- ART 230 Issues in Art and Crime
- COM 113 Oral Communication
- ECO/SOC 360 Corporate and White-Collar Crime
- ECO/PSC 315 Economic Analysis of Crime
- LAW 206 The American Judiciary
- PHI 231 The Big Questions: An Introduction to Philosophy
- PHI/LAW 310 Ethics and Law
- PSY 101 Introduction to Psychology
- PSY 372 Psychology of Criminal Behavior
- SOC 203 Criminology
- SOC 206 The Sociology of Conflict and Dispute Resolution
- SPE 218 Managerial Communications

**Category B. Applied Electives**

**Select 0-2 courses**
- ACC 251 Introduction to Managerial Accounting
- ACC 381/382 Accounting Internship or ACC 383/384 Accounting Internship Intensive
- ACC 2yy Selected Topics in Fraud Examination and Financial Forensics
- CSCI 270/SEC 270 Security of Computers and Their Data
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PSC 207 The Investigative Function</td>
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<td>Total credits: 36</td>
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</tr>
<tr>
<td>Total credits: 54</td>
<td></td>
</tr>
</tbody>
</table>
Addendum to the

Proposal to UCASC for a Revision to the B.A. in English

We would like to submit an addendum to the revisions to the English major approved by the English Department Curriculum Committee on October 8, 2013, and subsequently approved by UCASC (see the original revision, attached).

Proposed Addendum:
The approved revision to the major created a list of courses that count under Part Five: Electives. This Addendum corrects several omissions from that list.

The following courses will be added to the approved list of English electives, with * designating courses that count for the concentration in Literature and Law:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Screenwriting</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Introduction to Language</td>
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<tr>
<td>/ANT 228</td>
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<tr>
<td>ENG 230</td>
<td>Journalism in the 21st Century</td>
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<tr>
<td>ENG 242</td>
<td>Contemporary Media in Everyday Life</td>
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<td>ENG 313</td>
<td>Advanced Fiction Writing</td>
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<tr>
<td>ENG 328</td>
<td>Forensic Linguistics*</td>
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<tr>
<td>ENG 336</td>
<td>Digital Journalism</td>
</tr>
<tr>
<td>LIT 270</td>
<td>Reading and Writing Children’s Literature</td>
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<tr>
<td>LIT 285</td>
<td>The Rebel in Film</td>
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<td>LIT 286</td>
<td>The Horror Film</td>
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<tr>
<td>LIT 287</td>
<td>Selected Topics in Literature</td>
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<tr>
<td>LIT 324</td>
<td>Road Movies</td>
</tr>
<tr>
<td>LIT 325</td>
<td>Science Fiction Film</td>
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<tr>
<td>LIT 326</td>
<td>Crime, Punishment, and Justice in U.S. Literature*</td>
</tr>
<tr>
<td>LIT 328</td>
<td>Film Criticism</td>
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</tr>
<tr>
<td>LIT 329</td>
<td>Documentary Film and Media</td>
</tr>
<tr>
<td>LIT 331</td>
<td>Steven Spielberg</td>
</tr>
<tr>
<td>LIT 352</td>
<td>New Fiction</td>
</tr>
<tr>
<td>LIT 362</td>
<td>The Bible as Literature</td>
</tr>
<tr>
<td>LIT 380</td>
<td>Advanced Selected Topics in Literature</td>
</tr>
<tr>
<td>LIT 389</td>
<td>Independent Study</td>
</tr>
<tr>
<td>LIT 401</td>
<td>Special Topics</td>
</tr>
<tr>
<td>LIT 409</td>
<td>Seminar in U.S. Latino/a Literature</td>
</tr>
<tr>
<td>LIT 489</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

**Rationale:** A primary intention of the revision to the major was to create a comprehensive list of courses that count as electives in English and thereby bring the organization of the major more in line with the functions of DegreeWorks. This Addendum assures that the list is comprehensive and up-to-date by adding several courses that were advertently omitted last year as well as a few electives that are new to this year's Bulletin.
ENGLISH - NEW UG Bulletin info 2015-16
(Bachelor of Arts)

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay’s unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose either an optional concentration in Literature and the Law or pursue the field of Literature in greater depth. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

Credits required. 36

Prerequisites. ENG 201, and one general education Literature course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

Coordinator. Professor John Staines (646-557-4555, jstaines@jjay.cuny.edu)

Honors Option. To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

Credits

PART ONE. CRITICAL SKILLS
Required
LIT 260 Introduction to Literary Study

Subtotal: 3

PART TWO. HISTORICAL PERSPECTIVES
Choose four
LIT 370 Topics in Ancient Literature
LIT 371 Topics in Medieval Literature
LIT 372 Topics in Early Modern Literature
LIT 373 Topics in Seventeenth- and Eighteenth-Century Literature
LIT 374 Topics in Nineteenth-Century Literature
LIT 375 Topics in Twentieth-Century Literature
LIT 379 Selected Historical Topics in Literature

Subtotal: 12

PART THREE. CRITICAL METHODS
Required
LIT 300 Text and Context

Subtotal: 3

PART FOUR. LITERATURE AND THE LAW
Required
LIT 305 Foundations of Literature and Law

Subtotal: 3

PART FIVE. ELECTIVES
Choose any four courses from the list below; if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective.

ENG 215 Poetry Writing and Reading

Subtotal: 12

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
C14

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015

ENG 216 Fiction Writing
ENG 218 The Writing Workshop
ENG 221 Screenwriting
ENG 228/ANT 228 Introduction to Language
ENG 230 Journalism in the 20th Century
ENG 233 News Reporting and Writing
ENG 235 Writing for Management, Business, and Public Administration
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies*
ENG 255 Argument Writing
ENG 260 Grammar, Syntax and Style; Writing for All Disciplines
ENG 313 Advanced Fiction Writing
ENG 316 Advanced Argument Writing and Response: Theory and Practice
ENG 328/ANT 328 Forensic Linguistics*
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument*
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA*
ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America.*
LIT 203 New York City in Literature
LIT 212 Literature of the African World
LIT 219 The Word as Weapon*
LIT 223/AFR 223 African-American Literature
LIT 265 Foundations of U.S. Latino/a Literature
LIT 270 Reading and Writing Children’s Literature
LIT 275 The Language of Film
LIT 283 NYC and Film
LIT 284 Film and Society
LIT 285 The Rebel in Film
LIT 286 The Horror Film
LIT 287 Selected Topics in Literature
LIT 309 Contemporary Fiction
LIT 311 Literature and Ethics*
LIT 313 Shakespeare
LIT 314 Shakespeare and Justice*
LIT 315 American Literature and the Law*
LIT 316 Gender and Identity in Literary Traditions
LIT 319 Law and Justice in European Medieval Literature*
LIT 323 The Crime Film*
LIT 324 Road Movies
LIT 325 Science Fiction Film
LIT 326 Crime and Punishment in American Literature*
LIT 327 Crime and Punishment in World Literature*
LIT 328 Film Criticism
LIT 329 Documentary Film and Media
LIT 330 Alfred Hitchcock
LIT 331 Steven Spielberg
LIT 332 Martin Scorsese and Spike Lee
LIT 340/AFR 340 The African American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights*
LIT 344 Caribbean Literature and Culture
LIT 346 Cultures in Conflict
LIT 352 New Fiction
LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium
LIT 357 Violence of Language: U.S. Latino/a Street Literature
LIT 360 Mythology in Literature
LIT 362 The Bible as Literature
LIT 366 Writing Nature: Literature and Ecology
LIT 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LIT 401 Special Topics
LIT 409 Seminar in U.S. Latino/a Literature
LLS 362 LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law*
LLS 364 Ethical Strains in U.S. Latino/a Literature

**Two hundred level General Education literature and writing courses**

*Students can use one to satisfy an elective*

LIT 230 Expression of the Living Past: Reading Ancient Worlds
LIT 232 Reading the Modern World
LIT 233 American Stories
LIT 236 Literary Perspectives on Culture and Globalization
LIT 237 Literature as Witness
ISP 235 Apples and Oranges: Form and Meaning in the Arts
ISP 236 Truth and Creativity
ISP 273 The Stories We Tell

Courses with an asterisk [*] identify courses that can be counted toward the LIT and the LAW concentration. Students should consult the current course schedule for offerings in Literature [LIT].

**PART SIX. MAJOR SEMINAR**

*Choose one (if concentrating in Literature and the Law, choose Literature and the Law Seminar)*

LIT 400 Senior Seminar in Literature or LIT 405 Senior Seminar in Literature and Law

Subtotal: 3

Total: 36
Proposal to UCASC for a Revision to the B.A. in English
Approved by College Council, Dec 13, 2013 - FYI

This proposed revision to the English major was unanimously approved by the Department’s Curriculum Committee at its meeting of October 8, 2013. The Department is eager to have these changes made quickly so that they can be made in Degree Works and can benefit students as soon as possible.

Proposed Changes

1. We propose to allow one 200-level general education literature or writing course (except ENG 201) to count toward the Electives portion of the English major. We are adding a list of courses specified as Gen Ed to the Electives area.

Currently the instructions in the UG Bulletin for Part 5, Electives, read:

“Choose any four literature courses in English (ENG) or Literature (LIT); if concentrating in “Literature and the Law,” choose at least two of the courses identified with asterisks.”

We propose the new instructions read as follows:

“Choose any four courses from the list below; if concentrating in “Literature and the Law,” choose at least two of the courses identified with asterisks. One 200-level general education literature or writing course (with the exception of ENG 201) can be used to satisfy an elective.”

2. In addition, we are adding two film courses that we will begin offering more regularly. The Interdisciplinary Studies Department added 25 new courses as part of the general education revision process last year. Some of these are literature classes and students should be able to apply these to the English major electives.

Course being added to list of Electives:

ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA*
ISP 322 Troublemakers, Gadflies, and Whistleblowers In the Struggle for Justice in America.*
LIT 275 The Language of Film
LIT 283 NYC and Film

Section of 200-level Gen Ed literature courses being added:

LIT 230 Expression of the Living Past: Reading Ancient Worlds
LIT 232 Reading the Modern World
LIT 233 American Stories
Rationale

This revision seeks to standardize the application of 200-level general education courses to the Electives section of the English major. The department has, in practice, been allowing some general education courses to count as electives in the major (i.e. LIT 265 or ISP courses taught by English Department faculty). Additionally, some 200-level Literature courses already count (i.e. LIT 219 or LIT 223) and all 200-level English courses count (beyond English 201). To exclude some 200-level literature courses seems 1) arbitrary and 2) results in confusion on both the part of advisors and in student degree audits. We have had to solve this problem one student at a time, causing students unnecessary worry while taking up considerable time from the Registrar, Financial Aid, and English Department administrators.

By allowing one 200-level general education literature or writing course (except ENG 201) to count toward the Electives section of the major, we hope to 1) avoid confusion for students, advisors and administrators and 2) increase enrollment in our general education courses.
Updating English Minor Elective List

Proposed Change to the Bulletin:

The following courses will be added to the Bulletin's list of English Minor electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Screenwriting</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Journalism in the 21st Century</td>
</tr>
<tr>
<td>ENG 242</td>
<td>Contemporary Media in Everyday Life</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Digital Journalism</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Advanced Legal Writing: Advocacy and Oral Argument</td>
</tr>
<tr>
<td>LIT 203</td>
<td>New York City in Literature</td>
</tr>
<tr>
<td>LIT 212</td>
<td>Literature of the African World</td>
</tr>
<tr>
<td>LIT 230</td>
<td>Expression of the Living Past: Reading Ancient Worlds</td>
</tr>
<tr>
<td>LIT 231</td>
<td>Medieval and Early Modern Literature</td>
</tr>
<tr>
<td>LIT 232</td>
<td>Reading the Modern World</td>
</tr>
<tr>
<td>LIT 233</td>
<td>American Stories</td>
</tr>
<tr>
<td>LIT 265</td>
<td>Foundations of U.S. Latino/a Literature</td>
</tr>
<tr>
<td>LIT 270</td>
<td>Reading and Writing Children’s Literature</td>
</tr>
<tr>
<td>LIT 275</td>
<td>The Language of Film</td>
</tr>
<tr>
<td>LIT 283</td>
<td>NYC and Film</td>
</tr>
<tr>
<td>LIT 285</td>
<td>The Rebel in Film</td>
</tr>
<tr>
<td>LIT 287</td>
<td>Selected Topics in Literature</td>
</tr>
<tr>
<td>LIT 300</td>
<td>Text and Context</td>
</tr>
<tr>
<td>LIT 305</td>
<td>Foundations of Literature and Law</td>
</tr>
<tr>
<td>LIT 309</td>
<td>Contemporary Fiction</td>
</tr>
<tr>
<td>LIT 311</td>
<td>Literature and Ethics</td>
</tr>
<tr>
<td>LIT 314</td>
<td>Shakespeare and Justice</td>
</tr>
<tr>
<td>LIT 319</td>
<td>Law and Justice in European Medieval Literature</td>
</tr>
</tbody>
</table>

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
Rationale: The English Minor requires that students select as electives any five literature or writing courses, with the Bulletin giving a list that is "illustrative and not exhaustive." This update to the Bulletin would make that "illustrative and not exhaustive" list more comprehensive and up-to-date, correcting several inadvertent omissions from the list in the 2014-2015 Bulletin and adding recently approved courses that were intended to count as electives for Minors and Majors. It also adds to the list General Education Lit courses that are mentioned in the "Requirements" section of the minor but not actually included on the list of allowed courses. This is not a revision or change to the requirements for the minor; rather, this more comprehensive list will ensure that DegreeWorks has an accurate accounting of our current course offerings so that students can avoid getting misinformation about which courses can and cannot be allowed.
ENGLISH MINOR — New UG Bulletin information 2015-16

Description. Students who have found their required English and Literature courses exciting may continue their exploration of texts (including films and other genres in popular culture) and develop their voices in a variety of written forms in the English minor. The minor offers students the opportunity to broaden their experience of literary study, improve their critical thinking skills, and advance their skills in analytical, expository and/ or creative writing.

Rationale. The study of literature and the practice of expository and creative writing strengthen important skills while engaging students in significant historical, ethical and aesthetic debates. Students who study literature learn to read critically, form interpretations, and make arguments based on evidence. Students who study writing learn to express themselves clearly, concisely and creatively while also perfecting their editing and revision skills. Students who pursue the minor in English will graduate with an increased command of language and with incisive critical skills that will serve them well in their chosen career or post-graduate work.

Minor coordinator. Professor Jay Walitalo, Department of English (212.484.1192, jwalitalo@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College in September 2008 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 on the College website, at the Office of Undergraduate Studies, or at the Lloyd George Sealy Library.

Requirements. To receive a minor in English a student must complete 18 credits with at least 3 credits at or above the 300-level. Students may apply a maximum of two general education literature courses (LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237) toward the minor. Every student must take LIT 260 Introduction to Literary Study to earn the minor in English. A maximum of two courses can overlap with a student’s major, other minors or programs.

