

# **JOHN JAY** COLLEGE OF CRIMINAL JUSTICE

**COLLEGE COUNCIL**

# **AGENDA & ATTACHMENTS**

**MONDAY, MARCH 10, 2025**

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All meetings begin at 1:40 p.m. and are open to the College Community.

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

March 10, 2025 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the February 13, 2025 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B16) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- B1. Revision of the BA in Global History, **Pg.6**
- B2. Revision of the BA in Humanities and Justice, **Pg.14**
- B3. Revision of the Minor in Africana Studies, **Pg.23**

**Course Revisions**

- B4. HJS 415 Thesis in Humanities and Justice Studies, **Pg.32**
- B5. HUM 300 Landmark U.S. Supreme Court Cases: Criminal Justice and Humanities Perspectives (Korematsu v. U.S. Topic), **Pg.34**
- B6. HIS 300 Research Methods in History, **Pg.67**
- B7. HIS 323 History of Lynching and Collective Violence, **Pg.70**
- B8. HIS 327 History of Genocide: 500 CE to the Present, **Pg.73**
- B9. HIS 344 Topics in Legal History, **Pg.75**
- B10. HIS 352 History and Justice in the Wider World, **Pg.77**
- B11. HIS 354 Law and Society in Ancient Athens and Rome, **Pg.79**
- B12. HIS 366 Religions of the Ancient World, **Pg.81**
- B13. HIS 368 Law and Society in the Ancient Near East, **Pg.84**
- B14. HIS 374 Premodern Punishment, **Pg.87**
- B15. HIS 381 Social History of Catholicism in the Modern World, **Pg.89**
- B16. List of HIS Courses to Inactivate & Remove from UG Bulletin, **Pg.91**

- V. Report from the Committee on Graduate Studies (Attachments C1-C2) –Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- C1. Revision of the MS in Forensic Science #2, **Pg.93**

**Course Revisions**

- C2. ICJ 703 International Criminal Law, **Pg.99**

**VI.** Graduate Cohort 2024-2025 Updates - Student Council Leadership

**VII.** New Business

**VIII.** Announcements:

- Student Council (President Yarik Munoz)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (Vice President Jennifer Lorenzo)
- Administrative Announcements (President Karol Mason)

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**The City University of New York**

MINUTES OF THE COLLEGE COUNCIL

February 13, 2025

The College Council held its fifth meeting of the 2024-2025 academic year on February 13, 2025. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Alejandro Garcia Lozano, Alison Perry, Anru Lee, Artem Domashevskiy, Chevy Alford, Diana Falkenbach, Elton Beckett, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Nicole Awai, Ray Patton, Robert Garot, Sung-Suk (Violet) Yu, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, Jamella Richmond, David Mao, In-Deria Barrows, Jeff Matthew, Tiffany Rodriguez, Valeria Pavia Marin, Ruby Aguirre, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Mark Flower, Anthony Carpi\*, Helen Keier\*, Dor Nave\*, Krish Pandya\*.

Remotely: Adam McKible, Brian Montes, Catherine Mulder, Ignacio Sanchez, Robert Till, Catherine Kemp, Heath Brown, Nina Fisher, Susan Kang, Cortanay Parker, Ned Benton\*, Marie Springer\*.

Excused: Brian Maule, Heath Grant, Susan Pickman, Jennifer Lorenzo, Samuel Lopez, Francis Sheehan, Angela Crossman\*.

Absent: Aneesa Thomas, Najmul Islam, Shilpa Viswanath\*, Nicole Elias\*, Amirah Low\*, Carolina Vasquez\*.

Guests: Kathy Killoran, Joseph Laub, Anjalina Budhram, Natalie Chan, Myrna Forney, Marta Concheiro-Guisan, Melissa Dolan, Shavonne McKiever, Alexandria White, Juanita John-Phillip.

\* - Alternates

- I. Adoption of the Agenda  
The motion was made to approve the agenda. The motion was seconded and approved unanimously.
- II. Approval of the Minutes of the December 12, 2024 College Council  
The motion was made to approve the minutes. The motion was seconded and approved unanimously.
- III. Approval of Members of the College Council Committees  
The motion was made to approve the membership. The motion was seconded and approved unanimously.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B4) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

The motion was made to approve item B1. Revision of Minor in Middle East Studies. The motion was seconded and approved unanimously.

**Course Revisions**

The motion was made to take the following items as a slate:

B2. HON 202 Leadership and the Common Good (already appd: FC: WC);

B3. HON 301 The Idea of the Common Good Across Disciplines (already appd: CO: JCII).

The motion was seconded and approved unanimously. The motion was made to approve items B2-B3. The motion was seconded and approved unanimously.

The motion was made to approve item B4. SOC 232 Social Stratification. The motion was seconded and approved unanimously.

V. **Report from the Committee on Graduate Studies (Attachment C1-C6) –Interim Dean of Academic Programs, Andrew Sidman**

The motion was made to take the following items as a slate:

**Programs**

C1. Revision of the MS in Forensic Science;

**New Courses**

C2. FOS 7XX (708) Human Genetics and Forensic DNA Technology;

C3. FOS 7YY (709) Applied Statistics and Data Analysis for Forensic Scientists;

**Course Revisions**

C4. FOS 710 Advanced Criminalistics I;

C5. FOS 711 Advanced Criminalistics II;

C6. FOS 736 Forensic Examination of Firearms and Toolmarks.

The motion was seconded and approved unanimously. The motion was made to approve items C1-C6. The motion was seconded and approved unanimously.

VI. **IT Update Presentation – Chief Information officer, Joseph Laub**

CIO Laub made a presentation on the IT updates and upgrades and answered questions from the council.

VII. **New Business**

No new business was presented.

The meeting was adjourned at 2:45p.m.

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** 12/16/2024
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Stephen Russell
  - b. Email address of proposer: srussell@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**  
**Global History BA**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: 12/13/2024
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Stephen Russell
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)

We are proposing (1) to eliminate HIS 240 as a requirement for the major, moving HIS 210 Doing History from Part Two. Research and Methodology to Part Three. Electives, and (3) to reframe the current bucket system of History electives required for the major. A number of HIS courses are being removed from the list of electives and will be made inactive in CF and removed from the HIS course listings in the UG Bulletin.

The new requirements for a BA in Global History will be:

**PART ONE: FOUNDATIONS (9 credits)**

6 credits in: 201, 202, 203, 204, 205

3 credits in: 300 (a reworked version that combines what is now 240 and 300)

**PART TWO: ELECTIVES (27 credits)**

9 credits in: 210, 219, 224, 228, 252, 254, 264, 269, 270, 274, 277, 281, 282, 289

12 credits in: 323, 327, 344, 354, 362, 364, 366, 368, 381, 385, 389

6 credits in: any HIS course (except 425), AFR 150, ART 222, HJS 215, HUM 300, LLS 130

**PART THREE: CAPSTONE (3 credits)**

3 credits in: 425

Courses to be removed from the program and made inactive:

HIS 166 Reacting to the Past

HIS 166 History of the Caribbean Islands

HIS 225 American Problems of Peace, War, and Imperialism, 1840-Present

HIS 256 History of Muslim Societies and Communities

HIS 325 Criminal Justice in European Society, 1750-Present

HIS 330 History of the Cold War, 1945-1991

HIS 340 Modern Military History from the Eighteenth-Century to the Present

HIS/GEN 256 Sexuality, Gender, and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 370 Ancient Egypt

HIS 380 The Secret Police in Western Society

HIS 383 History of Terrorism

**6. Please provide a rationale for the changes:**

(narrative format to go to CUNY and NYSED reports)

The current structure consists of a four-course core sequence (210, 240, 300, 425, typically taken one at a time, in that order), a survey of global history, and requirements that students take a certain number of U.S, non-U.S., pre-modern, and 300-level history electives. This structure has posed several challenges in recent years. First, we have been unable to schedule a sufficient number of required electives to help students navigate the current major buckets efficiently. We simply don't have the teaching capacity nor the enrollment to offer the diverse array of electives required by the current major structure. Second, the 210-240-300-425 sequence has proven a barrier to efficient degree completion, particularly for transfer students, without offering sufficiently significant pedagogical advantages over program-level skills scaffolding that might take a different form. Third, transfer students often end up with junk credits on their transcripts because HIS courses in other CUNY schools don't always transfer over into the current system of elective buckets well. Fourth, the current structure—in which several courses should count towards a particular bucket depending on its topic that semester—literally cannot be encoded properly in Degreeworks, which students increasingly rely on to help choose their courses and map their way to graduation.