PART ONE. REQUIRED COURSES
LIT 260 Introduction to Literary Study

PART TWO. ELECTIVES
Select five. At least one course must be at or above the 300-level.
The following list is illustrative and not exhaustive. Students should consult the current course schedule for offerings in Literature [LIT] and English [ENG]. These will include literature, film, and writing courses.

Literature
LIT 203 New York City in Literature
LIT 212 Literature of the African World
LIT 219 The Word as Weapon
LIT 223/AFR 223 African-American Literature
LIT 230 Expression of the Living Past: Reading Ancient Worlds
LIT 231 Medieval and Early Modern Literature
LIT 232 Reading the Modern World
LIT 233 American Stories
LIT 236 Literary Perspectives on Culture and Globalization
LIT 237 Literature as Witness
**LIT 265 Foundations of U.S. Latino/a Literature**
LIT 270 Reading and Writing Children’s Literature
LIT 275 The Language of Film
**LIT 283 NYC and Film**
LIT 284 Film and Society
**LIT 285 The Rebel in Film**
LIT 286 The Horror Film
LIT 287 Selected Topics in Literature (was LIT 290)
**LIT 300 Text and Context**
**LIT 305 Foundations of Literature and Law**
**LIT 309 Contemporary Fiction**
**LIT 311 Literature and Ethics**
LIT 313 Shakespeare
**LIT 314 Shakespeare and Justice**
LIT 315 American Literature and the Law
LIT 316 Gender and Identity in Literary Traditions
**LIT 319 Law and Justice in European Medieval Literature**
LIT 323 The Crime Film
**LIT 324 Road Movies**
LIT 325 Science Fiction Film
LIT 326 Crime, Punishment, and Justice in U.S. Literature
LIT 327 Crime and Punishment in World Literature
**LIT 328 Film Criticism**
**LIT 329 Documentary Film and Media**
LIT 330 Alfred Hitchcock
LIT 331 Steven Spielberg
LIT 332 Martin Scorsese and Spike Lee
LIT 340/AFR 340 The African American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights
LIT 344 Caribbean Literature and Culture
LIT 346 Cultures in Conflict
**LIT 352 New Fiction**
**LIT 353 Comic Books and Graphic Novels: Investigating a Literary Medium**
LIT 357 Violence of Language: U.S. Latino/a Street Literature
LIT 360 Mythology in Literature
LIT 362 The Bible as Literature
LIT 366 Writing Nature: Literature and Ecology
LIT 370 Topics in Ancient Literature
LIT 371 Topics in Medieval Literature
LIT 372 Topics in Early Modern Literature
LIT 373 Topics in Seventeenth- and Eighteenth Century Literature
LIT 374 Topics in Nineteenth-Century Literature
LIT 375 Topics in Twentieth-Century Literature

Approved by UCASC, Dec 19, 2014, prepared for College Council, Feb 11, 2015
LIT 379 Selected Historical Topics in Literature
LIT 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in U.S. Latino/a Literature
LIT 389 Independent Study
LIT 400 Senior Seminar in Literature
LIT 401 Special Topics
LIT 405 Senior Seminar in Literature and Law
LIT 409 Seminar in U.S. Latino/a Literature
LIT 489 Independent Study
LLS 362 LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature
LLS 363 Il-legal Subjects: U.S. Latina/o Literature and the Law
LLS 364 Ethical Strains in U.S. Latino/a Literature

Writing
ENG 215 Poetry Writing and Reading
ENG 216 Fiction Writing
ENG 218 The Writing Workshop
ENG 221 Screenwriting
ENG 228/ANT 228 Introduction to Language
ENG 230 Journalism in the 21st Century
ENG 233 News Reporting and Writing
ENG 235 Writing for Management, Business, and Public Administration
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies
ENG 255 Argument Writing
ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines
ENG 313 Advanced Fiction Writing
ENG 316 Advanced Argument Writing and Response: Theory and Practice
ENG 328/ANT 328 Forensic Linguistics
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 12/10/14

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Nemeth</td>
<td><a href="mailto:cnemeth@jjay.cuny.edu">cnemeth@jjay.cuny.edu</a></td>
<td>212-237-8756</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Protection Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PMT 7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Geographic Information Systems for Public Safety and Emergency Management</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course provides an introduction to geographic information systems (GIS) from a theoretical and applied perspective. The role of GIS in all five phases of emergency management and to public safety will be emphasized. Students will gain basic competency in use of GIS and specification of analyses for problems in emergency management and related disciplines. Students will demonstrate the ability to conceptualize and design GIS projects for various scenarios in public safety and emergency management.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>Prerequisite: PMT 711 Introduction to Emergency Management</td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td></td>
</tr>
</tbody>
</table>

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
With the development of the MS program in Emergency Response Studies, this course will be an elective component of a well-rounded curriculum; bringing the foundations of course work into practice. Geographic information systems (GIS) have become the primary analytical tool in both planning for, and responding to, disasters of all kinds. GIS is also central to efforts to mitigate future disasters. The ability of GIS systems to integrate and manipulate large amounts of spatially-referenced data is a hallmark of modern emergency management. Developments such as social media, and the ability to incorporate in near real-time information provided by then public is revolutionizing emergency response.

The ability to conceptualize and specify problems geographically is a necessary skill in the emergency management profession, and is highly desired in the employment market. GIS abilities also reinforce analytical thinking and problem solving, and further integrate data analysis and policy evaluation capabilities into the program curriculum.

This course will provide a complete exposure to geographic analytic methods used in all phases of emergency management (prepare, respond, recovery, mitigation, and prevent). The omission of a GIS course from our offerings in emergency management is a long-standing deficiency that this new course will address.

4. **Degree requirements satisfied by the course:**

Serves as an elective for the MS program in Emergency Management.

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

   Yes ______  No ___X____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   Upon successful completion of the course, students will be able to:

   1. Identify and understand the role of GIS in the phases of Emergency Management.
   2. Demonstrate familiarity with GIS capabilities in each phase of Emergency Management.
   4. Identify and assess developing GIS capabilities and its’ abilities to assist the emergency manager in accomplishing the goals and objectives of the mission.
   5. Understand challenges to using and sharing GIS-information in emergencies.
b. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Completion of written assignments; participation in class discussions; successful demonstration of software acumen.

7. **Proposed texts and supplementary readings** (including ISBNs):


Readings:


**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. **Identify and assess the adequacy of available library resources**

The proposer consulted with Karen Okamoto of the library on adequacy of existing holdings, online references, and necessary acquisitions. Ms. Okamoto agreed that existing resources were adequate.

a. **Databases**

Praeger Security International
ProQuest Risk Abstracts/Health and Safety Abstracts
Fire Codes Online
EBSCOhost Academic Search Complete
PsycINFO
Sociological Abstracts
JSTOR
b. **Books, Journals and eJournals**

John Jay subscribes to all major journals in the emergency management field and has a more than adequate collection of primary texts and reports. Journal lists includes but are not limited to:

- *Journal of Emergency Management*
- *Emergency Preparedness News*
- *International Journal of Emergency Management*
- *Journal of Homeland Security and Emergency Management*

9. **Identify recommended additional library resources**

None

10. **Estimate the cost of recommended additional library resources (For new courses and programs):** N/A

11. **Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question). None.

12. **Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?**

Yes _____X_______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. **Proposed instructors:**

Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

Charles Jennings, Robert Till

14. **Other resources needed to offer this course:** None
15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

GIS is offered in the Criminal Justice program (CRJ739); this new course will emphasize different techniques and topics specifically relevant to the emergency management and public safety disciplines. The proposed course syllabus and coverage were reviewed by the CRJ MA Program and found not to be in conflict.

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

Syllabus attached.
Syllabus for Geographic Information Systems for Public Safety and Emergency Management

PMT 7XX Section 01

Instructor: Charles Jennings, PhD, Assoc. Prof.
Classroom: TBA
Office/Room Number 3537N
Contact Hours: TBA or by appointment
Professor’s Phone and e-mail address (212-484-1379); cjennings@jjay.cuny.edu

Course Description

This course provides an introduction to geographic information systems (GIS) from a theoretical and applied perspective. The role of GIS in all five phases of emergency management and to public safety generally will be emphasized. Concepts are illustrated through use of GIS software. Students will gain basic competency in use of GIS and specification of analyses for problems in emergency management, homeland security, fire, emergency medical services, and related disciplines. Students will demonstrate the ability to conceptualize and design GIS projects for various scenarios in public safety and emergency management.

Learning Outcomes

1. Identify and understand the role of GIS in the phases of Emergency Management.
2. Demonstrate familiarity with GIS capabilities in each phase of Emergency Management.
4. Identify and assess developing GIS capabilities and its’ abilities to assist the emergency manager in accomplishing the goals and objectives of the mission.
5. Understand challenges to using and sharing GIS-information in emergencies.

Course Prerequisite: PMT 711 Introduction to Emergency Management

Textbooks


Readings:


Any additional readings will be distributed via the course webpage on Blackboard.

**Course Policy/Requirements**: In accordance with City University policy, attendance at all class sessions is required.

All written assignments must comply with the College’s policy on plagiarism. Late assignments may be penalized.

Students are expected to be prepared by having done the assigned readings be able to contribute to class discussion. Students will be routinely asked about readings and expected to make connections between the readings and class assignments and the practice of emergency management.

Bi-weekly assignments will be required. These assignments will involve application of GIS to solve problems using data provided by the instructor. The students will be responsible for both performing the appropriate GIS analysis, and interpreting the results.

**Examinations**

A midterm and final examination will assess students’ competence in the course materials. The exams will emphasize short essays and short answers to demonstrate theoretical and conceptual familiarity with utilization of GIS in the Identification, Planning, Preparedness, Response Mitigation, and Recovery Phases of emergency
management. The final examination will be given in the schedule assigned by the College (usually one week after the last class at the same time and location).

Final Paper

Students will be expected to produce a high-quality paper providing an opportunity to examine in-depth an aspect of emergency preparedness using GIS as a tool to illustrate the concept, or using a specific GIS methodology or application applied to a problem in public safety, emergency management, or homeland security. The topic will be selected in consultation with the professor after the midterm exam. The student is expected to use scholarly and authoritative sources and synthesize the assigned readings and supplemental research on a particular topic. The final paper should demonstrate advancement of the student’s understanding of emergency preparedness and identify and discuss policy or research issues relevant to the problem being considered. Use of applied GIS analysis is required. The paper should be a minimum of 5,000 words, exclusive of figures, graphs, and documentary material.

Acceptable methods of citation/documentation and formatting include:


Policy on grades

Grades are determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and
“cutting and pasting” from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 80)

Safeassign: The College subscribes to Safeassign, an on-line plagiarism prevention service. In addition to turning in a paper copy of the paper to the instructor, students may be required to submit the paper in electronic format (Word, RTF, or PDF) for submission to Safeassign. Assignments submitted to Safeassign will be included in their restricted access database solely for the purpose of detecting plagiarism.

Students may not submit in this course original material that has been or is being used for written assignments in other courses. Information about Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Introduction to GIS | *Confronting Catastrophe*, Appendix A “Challenges for GIS in Emergency Preparedness”  
*GIS Tutorial* “Introduction to GIS” |
|      | Assignment: Exercise 1.1 – Introducing the ArcGIS Interface | |
| 2    | Basic Functions of Operations in GIS | *GIS Tutorial* “Visualizing Data for homeland security planning and operations” |
|      | Assignment: Exercise 2.1 – 2.11 Manipulating map layers and commands, viewing map layer properties and attribute tables, measuring distance, finding and identifying features | |
| 3, 4 | Basics of Compiling Data | *GIS for Homeland Security*, Ch. 1 “Gathering and analyzing intelligence”  
Thomas, et al “Use of Spatial Data …”  
*GIS Tutorial* “Compiling Data … “  
*Confronting Catastrophe* Ch. 1 “Identification and Planning” |
|      | Assignment: Exercise 3.1-3.5 Minimum Essential Data Sets (MEDS) maps, defining and adding boundaries, features, land cover, elevations, raster images, and managing MEDS data | |
| 5    | Designing Map Layouts: The Prevent Function | *GIS Tutorial* “Designing Map Layouts …”  
*GIS for Homeland Security*, Ch. 5 “Securing Complex Events” |
|      | Assignment: Exercise 4.1-4.4 Scenario Maps, Warning Preparing Reports, Maps, and layouts | |
| 6, 7 | Preparing for Terrorism, Technologic, and Natural Hazards | *GIS for Homeland Security*, Ch. 2 “Protecting Critical Infrastructure”  
Enders and Brandt “Using GIS to Improve Emergency Management and Disaster Response for People with Disabilities” |
<table>
<thead>
<tr>
<th>Assignment: Exercise 5.1-5.6 Locating and protecting critical infrastructure, locating affected populations, and protecting affected populations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Midterm Exam</strong></td>
</tr>
<tr>
<td><strong>Preventing Public Health Threats</strong></td>
</tr>
<tr>
<td>Assignment: Find New York City Health-Related Open Data and Map It at a sub-borough level</td>
</tr>
<tr>
<td><strong>GIS for Homeland Security, Ch. 4 “Preparing for Disease Outbreaks and Bioterrorism”</strong></td>
</tr>
<tr>
<td><strong>Preventing Disease Outbreaks and Bioterrorism</strong></td>
</tr>
<tr>
<td>Assignment: Exercise 6.1-6.4 Preparing scenario maps, geocoding missing persons, conduct a suitability analysis</td>
</tr>
<tr>
<td><strong>GIS for Homeland Security, Ch. 3 “Responding to complex emergencies”</strong></td>
</tr>
<tr>
<td>Assignment 6.5-6.6 Automating suitability analysis within GIS, Referencing the US National Grid</td>
</tr>
<tr>
<td><strong>GIS for Homeland Security, Ch. 5 “Recovery”; Ch. 2 “Mitigation”</strong></td>
</tr>
<tr>
<td>Assignment: Exercise 7.1-7.2 Preparing recovery scenario maps</td>
</tr>
<tr>
<td><strong>GIS for Homeland Security, Appendix C “Five-year general strategies matrix of FIRESCOPE GISSIT”</strong></td>
</tr>
<tr>
<td><strong>Institutionalizing GIS within Public Safety organizations</strong></td>
</tr>
<tr>
<td><strong>New Models of Collaboration: GIS Coordination in New York State.</strong></td>
</tr>
<tr>
<td><strong>Future Trends in GIS and Emergency Management: Situation Awareness Platforms</strong></td>
</tr>
<tr>
<td><strong>GIS for Homeland Security, Ch. 6 “Looking Ahead”</strong></td>
</tr>
<tr>
<td><strong>Final Paper Due</strong></td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 12/10/14

1. Contact information of proposer(s):

<table>
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<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Nemeth</td>
<td><a href="mailto:cnemeth@jjay.cuny.edu">cnemeth@jjay.cuny.edu</a></td>
<td>212-237-8756</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
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<th>Program Name</th>
<th>Protection Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PMT 7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Emergency Management: Managing Response to Large-Scale Incidents</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The course is designed to present challenges of response to large-scale incidents. The National Incident Management System and Incident Command System will be presented in detail, along with scholarly literature to support their use. Exposure to emergency operations center functions and roles; the process for organizational learning through after action reviews or other efforts to capture and utilize lessons from response to incidents; and challenges and barriers to large-scale incident response and management will discussed.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>PMT 711</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td></td>
</tr>
</tbody>
</table>

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

This course is an expansion of an existing course (PMT 763 Preparedness and Response) to recognize the increasing sophistication of emergency response and the growth of knowledge about this subject as a
distinct area of inquiry. Since the original course was designed, 9/11, Hurricane Katrina, Hurricane Sandy, and a host of other large-scale events have drawn considerable academic inquiry. Notions of social vulnerability, urban resilience, and utilization of community-based groups and social media demand additional attention. PMT 763 has been revised to focus on preparedness, and this new course will focus on managing response.