The new structure proposes to address these problems. It reduces the core method sequence to two courses, 300 and 425, which also brings us into line with peer institutions who require two such courses, for example Hunter College, Rutgers New Brunswick, SUNY Binghamton, and New York University (City College and Queens College require only one such course). The new structure also reframes the elective buckets in terms of a simpler requirement for a certain number of 200-level and 300-level electives. In this way, it provides students with opportunities to improve in the program level learning outcomes through an iterative process in which they practice using the same skills, at different levels of complexity, in these 200-level and 300-level courses. We are also in the process of revising our department's 200-level and 300-level electives, tweaking them so that several could be offered by more than one faculty member with the same learning outcomes but with different case studies, and making

some we haven't offered in a decade inactive so as not to mislead students. We have a clear plan, then, of how we can regularly offer students the courses they need to complete the major. In this way, the new structure better aligns the major requirements with our teaching capacity and with enrollment trends. We are also introducing an "any History course" line in the Part Two requirements, so that transfer credits don't go to waste when they don't fit other buckets, and to give students room to pursue their interests.

Except for HIS 240, which we will be discontinuing, all HIS courses that previously counted towards the major will still count towards the major. And we will continue to count select AFR, ART, HJS, HUM, and LLS courses towards the major. But by arranging these courses in a different way, we hope to help students make more efficient progress towards graduation while continuing to build the program level skills they need to succeed in the capstone course HIS 425 and in their careers ahead.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

Yes. See the attached new degree map.

8. **How do these proposed changes affect other academic programs or departments?**

- a. Which program(s) or department(s) will be affected?

All AFR, ART, HJS, and LLS courses that previously counted towards the major, will still count towards the major. We learned from the chair of Art and Music that MUS 310 has not been offered in many years, and so we are removing this from the list of major electives. We also learned that HUM 277 has not been offered in many years. We are including HUM 300, which is offered regularly.

9. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

Our department chair has met formally twice with Kathy Killoran and once with Karen Rambharose to discuss the proposed changes, and has had several additional email exchanges with them. Informally, over zoom and email, we have also been comparing notes with faculty members in the Humanities and Justice Studies Program, the English Department, and the Philosophy Department, to learn how they've been able to balance pedagogy, program-level skills development, scheduling, and degree completion. We have discussed HUM 277



and HUM 300 with Wynne Ferdinand. We have discussed MUS 310 with Claudia Calirman, chair of Art and Music.

10. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) will provide you a copy in Word format upon request).

See attached.

## Global History, Bachelor of Arts

[from UG Bulletin, 2024-25 reflecting changes]

The Global History major is derived from the discipline of global history, which emphasizes interactions and collisions between and among cultures. This program provides undergraduates with the knowledge and research skills to better understand the world, to think critically about the past, present, and future problems facing different peoples and communities. In addition to completing required surveys in global and/or U.S. history and a methods courses, Global History majors choose the degree electives on the topics or regions that most interest them. The required skills courses introduces students to the main schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminar.

**Learning Outcomes.** Students will:

- Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
- Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
- Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
- Identify different theories and methods used in the historical profession.
- Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

### **Credits Required.**

Global History Major: 39

General Education: 42

Electives: 39

Total Credits Required for BA Degree: 120

**Coordinator.** Professor Matthew Perry, (212.237.8814, mperry@jjay.cuny.edu ), Department of History

**Advisor.** Professor Dustin Meier (212-237-8828, dmeier@jjay.cuny.edu)

**Advising information.** Global History Major Advising Resources (including a Sample Four Year Degree Map). Major Checklist.

**Honors option.** To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

**Experiential learning opportunities.** Students in the Global History major can participate in a variety of experiential learning opportunities over the course of their studies. In the junior year, students in HIS 300 visit historical archives and may engage in an internship that entails use of archival research. During the senior year, students participate in an extensive research experience associated with the capstone seminar, HIS 425, culminating in a presentation of their senior thesis to the History Department. In addition, Global History students may participate in our internship for credit program where students can receive three major elective credits for an internship that is paired with an independent study.

**Dual Admission/ Accelerated Program Leading to the MA in Human Rights.** This program allows student an accelerated approach to earning their BA in Global History and MA in Human Rights at John Jay. Students complete 135 credits to earn both degrees. Contact the Major Coordinator for more details about requirements and applications.

**Additional information.** Students who enrolled for the first time at the College in September **2025** ~~2023~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version can be obtained in the **2024-2025** ~~2022-23~~ Undergraduate Bulletin.

PART ONE. **FOUNDATIONS** ~~SURVEYS OF GLOBAL HISTORY~~

SUBTOTAL: **9 CR.** ~~6 CR.~~

**Choose Two**

**HIS 201 United States History to 1865**

**HIS 202 United States History since 1865**

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

**Required**

**HIS 300 Research Methods in History** (moves from Part two)

PART TWO. ~~RESEARCH AND METHODOLOGY~~

SUBTOTAL: ~~9 CR.~~

**Required**

~~HIS 210 Doing History~~

~~HIS 240 Historiography~~

~~HIS 300 Research Methods in History~~ (moves to Part one)

PART **TWO THREE**. ELECTIVES

SUBTOTAL: **27 CR.** ~~21 CR.~~

Students will complete **nine** ~~seven~~ elective courses (**27** ~~21~~ credits). History majors who are in the Honors track will complete **eight** ~~six~~ elective courses (**24** ~~18~~ credits). Students must meet the following requirements when selecting degree electives:

- At least ~~three~~ **two** at 200-level from category: U.S. History
- At least ~~four~~ **three** at 300-level
- At least two from **other electives** category: Non-U.S. History
- ~~At least two from category: Premodern History~~

A maximum of two 100-level courses may be applied to the **Part Two** ~~six~~ electives.

### 200-Level Electives - Choose Three

**HIS 210 Doing History** (moves from Part Two above)

HIS 219 Violence and Social Change in America  
 HIS 224 A History of Crime in New York City  
 HIS 228 Critical Perspectives on the Middle East  
 HIS 252 History of the Ancient Middle East  
 HIS 254 History of Ancient Greece and Rome  
 HIS 264 Premodern Asia: Empires, Exchanges, and the Silk Road  
 HIS 269 History of Slavery  
 HIS 270 History of Marriage  
 HIS 274 Modern Asia: Empires, Encounters, and Globalization  
 HIS 277 American Legal History  
 HIS 281 Imperialism in Africa, South Asia, and the Middle East  
 HIS 282 Selected Topics in History  
 HIS 289 Independent Study 200-level

### 300-Level Electives - Choose Four

HIS 323 History of Lynching and Collective Violence  
 HIS 327 History of Genocide: 500 C.E. to the Present  
 HIS 344 Topics in Legal History  
 HIS 354 Law and Society in Ancient Athens and Rome  
 HIS 362 History of Science and Medicine: Prehistory to 1650  
 HIS 364 History of Gender and Sexuality  
 HIS 366 Religions of the Ancient World  
 HIS 368 Law and Society in the Ancient Middle East  
 HIS 381 Social History of Catholicism in the Modern World  
 HIS 385 Faculty Mentored Research Experience in History  
 HIS 389 Independent Study 300-level

### Other Electives - Choose Two

Any HIS course (1@@, 2@@, 3@@, 4@@)  
 AFR 150 Origins of Contemporary Africa  
 ART 222 Body Politics  
 HJS 215 Race and Rebellion  
 HUM 300 Landmark Supreme Court Cases: Criminal Justice and Humanistic Perspectives  
 LLS 130 Introduction to Latin American History  
~~HIS 310 Comparative History of African American Musics~~

History Electives Being Removed from Part Three:

~~HIS 166 Reacting to the Past~~

~~HIS 166 History of the Caribbean Islands~~

~~HIS 225 American Problems of Peace, War, and Imperialism, 1840-Present~~

~~HIS 256 History of Muslim Societies and Communities~~

~~HIS 325 Criminal Justice in European Society, 1750-Present~~

~~HIS 330 History of the Cold War, 1945-1991~~

~~HIS 340 Modern Military History from the Eighteenth-Century to the Present~~

~~HIS/GEN 256 Sexuality, Gender, and Culture in Muslim Societies~~

~~HIS 359 History of Islamic Law~~

~~HIS 370 Ancient Egypt~~

~~HIS 380 The Secret Police in Western Society~~

~~HIS 383 History of Terrorism~~

PART ~~THREE~~ FOUR. CAPSTONE SEMINAR

SUBTOTAL: 3-6 CR.