This course will be a case-driven course, which will include exposure to theories and federal doctrine in emergency response policy including incident management systems and regimes, and the challenges of coordination for large-scale incident response. The course will complement ongoing research and project undertaken by the Christian Regenhard Center for Emergency Response Studies.

4. **Degree requirements satisfied by the course:**

This is a required course for the MS in Emergency Management.

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

   Yes ______   No __X____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. **What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?**

      Students will be able to:

      1. Using cases, identify major themes and challenges in emergency response
      2. Demonstrate familiarity with federal emergency response doctrine, its intergovernmental dimensions, and its limitations
      3. Demonstrate understanding of local control as they relate to issues such as NIMS implementation and interoperability
      4. Demonstrate the ability to critically analyze emergency response operations through review of documentation and research
      5. Identify and apply scholarly research to applied problems of emergency response

   b. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

      Completion of written assignments; participation in class discussions.

7. **Proposed texts and supplementary readings** (including ISBNs):

Rev. Spring 2014
Office of Graduate Studies


Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. Identify and assess the adequacy of available library resources

   a. Databases

      Praeger Security International
      ProQuest Risk Abstracts/Health and Safety Abstracts
      Fire Codes Online
      EBSCoHost Academic Search Complete
      PsycINFO
      Sociological Abstracts
      JSTOR
      EBSCoHost military & government collection

   b. Books, Journals and eJournals

      John Jay subscribes to all major journals in the emergency management field and has a more than adequate collection of primary texts and reports. Journal lists includes but are not limited to:

      Journal of Emergency Management
      Emergency Preparedness News
      International Journal of Emergency Management
      United States Emergency & Other Relief Services Industry Report

9. Identify recommended additional library resources

   The proposer consulted with Karen Okamoto of the library on adequacy of existing holdings, online references, and necessary acquisitions. Ms. Okamoto agreed that existing resources were adequate.

10. Estimate the cost of recommended additional library resources (For new courses and programs): N/A

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

    None other than above.

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
Yes ______ X ______ No ________________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

Charles Jennings

14. Other resources needed to offer this course: None

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

No conflicts.

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

Sample syllabus is attached.
Syllabus for Emergency Management: Managing Response to Large-Scale Incidents,
PMT 7XX

Charles Jennings, Assoc. Prof.
Classroom: TBA
Office/Room Number 3537N
Contact Hours: TBA or by appointment
Professor’s Phone and e-mail address (646-557-4638); cjennings@jjay.cuny.edu

Textbooks/Readings


**Course Description**

The course is designed to present challenges of response to large-scale incidents. The National Incident Management System (NIMS) and Incident Command System (ICS) will be presented in detail, along with scholarly literature to support their use. The course also provides an exposure to emergency operations center (EOC) functions and roles. The process for organizational learning through after action reviews or other efforts to capture and utilize lessons from response to incidents will also be emphasized. Challenges and barriers to large-scale incident response and management will be illustrated through case studies and critical analysis of doctrine and practice.

**Learning Outcomes:**

Students will be able to:

1. Using cases, identify major themes and challenges in emergency response
2. Demonstrate familiarity with federal emergency response doctrine, its intergovernmental dimensions, and its limitations
3. Demonstrate understanding of local control as they relate to issues such as NIMS implementation and interoperability
4. Demonstrate the ability to critically analyze emergency response operations through review of documentation and research
5. Identify and apply scholarly research to applied problems of emergency response

**Course Pre-requisites:** PMT 711 Introduction to Emergency Management

**Course Policy/requirements:** In accord with City University policy, attendance at all class sessions is required.
All written assignments must comply with the College’s policy on plagiarism, and must be turned in on time, or be subject to penalties.

Students are expected to be prepared by having done the assigned readings be able to contribute to class discussion. Students will be routinely asked about readings and expected to make connections between the readings and class assignments and the practice of emergency management.

Bi-weekly assignments will be required. These assignments will involve short writing assignments or research related to topics being discussed in class. These homework assignments will require the student to prepare a brief synthesis of the material covered, fully supported by citations, and structured as an executive briefing memo.

**Midterm Exam**

A take-home, open-book essay exam will be distributed for the midterm. The midterm exam will require students to explain and apply concepts of emergency response and lessons learned reinforced in the first half of the course. The exam will be limited to four questions at 2,000 words total. Exams are expected to have complete citations.

**Final Paper**

Students will be expected to produce a paper providing an opportunity to examine in depth an aspect of emergency response to large-scale events. The topic will be selected in consultation with the professor after the midterm exam. The student is expected to use scholarly and authoritative sources and synthesize the assigned readings and supplemental research on a particular topic. The final paper should demonstrate advancement of the student’s understanding of emergency preparedness and identify and discuss policy or research issues relevant to the problem being considered. The paper should be a minimum of 5,000 words, inclusive of figures, graphs, and documentary material.

Acceptable methods of citation/documentation and formatting include:


**Emergency Operations Center (EOC) Exercise**

Students will participate in an immersive EOC exercise as the final component of the course. Students will be assigned roles and role play an exercise simulating a large-scale event. The exercise will take place over two weeks, followed by a group project of preparing an after-action report. The EOC exercise will reinforce the learning objectives of the course and offer an opportunity to practice ICS and EOC skills and doctrine.

**Policy on grades**

Grades are determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>EOC Exercise</td>
<td>15%</td>
</tr>
<tr>
<td>After-Action Report Group</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Course Calendar**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Legal Structures, Academic Perspectives on Emergency Response</td>
<td>Walsh et al, Ch. 1 “Introduction to the National Incident Management System” Ch 15 “National Response Framework”</td>
</tr>
<tr>
<td>3</td>
<td>Cases in Emergency Response: Hurricane Katrina, SARS in Toronto;</td>
<td>Howitt and Leonard Chapters 1, 2</td>
</tr>
<tr>
<td>4</td>
<td>Cases in Emergency Response continued: Baltimore Train Tunnel Fire;</td>
<td>Howitt and Leonard Ch. 4,5</td>
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</tr>
<tr>
<td>9/11 at the Pentagon</td>
<td>A, B, C (Part I, II). Weiger article</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Case Studies: Engineering Aspects of Natural Hazards</td>
<td>Fukushimi Daichi Readings</td>
</tr>
<tr>
<td>8</td>
<td>Incident Command Systems: General Staff</td>
<td>Walsh Ch. 3-7; “Command” “Operations” “Planning” “Logistics” “Finance/Administration”</td>
</tr>
<tr>
<td>9</td>
<td>Getting Help: Mutual Aid Systems, EMAC, and Defense Support to Civil Authorities</td>
<td>Walsh Ch. 9 “Multiagency Coordination Systems” Department of the Army. <em>Defense support of civil authorities ADP 3-28</em>. July 2012.</td>
</tr>
<tr>
<td>Time</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>The Challenge of Police-OEM Coordination: Fusion Center Coordination with EOCs</td>
<td>FEMA/DOJ Considerations for Fusion Center and Emergency Operations Center Integration. Walsh, Ch 8. “Intelligence/Investigations” EOC Pre-exercise briefing</td>
</tr>
<tr>
<td>13</td>
<td>EOC Exercise</td>
<td>Begin Exercise in EOC Simulator</td>
</tr>
<tr>
<td>14</td>
<td>EOC Exercise</td>
<td>Continue exercise in EOC Simulator</td>
</tr>
</tbody>
</table>

College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

a. Policy on Incomplete Grade

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management. Incomplete grades that are not resolved within the above-mentioned time period become permanent Incompletes. Such grades will not be counted in the student grade point average. No credit is awarded for Incompletes that have not been appropriately resolved.

b. Change of Final Grade

Application for a change of grade assigned by a member of the faculty may
be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A–, B+, B, B–, C+, C, C– and F.

Application for Change of Final Grade
To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar’s Office. These forms must then be countersigned by the Dean of Graduate and Professional Studies and returned to the Registrar’s Office for entry on the student’s record.

Appeal for Change of Final Grade
In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the Committee on Graduate Studies whose decision will be final.

c. The Office of Accessibility Services (see the Graduate Bulletin, Chapter 10, Student Life).

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L level, 59th Street Building, Tel: 212.237.8144. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. The Office of Accessibility Services (212.237.8031) at John Jay College of Criminal Justice is committed to compliance with Section 504 of the
Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation. The mission of the Office of Accessibility Services, a department of the Division of Student Development, is to ensure that students with disabilities have equal access to all college programs, services and activities. Its objective is to see that students with disabilities are provided with an impactful learning experience. Every individual is challenged to be independent, responsible, problem-solvers and self-advocates in charge of their own lives. The Office of Accessibility Services offers a wide range of services, which include but are not limited to, individual counseling, priority registration, orientation, special testing accommodations, readers, note takers, sign language interpreters, special adaptive equipment and other support services for students with disabilities. The Office of Accessibility Services (OAS) is an agency-based voter registration site. Students will be offered the opportunity to register to vote. There is no obligation to register to vote and the student’s decision will have no effect on accommodations offered. For additional information or assistance, please contact the office.


Statement of College’s Policy on Plagiarism

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

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

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Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

**Plagiarism detection software** – Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 12/10/14

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<tr>
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<td><a href="mailto:cnemeth@jjay.cuny.edu">cnemeth@jjay.cuny.edu</a></td>
<td>212-237-8756</td>
</tr>
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<th>Protection Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Seminar in Emergency Management and Response</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This seminar in emergency response studies is the core experience of all students pursuing the “Advanced Certificate in Emergency Management” and an elective for students in other emergency management programs in the College. The lectures are also open to the public. The seminar consists of lectures by a changing selection of researchers, distinguished practitioners, and emergency management leaders. The seminars occur four or more times per semester during the academic year. The course may be repeated up to three times for credit.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>1</td>
</tr>
<tr>
<td>Lab Hours</td>
<td></td>
</tr>
</tbody>
</table>

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
4. **Degree requirements satisfied by the course:**

The seminar course is an integrative experience that allows students to synthesize their studies in emergency management by learning from researchers and practitioners about contemporary challenges and emergent issues in the field of emergency management. Speakers in the seminar series have included high-level administrators from the federal Emergency Management Agency, homeland security officials, transportation planners discussing evacuation planning, and academics discussing research.

Topics have included such diverse issues as Methodologies for conducting after action reports to document emergency response activities; ethnographic studies of emergency dispatchers and their role in emergency response; case studies of emergencies; new technologies for dispatching; use of big data and analytics to improve public safety; opportunities for improved collaboration between police and fire agencies; and challenges of sheltering evacuees from hurricanes and other disasters.

The seminar will provide an opportunity for students to critically review policy and research developments and make connections between their coursework and practical application as well as identifying challenges to implementation in the intergovernmental and complex realm of emergency management. Lastly, the course will provide a social and networking opportunity for students in the program and the industry professionals and academics in attendance.

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

   Yes _______   No _______

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course? Students will be able to:

   1. Identify contemporary developments in emergency management.
   2. Place contemporary emergency management challenges in the context of legal, regulatory, and societal influences.
   3. Understand the interdisciplinary nature of emergency management and the necessity of contributions from broad and diverse academic disciplines.
   4. Critically assess bureaucratic and policy responses to emergency management problems in an urban context.
   5. Identify research needs applied to problems of emergency management.

   b. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

   Students are expected to read, in advance, publications written or recommended by the distinguished scholars and practitioners who present their work at the seminar, participate in
discussions when the scholars are present, and write critiques of the presentations they have heard and publications they have read. Students also meet periodically with the professor teaching the class.

7. **Proposed texts and supplementary readings** (including ISBNs):

The proposed reading assignments will change each semester to coincide with seminar topics and presenter’s publications. Materials from a recent semester include:

- US Department of Transportation. *Next Generation 9-1-1 System Preliminary Concept of Operations*
- Sanders, Carrie. “Have you been identified? Hidden boundary work in emergency services classifications.” *Information, communication, and society*. Vol. 9, no. 6 2006, pp. 714-736.

**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**

      Praeger Security International
      ProQuest Risk Abstracts/Health and Safety Abstracts
      Fire Codes Online
      EBSCOhost Academic Search Complete
      PsycINFO
      Sociological Abstracts
      JSTOR
      EBSCOhost military & government collection

   b. **Books, Journals and eJournals**

      John Jay subscribes to all major journals in the emergency management field and has a more than adequate collection of primary texts and reports. Journal lists includes but are not limited to:

      *Journal of Emergency Management*
      *Emergency Preparedness News*
      *International Journal of Emergency Management*
      *Journal of Homeland Security and Emergency Management*
9. Identify recommended additional library resources

The proposer consulted with Karen Okamoto of the library on adequacy of existing holdings, online references, and necessary acquisitions. Ms. Okamoto agreed that existing resources were adequate.

10. Estimate the cost of recommended additional library resources (For new courses and programs): None.

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

None other than listed above.

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes ____X______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

Charles Jennings, Donell Harvin

14. Other resources needed to offer this course:

None. Travel and accommodations for speakers will be paid for by RACERs.

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

No conflict.

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]
The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

See attached sample syllabus.
Syllabus for Seminar in Emergency Management and Response, PMT 7XX

Charles Jennings, Assoc. Prof.
Classroom: TBA
Office/Room Number 3537N
Contact Hours: TBA or by appointment
Professor’s Phone and e-mail address (646-557-4638; cjennings@jjay.cuny.edu

Textbooks

Readings vary according to the topic. All readings will be distributed in advance by the instructor using the Blackboard course page.

Course Description

The seminar in emergency response studies is the core experience of all students pursuing the “Advanced Certificate in Emergency Management” and an elective for students in other emergency management programs in the College. The lectures are also open to the public. The seminar consists of lectures by a changing selection of researchers, distinguished practitioners, and emergency management leaders. The seminars occur four or more times per semester during the academic year.