All Global History majors will complete a capstone seminar in their fourth year, complete a research paper, and present their work at a departmental colloquium.

#### **Required**

HIS 425 Senior Seminar in History

HIS 489 Independent Study 400-level

*HIS 489: For Honors Track students only - required*

**Note:** *Students in the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.*

TOTAL CREDIT HOURS: 39

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** December 16, 2024
2. **Department or program proposing these revisions:** Humanities and Justice
  - a. Name and contact information of proposer(s): Allison Kavey
  - b. Email address of proposer: akavey@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

### Humanities and Justice BA

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: 12/12/24
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Allison Kavey, Major Coordinator
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)

#### #1. Substantive Change:

The changes we are proposing affect the three-part research sequence 315-410-415-which has proved to be a significant stumbling block to students' graduation. Because these courses are scaffolded and only offered once per year, a student failing to take 315 in or before the spring of her junior year cannot graduate on time. Our current two-part senior thesis sequence is also out of step with the 1 term capstone senior papers offered in every other humanities major and, in our opinion, our requirements are not more strenuous than those offered in other humanities majors. Thus, we would like to combine the two research skills courses: HJS 315 and HJS 410 into a single course, and then offer 415 as a single term capstone research paper. This will also allow students to choose another elective in an area of they are interested in to complete the major. This will result in reducing the credits in Part Three. Problems and Research Section by 3 credits. Those credits will be added to Part Two. Electives. So, this revision does not change the total credits required to earn the major.

We are proposing a new course for graduating seniors not planning to go on in academia which would recognize an internship and related paper and presentation as equivalent to a research paper. We understand this course serves an important part of our student body that is already committed to work outside the college and deserves to see that work formalized and recognized by the major. A new course option will be created for Part Three so students would choose between HJS 415 and the new HJS 4XX (425) course.

## **#2: Refreshing the list of elective courses in Part Two.**

We are making two sets of proposals. The first is to add some electives from each of the departments that have been approved since our last revision and subtract some electives from each of the departments that are no longer offered.

Here are the courses we would like to **add**:

ENG 346 Feminist Rhetorics: Histories, Intersections, Challenges  
 HIS 228: Critical Perspectives on the Middle East  
 HUM 300 Landmark US Supreme Court Cases  
 LIT 237: Literature as Witness  
 LIT 258 Asians Speak Up! Reimagining Asian Lives from East to West  
 PHI 201 Philosophy of Art  
 PHI 202 Philosophical Visions of American Pluralism  
 PHI 214 Environmental Ethics  
 PHI 216 Ethics and Information Technology  
 PHI 231 The Big Questions: Intro to Philosophy  
 PHI 235 Philosophy of Science  
 PHI 238 Philosophy of Comedy  
 PHI 327 19<sup>th</sup> Century European and American Philosophy  
 PHI 330 Philosophical Modernity  
 PHI / GEN 333 Theories of Gender and Sexuality  
 PHI 343 Existentialism  
 PHI 351 Classical Chinese Philosophy  
 PHI/ AFR 354 Africana Philosophy  
 PHI 358 Latin American Philosophy  
 PHI 374 Epistemology  
 PHI 377 Reality, Truth and Being: Metaphysics  
 PHI 400 Senior Seminar in Ethics  
 PHI 401 Senior Seminar in the History of Philosophy

### **Elective Courses to be Removed:**

HIS 256 History of Muslim Societies and Communities  
 HIS 260/ LLS 260 History of Contemporary Cuba  
 HIS 265/ LLS 265 Class, Race, and Family in Latin American History  
 HIS 325 Criminal Justice in European Society, 1750 to Present  
 HIS 340 Modern Military History from the Eighteenth Century to the Present  
 HIS/ GEN 256 Sexuality, Gender and Culture in Muslim Societies  
 HIS 383 History of Terrorism  
 LIT 316 Gender and Identity in Literary Traditions  
 LIT 366 Writing Nature: Literature and Ecology  
 LIT 380 Advanced Selected Topics in Literature

6. **Please provide a rationale for the changes:**  
 (narrative format to go to CUNY and NYSED reports)

The rationale for the elective changes is simple. Students are frustrated by the long list of electives we say we honor compared to the short list of available courses. Thus, it makes sense to weed through that list, eliminate the courses not consistently offered, and add courses that are to better meet students' requirements as they progress through the major.

The rationale for combining HJS 315 and HJS 410 into a single course and allowing HJS 415 to be a capstone senior seminar is linked to student graduation rates and the changes that occurred at the college when the new humanities majors were introduced.

Originally, Humanities and Justice was the only humanities major at John Jay. Students entered the major no later than the first semester of their third year, and the three semesters dedicated to research skills and writing a senior thesis was not out of step with their major progression or the rest of the college's curriculum. At this point, we are the only major to have a two-term senior thesis sequence, and it is not producing papers that are larger in scope or substantively superior to those being written in one term capstone courses. We propose combining HJS 315 and HJS 410 into a single course, in which students will learn and practice the skills of developing a research question, identifying relevant secondary scholarship in two of the contributing disciplines and using that scholarship to provide context for an argument derived from close reading of a/several primary sources. These skills will be useful for students as they take their 300-level electives and for their senior capstone project. The project they pursue in the new methodology course will not be the same one they pursue for their capstone.

Proposing a new experience-based senior capstone seminar recognizes that many of our students do not plan to continue on to graduate work but instead are interested in using their skills to work in not for profits, government agencies, or the corporate world. By allowing them to gain capstone credit for an internship-related project, we are also recognizing the real-world applications of a humanities degree. Skills such as evidence-based reasoning, quantitative assessment supported by qualitative analysis, and theory driven practice are consistently taught in this major and can be recognized in courses such as this one as well as research projects. The course will include a paper describing the project, the methods, and the outcomes and students will present their work along with the other seniors to the entire department.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

Yes. Students will now get to choose an additional elective from the contributing departments lists and will only have to take one research methods course and one senior capstone seminar.

8. **How do these proposed changes affect other academic programs or departments?**

Only by perhaps increasing enrollment in electives in History, Literature, and Philosophy.



- a. Which program(s) or department(s) will be affected? History, Literature, and Philosophy
9. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

The History, Literature and Philosophy Departments collaborate on the HJS major and have representation on the major governance committee. We worked closely with each department. Everyone is optimistic that we will see more HJS majors in each department's elective courses.

10. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) will provide you a copy in Word format upon request).

**See below**

## Humanities and Justice, Bachelor of Arts

[from UG Bulletin 2024-25 reflecting proposed changes]

The Humanities and Justice major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, Humanities and Justice prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The Humanities and Justice curriculum involves a sequence of ~~five~~ **four** interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix) and ~~seven~~ **eight** courses from a list of humanities electives.