Students are expected to read, in advance, publications written or recommended by the distinguished scholars and practitioners who present their work at the seminar, participate in discussions when the scholars are present, and write critiques of the presentations they have heard and publications they have read. Students also meet periodically with the professor teaching the class.

Learning Outcomes

Students will be able to:

1. Identify contemporary developments in emergency management.
2. Place contemporary emergency management challenges in the context of legal, regulatory, and societal influences.
3. Understand the interdisciplinary nature of emergency management and the necessity of contributions from broad and diverse
4. Critically assess bureaucratic and policy responses to emergency management problems in an urban context.
5. Identify research needs applied to problems of emergency management.

Rev. Spring 2014
Office of Graduate Studies
Course Pre-requisites

None

Course Policy/Requirements

In accordance with City University policy, attendance at all class and seminar sessions is required. As all seminars are not recorded, it is the student’s responsibility to attend each session, as the number of events is limited.

All written assignments must comply with the College’s policy on plagiarism, and must be turned in on time.

Students are expected to be prepared by 1) doing readings assigned in advance of the lectures; 2) doing independent research on publications and activities by researchers and organizations participating as speakers; 3) participate actively in question-and-answer sessions at the seminars.

Final Paper

Students will be expected to produce a brief final paper that will provide commentary on the semester’s speakers, and an overarching summary of the presentations as they relate to challenges in emergency management broadly.

Acceptable methods of citation/documentation and formatting include:


Policy on grades

Grades are determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>40%</td>
</tr>
</tbody>
</table>

Rev. Spring 2014
Office of Graduate Studies
The actual schedule and speakers will vary by semester. A recent semester is used for illustrative purposes.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Online meeting</td>
<td>Critical summaries of readings to date due.</td>
</tr>
<tr>
<td>6</td>
<td>Seminar #4 “The Dispatcher’s Role” Mediating Between Technology, the Public, and Emergency Responders” Dr. Carrie Sanders, Dept. of Criminology, Wilfred Laurier University, Ontario, Canada</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Final in-person Meeting</td>
<td>Final Papers Due.</td>
</tr>
</tbody>
</table>

College wide policy for graduate course (see the Graduate Bulletin, Chapter 7,
Academic Standards

a. Policy on Incomplete Grade
A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management.

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Source: Reasonable accommodations: A Faculty Guide to Teaching College Students with
Statement of College’s Policy on Plagiarism

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. *(From the John Jay College of Criminal Justice Graduate Bulletin, p. 80)*

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**Plagiarism detection software** – Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 12/10/14

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Nemeth</td>
<td><a href="mailto:cnemeth@jjay.cuny.edu">cnemeth@jjay.cuny.edu</a></td>
<td>212-237-8756</td>
</tr>
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1. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

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<thead>
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<th>FROM (strike through the changes)</th>
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<tr>
<td>Program</td>
<td>Program</td>
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<tr>
<td>Protection Management</td>
<td>PMT 763 Emergency Management: Preparedness and Response</td>
</tr>
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<td>Course</td>
<td>Course</td>
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<td>PMT 763 Emergency Management:</td>
<td>PMT 763 Emergency Management: Preparedness</td>
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<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
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<td>Corequisite: PMT 711</td>
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<tr>
<td>Hours</td>
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<td>3</td>
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<tr>
<td>Credits</td>
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<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>This course will focus on the</td>
<td>The course focuses on the concepts, doctrine, and practice of emergency</td>
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<tr>
<td>concepts of disaster planning</td>
<td>preparedness from a community and governmental perspective. Topics will</td>
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<tr>
<td>and response from a governmental</td>
<td>include: the intergovernmental nature of emergency preparedness and the</td>
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<td>perspective. The organizational</td>
<td>increased recognition of linkages between phases of emergency</td>
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<tr>
<td>aspects of emergency management</td>
<td>management and the public and private sectors; Federal doctrine on</td>
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<tr>
<td>and its position within local</td>
<td>inclusive planning efforts and challenges of community preparation;</td>
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<td>government will be discussed</td>
<td>fundamental principles and emerging policy guidance</td>
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<td>from both national and local</td>
<td>from the federal government; and the</td>
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<td>perspectives. The principles of</td>
<td>design, conduct and evaluation of emergency response exercises.</td>
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<td>risk identification and</td>
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<td>communication, management and</td>
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<td>coordination of resources, and</td>
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<td>public education will be</td>
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<td>examined. Attention will also be</td>
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<td>paid to planning and exercises</td>
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<td>involving public and private</td>
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<td>resources. Information</td>
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<td>technology will be explored to</td>
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<td>assess risks and plan for</td>
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<tr>
<td>warning and response needs.</td>
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</table>
2. Rationale for the proposed change(s):

This course expands the existing PMT 763 to recognize the growing body of knowledge in the realms of pre-emergency planning, exercises, and training. The challenges of regional integration for emergency response will form a central tenet, as will current doctrine.

Using the recently-opened Emergency Management Simulator, the course will include an actual emergency management exercise simulated over a two-week period. The class would be split into two groups, with one group participating in the exercise and the other actually administering and evaluating the exercise.

This expanded course will give students an in-depth exposure to the theory and practice of emergency preparedness, including the entire preparedness cycle of Plan; Organize/Equip; Train; Exercise; Evaluate/Improve. Federal national planning guidance and Presidential Decision Directives will also be reviewed.

3. Enrollment in past semesters:

Fall 2014: 19
Fall 2013: 18
Spring 2013: 9
Fall 2012: 16
Spring 2012: 10
Fall 2011: 17

4. Does this change affect other programs?

__X__ No _____ Yes

If yes, what consultation has taken place?

5. Sample Syllabus: See attached
Syllabus for Emergency Management: Preparedness, PMT 763

Charles Jennings, Assoc. Prof.
Classroom: TBA
Office/Room Number 3537N
Contact Hours: TBA or by appointment
Professor’s Phone and e-mail address (646-557-4638; cjennings@jjay.cuny.edu

Textbooks/Readings


Course Description

The course focuses on the concepts, doctrine, and practice of emergency preparedness from a community and governmental perspective. The intergovernmental nature of emergency preparedness and the increased recognition of linkages between phases of emergency management and the public and private sectors will be emphasized. Federal doctrine on inclusive planning efforts and challenges of community preparation will be discussed in light of the latest research and actual disaster experience. The preparation of emergency plans and exercises will be taught in accord with fundamental principles and emerging policy guidance from the federal government to illustrate the importance of translating concepts into actionable guidance for local responders. The design, conduct and evaluation of emergency response exercises and their role in preparedness will be taught through study and design of actual exercises. The critique of current doctrine and challenges of achieving success in emergency preparedness will be included throughout the course.

Learning Outcomes

Students will be able to:

1. Identify major theories of emergency preparedness
2. Demonstrate familiarity with federal emergency planning doctrine and its limitations
3. Place emergency preparedness within the cycle of emergency management, and address linkages to response, mitigation, prevention, and recovery
4. Identify and develop emergency plans and exercises
5. Identify and apply scholarly research to applied problems of emergency preparedness

Course Corequisites: PMT 711 Introduction to Emergency Management

Course Policy/Requirements

In accordance with City University policy, attendance at all class sessions is required.

All written assignments must comply with the College’s policy on plagiarism, and must be turned in on time.

Students are expected to be prepared by having done the assigned readings be able to contribute to class discussion. Students will be routinely asked about readings and expected to make connections between the readings and class assignments and the practice of emergency management.

Bi-weekly assignments will be required. These assignments will involve short writing assignments or research related to topics being discussed in class.

Final Examination
A final examination will assess students’ competence in the course materials. The exam will emphasize short essays and short answers to demonstrate familiarity with key doctrinal and legal aspects of emergency preparedness. The final examination will be given in the schedule assigned by the College (usually one week after the last class at the same time and location).

**Final Paper**

Students will be expected to produce a paper providing an opportunity to examine in depth an aspect of emergency preparedness. The topic will be selected in consultation with the professor after the midterm exam. The student is expected to use scholarly and authoritative sources and synthesize the assigned readings and supplemental research on a particular topic. The final paper should demonstrate advancement of the student’s understanding of emergency preparedness and identify and discuss policy or research issues relevant to the problem being considered. The paper should be a minimum of 5,000 words, inclusive of figures, graphs, and documentary material.

Acceptable methods of citation/documentation and formatting include:


**Policy on grades**

Grades are determined as follows:

- Homeworks 25%
- Midterm Exam 20%
- Final Exam 20%
- Final Paper 25%
- Participation 10%

**Course Calendar**

<table>
<thead>
<tr>
<th>Lect</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

5
<table>
<thead>
<tr>
<th></th>
<th>Overview: The Case for Preparedness</th>
<th>Perry and Lindell, Ch. 1 “Introduction to Emergency Planning”</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Conceptions of the Planning Process</td>
<td>Perry and Lindell, Ch. 2 “The Emergency Planning Process” FEMA CPG 101, Ch. 1, 4</td>
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<tr>
<td>3</td>
<td>Social Science Theory of Disaster Preparedness</td>
<td>Perry and Lindell, Ch. 3</td>
</tr>
<tr>
<td>4</td>
<td>Fostering Successful Emergency Planning</td>
<td>Perry and Lindell, Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Training Approaches to Support Preparedness: Leveraging technology and “just-in-time” training</td>
<td>Coastal Storm Plan Online Training Demonstration</td>
</tr>
<tr>
<td>6</td>
<td>Protective Actions</td>
<td>Perry and Lindell, Ch. 5, 6</td>
</tr>
<tr>
<td>7</td>
<td>Structuring Emergency Plans</td>
<td>Perry and Lindell, Ch. 7 FEMA CPG 101 Ch. 3</td>
</tr>
<tr>
<td>8</td>
<td>Identifying Hazards and Federal Risk Assessment Methodology</td>
<td>Perry and Lindell, Ch. 11 FEMA CPG 201</td>
</tr>
<tr>
<td>9</td>
<td>Federal and State Mandates on Emergency Planning</td>
<td>Perry and Lindell, Ch. 13 FEMA CPG 101 Ch. 2</td>
</tr>
<tr>
<td>11</td>
<td>Types of exercises and design teams</td>
<td>Phelps, Ch. 2 “Six types of Exercises”; Ch. 3 “The design team”</td>
</tr>
<tr>
<td>12</td>
<td>Designing Exercises</td>
<td>Phelps, Ch. 4 “Your Roadmap: The Exercise Plan”; Ch. 5 “The real story: the development of an exercise narrative”; Ch. 6 “The drivers—exercise injects” Ch. 7 “Where the magic is created – design team”; Ch. 8 “Make your exercise sizzle -- audiovisual tools”</td>
</tr>
<tr>
<td>13</td>
<td>Managing Exercises</td>
<td>Phelps, Ch. 9 “Supporting documents to make it all work”; Ch. 10 “Bringing it all together – the exercise team”; Ch. 11 “Finally – the big day arrives: Managing the exercise day”; Ch.</td>
</tr>
</tbody>
</table>
12 “How to conduct an orientation exercise”; Ch. 13 “How to conduct a tabletop exercise” Ch. 14 “Creating reality: How to conduct a functional exercise” Perry and Lindell, Ch. 10 IPAWS Handout, Social Media Presentation


College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

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Date Submitted to the Office of Graduate Studies: December 3, 2014
Date of Program Approval: November 24, 2014
Date of CGS Approval: December 10, 2014

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
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<tbody>
<tr>
<td>Rosemary Barberet &amp; Jay Hamilton</td>
<td><a href="mailto:rbarberet@jjay.cuny.edu">rbarberet@jjay.cuny.edu</a></td>
<td>2122378676</td>
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2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

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<td>Course</td>
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<td>ICJ701- International Economics</td>
<td></td>
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<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisite: Any undergraduate economics course, or PAD704 once enrolled in MA IC&amp;J program</td>
<td>None</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>This course will be an advanced overview of global economics and crime, and international trade and finance, to provide insight into and to critique measures of development. The concepts of international trade and finance will be taught by using examples related to transnational crime. The course starts with a review of development, then covers trade, including its role in development and then international finance.</td>
<td>This course covers economic literacy for the global economy as it relates to issues of crime and justice. The course discusses the role of international institutions such as the International Monetary Fund, The World Bank and the World Trade Organization. The course critically examines measures of economic development including Gross Domestic Product and the Human Development Index. Basic economic tools of analysis such as Supply and Demand and the Circular Flow Model are introduced and applied to real world</td>
</tr>
<tr>
<td>Cases</td>
<td>Legal and illegal trade is discussed including currency exchange rates, current accounts balances, capital account balances, smuggling and money laundering. The injustices of international trade are also discussed.</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

3. **Rationale for the proposed change(s):**
ICJ 701 is the only non-research methods course in the MA IC&J program with prerequisites outside the program, forcing some students to take more credits to complete their degree. The added value of the current IC&J class as an advanced International Economics course does not accrue to all MA IC&J students. The program would be better served with an introductory Economics course that is taught at the Masters level through its fast pace, high expectations for student research and writing and the application of basic economics to international trade issues concerning crime and injustices. ICJ 701 will remain a core course in the program.

4. **Enrollment in past semesters:** Standard. This is a core course of the IC&J MA program and all students are required to take it.

5. **Does this change affect other programs?** MA IC&J students will no longer be enrolling in PAD704.

   _____ No     __X__ Yes

   **If yes, what consultation has taken place?**
Extensive consultation has taken place over the years between the IC&J MA and the MPA program since PAD704, while a good graduate introductory course in economics, was never designed for MA IC&J students. In the past, the MPA program has also wanted to innovate with PAD704 but refrained from doing so because of our needs. This change is beneficial then to both the MA IC&J program and the MPA program.

6. **Syllabus:** See attached.
Syllabus
Economics for International Crime and Justice
John Jay College of Criminal Justice

Prof Name & Information
Class Meeting Times

Course Description
This course covers economic literacy for the global economy as it relates to issues of crime and justice. The course discusses the role of international institutions such as the International Monetary Fund, The World Bank and the World Trade Organization. The course critically examines measures of economic development including Gross Domestic Product and the Human Development Index. Basic economic tools of analysis such as Supply and Demand and the Circular Flow Model are introduced and applied to real world cases. Legal and illegal trade is discussed including currency exchange rates, current accounts balances, capital account balances, smuggling and money laundering. The injustices of international trade are also discussed.

Learning Outcomes
Upon Completion of this class student are expected to be able to:
• Apply the theories of economics to problems of international crime and justice
• Explain the role of major international economic institutions
• Critically evaluate economic measures of development and trade
• Elucidate the nuances of the justness of international trade

Instructor’s Recommendations
This course introduces basic economic concepts and how they relate to issues of International Crime and Justice. To cover all this requires an amazingly blistering pace. For the application of economics it is VITAL for students to practice working with models. It is insufficient to read and listen and then expect to produce satisfactory work on exams, essays and research papers. Many of the readings are websites from the “about” page for important international economic institutions. Students are expected to read that page and follow appropriate links to additional information about the institution.