**Learning Outcomes.** Students will:

- Gain a comprehensive foundation in major concepts, underlying principles, values, issues, and theories of justice in the Western tradition.
- Gain a comprehensive foundation in non-Western traditions of justice in several historical periods through direct engagement with historical, literary, and philosophical primary texts.
- Identify and analyze the issues and theories embedded in primary texts concerning justice.
- Employ, compare and evaluate the methods of inquiry used in the disciplines of history, literary study, and philosophy.
- Produce well-reasoned, coherently written, evidence-based, argumentative analyses of primary sources.
- Investigate an original research question or research problem, and/or argue an original thesis, by engaging in a critical, rigorous, and ethical process of academic research.

### **Credits Required.**

Humanities and Justice BA: 36 cr.

General Education: 42 cr.

Electives: 42 cr.

**Total Credits Required for B.A. Degree      120**

**Coordinator/Advisor.** Professor Allison Kavey (akavey@jjay.cuny.edu), Department of History. Students must review their course of study with major faculty.

**Advising resources.** Humanities & Justice Advising Resources (including a Sample Four Year Degree Map).. Major Checklist.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September ~~2017~~ **2025** or thereafter must complete the major in the form presented here.

Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the ~~2016–2017~~ **2024-25** Undergraduate Bulletin.

**Senior-level requirement.** Students must complete ~~HJS 410 Reading Scholarship in Humanities and Justice and HJS 415 Thesis in Humanities and Justice Studies (retitled: Senior Seminar in HJS)~~ **HJS 4XX (425) Experiential Senior Seminar in Humanities and Justice Studies.**

**Experiential learning opportunities.** Students in the Humanities and Justice Major can participate in a variety of experiential learning opportunities over the course of their studies. During the freshman and sophomore year, students are encouraged to participate in experiential learning opportunities such as the Pre-Law Boot Camps. In the junior year, students are encouraged to engage in a credit-bearing internship or practicum experience related to a career area of their choice for school credit. During the senior year, students participate in an extensive research experience associated with the capstone seminar, culminating in the presentation of original research. Students in Humanities and Justice have interned with law firms, non-profit organizations related to social justice such as NYC Together, and participated in study abroad programs. We also offer an experiential capstone senior seminar, in which students engage in an internship for the semester, write a paper about their work, and present it to faculty and students.

## PART ONE. FOUNDATIONS

SUBTOTAL: 9 CR.

### Required

HJS 250 Justice in the Western Traditions

HJS 310 Comparative Perspectives on Justice

HJS 315 Research Methods in Humanities and Justice Studies

## PART TWO. HUMANITIES AND JUSTICE ELECTIVES

SUBTOTAL: ~~21 CR.~~ **24 CR.**

Students take ~~seven~~ **eight advanced elective courses** in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate to issues of justice. These courses will be chosen by the student with faculty advisement, from the following list. Permission by the Humanities and Justice Coordinator is required for any course not listed below in Categories A, B, or C to count toward the major.

**Select ~~seven~~ eight. A minimum of 12 credits must be taken at the 300-level or above**

### **ENG 346 Feminist Rhetorics: Histories, Intersections, Challenges**

HIS 214 Immigration and Ethnicity in the United States

HIS 219 Violence and Social Change in America

HIS 224 A History of Crime in New York City

**HIS 228 Critical Perspectives on the Middle East**

HIS 242/POL 242/LLS 242 U.S. Foreign Policy in Latin America  
 HIS 244 History of Eugenics: Science and the Construction of Race  
 HIS 252 Warfare in the Ancient Near East and Egypt  
 HIS 254 History of Ancient Greece and Rome  
 HIS 255 Famous Trials that Made History  
~~HIS 256 History of Muslim Societies and Communities~~  
~~HIS 260/LLS 260 History of Contemporary Cuba~~  
~~HIS 265/LLS 265 Class, Race, and Family in Latin American History~~  
 HIS 270 History of Marriage  
 HIS 274 Modern Asia: Empires, Exchanges, and Globalization  
 HIS 277 American Legal History  
 HIS 281 Imperialism in Africa, South Asia, and the Middle East  
 HIS 282 Selected Topics in History  
 HIS 323 History of Lynching and Collective Violence  
~~HIS 325 Criminal Justice in European Society, 1750 to Present~~  
 HIS 327 History of Genocide: 500 C.E. to the Present  
~~HIS 340 Modern Military History from the Eighteenth Century to the Present~~  
 HIS 344 Topics in Legal History  
 HIS 354 Law and Society in Ancient Athens and Rome  
 HIS 364/GEN 364 History of Gender  
 HIS 374 Premodern Punishment  
 HIS 375 Female Felons in the Premodern World  
 HIS 381 Social History of Catholicism in the Modern World  
~~HIS 383 History of Terrorism~~  
 HJS 215 Race and Rebellion  
 HJS 380 Selected Topics in Humanities and Justice

**HUM 300 Landmark U.S. Supreme Court Cases**

LIT 223/AFR 223 African-American Literature

**LIT 237 Literature as Witness****LIT 258 Asians Speak Up! Reimagining Asian Lives from East to West**

LIT 265 Foundations of U.S. Latinx Literature  
 LIT 305 Foundations of Literature and Law  
 LIT 314 Shakespeare and Justice  
 LIT 315 American Literature and the Law  
~~LIT 316 Gender and Identity in Literary Traditions~~  
 LIT 326 Crime, Punishment and Justice in U.S. Literature  
 LIT 327 Crime, Punishment and Justice in World Literature  
 LIT 340/AFR 340 The African-American Experience in America  
 LIT 342 Perspectives on Literature and Human Rights  
 LIT 346 Cultures in Conflict  
 LIT 348 Native American Literature  
~~LIT 366 Writing Nature: Literature and Ecology~~  
 LIT 383 Gender and Sexuality in U.S. Latinx Literature

~~LIT 380 Advanced Selected Topics in Literature~~

LLS 322 Latinx Struggles for Civil Rights & Social Justice

LLS 363 II-Legal Subjects: U.S. Latinx Literature and the Law

LLS 364 Ethical Strains in U.S. Latinx Literature

**PHI 201 Philosophy of Art**

**PHI 202 Philosophical Visions of American Pluralism**

PHI 203 Political Philosophy

PHI 205 Philosophy of Religion

PHI 210 Ethical Theory

**PHI 214 Environmental Ethics**

**PHI 216 Ethics and Information Technology**

**PHI 231 The Big Questions: Introduction to Philosophy**

**PHI 235 Philosophy of Science**

**PHI 238 Philosophy of Comedy**

PHI 289 Independent Study 200 Level

PHI 302 The Philosophy of Rights

PHI 304 Philosophy of the Mind

PHI 310/LAW 310 Ethics and Law

PHI 315 Philosophy of the Rule of Law: Theory and Practice

PHI 317 Philosophy of Law in Global Perspective

PHI 322/CRJ 322 Judicial and Correctional Ethics

PHI 326 Topics in the History of Modern Thought

**PHI 327 19<sup>th</sup> Century European and American Philosophy**

**PHI 330 Philosophical Modernity**

**PHI/ GEN 333 Theories of Gender and Sexuality**

PHI 340 Utopian Thought

**PHI 343 Existentialism**

**PHI 351 Classical Chinese Philosophy**

**PHI 354 Africana Philosophy**

**PHI 358 Latin American Philosophy**

**PHI 374 Epistemology**

**PHI 377 Reality, Truth, and Being: Existentialism**

PHI 380/381 Selected Topics in Philosophy

PHI 385 Faculty Mentored Research Experience in Philosophy

PHI 389 Independent Study 300 Level

PHI 489 Independent Study 400 Level

**PHI 400 Senior Seminar in Ethics**

**PHI 401 Senior Seminar in the History of Philosophy**

**PHI 402 Senior Seminar in Metaphysics and Epistemology**

PHI 423 Senior Seminar in Justice and Law

SPA 308 The Theme of Justice in Spanish Literature

SPA 335 Themes of Justice in Latin American Lit & Film

PART THREE. PROBLEMS AND RESEARCH

SUBTOTAL: 3 CR. ~~6 CR.~~

**Required**

~~HIS 410 Reading Scholarship in Humanities and Justice~~

HJS 415 Thesis in Humanities and Justice Studies (being retitled: Senior Seminar in HJS)

**OR**

**HIS 4XX (425) Experiential Senior Seminar in Humanities and Justice**

TOTAL CREDIT HOURS: 36

John Jay College of Criminal Justice  
Committee on Undergraduate Curriculum and Academic Standards

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** 2/5/2025
2. **Department or program proposing these revisions:** Africana Studies Department
  - a. Name and contact information of proposer(s): Crystal Endsley Taylor
  - b. Email address of proposer: cendsley@jjay.cuny.edu
  - c. Phone number: 212-3939-6402
3. **Name of major, minor or certificate program being revised:**

**Africana Studies Minor**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval:
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Dr. Gail Garfield, Chair, Africana Studies
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)
 

We propose that the current guidelines for the Africana Studies minor be adjusted to reflect the following changes:

  - a. A small revision of the current minor requirements. We want Part One. Required Courses to be 6 credits which includes AFR 140 plus any 300-level AFR class listed below. Part Two will require 12 credits (4 courses) of electives. We are also adding two courses to the electives.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)
 

Through this revision, the Africana Studies Department Curriculum Committee wants to clarify that 2 courses are required (at least one AFR course at the 300-level), and four courses are electives.
7. **How do these proposed changes affect other academic programs or departments?**

- a. Which program(s) or department(s) will be affected?  
None, this change should not affect any other departments.
8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**  
UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)
9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) will provide you a copy in Word format upon request).

**See below**



# Africana Studies Minor (UG Bulletin 2024-25 with proposed changes)

**Description.** The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

## Learning Outcomes. Students will:

- Explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice.
- Acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color.
- Use high level written and oral communication skills to work effectively and collaboratively with others.
- Have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies.

**Rationale.** The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students' familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

**Credits required.** 18

**Minor coordinator.** Professor Teresa Booker ([tbooker@jjay.cuny.edu](mailto:tbooker@jjay.cuny.edu)), Department of Africana Studies

**Minor advisor.** Ms. Rulisa Galloway-Perry, Academic Advising Director and Senior Co-Curricular Administrator, Deputy Minor Coordinator, Department of Africana Studies  
(212.237.8701, [rgalloway@jjay.cuny.edu](mailto:rgalloway@jjay.cuny.edu))

**Requirements.** A maximum of two courses can overlap with a student's major, other minors or programs.

**Additional information.** The curriculum presented here applies to students who started the minor in September ~~2025~~ ~~2024~~ and after. If you declared the minor prior to that, please see the Undergraduate Bulletin ~~2025-26~~ ~~2024-2025~~.

## Part One. Required Courses

(Subtotal: 6 cr. ~~3 cr.~~)

### Required

|         |                                  |
|---------|----------------------------------|
| AFR 140 | Introduction to Africana Studies |
|---------|----------------------------------|

### Choose one.

|                       |   |
|-----------------------|---|
| AFR 300               | Landmark Case: The Black Experience from Plessy v. Ferguson to Brown v. Board of Education                |
| AFR 310               | Research Seminar in African-American Studies  |
| AFR 315               | Community-based Justice in the Africana World   |
| AFR 317               | Environmental Racism  |
| AFR 319               | Self, Identity and Justice: Global Perspectives   |
| <b><u>AFR 300</u></b> | <b><u>Landmark Cases: The Black Experience from Plessy v. Ferguson to Brown v. Board of Education</u></b> |
| AFR 320               | Perspectives on Justice in the Africana World   |
| AFR 322               | Inequality and Wealth   |
| AFR 325               | Research Methods in Human Services and Community Justice  |
| AFR 340/ LIT 340      | The African American Experience in America: Comparative Racial Perspectives                               |
| AFR 347/ PSY 347      | Psychology of Oppression  |
| AFR 354/ PHI 354      | Africana Philosophy   |

|         |   |
|---------|---|
| AFR 377 | Field Education in Community Organizing and Practice    |
| AFR 378 | Field Education in Community Organizing and Practice II |

## Part Two. Electives

**(Subtotal: 12 cr. ~~15 cr.~~)**

### Select any four **five** courses

Select ANY 4 ~~5~~ courses taught by the Africana Studies Department (AFR course prefix) or those from ICJ, LIT, LLS, MUS or SOC listed below.

The following list provides suggested groupings of courses for those students with particular interests but does NOT include all possible course choices. Credit toward the Africana Studies Minor may be given for courses taken elsewhere at the College if they include substantial Africana content upon review of the course syllabus. Please contact the Africana Studies Minor Coordinator for guidance.

### For Students Interested In Justice:

|                       |   |
|-----------------------|---|
| AFR 123               | Justice, the Individual & Struggle in African American Experience |
|                       | OR  |
| AFR 125               | Race & Ethnicity in America                                       |
| AFR 145               | Introduction to Community Justice in Human Systems                |
| <b><u>AFR 202</u></b> | <b><u>Hip Hop Justice</u></b>                                     |
| AFR 215               | Police and Urban Communities                                      |
| AFR 220               | Law and Justice in Africa   |
| AFR 227               | Community-based Approaches to Justice                             |
| AFR 229               | Restoring Justice: Making Peace and Resolving Conflict            |
| AFR 243               | Africana Youth and Social Justice Struggles                       |

|                       |   |
|-----------------------|---|
| AFR 255               | Community Innovation and Social Entrepreneurship  |
| <b><u>AFR 300</u></b> | <b><u>Landmark Cases: The Black Experience from Plessy v. Ferguson to Brown v. Board of Education</u></b> |
| AFR 315               | Community-based Justice in the Africana World   |
| AFR 317               | Environmental Racism  |
| AFR 320               | Perspectives on Justice in the Africana World   |
| AFR 377               | Field Education in Community Organizing and Practice  |
| ICJ 381               | Internship in International Criminal Justice  |
| SOC 381               | Internship in Dispute Resolution  |

*ICJ 381, SOC 381: Students who take AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of AFR 310, see Minor coordinator for more information).*

*ICJ 381: Prerequisites: SOC 341 & LAW 259/POL 259*

*SOC 381: Prerequisite: SOC 380*

### **For Students Interested In A Focus On Humanities:**

|                         |  |
|-------------------------|--|
| AFR 132                 | Arts & Culture in the African Diaspora                 |
| AFR 135                 | Africana Oral Traditions                               |
| <b><u>AFR 202</u></b>   | <b><u>Hip Hop Justice</u></b>                          |
| AFR 204                 | Religion, Terrorism and Violence in the Africana World |
| AFR 223/LIT 223         | African-American Literature                            |
| AFR 230                 | African-American Theatre                               |
| AFR 241                 | Poetic Justice: Spoken Word Poetry and Performance     |
| AFR 267/LLS 267/HIS 267 | History of Caribbean Migrations to the United States   |

|                 |   |
|-----------------|---|
| AFR 270         | Africana Social and Intellectual Thought                                    |
| AFR 280         | Selected Topics in Africana Studies   |
| AFR 340/LIT 340 | The African-American Experience in America: Comparative Racial Perspectives |
| AFR 354/PHI 354 | Africana Philosophy   |
| LIT 212         | Literature of the African World   |
| LIT 344         | Caribbean Literature and Culture  |
| MUS 103         | American Popular Music from Jazz to Rock                                    |
| MUS 110/LLS 110 | Popular Music of the Caribbean  |
| MUS 310         | Comparative History of African American Musics                              |