Texts:

Grading:
Exercises 10%
Take Home Midterm 30%
Final Exam 30%
Research Paper 30%
Course Schedule

Week 1  Introduction to Economics: Definitions, Theories & Institutions:
Colander Chapter 1: Economics and Economic Reasoning
Colander Chapter 2: The Production Possibility Model, Trade, and Globalization
International Monetary Fund “About” http://www.imf.org/external/about/overview.htm
World Trade Organization “About” http://www.wto.org/english/thewto_e/thewto_e.htm
A Primer on Neoliberalism by Anup Shah http://www.globalissues.org/article/39/a-primer-on-neoliberalism
Understanding Marxist Economics by Peter Watson http://www.marxism.org.uk/pack/economics.html
“Neoclassical Economics” by E. Roy Weintraub on The Concise Encyclopedia of Economics
http://www.econlib.org/library/Enc1/NeoclassicalEconomics.html

Weeks 2 & 3  Basic Market Models I: Micro – Supply and Demand
Colander Chapter 4: Supply and Demand
Colander Chapter 5: Using Supply and Demand
“Microeconomics” by Arnold C. Harberger on The Concise Encyclopedia of Economics
http://www.econlib.org/library/Enc/Microeconomics.html
Khan Academy’s Supply, demand and market equilibrium https://www.khanacademy.org/economics-finance-domain/microeconomics/supply-demand-equilibrium

Weeks 4 & 5  Basic Market Models II: Macro – Environmental Context and Macroeconomic Policy
Colander Chapter 24: Economic Growth, Business Cycles, Unemployment, and Inflation
Colander Chapter 25: Measuring the Aggregate Economy
Colander Chapter 26: The Short-Run Keynesian Policy Model: Demand-Side Policies
Colander Chapter 29: The Financial Sector and the Economy
Colander Chapter 30: Monetary Policy
Colander Chapter 31: Financial Crises, Panics, and Unconventional Monetary Policy
http://ase.tufts.edu/gdae

Week 6  Basic International Measures
Colander Chapter 9: Comparative Advantage, Exchange Rates, and Globalization
Colander Chapter 10: International Trade Policy
Human Development Index http://hdr.undp.org/en/content/human-development-index-hdi
World Bank GDP per Capita http://data.worldbank.org/indicator/NY.GDP.PCAP.PP.CD
Organization for Economic Cooperation and Development (OECD) Purchasing Power Parity
http://www.oecd.org/fr/std/prix-ppa/purchasingpowerparities-frequentlyaskedquestionsfaqs.htm
Exchange Rate Calculator http://www.xe.com/

Week 7  Flows of Things & Flows of Finance: Current Accounts Balances & Capital Accounts Balances
Week 8  Flows of People I: Migrant Labor, Legal immigration,

Week 9  Flows of People II: Illegal Immigration & Refugees

Week 10 Illegal Trade: Smuggling & Money Laundering

Week 11 Illegal Trade: Dumping & Other Violations of Trade Restrictions

Week 12 Consequences of International Trade: Corruption:

Week 13 Consequences of International Trade: Free Trade vs. Fair Trade


**Week 14 Consequences of International Trade: Environmental Sustainability & Violence**


**Final Exam & Term Paper due**
Application for Registration of a New Program

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at: http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a single PDF document that includes the following completed forms:
   - Application for Registration of a New Program
   - Master Plan Amendment Supplement and Abstract (if applicable)
   - External Review of Certain Degree Programs and Response (if applicable)
   - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
   - CEO (or Designee) Approval Form

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)

3. Attach the PDF documents to an e-mail.

4. Send e-mail to OCUERevAdmin@mail.nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

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1 CUNY and SUNY institutions: contact System Administration for proposal submission process.
<table>
<thead>
<tr>
<th>Task 1: Institution and Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Information</strong></td>
</tr>
<tr>
<td><strong>Institution Name:</strong></td>
</tr>
<tr>
<td>Institution Code (6 digits):</td>
</tr>
<tr>
<td><strong>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</strong></td>
</tr>
<tr>
<td>Institution Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State/Country:</td>
</tr>
<tr>
<td>Zip:</td>
</tr>
<tr>
<td><strong>Regents Regions:</strong></td>
</tr>
<tr>
<td><strong>Specify campus(s) of the institution where program is offered, if other than the main campus:</strong></td>
</tr>
<tr>
<td><strong>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</strong></td>
</tr>
<tr>
<td>Specify any other additional campus(s) where the program is offered besides the ones selected above:</td>
</tr>
<tr>
<td>If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
</tr>
<tr>
<td>If the program will be registered jointly with another institution, please provide the partner institution's name:</td>
</tr>
<tr>
<td>Program Information for New Programs</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Program Title:</strong></td>
</tr>
<tr>
<td><strong>Degree Award:</strong></td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
</tr>
<tr>
<td><strong>Number of Credits</strong>*:</td>
</tr>
</tbody>
</table>

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

| Option/Concentration Name: 36 Credits: Emergency Management (general) |
| Option/Concentration Name: 36 Credits: Emergency Management (thesis track) |
| Option/Concentration Name: Credits: |
| Option/Concentration Name: Credits: |

If program is part of a dual degree program, provide the following information:

| Program Title: |
| Degree Award: |
| HEGIS code: |

<table>
<thead>
<tr>
<th>Section III. Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of contact person:</strong></td>
</tr>
<tr>
<td><strong>Title of contact person:</strong></td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
</tr>
</tbody>
</table>
## Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

### a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<table>
<thead>
<tr>
<th>Format</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening</td>
<td>All requirements for the award must be offered during evening study.</td>
</tr>
<tr>
<td>Weekend</td>
<td>All requirements for the award must be offered during weekend study.</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>All requirements for the award must be offered during a combination of evening and weekend study.</td>
</tr>
<tr>
<td>Day Addition</td>
<td>For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.</td>
</tr>
<tr>
<td>Not Full-Time</td>
<td>The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.</td>
</tr>
<tr>
<td>5-Year baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>4.5 Year baccalaureate</td>
<td>Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.</td>
</tr>
<tr>
<td>Upper-Division</td>
<td>A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.</td>
</tr>
<tr>
<td>Independent Study</td>
<td>A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.</td>
</tr>
<tr>
<td>Cooperative</td>
<td>The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.</td>
</tr>
<tr>
<td>Distance Education</td>
<td>50% or more of the course requirements for the award can be completed through study delivered by distance education.</td>
</tr>
<tr>
<td>External</td>
<td>All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.</td>
</tr>
<tr>
<td>Accelerated</td>
<td>The program is offered in an accelerated curricular pattern which provides for early completion. <a href="#">Semester hour requirements</a> in Commissioner's Regulations for instruction and supplementary assignments apply.</td>
</tr>
<tr>
<td>Standard Addition</td>
<td>For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Instruction is given in English and in another language. By program completion, students are</td>
</tr>
</tbody>
</table>
proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Language Other Than English: The program is taught in a language other than English.

Other Non-Standard Feature(s): Please provide a detailed explanation.

b. Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply:

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution’s catalog.
Answer: The Master of Science in Emergency Management Program prepares students for responsible positions and leadership in public, non-profit, and private organizations. The program includes preparing for, responding to, recovering from, and mitigating future losses from the broad range of threats including natural and public health hazards and man-made or technological events. The program includes courses in emerging technologies, legal and organizational frameworks, and necessary knowledge to design and implement effective programs to reduce the toll that disasters and other emergencies take on individuals, organizations, and society in complex urban environments. This program is consistent with the College’s long-standing mission in public safety, and graduate emergency management courses already offered at the College.

List the educational and (if appropriate) career objectives of the program.
Answer:
Educational Goals:
Students should be able to demonstrate knowledge of:
1. emergency management principles, emphasizing emergency response, and the unique challenges of urban environments.
2. best practices for emergency management in diverse settings;
3. how to critically evaluate studies and analytical products that seek to measure or improve the efficacy of emergency response initiatives
4. how to identify and apply federal emergency management doctrine and industry best practices.

Career Objectives:
Our goal is for graduates to be competitive for both entry-level and leadership positions in emerging markets (local, state, federal and private/international) for emergency management professionals.

2) How does the program relate to the institution’s mission and/or master plan?
Answer: The MS in Emergency Management correlates directly with John Jay College’s mission of Justice, Criminal Justice and Public Service – students completing this degree will be prepared as leaders in public service sector in areas relating to emergency management. The program is based upon the graduate specialization that has been part of the Master of Science in Emergency Management offered at John Jay since 2001.

3) What is the documented need for this program?
Answer:
Emergency management is a growing industry, with a growing market for higher education and a need for scholarship. New York State is the third highest employer of emergency management directors in the country,
with New York City and the surrounding counties being among the top employers in metropolitan areas.\textsuperscript{2} Industry wages in this area are also among the highest in the country (annual mean wage for emergency management directors for 2013 was $92,270).

The discipline of emergency management has become more recognized and valued following Hurricane Sandy, which demonstrated that the discipline of emergency management was a necessity in a complex and interconnected region. The need for emergency management education is also recognized explicitly by federal and local efforts to partner with both for-profit and non-profit private sector entities to coordinate emergency management planning and response.\textsuperscript{3}

Salaries of industries employing emergency management specialists are provided below (Tables 1 and 2).

Table 1. Industries with the highest levels of employment in this occupation.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Government (OES Designation)</td>
<td>5,250</td>
<td>0.10</td>
<td>$28.82</td>
<td>$59,950</td>
</tr>
<tr>
<td>State Government (OES Designation)</td>
<td>1,100</td>
<td>0.05</td>
<td>$28.10</td>
<td>$58,450</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>990</td>
<td>0.02</td>
<td>$36.90</td>
<td>$76,750</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>280</td>
<td>0.04</td>
<td>$46.82</td>
<td>$97,390</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>270</td>
<td>0.02</td>
<td>$39.04</td>
<td>$81,210</td>
</tr>
</tbody>
</table>

Source: United States Department of Labor, Bureau of Labor Statistics\textsuperscript{4}

Notes: (1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

The demand for emergency managers is balanced across the public, non-profit, and private sectors (Table 2).

Table 2. Industries with the highest concentration of employment in this occupation.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Food and Housing, and Emergency and Other Relief Services</td>
<td>200</td>
<td>0.14</td>
<td>$31.50</td>
<td>$65,530</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>5,250</td>
<td>0.10</td>
<td>$28.82</td>
<td>$59,950</td>
</tr>
<tr>
<td>Electric Power Generation, Transmission and Distribution</td>
<td>250</td>
<td>0.06</td>
<td>$41.92</td>
<td>$87,190</td>
</tr>
<tr>
<td>State Government (OES Designation)</td>
<td>1,100</td>
<td>0.05</td>
<td>$28.10</td>
<td>$58,450</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>280</td>
<td>0.04</td>
<td>$46.82</td>
<td>$97,390</td>
</tr>
</tbody>
</table>

Source: United States Department of Labor, Bureau of Labor Statistics\textsuperscript{5}

Notes: (1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

\textsuperscript{4} http://www.bls.gov/oes/CURRENT/oes119161.htm#(1)
\textsuperscript{5} http://www.bls.gov/oes/CURRENT/oes119161.htm#(1)
Recognition of the effects of climate change have further spurred interest in the field, and brought emergency management to the fore as an element of community and even national or global resiliency.

John Jay College offered the first graduate courses in emergency management in the New York metropolitan area, gaining curricular approval for a concentration in Emergency Management within our Master’s in Protection Management degree in 2000. Presently, the New York metropolitan area offers few graduate and advanced certificate programs dedicated strictly to Emergency Management. With our longstanding presence in the field, its pedigree and exceptional practitioner base, it is fitting for John Jay to establish itself firmly as the preeminent college to offer this degree.

4) **Describe the role of faculty in the program’s design.**
   Answer: Senior faculty took a leading role in the conceptualization and development of this degree program.

5) **Describe the input by external partners, if any (e.g., employers and institutions offering further education).**
   Answer: The curriculum was informally vetted by adjunct faculty members and practitioners working in emergency management organizations.

6) **What are the anticipated Year 1 through Year 5 enrollments?**
   Answer: Our anticipated enrollment is extrapolated from current enrollment in the Emergency Management concentration in the Protection Management program, which has been steadily increasing over the past five years. Our estimated enrollment is:
   Year 1: Fall -- 6 full-time; 4 part-time; Spring – 2 full-time; 8 part-time; 37 year-end
   Year 2: Fall -- 10 full-time; 40 part-time; Spring – 2 full-time; 8 part-time; 85 year-end
   Year 3: Fall -- 12 full-time; 48 part-time; Spring – 2 full-time; 8 part-time; 128 year-end
   Year 4: Fall -- 12 full-time; 48 part-time; Spring – 2 full-time; 8 part-time; 160 year-end
   Year 5: Fall -- 12 full-time; 48 part-time; Spring – 2 full-time; 8 part-time; 173 year-end

### d. Admissions

1) **List all program admission requirements** (or note if identical to the institution’s admission requirements).
   Answer: Admission requirements are identical to the college’s admission requirements, in particular those of the current Master of Science degree in Protection Management.

2) **Describe the process for evaluating exceptions to these requirements.**
   Answer: In cases of students meeting undergraduate degree requirements but with marginal or deficient grade point averages more than five years in the past and with documented considerable responsible work experience in the emergency management or closely allied fields may be considered for conditional matriculation at the discretion of the Program Director.

3) **How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?**
   Answer: John Jay College is a minority serving institution located in a major metropolitan area.

### e. Academic Support Services

**Summarize the academic support services available** to help students succeed in the program.
   Answer: Students are encouraged to take advantage of all academic support services offered at the college, including but not limited to the writing center, math/statistics lab, IT and library training sessions for computer software, counseling, etc.

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

*Answer: There is no substantial credit granted for experiential learning.*
g. Program Assessment and Improvement

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

The program will undergo academic program review every five years. The program will quantify graduation rates, time for completion, average GPA numbers and conduct pre and post-graduate surveys eliciting a wide range of opinions and conclusions of the graduates. Student participants under both traditional and novel online protocols will regularly evaluate faculty. The Program Director will weigh and assess the effectiveness of its faculty and make decisions on retention of adjuncts and course assignments.

h. Transfer to Baccalaureate Programs

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

Not Applicable: X
## Task 3 - Sample Program Schedule

**NOTE:** The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

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**a).** Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).

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**b).** If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

**Answer:** Not applicable.

---

**c).** As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

**Answer:** The degree program offers two means for demonstrating occupational or professional experience. The first option is for students to sit for a comprehensive exam designed to evaluate students’ retention of key knowledge, and their ability to formulate responses to high-level conceptual and practical applications of theories and practices taught in the program and to express themselves effectively in writing for a professional audience.

The second method is a thesis. The thesis option would only be available to students with at least 12 credits and a 3.5 or greater GPA and a grade of B+ or higher in PMT 715, Analytic Methods in Protection Management. Students proposing to complete the thesis must complete the Graduate These Prospectus Form, which requires permission from the Program Director and thesis Chair.

Students taking the thesis option would not need to complete the comprehensive exam, but would be required to take the Thesis Prospectus course, which is offered on demand as an independent study (PMT 794) by the lead faculty member on the thesis committee. This course would fulfill 3-credits of elective credit toward graduation requirements.

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**d).** For existing courses that are a part of the major, enter the **catalog description** of the courses:

**Answer:**

New courses are noted in italics. Syllabi follow.

**CORE COURSES (12 credits)**

**PMT 711 Introduction to Emergency Management (3 credits)**

Examines the theory and practice of strategic and operational planning for emergency response. Reviews the principles associated with evaluation of risk and the formulation of prevention programs. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. Cases and scenarios will be examined to apply these concepts in practice.
Prerequisite(s): none.

PMT 760 Emergency Management: Mitigation and Recovery (3 credits)
This course is an investigation of existing organizations and evolving organizations and their initiatives to improve disaster mitigation and recovery in the public and private sectors. This course examines the role of international and national organizations in accomplishing disaster mitigation and recovery operations. Review of case studies of emergency management mitigation and recovery to reveal successes and lessons for future events are undertaken. The course will also describe presidential disaster declarations from a U.S. perspective and discuss examples of losses avoided through community mitigation efforts. Impacts of recovery regimes will also be explored at the organizational and community level.
Prerequisite(s): PMT 711.

PMT 763 Emergency Management: Preparedness (3 credits)
The course focuses on the concepts, doctrine, and practice of emergency preparedness from a community and governmental perspective. The intergovernmental nature of emergency preparedness and the increased recognition of linkages between phases of emergency management and the public and private sectors will be emphasized. Federal doctrine on inclusive planning efforts and challenges of community preparation will be discussed in light of the latest research and actual disaster experience. The preparation of emergency plans and exercises will be taught in accord with fundamental principles and emerging policy guidance from the federal government to illustrate the importance of translating concepts into actionable guidance for local responders. The design, conduct and evaluation of emergency response exercises and their role in preparedness will be taught through study and design of actual exercises. The critique of current doctrine and challenges of achieving success in emergency preparedness will be included throughout the course.
Co-Requisite: PMT 711

PMT 7XX Managing Response to Large-Scale Incidents (3 credits)
This course builds on core knowledge of disasters and emergency provide a foundation of understanding into Fire and EMS response to large-scale events. The course will use case studies, after action reviews, and scholarly research to demonstrate challenges and solutions to implementing, managing, and sustaining response to events of large size and/or duration. Special emphasis will be given to large-scale mass casualty incidents and their management.
Prerequisite(s): PMT 711 or permission of instructor.

MANAGEMENT/ANALYTIC COURSES (12 Credits)

SEC 715: Analytical Methods in Protection Management (3 credits)
Surveys analytical tools of particular value to protection managers. Covers the use of computer programs to reveal basic descriptive statistics, trends and correlations in databases, including threats to the validity and reliability of findings. Examines the adaptation of methods from related disciplines, including operations research, surveys, systems safety and simple financial analyses.
Prerequisite(s): none.

PAD 705. Organization Theory and Management (3 credits)
Examines organizational structure using formal, informal, and systems models. Applies the models to the analysis of organizational processes and operations including decision making, communication, leadership, control, and change. Considers how size, technology, task, and other structural characteristics affect overall organizational performance.
Prerequisite(s): none.
PAD 744: Capital and Operational Budgeting (3 credits)
Reviews concepts, processes and techniques of budget planning, preparation, presentation, authorization, administration and control. Focuses on problems associated with the management of capital budgets.
Prerequisite(s): none.

PAD 748 Project Management (3 credits)
Explores the management of major one-time tasks—a special event, emergency response and large scale investigation of study. Examines the special managerial tools and studies as well as the challenges that apply to managing one-time assignments, particularly where teams are involved.
Prerequisite(s): none.

ELECTIVE COURSES (12 Credits)

PMT 7XX Geographic Information Systems in Public Safety and Emergency Management (3 credits)
This course provides an introduction to geographic information systems (GIS) from a theoretical and applied perspective. The role of GIS in all five phases of emergency management and to public safety generally will be emphasized. Concepts are illustrated through use of GIS software. Students will gain basic competency in use of GIS and specification of analyses for problems in emergency management, fire, emergency medical services, and related disciplines. Students will demonstrate the ability to conceptualize and design GIS projects for various scenarios in public safety and emergency management.
Prerequisite(s): none.

PMT 761 Technology in Emergency Management (3 credits)
This course will explore the role of technology in organizational and community emergency management. As technology develops in the areas of computers and communications, new means for informing emergency management practice emerge. Specific objectives of this course are to document the extent and nature of technology and its use in emergency management; demonstrate technology applications; examine problems in the implementation of technology in emergency management; and clarify strategies for addressing issues and problems in emergency management. The course will review and assess key technologies through a combination of case studies, directed research and hands-on application.
Prerequisite(s): PMT 711.

PMT 762 Business Continuity Planning (3 credits)
Introduces the theory of business continuity planning; the course will discuss the development of plans and their essential components. Emphasis is on identification and implementation of the appropriate recovery organization, goals, objectives and strategies in the organizational environment. The course will include exercises on the development of business continuity plans, case studies of successful plans and coordination of plans with local government response organizations. Software resources will be considered to plan and manage the continuity process.
Prerequisite(s): PMT 711

PMT 7XX Seminar in Emergency Management and Response (1 credit)
The seminar in emergency response studies is the core experience of all students pursuing the “Advanced Certificate in Emergency Management” and an elective for students in other emergency management programs in the College. The lectures are also open to the public. The seminar consists of lectures by a changing selection of researchers, distinguished practitioners, and emergency management leaders. The seminars occur four or more times per semester during the academic year (September –May). The Seminar
can be repeated up to three times for elective credit.

Prerequisite(s): none.

SEC 740 Safety and Security in the Built Environment (3 credits)
Reviews the concepts and technologies associated with building systems, the requirements imposed on designs and systems by national, regional and local building codes. Introduces the principal technologies associated with alarm, detection and communication systems, and their applications to promote security and safety in buildings, and reviews the elements of operations plans to implement and maintain such Systems.
Prerequisite(s): none.

SEC 731- Risk, Threat and Critical Infrastructure (3 credits)
A broad overview of the concept of threat and risk is first provided in the course approach with a special emphasis on how the private security industry plays a critical role in the control and maintenance thereof. Next, the course targets specified Critical Infrastructure in light of risk and threat by cataloguing and defining specific targets. The class introduces the concept of CI as an industrial and enterprise risk conductor, highlighting the reality that a CI failure can propagate a crisis with cascading repercussions to other CI sectors and the entire economic eco-system. The course then considers the new global forces behind threats and hazards facing the public and private sectors. What is needed to better cultivate, design, develop, and operate emerging management and preparedness thinking in the current environment is explored.
Prerequisite(s): none.

SEC 753 Theory and Design of Security Systems (3 credits)
Examines the theory, research literature and professional practice associated with the design and implementation of security procedures, programs and systems. Reviews methods and techniques associated with communication and surveillance, supervision and control of movement, and operational surveillance and supervision of environments. Emphasizes the development of plans and operational programs based on the comprehensive assessment of risk, including the design of operational procedures and appropriate training of staff. Examines law enforcement implications of security systems.
Prerequisite(s): none.

PMT 781 Risk Analysis and Loss Prevention (3 credits)
Introduces the theory and practice of risk management, as applied to the security and safety of persons and property. Examines the management of risk associated with a range of conditions and events including fire, building systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies. Considers analytical software applications in the risk analysis process.
Prerequisite(s): none.

PMT 701: Introduction to Protection Management Systems (3 credits)
Develops and integrates theory and principles common to the design and implementation of systems—broadly defined—for the protection of people and property in public, commercial and residential settings from loss associated with fire, casualty, disruption and crime. Reviews and integrates the historical, theoretical, managerial, and technological bases for the fields associated with protection management: security management and fire protection management. Reviews security design issues and technologies applicable to structural and nonstructural environments. Examines alternative roles and structures for protection management in public, private, and independent sector organizations, and their relationships to law enforcement organizations.
Prerequisite(s): none.
**PMT 703 Analysis of Building and Fire Codes (3 credits)**
An examination of the purpose, origin and enforcement of building codes in various sections of our country. Zoning regulations, appeal procedures, and local laws applicable to building codes and their impact on fire protection will be reviewed. This course is intended to enable a manager in a state or municipal agency to understand the process of code development and enforcement as well as estimate the cost and time required to develop, implement and enforce a building code. For those in the private sector, the course will provide an understanding of the background and purpose of codes necessary in the planning, construction, and management of commercial and industrial properties.
Prerequisite(s): none.

**SEC 712 Theory and Design of Fire Protection Systems (3 credits)**
Introduces the theory and design of fire protection systems in buildings, including systems that enable automatic fire suppression, the containment of fire and smoke, and the notification and movement of people to safe locations. Examines the interaction between such systems and building codes and construction technologies.
Prerequisite(s): none.

**PAD 714 Organizational Performance Assessment (3 credits)**
Examines the concept of productivity and its application in the management and evaluation of public organizations. Addresses work-process analysis, input and output measurement, improved worker skills and motivation, and management innovation as avenues to improved productivity. Views the role of productivity in labor-management relations, and considers how productivity goals relate to other societal goals.
Prerequisite(s): PAD 700 or PAD 705 or permission of the program director

**PAD 740 Public Sector Inspection and Oversight (3 credits)**
Surveys the role and function of inspection and oversight in the public and not-for-profit sectors. Introduces the techniques of internal investigation, policy oversight and operational auditing. Addresses fraud prevention and the auditor-agency relationship.
Prerequisite(s): None

**PAD 750: Security of Information Technology (3 credits)**
Survey organizational responses to risk associated with the integrity of information and technology. Reviews the legal basis for privacy and security of information and related technology. Presents methods and procedures for the assessment of risk, and examines strategies for mitigation of risk involving operational procedure, software and hardware, and building systems.
Prerequisite(s): none.

**CRJ 744 Terrorism and Politics (3 credits)**
Discusses the history of terrorism, especially since the French Revolution; its evolving definition and how it relates to state violence; and its protean contemporary forms. Examines topics including the attacks on the World Trade Center, Middle Eastern terrorism from the Palestinian Hamas movement and Israeli religious violence, to state terrorism in countries such as Iraq; right-wing terrorism in this country (Oklahoma City); the case of Shoko Asahara's fanatical Japanese group, Aum Shinrikyo; and the specific threat of terrorists using weapons of mass destruction. Develops a global perspective in raising comparative questions about terrorism.
Prerequisite(s): none.

**CRJ 746 Terrorism and Apocalyptic Violence (3 credits)**
Examines the new, apocalyptic or world-ending violence that reached American shores in its most tragic form
on September 11, 2001. Discusses the history of apocalyptic movements (such as the Crusades), of violent
cultic groups from the Middle Ages to the contemporary world (such as Jim Jones), of fundamentalism in the
major religions of the world and how and why it so often gets connected to terrorism, and of the way nuclear,
biological and chemical weapons have changed our psychological landscape.
Prerequisite(s): none.

e). Syllabi:

For undergraduate programs, provide syllabi for all new courses in the major.
For graduate programs, provide syllabi for all new courses.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for
the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.
Table 1b: Graduate Program Schedule

- Indicate academic calendar type: [ ] Semester  [ ] Quarter  [ ] Trimester  [ ] Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 2015</th>
<th>Term: Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Credits</td>
</tr>
<tr>
<td>PMT 711 Introduction to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>PMT 763 Emergency Management: Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>PMT 740 Safety and Security in the Built Environment (Elective)</td>
<td>3</td>
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</tbody>
</table>

Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Fall 2016</th>
<th>Term: Spring 2017</th>
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</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Credits</td>
</tr>
<tr>
<td>PAD 705: Organization Theory and Management</td>
<td>3</td>
</tr>
<tr>
<td>PAD 748 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PMT 7XX Geographic Information Systems for Public Safety and Emergency Management (Elective)</td>
<td>3</td>
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</tbody>
</table>

Term credit total: 9

<table>
<thead>
<tr>
<th>Term:</th>
<th>Term:</th>
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<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Credits</td>
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</tbody>
</table>

Term credit total: |

Program Totals: Credits: 36

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

**New:** indicate if new course  **Prerequisite(s):** list prerequisite(s) for the noted course
### Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#). Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>a)</strong> Complete the faculty tables** that describe faculty (Table 2 and Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.</td>
<td></td>
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<tr>
<td><strong>b)</strong> What is the institution's definition of “full-time” faculty? Include the number of credits expected to be taught by full-time faculty per academic term. <strong>Answer:</strong> Pursuant to labor agreement, full-time faculty carry 21 credits per academic year, meaning a maximum of 12 credits in one semester.</td>
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</table>
Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
</table>
| Charles Jennings, Professor and Director, RaCERS | PMT 7XX Emergency Management: Response to Large-Scale Incidents  
PMT 760 Emergency Management: Mitigation and Recovery  
PMT 715 Analytic Methods in Protection Management  
PMT 781 Risk Analysis and Loss Prevention | 50 | PhD: Cornell University, City and Regional Planning | Former Director of Emergency Management. Director of Christian Regenhard Center for Emergency Response Studies, over 25 years in fire and emergency service. Chief Fire Officer Designee |
PhD: Duquesne  
JD: Univ. of Baltimore | Member of New York, PA and North Carolina Bars |
| Robert McCrie | PMT 701 Introduction to Protection Management Systems  
SEC 753 Theory and Design of Security Systems | 33 | PhD: City University of New York | Certified Protection Professional (CPP) |
| Donell Harvin | PMT 711 Introduction to Emergency Management  
PMT 763 Emergency Management: Preparedness | 50 | DrPH (ABD) SUNY Downstate Medical Center  
MPH Hunter College (CUNY)  
MPA John Jay College (CUNY) | |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
</tr>
</thead>
</table>
| Robert Till | PMT 7XX Managing Response to Large Scale Incidents  
PMT 761 Technology in Emergency Management | 30 | PhD: Worcester Polytechnic Institute |  |
| Jeanne-Marie Col | PMT 7XX Geographic Information Systems for Public Safety and Emergency Management  
PMT 715 Analytic Methods in Protection Management | 15 | Ph.D. University of South Carolina; Political Science and Government |  |
| Denise Thompson | PMT 711 Introduction to Emergency Management  
PMT 760 Mitigation and Recovery | 30 | Ph.D Penn State University – Harrisburg; Public Administration |  |
Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
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June 2014
<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.</th>
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<tr>
<td>Faculty Member Name and Title/Rank at Institution (include and identify Program Director)</td>
<td>Program Courses which may be Taught</td>
<td>Highest and Other Applicable Earned Degrees and Disciplines (include College/University)</td>
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</table>
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
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<tbody>
<tr>
<td>Title/Rank of Position</td>
<td># of New Positions</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>Part-time Faculty</td>
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<tr>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Rank of Position</td>
<td># of New Positions</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>Part-time Faculty</td>
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<td>-------------------</td>
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<tr>
<td>N/A</td>
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</tbody>
</table>
Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: Department Expectations: Financial Resources and Instructional Facilities

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 5

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

Answer:

Facilities and Equipment

The Department of Security, Fire and Emergency Management also operates a portion of the Emergency and Security Simulator and Center in the new building. The department is currently planning diverse use of the facility including but not limited to:

1. Classroom Instruction as to Software and Hardware in Homeland Security and Emergency Management
2. Conduct Research on Same
3. Test and Evaluate the Effectiveness of Emergency Management Equipment and Software
5. Run and Analyze Simulations
6. Provide Graduate Students with Applied Analysis Opportunities

The High Rise Simulation Center is located in the new building, close in proximity to the Public Safety department and the technology capability of the Department of Information Technology (DOIT).