*MUS 310: Prerequisites: one HIS course and any 100-level MUS course.*

### **For Students Interested In Inequality:**

|                       |  |
|-----------------------|--|
| AFR 110               | Race and the Urban Community                           |
| AFR 121               | Africana Communities in U.S.                           |
| AFR 125               | Race & Ethnicity in America                            |
| <b><u>AFR 202</u></b> | <b><u>Hip Hop Justice</u></b>                          |
| AFR 204               | Religion, Terrorism and Violence in the Africana World |
| AFR 227               | Community-based Approaches to Justice                  |
| AFR 237               | Institutional Racism                                   |
| AFR 239               | African American Journeys                              |
| AFR 243               | Africana Youth and Social Justice Struggles            |

|                 |   |
|-----------------|---|
| AFR 250         | Political Economy of Racism   |
| AFR 252         | Race and Science  |
| AFR 280         | Selected Topics in Africana Studies   |
| AFR 317         | Environmental Racism  |
| AFR 322         | Inequality and Wealth   |
| AFR 340/LIT 340 | The African-American Experience in America: Comparative Racial Perspectives |
| AFR 347/PSY 347 | Psychology of Oppression  |
| AFR 377         | Field Education in Community Organizing and Practice                        |
| LLS 321         | Latinx Community Fieldwork (4 cr.)  |

*LLS 321: Students who take AFR 410 Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of AFR 310, see Minor coordinator for more information). Prerequisites: LLS 241.*

### **For Students Interested In A Focus On Africa:**

|                         |  |
|-------------------------|--|
| AFR 150                 | Origins of Contemporary Africa                         |
| AFR 210                 | Drugs and Crime in Africa                              |
| AFR 220                 | Law and Justice in Africa                              |
| AFR 225                 | Police and Law in Africa                               |
| AFR 229                 | Restoring Justice: Making Peace and Resolving Conflict |
| AFR 252                 | Race and Science                                       |
| AFR 263/HIS 263/LLS 263 | Blacks in Latin America                                |

|         |   |
|---------|---|
| AFR 271 | African Politics                              |
| AFR 315 | Community-based Justice in the Africana World |
| AFR 320 | Perspectives on Justice in the Africana World |

**For Students Interested In Psychology And Identity:**

|                 |   |   |
|-----------------|---|---|
| AFR 129/PSY 129 | The Psychology of the African-American Experience | 3 |
| AFR 245         | Psychology of the African-American Family         |   |
| AFR 248         | Men: Masculinities in the United States           | 3 |
| AFR 319         | Self, Identity & Justice: Global Perspectives     | 3 |
| AFR 347/PSY 347 | Psychology of Oppression                          | 3 |

**TOTAL CREDIT HOURS: 18**

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/13/24

1. Name of Department or Program: Humanities and Justice

2. Contact information of proposer(s):

Name(s): Allison Kavey  
 Email(s): akavey@jjay.cuny.edu  
 Phone number(s): 845 269-2030

3. Current number and title of course: **HJS 415 Thesis in Humanities and Justice**

4. Current course description:

Designed for students in their final semester to conduct a significant investigation of a topic of their choosing in the area of humanities and justice studies. Designed as a studio course the seminar's activities will be built around the prospectus developed by the student in HJS 410: Problems and Theory: Thesis Prospectus.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, HJS 315 Research Methods in Humanities and Justice, ~~HJS 410 Reading Scholarship in Humanities and Justice.~~

5. Describe the nature of the revision (what are you changing?): Eliminating a pre-req that will no longer exist after the major revision, realigning the description and course title with other senior seminars in the humanities.

6. Rationale for the proposed change(s): We are moving from a 2-semester senior thesis sequence to match other humanities majors with a 1 term senior capstone seminar. This will



allow students to more efficiently progress to graduation, permit them to take an additional elective, and—given our outcomes assessment experiences—might actually improve their final papers.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description: **Students will write a substantial research paper on a justice-related topic of their choice. It cannot be a continuation of work they have done in HJS 315 Research Methods in Humanities and Justice or any of their electives. This paper will utilize at least two of the three contributing disciplines' approaches and methodologies, reflect thoughtful analysis of primary source material, and be contextualized in existing scholarly literature. Students will present their papers to the faculty and classmates at the end of term.**

b. Revised course title: HJS 415: **Senior Seminar** in Humanities and Justice

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Sr Seminar Humanities & Justice**

d. Revised learning outcomes: In this course students will:

- Develop a research topic and turn it into a thesis statement
- Identify, locate, and analyze primary sources using at least two of the disciplinary approaches from history, literary studies, and/or philosophy
- Identify, locate, and synthesize existing scholarly literature in at least two of the disciplines (history, literary studies, philosophy) into a literature review that provides scholarly context for their research
- Write a research paper reflecting independent, evidence-driven analysis
- Present their research in a formal conference talk to faculty and classmates

e. Revised assignments and activities related to revised outcomes: No change

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: **ENG 201, HJS 315 Research Methods in Humanities and Justice**

8. Enrollment in past semesters: enough seniors to run— will be easier without 410

9a. Will this course be offered as part of the new JJ General Education program

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments/programs?

No \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 12/13/24

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Allison Kavey, Major Coordinator

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

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: 11/26/24

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Toy-Fung Tung  
 Email(s): ttung@jjay.cuny.edu  
 Phone number(s): 212-237-8705

3. Current number and title of course: **HUM 300 Landmark Court Cases: Korematsu V. United States Topic**

4. Current course description:

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social context in which legal decisions are enacted as well as the impacts of the court's decisions. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on different cases and criminal and civil issues selected by the faculty.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and Junior Standing

5. Describe the nature of the revision (what are you changing?):

We wish to move the Korematsu v. US topic from a HUM 300 topic to renumber it as a stand-alone LIT 300-level course and make the course description subject matter more specific.

## 6. Rationale for the proposed change(s):

HUM 300 was developed as part of the Landmark Cases Transforming the Justice Core Project. Moving the course under the purview of the English department allows for ease of scheduling and the inclusion of this particular HUM 300 topic in the Global Asian Studies Minor elective options. The course was developed by Prof. Tung who is in the English Department and wishes to make this course a departmental offering. The change to a stand-alone LIT course will make it easier for it to apply seamlessly for students in Degree Works as well.

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

## a. Revised course description:

**Starting with the landmark Supreme Court case, *Korematsu v. United States (1944)*, this course will explore the long history of legalized racism against those of Asian ancestry, starting in the 19<sup>th</sup> Century and culminating in Executive Order 9066 (1942), allowing U.S. citizens of Japanese ancestry to be put in internment camps, which was facilitated by *Korematsu*. Students will explore the history, significance, and aftermath of the *Korematsu* decision from legal, social, and cultural perspectives. Students will examine the human cost of the *Korematsu* decision by investigating archives relating to the camps, including diaries, pictures, maps, interviews and stories, and viewing media documenting racist attitudes of the time, such as movies about Dr. Fu Manchu and Charlie Chan.**

b. Revised course title: **LIT 3XX Landmark Cases: *Korematsu v. United States***

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): ***Korematsu vs US***

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: 27 per semester

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

No \_\_\_\_\_ Yes  If yes, please indicate the area:

HUM 300 is approved for the College Option: Justice Core II: Struggle for Justice & Equality in the U.S.