The Center will also serve as a location for graduate research on security and emergency response technology, and as regular location for the activities of the Christian Regenhard Center for Emergency Response Studies.

Graduate students will also be afforded research opportunities within the department's existing Centers and Institutes, namely:
The Christian Regenhard Center for Emergency Response Studies
The Fire Science Institute
Center on Terrorism
Center for Private Security and Safety
Academy for Critical Incident Analysis

b) Complete the new resources table (Table 5).

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
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</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Other Than Personal Service)</td>
<td></td>
<td></td>
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<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Total all</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Not Applicable: X

Table 5: New Resources
List the costs of the new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.
**Task 6. Library Resources**

Guidance for this task can be found by clicking here: [Department Expectations: Library Resources](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 6](#)

<table>
<thead>
<tr>
<th>a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Library and Instructional Materials</strong></td>
</tr>
<tr>
<td>The library offers sufficient resources to support the Master's program. Students have access to multiple library databases in security management. The Library holdings for e-journals and traditional journals are sufficient and partially listed below:</td>
</tr>
<tr>
<td>Australian Journal of Emergency Management</td>
</tr>
<tr>
<td>Emergency Preparedness News</td>
</tr>
<tr>
<td>International Journal of Emergency Management</td>
</tr>
<tr>
<td>Journal of Emergency Management</td>
</tr>
<tr>
<td>United States Emergency &amp; Other Relief Services Industry Report</td>
</tr>
<tr>
<td>The need for electronic services for emergency management students, especially for online participants will be amply accommodated by the following services:</td>
</tr>
<tr>
<td>The library catalog, CUNY+</td>
</tr>
<tr>
<td>EBSCOhost Academic Search Complete</td>
</tr>
<tr>
<td>Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)</td>
</tr>
<tr>
<td>LexisNexis Universe</td>
</tr>
<tr>
<td>Criminal Justice Abstracts</td>
</tr>
<tr>
<td>Praeger Security International</td>
</tr>
<tr>
<td>PsycINFO</td>
</tr>
<tr>
<td>Sociological Abstracts</td>
</tr>
<tr>
<td>JSTOR</td>
</tr>
<tr>
<td>EBSCOhost military &amp; government collection</td>
</tr>
<tr>
<td>Fire Codes Online</td>
</tr>
<tr>
<td>ProQuest Risk Abstracts</td>
</tr>
<tr>
<td>ProQuest Health and Safety Abstracts</td>
</tr>
<tr>
<td>While the baseline resources are clearly sufficient, the matter of staffing shall become a major need as the student population grows. Reference services and research assistance to a large and burgeoning FTE population shall call for added staffing in the Library. Appendix G anticipates that funding increase in the years ahead.</td>
</tr>
</tbody>
</table>

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

June 2014
Answer: As the College offers emergency management courses already, any expansion of library holdings can be done incrementally within library budgets.
# Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.

*Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
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<tbody>
<tr>
<td><strong>Program type</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Check program type</strong></td>
<td></td>
</tr>
<tr>
<td>___ Certificate</td>
<td></td>
</tr>
<tr>
<td>x__ Advanced Certificate</td>
<td></td>
</tr>
</tbody>
</table>
| **Institution name and address** | John Jay College of Criminal Justice  
City University of New York  
524 West 59 Street  
New York, NY 10019 |
| **Additional information:** | Specify campus where program will be offered, if other than the main campus:  
If any courses will be offered off campus, indicate the location and number of courses and credits: |
| **Program title, credits, and proposed HEGIS code** | Program title: Advanced Certificate in Emergency Management Studies  
Credits: 13  
Proposed HEGIS code: 2101 |
| **Program format**        | Check all program scheduling and format features that apply: (See definitions) |
| i) Format:               |                                             |
| x Day                    | x Evening                                  |
| ___ Weekend              | __Weekend                                 |
| ___ Evening/Weekend      | x Not Full-Time                           |
| ii) Mode:                | x Standard  
___ Independent Study  
___ External  
___ Accelerated |
| x Distance Education*    |                                             |
| iii) Other:              | ___Bilingual  
___ Language Other Than English |
| *If distance education, please also see [www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm](http://www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm) |
| **Related degree program(s)** | Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: MS in Protection Management at John Jay College of Criminal Justice  
Code=*84493 |
| **Contact person for this proposal** | Name and title: Charles R. Jennings, Associate Professor, Security, Fire and Emergency Management  
Telephone: 646 557 4638  
Fax: 212 237 8919  
E-mail: cjennings@jay.cuny.edu |
Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose
   
a) Provide a brief description of the program as it will appear in the institution’s catalog.

   **Answer:** The advanced certificate program offers advanced instruction related to theory, legal structure, federal doctrine, and practice of emergency management. The advanced certificate addresses the five phases of emergency management: prepare, respond, recover, mitigate, and prevent. It includes courses that deal with the history of emergency management and disasters, legal frameworks and intergovernmental aspects of emergency management, and the role of private and non-profit organizations in disaster response. The program incorporates preparation for, response to, and recovery from natural, as well as man-made, disasters. Both public and private perspectives are recognized. Students must complete the core course, three courses in advanced emergency management topics and the 1-credit seminar course.

   **Required Courses**
   - PMT 711 Introduction to Emergency Management (3 credits)
   - PMT 760 Managing Response to Large-Scale Incidents (3 credits)
   - PMT 763 Emergency Management: Preparedness (3 credits)
   - PMT 7XX Seminar in Emergency Management and Response (1 credit)
   - PMT 760 Emergency Management: Mitigation and Recovery (3 credits)
   - OR
   - PMT 762 Business Continuity Planning (3 credits)

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

   **Answer:** The Advanced Certificate in Emergency Management Studies is a component of John Jay's master's program in protection management, managed by the graduate program. The advanced certificate is designed for the student who wishes to work for public, non-profit, or private organizations as an emergency manager, business continuity specialist, or other related areas; become a homeland security professional at local, state or federal levels; or join governmental or private organizations concerned with emergency management. As an advanced certificate, admission will be open to students with completed undergraduate or graduate degrees in other disciplines who desire a structured, recognized program of study to allow them to work or advance in the field of emergency management.

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

   **Answer:** The proposed certificate program aligns clearly with the College’s mission of “education, research, and service in the fields of public safety and public service.” It builds on the College’s history of course offerings in this area, and is critical to John Jay’s mission given the increasing recognition of emergency management as a holistic approach to managing complex crises of all causes. As such, it transcends the response side of police science and fire science, recognizing research from these disciplines as well as cybersecurity, sociology and psychology. All of which are present at the College.

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1 If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
d) Describe the role of faculty in the program’s design.
Answer: The contents of this application have been developed following consultation with the faculty mentioned in section 3a.

e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
Answer: We will not rely on external partners.

f) What are the anticipated Year 1 through Year 5 enrollments?
Answer: Year 1: 10 students; Year 2: 20 students; Year 3: 30 students; Year 4: 40 students; Year 5: 50 students.

2. Sample Program Schedule
Complete the sample program schedule (Table 1) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).
- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty
a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only on request.

b) What is the institution’s definition of “full-time” faculty?
Answer: A full-time faculty member is tenured, or on a tenure-track (Substitute or Distinguished Lecturer) line.

4. Financial Resources and Instructional Facilities
a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
Answer: No new financial resources will be needed for this program. Existing resources, particularly library resources, can be directed to support acquisition of materials in this area. The College’s unique Emergency Management Simulator lab will be utilized in this certificate program.

b) Complete the new resources table (Table 5).

5. Admissions
a) List all program admission requirements (or note if identical to the institution’s admission requirements).
Answer: Applicants must meet the following admissions requirements: (a) they must complete an undergraduate baccalaureate program and (b) they must have satisfactory letters of reference. Students currently enrolled in any of John Jay’s graduate programs are eligible to take courses toward the Advanced Certificate in Emergency Management Studies.

b) Describe the process for evaluating exceptions to those requirements.
Answer: (i) initial screening by officials of the John Jay Office of Graduate Admissions, (ii) admit/reject decision by the faculty members who evaluate graduate applications.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
Answer: John Jay has long been committed to attracting students from traditionally underrepresented minorities. Our graduate admissions office engages in outreach at colleges with concentrations of traditionally underrepresented students.
6. Academic Support Services

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

Answer: (i) Faculty members hold regular office hours to confer with students. (ii) John Jay’s Writing Center offers support for students who have difficulty writing English prose.

7. Credit for Experience

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

Answer: The program will not grant credit for experience outside the college except for transfer courses from other accredited graduate programs.

8. Program Assessment and Improvement

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

Answer: The Master’s degree in Protection Management is subject to sustained five-year review by outside observers. Statistics about this certificate program will be evaluated by these observers. Program reviews are data-based. As part of a College-wide initiative, all courses are required to have learning objectives and these objectives are assessed through analysis of outcomes on grades and student evaluations of learning. The program will maintain data on (i) enrollment in the certificate program, (ii) the relationship between applicants’ records and their performance in the program, and (iii) completion and placement or promotion rates.

9. Transfer Programs

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

N/A
### Table 1: Program Schedule

- Indicate academic calendar type: _Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COURSE</td>
<td>PMT 711: Introduction to Emergency Management</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PMT 763: Emergency Management: Preparedness</td>
<td>3</td>
<td>Yes</td>
<td>PMT 711 (co-requisite)</td>
</tr>
<tr>
<td></td>
<td>PMT 7xx: Seminar on Emergency Management and Response</td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: **7**

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PMT 7xx: Managing Response to Large-Scale Incidents</td>
<td>3</td>
<td>Yes</td>
<td>PMT 711</td>
</tr>
<tr>
<td></td>
<td>PMT 760 Emergency Management: Mitigation and Recovery OR PMT 762 Business Continuity Planning</td>
<td>3</td>
<td>Yes</td>
<td>PMT 711</td>
</tr>
</tbody>
</table>

Term credit total: **6**

<table>
<thead>
<tr>
<th>Term: Fall or Spring</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
</table>

Term credit total: **6**
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles R. Jennings</td>
<td>PMT 7XX Response to Large-Scale Incidents</td>
<td>50%</td>
<td>Ph.D. Cornell University; City and Regional Planning</td>
<td>Editor and author on fire and emergency services issues, former Director of Emergency Management. Director of Christian Regenhard Center for Emergency Response Studies, over 25 years in fire and emergency service.</td>
</tr>
<tr>
<td>Donell Harvin</td>
<td>PMT 7XX Response to Large-Scale Incidents</td>
<td>50%</td>
<td>Dr. Public Health (ABD, in progress) State University of New York, Downstate Medical Center M.P.H. Hunter College (CUNY) M.P.A. John Jay College of Criminal Justice (CUNY)</td>
<td>Extensive experience in emergency management and response. Former Director of Special Operations for Office of Chief Medical Examiner, Radiation Industrial Hygienist for NYC Dept. of Health. Member, New York Regional Emergency Medical Advisory Committee; former FDNY Paramedic.</td>
</tr>
<tr>
<td>Jeanne-Marie Col</td>
<td>PMT 711 Introduction to Emergency Management PMT 760 Mitigation and Recovery</td>
<td>15%</td>
<td>Ph.D. University of South Carolina; Political Science and Government</td>
<td>Researches, publishes, teaches and consults in organization development, program evaluation, and emergency management. She is a former official with the United Nations with extensive international experience in disasters.</td>
</tr>
<tr>
<td>Denise Thompson</td>
<td>PMT 711 Introduction to Emergency Management</td>
<td>15%</td>
<td>Ph.D Penn State University – Harrisburg; Public Administration</td>
<td>Active in international disaster research, special area expertise in Caribbean disaster management regimes. Authored book on disaster management in Caribbean.</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nemeth, Charles</td>
<td></td>
<td></td>
<td>PhD Duquesne University, LLM George Washington University, JD University of Baltimore, MA Duquesne University, MS Niagara University, BA University of Delaware</td>
<td>Extensive publications on homeland security, private security, and law.</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Norman Groner, Associate Professor Emeritus | PMT 760 Mitigation and Recovery  
PMT 763 Emergency Management: Preparedness | Ph.D. University of Washington, Industrial Psychology | Author of research on emergency communications and situation awareness in emergencies. Consultant to emergency management organizations. Long-time faculty member at the College. |
| Kevin Cassidy, Adjunct Instructor | PMT 762 Business Continuity Planning  
PMT 763 Emergency Management: Preparedness  
PMT 7XX Managing Response to Large-Scale Incidents | M.S. John Jay College of Criminal Justice (CUNY); Protection Management | Director of Security, John Jay College of Criminal Justice (CUNY), former Director of Global Security for Thomson-Reuters. |
Table 4: Faculty to be Hired

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

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None required</td>
<td>0</td>
<td>None required</td>
<td>No</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: New Resources

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>None required</td>
<td>None required</td>
<td>None required</td>
</tr>
<tr>
<td>Library</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Laboratories and Equipment</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Other</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
<td>No additional resources required</td>
</tr>
<tr>
<td>Total all</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Change or Adapt a Registered Program

Use the Request to Change or Adapt a Registered Program form to request program changes that require approval by the State Education Department (see chart). For programs that are registered jointly with another institution, all participating institutions must confirm support for the changes.

Exceptions:
- To change a registered professional licensure program or add a license qualification to an existing program, contact the Office of the Professions for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

<table>
<thead>
<tr>
<th>Changes and Adaptations Requiring State Education Department Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes in Program Content</strong> (all programs)</td>
</tr>
<tr>
<td>1. <em>Any</em> of the following substantive changes:</td>
</tr>
<tr>
<td>- Cumulative change from the Department’s last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)</td>
</tr>
<tr>
<td>- Changes in the program’s focus or design (e.g., eliminating management courses in a business administration program), including a change in the program’s major disciplinary area</td>
</tr>
<tr>
<td>- Adding or eliminating an option or concentration</td>
</tr>
<tr>
<td>- Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience</td>
</tr>
<tr>
<td>- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Changes (all programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Program title</td>
</tr>
<tr>
<td>3. Program award (e.g., change in degree)</td>
</tr>
<tr>
<td>4. Mode of delivery <em>(Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.)</em></td>
</tr>
<tr>
<td>5. Discontinuing a program</td>
</tr>
<tr>
<td>6. A format change that alters the program’s financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)</td>
</tr>
<tr>
<td>7. A change in the total number of credits of any certificate or advanced certificate program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing New Programs Based on Existing Registered Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Creating a dual-degree program from existing registered programs</td>
</tr>
<tr>
<td>9. Creating a new program from a concentration/track in an existing registered program</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**
Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program’s major disciplinary area, master plan amendment may be needed if the revised program represents the institution’s first program in that major subject area, at that degree level. If a requested

*CUNY and SUNY institutions: contact System Administration for guidance.*
degree title is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.
### Request to Change or Adapt a Registered Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution name and address</strong></td>
<td>John Jay College of Criminal Justice, CUNY</td>
</tr>
<tr>
<td><strong>Additional information:</strong></td>
<td>Specify campus where program is offered, if other than the main campus:</td>
</tr>
<tr>
<td><strong>Identify the program you wish to change</strong></td>
<td>Program title: Master of Science in Protection Management</td>
</tr>
<tr>
<td><strong>Award (e.g., B.A., M.S.):</strong></td>
<td>MS</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>39</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td>2101</td>
</tr>
<tr>
<td><strong>Program code:</strong></td>
<td>84493</td>
</tr>
<tr>
<td><strong>Contact person for this proposal</strong></td>
<td>Name and title: Charles Nemeth, Professor</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>Fax:</td>
</tr>
<tr>
<td><strong>E-mail:</strong></td>
<td><a href="mailto:cnemeth@jjay.cuny.edu">cnemeth@jjay.cuny.edu</a></td>
</tr>
<tr>
<td><strong>CEO (or designee) approval</strong></td>
<td>Name and title:</td>
</tr>
<tr>
<td><strong>Signature affirms the institution’s commitment to support the program as revised.</strong></td>
<td>Signature and date:</td>
</tr>
<tr>
<td></td>
<td>If the program will be registered jointly(^1) with another institution, provide the following information:</td>
</tr>
<tr>
<td></td>
<td>Partner institution’s name:</td>
</tr>
<tr>
<td></td>
<td>Name and title of partner institution’s CEO:</td>
</tr>
<tr>
<td></td>
<td>Signature of partner institution’s CEO:</td>
</tr>
</tbody>
</table>

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](http://www.highered.nysed.gov/ocue) for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
- If the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

\(^1\) If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

[ ] Cumulative change from the Department’s last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ] Changes in a program’s focus or design

[X] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

[ ] Program title

[ ] Program award

[ ] Mode of Delivery *(Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.)*

[ ] Discontinuing a program: indicate the date by which the program will be discontinued.²

[ ] Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

  a) Indicate proposed format:
  
  b) Describe availability of courses and any change in faculty, resources, or support services:
  
  c) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
Establishing New Programs Based on Existing Registered Programs

[ ] Creating a dual-degree program from existing registered programs

a) Complete the following table to identify the existing programs:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Award</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Proposed dual-degree program (title and award):\(^3\)

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[ ] Creating a new program from a concentration/track in an existing program.

If the new program is based entirely on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

September 2009

\(^3\) Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
FROM: 39 credits total

REQUIRED COURSES Subtotal : 15
- PMT 701 Introduction to Protection Management Systems
- PMT 711 Introduction to Emergency Management
- PMT 712 Theory and Design of Fire Protection Systems
- PMT 740 Safety and Security in the Built Environment
- PMT 781 Risk Analysis and Loss Prevention

REQUIRED MANAGEMENT AND ANALYTIC COURSES Subtotal : 12
- PAD 702 Human Resources Management
- PAD 705 Organization Theory and Management
- PAD 715 Research Methods in PAD or PMT 715 Analytical Methods in Protection Management
- PAD 744 Capital and Operational Budgeting

SPECIALIZATIONS Subtotal : 9
- **Fire PMT Specialization**
  - PMT 703 Analysis of Building and Fire Codes
  - PMT 751 Contemporary Fire Protection Issues
  - PMT 752 Advanced Fire Protection Systems
- **Security Management Specialization**
  - CRJ 750 / PAD 750 Security of Information and Technology
  - CRJ 754 / PAD 754 Investigative Techniques
  - PMT 753 Theory and Design of Security Systems
  - PMT 754 Contemporary Issues in Security Management
  - SEC 733 Legal, Regulatory and Administrative Issues in Private Sector Justice
- **Emergency Management Specialization**
  - PMT 760 Emergency Management: Mitigation and Recovery
  - PMT 763 Emergency Management: Preparedness and Response

ELECTIVES Subtotal: 3
- Select one course.
  - CRJ 746 Terrorism and Apocalyptic Violence
  - CRJ 744 Terrorism and Politics
  - PAD 726 The Politics and Process of Outsourcing
  - PAD 748 Project Management

TO: 39 credits total

REQUIRED COURSES Subtotal : 15
- PMT 701 Introduction to Protection Management Systems
- PMT 711 Introduction to Emergency Management
- PMT 712 Theory and Design of Fire Protection Systems
- PMT 740 Safety and Security in the Built Environment
- PMT 781 Risk Analysis and Loss Prevention

REQUIRED MANAGEMENT AND ANALYTIC COURSES Subtotal : 12
- PAD 702 Human Resources Management
- PAD 705 Organization Theory and Management
- PAD 715 Research Methods in PAD or PMT 715 Analytical Methods in Protection Management
- PAD 744 Capital and Operational Budgeting

SPECIALIZATIONS Subtotal : 9
- **Fire PMT Specialization**
  - PMT 703 Analysis of Building and Fire Codes
  - PMT 751 Contemporary Fire Protection Issues
  - PMT 752 Advanced Fire Protection Systems
- **Security Management Specialization**
  - CRJ 750 / PAD 750 Security of Information and Technology
  - CRJ 754 / PAD 754 Investigative Techniques
  - PMT 753 Theory and Design of Security Systems
  - PMT 754 Contemporary Issues in Security Management
  - SEC 733 Legal, Regulatory and Administrative Issues in Private Sector Justice
- **Emergency Management Specialization**
  - PMT 760 Emergency Management: Mitigation and Recovery
  - PMT 763 Emergency Management: Preparedness and Response

ELECTIVES Subtotal: 3
- Select one course.
  - CRJ 746 Terrorism and Apocalyptic Violence
  - CRJ 744 Terrorism and Politics
  - PAD 726 The Politics and Process of Outsourcing
  - PAD 748 Project Management

Any other Protection Management course not otherwise required.
Any other relevant graduate course by permission of the program director.
To: The Committee on Graduate Studies
From: Anne Lopes, James Wulach, Diana Falkenbach and Angela Crossman
Re: Excellence Fee Proposal
Date: December 5, 2014

Excellence Fee proposal for John Jay Graduate Psychology Programs

Proposal for Excellence Fee
Resolved that the City University of New York adopt an Excellence Fee to be applied to all students enrolled in the MA program in Forensic Psychology, the MA program in Forensic Mental Health Counseling, the Postgraduate Certificate in Forensic Psychology, and the MA-JD Dual Degree Program with NY Law School. This will represent a semester increase of $125 for any student taking 3-credits, $250 for 6 credits, $375 for 9 credits, and $500 for a full-time course load of 12-credits.

Rationale
John Jay College of Criminal Justice offers master’s degree programs in Forensic Psychology and Forensic Mental Health Counseling, the Postgraduate Certificate in Forensic Psychology, and the MA-JD Dual Degree Program with NY Law School. These highly selective and rigorous programs admit a talented and demanding student body who require career, scholarship and other student services beyond the scope of the services that the college can support. Peer and aspirational institutions routinely provide these services. The Excellence Fee will allow the college to successfully compete for highly-prepared students for these programs in an increasingly competitive market. Moreover, it will permit the college to provide the level of support students seek in a rigorous plan of study, which will bolster the students’ academic achievements and further the accomplishment of their career goals.

Background
Recently an academic excellence fee for the Hunter College Pre-Health Professions Post-Baccalaureate Certificate Program was approved by CUNY, providing $500 per semester per student in funding for the further development of excellent programing to support student achievement. We propose a comparable excellence fee for the MA program in Forensic Psychology, the MA program in Forensic Mental Health Counseling, the Postgraduate Certificate in Forensic Psychology, and the MA-JD Dual Degree Program with NY Law School. Combined, the programs enroll over 350 students on average yearly, all taking MA level Psychology Department courses together. The programs are considered as among the top MA forensic training programs in the country.

Proposal for the Excellence Fee
Because the programs enroll numerous part-time students, we propose the following excellence fee model for each program: 3 credits = $125; 6 credits = $250; 9 credits $375, and 12 credits or more (full-time status) $500. The implementation of excellence fees will be consistent with all other CUNY tuition policies and New York State Law.
All funds will be spent on program specific program enhancements that support student achievement.

The Plan for Budgeting the Excellence Fee
The faculty and administration agree that investment of these funds will conform to the following principles.

1. New revenue generated by the Excellence Fee will be used exclusively in the MA Psychology/Counseling programs.

2. The Excellence Fee will be collected and disbursed through the College’s regular enrollment management and business systems. A separate expenditure account will be created in CUNYfirst. The College will publish an annual report that details revenues and expenditures related to the Excellence Fee.

3. The Excellence Fee will be used (1) to augment services to Psychology/Counseling Program MA students (e.g., dedicated career development services, advising, travel to professional conferences, etc.), and (2) to enhance the general quality of the Psychology Department MA Programs. Only those funds that are specifically approved by the Excellence Fee Advisory Committee (see below) will be authorized and spent, and there will be no indirect college costs, or other subtractions from the total Excellence Fees generated.

4. All Psychology/Counseling MA Program students (including Postgraduate Certificate, BA/MA and MA-JD) will be eligible for need-based aid.

5. Merit-based scholarships for new and continuing MA Psychology/Counseling Program students will be administered by the College Scholarship Committee.

6. The fee will enhance development of the Psychology/Counseling MA programs and will not be used to supplant existing funding or any future funding provided to all graduate programs, the current MA Psychology/Counseling Programs, or college-wide services, including funding for College Assistant positions.

The Provost will establish an Excellence Fee Advisory Committee that will include the Dean of Graduate Studies, the MA Psychology/Counseling Directors, two Deputy Directors, Psychology Department Chair, the BA/MA Director, two additional program faculty members, the college Finance Director, and three students. One student from each MA program will be elected in a manner decided by each program, and one at-large student from a Psychology/Counseling MA program will be appointed by the Student Council. The Committee will seek to achieve consensus. When consensus cannot be reached, the committee will make decisions by majority vote. A steering subcommittee of the Excellence Fee Advisory Committee, consisting of the Psychology/Counseling Program Directors and the Dean of Graduate Studies, shall create committee agendas. The allocated budget will be administered by the Dean of Graduate Studies who will
engage in regular consultation with the Program Directors. The Dean’s designee shall provide the Committee with regular receipt and expenditure updates.
Appendix A

Affected Programs at John Jay College of Criminal Justice

1. MA in Forensic Psychology (FORPSY-MA)
2. MA in Forensic Mental Health Counseling (FMHC-MA)
3. Postgraduate Certificate in Forensic Psychology (FORPSY-AC)
4. MA-JD Dual Degree Program in Psychology and Law (FPSLAW-MA)
5. BA-MA Program in Forensic Psychology (FRPSY-BAMA)
Appendix B

Proposed Initial Budget for Excellence & Rationale: Academic Year 2015-2016

1. $125,000 Scholarships & Tuition Waivers, Based First on Need, then Merit.
   Rationale: Many currently matriculated students will be impacted by unexpected Excellence funding charges, and should receive flexible Need Waivers. Also, some prospective applicants may waiver over extra tuition fees, and Merit Funding will help recruit the best, while additional Need Scholarship funding will facilitate diversity.

2. $50,000 Career Advisor
   Rationale: Students need Career Advising and Placement help from dedicated personnel with a background in psychology or counseling. Services will include the development of new externship sites, student job-hunting skills, and the development of job placement contacts and opportunities.

3. $50,000 MA Program Administrative Coordinator
   There are 350-400 graduate students in the combined MA Programs, and a HEO Administrative Coordinator, in addition to Program Director is desperately needed to take care of day-to-day and hour-to-hour program and student needs, at the request of the Director.

4. $50,000 Faculty Mentoring & Advising
   Students are in need of intensive faculty mentoring, for various types of career interests, in diverse areas such as pursuing doctoral and legal studies, victimology, counseling, profiling, and research.

5. $20,000 Career & Professional In-House Workshops, External Talks, Conference Travel
   This will facilitate the development of specialized professional and research skills beyond coursework, from experts in the field, both at John Jay and at conferences and external workshops and professional development seminars.

6. $18,000 Test Materials & Program Supplies
   Psychology
   Several of our MA courses require frequent updates on psychology and research test supplies, and while the college supplies the basics, this would enable the programs to update and expand our supply of the most currently approved tests, and other relevant equipment.
7. **$10,000** Program Newsletter

The projected Newsletter would be a continually evolving online newsletter about our programs. It would include externship and job opportunities and news, program information, event information such as workshops here and elsewhere. It could be used as a marketing tool also for prospective students. It would be updated several times per week. One or two CA’s would be hired to provide 10 hours per week for the newsletter, and a faculty member would be the advisor.

8. **$21,000** Additional College Assistants (CA’s) beyond those currently budgeted, will be assigned to specific tasks for 30 hours per week throughout the year, including summers. Such designated tasks will include help with career advising, program administration and student writing.

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$344,000
John Jay College of Criminal Justice  
The City University of New York

College Council Calendar 2014-2015

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
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<tbody>
<tr>
<td>Tuesday, August 26, 2014</td>
<td>Tuesday, September 9, 2014</td>
<td>Monday, September 22, 2014</td>
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<td>Monday, September 29, 2014</td>
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<tr>
<td><strong>Wednesday, April 22, 2015</strong></td>
<td><strong>Thursday, April 30, 2015</strong></td>
<td><strong>Monday, May 11, 2015</strong></td>
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All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings and the College Council meetings will be held in room 9.64NB. The blue chairs are reserved for members of the Council. Non-members are asked to sit in the white chairs.

**Additional meetings if needed**

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<tr>
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<tr>
<td>Tuesday, November 25, 2014</td>
<td>Tuesday, December 2, 2014</td>
<td>Wednesday, December 10, 2014</td>
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<td>Friday, April 23, 2015</td>
<td>Tuesday, May 5, 2015</td>
<td>Tuesday, May 12, 2015</td>
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Please note the highlighted area was previously listed as the additional meeting if needed.