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: 2/6/25

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

Jean Mills, English

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY**  
**524 West 59th St., New York NY 10019**  
**SYLLABUS FOR**  
**LANDMARK SUPREME COURT CASES: *KOREMATSU V. UNITED STATES***

**Professor:** Toy-Fung Tung  
**Semester:** Fall 2024  
**Course Code:** HUM 300 Transfer Seminar (36324)  
**Course Section:** (04) (HYBRID)  
**Classroom:** 1.69 NB  
**Class times:** 8:00 am to 9:15 am (period 1), other day asynchronous  
**Office:** 7.65.17 NB (on 7th floor, Foreign Language or north side)  
**ZOOM Office Hours:** MON 2:00 pm to 3:00 pm and by appointment

**Office: ZOOM Office link**

<https://jjay-cuny.zoom.us/j/91771868168?pwd=Mk5nUi9aTU9wamJmT3F5azBaVWFPUT09>

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 e-mail--[ttung@jjay.cuny.edu](mailto:ttung@jjay.cuny.edu)

**Course Prerequisites:** ENG 201, transfer sophomore status

**Course Title: Landmark Supreme Court Cases: *Korematsu V. United States***

**Course Format: Hybrid—MON in-person class attendance required; WED asynchronous on Brightspace (ABBREVIATED IN SYLLABUS as “BR”)**

## COURSE DESCRIPTION

Starting with the landmark Supreme Court case, *Korematsu v. United States* (1944), this course will explore the long history of legalized racism against those of Asian ancestry, starting in the 19th Century and culminating in Executive Order 9066 (1942), allowing U.S. citizens of Japanese ancestry to be put in internment camps, which was upheld by *Korematsu*. We will explore the history, significance, and aftermath of the *Korematsu* decision from legal, social, and cultural perspectives. We will study the *Korematsu* case itself and learn about how the Supreme Court functions to “make law.” We will examine the human cost of the *Korematsu* decision by investigating archives relating to the camps, including diaries, pictures, maps, interviews and stories. We will look at films and other sources documenting racist attitudes of the time, such as movies about Dr. Fu Manchu and Charlie Chan.

## COURSE OBJECTIVES

The overall objective of this course aims at situating *Korematsu v. United States* (1944) within its legal, historical and socio-cultural context, starting with Chinese immigration in the 19th Century and continuing through the internment of American citizens of Japanese ancestry during World War II, and going the present day, with restitution and continuing combatting of racism against those of the “Yellow’ race.

Through analysis of primary sources, as well as use of secondary sources:

- **Students will gather, interpret, and assess information from a variety of sources and points of view**, as they complete assigned readings and written assignments, in order understand the significance of the Supreme Court case, *Korematsu v. United States* (1944), within its historical and socio-cultural context of legalized and factual racism in the United States against those of the “Yellow’ race, starting from the 19th Century and going to the present. Primary sources include case and statutory law, historical archives containing maps, statistics, physical descriptions and other information/documents, as well as a variety of

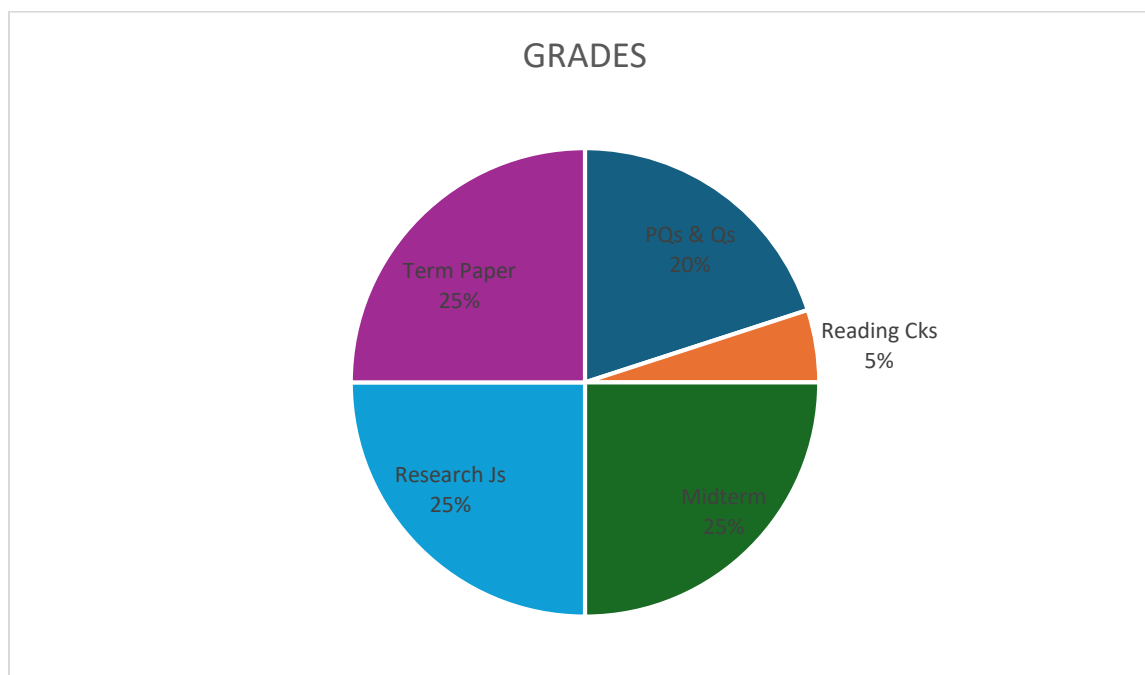
other historical documents/sources, such as oral histories. Finally, using primary/secondary sources from classwork and one primary source of their choice, students will write a Term Paper that compares/contrasts 1) a legal understanding of *Korematsu* **with** its socio-cultural background and human ramifications and 2) the United States’ presentation of the Japanese American internment **with** the views of the internees themselves—all in order to understand and articulate the human cost of state of emergency measures, such as the internment. Specifically, students will complete four (4) Research Journal Assignments, in which they will analyze primary/secondary sources to be used in creating their Term Paper.

- **Students will evaluate evidence and arguments critically or analytically**, in the process of answering questions about primary and secondary sources, in order to complete their PreQuizzes/Quizzes, a Midterm and four (4) Research Journal Assignments leading up to their final Term Paper.
- **Students will produce well-reasoned written or oral arguments using evidence to support conclusions**, as they analyze and clearly explain and explore the historical and socio-cultural context of the *Korematsu* case in PreQuizzes/Quizzes, a Midterm, four (4) Research Journal Assignments, and their final Term Paper.

Through close analysis of assigned texts, as well as other multimedia and multi-genre primary sources and films—in PreQuizzes/Quizzes, a Midterm, four (4) Research Journal Assignments, and a final Term Paper:

- **Students will identify and apply the fundamental methods of comparative literature, in particular, the interdisciplinary perspective of comparative literature**, by using the appropriate vocabulary and concepts drawn from literature and film criticism/analysis, history, and critical race theory to analyze the historical and socio-cultural context of the *Korematsu* case.
- **Students will analyze the *Korematsu* case from a legal and historical perspective**, in order to understand how the Supreme Court functions to ‘make’ law, in conjunction with the executive and legislative branches of government. Specifically, students will articulate an understanding of the *Korematsu* case in its own time and from the long perspective of historical re-evaluation, which culminated in restitution, even though *Korematsu* was never overturned.
- **Furthermore, they will demonstrate the ability to read case law generally**, by understanding how *Korematsu* and Supreme Court cases, as well as all cases, are presented in LexisNexis (via UniNexis). For *Korematsu*, they will contrast this presentation with the case in the *Supreme Court Reporter*. Specifically, they will understand how to read Lexis headnotes and what “good” case law means, and how to use the Shepardize function in Lexis.
- **Students will analyze and articulate the significance of major historical movements that helped shape *Korematsu*’s historical and socio-cultural context, both before and after its holding**—such as the need for immigrant labor in the 19th Century and the post-World War II “Cold War” against Communism, as well as the alliances of World War II itself, which pitted the ‘good’ Chinese American against the ‘bad’ Japanese American.
- **Students will analyze and discuss**—most particularly, in their Term Paper and four (4) Research Journal Assignments— **the role that race, ethnicity, class and language played** in shaping the internees’ self-representation as a refutation of the ‘othering’ they experienced as persons of “Yellow’ race and Japanese heritage, whose loyalty as Americans was considered suspect.





**PREQUIZZES and QUIZZES will be posted on BRIGHTSPACE.**  
**RESEARCH JOURNAL ASSIGNMENTS will be posted on BRIGHTSPACE.**

PreQuizzes are worth 5 points each and help prepare you to do Quiz questions.  
 Quizzes are worth 10 points each.  
 Reading Checks are worth 1 point each and are given in-class on MONDAYS.  
 Research JOURNAL assignments are worth 38 points each.

|   |                   |
|---|-------------------|
| A perfect PreQuiz score for the semester is $5 \times 5 =$                      | 25 points         |
| A perfect Quiz score for the semester is $5 \times 10 =$                        | 50 points         |
| A perfect Reading Check score for the semester is $11 \times 1 =$               | 11 points         |
| A perfect Research JOURNAL Assignment score for the semester is $3 \times 38 =$ | 114 points        |
| <b>Total Points for 50% of your Total Grade—</b>                                | <b>200 points</b> |
| The other 50% = Midterm + Term Paper  |                   |

I am assigning 5 PreQuizzes and 5 Quizzes and 4 Research JOURNAL Assignments  
 On MONDAYS starting WEEK 2, there will be a READING CHECK in class  
 EXTRA CREDIT is available for PreQuizzes, Quizzes and Research Journal Assignments  
**LATE WORK will not be accepted and will be graded a ZERO—but you have a GRACE PERIOD—**

For example, PreQuiz #1 is DUE on FRI 9/1, with a grace period until SUN 9/3. If handed in before 6pm on SUN, your work will earn a grade. No submissions will be accepted after SUN 9/3 and you will be graded ZERO for the assignment. There are no deductions for late work, IF it is submitted before the GRACE PERIOD ends!  
 ZEROS will drag your grades down, so do your best and submit on time!

**Complete ALL YOUR WORK— & Your GRADE can be an A, even if you get Bs —HERE'S HOW—**

For example, if you do all 5 PreQuizzes and score 4 out of 5 points on each, for  $5 \times 4 = 20$  points, you can easily earn an A for the semester PreQuiz grade by doing 1 Extra Credit/Make-up PreQuiz. Even if you earn only a 3 on the extra PreQ, your total grade will be  $20 + 3 = 23 = A-$



Sometimes PreQuizzes and Quizzes are combined (15 points), but the questions will be scaffolded, so that easier questions prepare you for the harder questions.

Extra credit opportunities will be offered in class, and on the Midterm and PreQuizzes/Quizzes.

### Specific Writing Objectives

Low-stakes PreQuizzes and Quizzes are designed to prepare students for the mid-stakes paragraphs in the Midterm Exam and Research Journal Assignments. The objectives for writing on **Pre-Quizzes, Quizzes, the Midterm Exam and four (4) Research Journal Assignments** are to:

- give precise and clear answers, supported by citations and/or quotations
- demonstrate understanding of the difference between a plainly factual answer and an answer requiring formulation/support of an informed opinion, or what is considered making an argument
- PreQuizzes will require writing a paragraph that shows basic understanding of assigned material
- Quizzes will require writing a paragraph that critically assesses and analyzes the assigned material

The high-stakes writing objectives of the final assessment Term Paper are:

- a clear thesis
- a coherent argument, using good rhetorical skills and incorporating close analysis of primary source evidence, using the analytical tools of the appropriate discipline (literature, history, philosophy, film, performance)
- sound research methodologies, including correct use of print, Internet and other sources, especially secondary sources
- a final product of 5-7 typed pages that has been proofread for grammatical errors and put in the proper format (1" margins, 12 point Times Roman font, numbered pages), with citations to the primary sources and at least 2 quotations, plus reference to 1 secondary source, as well as a "List of Works Cited."

### Additional Learning Objectives for the Final Assessment Term Paper

- Students will identify and apply the fundamental concepts and methods of the disciplines of literary and legal study, as well as of philosophy and history, since critical race theory and an interdisciplinary approach is necessary to understanding a Supreme Court case within its historical and socio-cultural context.
- Students will analyze the *Korematsu* case as case law, and read it within the norms of legal research, in the context of the legislation and executive orders that created the government's action that was contested in *Korematsu*.

### CLASS POLICIES

**Honesty.** The only honest way to produce a paper or any written work is to think of the answer in your brain and type out that answer with your fingers into the computer, along with any quotes or supporting evidence that you have assembled. If you produce your written work in any other way, you are doing dishonest work and you will get a failing grade for that work and be subject to failing the course as well. Further, you may be subject to disciplinary action by the College. Please read the plagiarism information below in this syllabus.

**Cheating and Plagiarism.** Plagiarism, along with any other form of cheating, and any unacknowledged use of someone else's work (published or not, or even a friend's work), violates CUNY policy on academic integrity, and no credit will be given for such submissions. Submitting the same paper for two courses without prior permission is also dishonest, and such work will be rejected. Working together and submitting the same written work for any written assignment is also considered cheating. *Copying from the INTERNET, even if you change a few words*

*around, is also unacceptable. In my course, even if you cite your source, this is an unacceptable way to complete assignments, and no credit will be given.* Please note that plagiarism or cheating may result in a failing grade for the entire course.

**For the CUNY policy on academic integrity, please see:**

<http://www.jjay.cuny.edu/academic-integrity>

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the John Jay Undergraduate Bulletin for further explanation.

**Turnitin.** I will be using Turnitin in this course for the term paper. Please be aware that Turnitin is **not** the only resource I have for detecting plagiarism or cheating.

**Attendance is required.** *Four* unexcused absences will be tolerated; but if you are absent *more than four times* without legitimate excuse, you may be in jeopardy of failing this course. Leaving early without legitimate reason will count as a partial absence. Please observe common courtesy in class.

**Late work will not be accepted for a grade.** See **COURSE REQUIREMENTS** above. Work may not be submitted after the **GRACE PERIOD** and a **ZERO** will be assigned for that missing work. There are **NO LATE** penalties for work that is **NOT** submitted by the **DUE DATE**, **IF** it is submitted **before** the **GRACE PERIOD** ends!

**John Jay e-mail and personal email.** You are required to activate your John Jay email and keep it current, since you need it for **BRIGHTSPACE**, which is integral to this course. **I will be using e-mail to communicate with you and I may need to call you**, so you must also provide me with your **personal e-mail and mobile phone number**. Please check for e-mail messages from me consistently. My personal cell number is on this syllabus.

**BRIGHTSPACE.** The use of Brightspace is essential to this class. Many required or optional readings will be made available on the Brightspace site for this course. All **written assignments**, except the term paper, need to be submitted on Brightspace. You must be registered in this course before you can access your Brightspace account. If you need help activating your Brightspace account, call the JJ Helpdesk at 212-237-8200. After that, if you continue to have difficulties, contact [LMS.student@jjay.cuny.edu](mailto:LMS.student@jjay.cuny.edu).

**ZOOM.** For one-on-one or group appointments, I will be using my ZOOM office, so please activate your **free ZOOM** account from John Jay. To activate your free ZOOM account, go to <https://jjay-cuny.zoom.us/> and enter your John Jay email and email password.

**Rules for ZOOM appointments.** On ZOOM appointments, **students will be required to keep the camera on throughout the appointment**; if the camera goes off for any reason, the appointment will be terminated.

#### **FREE TECHNOLOGY/RESOURCES PROVIDED BY JOHN JAY**

**Free ZOOM.** See above.

**Free loaner LAPTOP.** If you need a laptop, John Jay will provide you with a loaner laptop. If you need a loaner laptop, please contact DoIt at 212-237-8200.

**Free Microsoft 365 Office Suite.** You get **free access to Microsoft Office 365 as a John Jay student**. Here's how you can create your account quickly and easily so you can be prepared for writing papers and composing presentations. **Log into [office.com](https://office.com) with your CUNYfirst username and password** (e.g., [jane.doe64@login.cuny.edu](mailto:jane.doe64@login.cuny.edu)). **The license for your Office account remains active until you leave CUNY, at which point it will be in read-only mode and you will be prompted to pay a license fee to Microsoft or stop using Microsoft Office 365 for Education.**

**The Writing Center.** The Writing Center, located in Room 01.68 NB, is a service that provides free tutoring to students of John Jay, as well as many Writing Workshops.

Here is a link to the Writing Center: <http://jjcweb.jjay.cuny.edu/writing/about.htm>

**The Writing Center has ONLINE APPOINTMENTS:**

<http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>

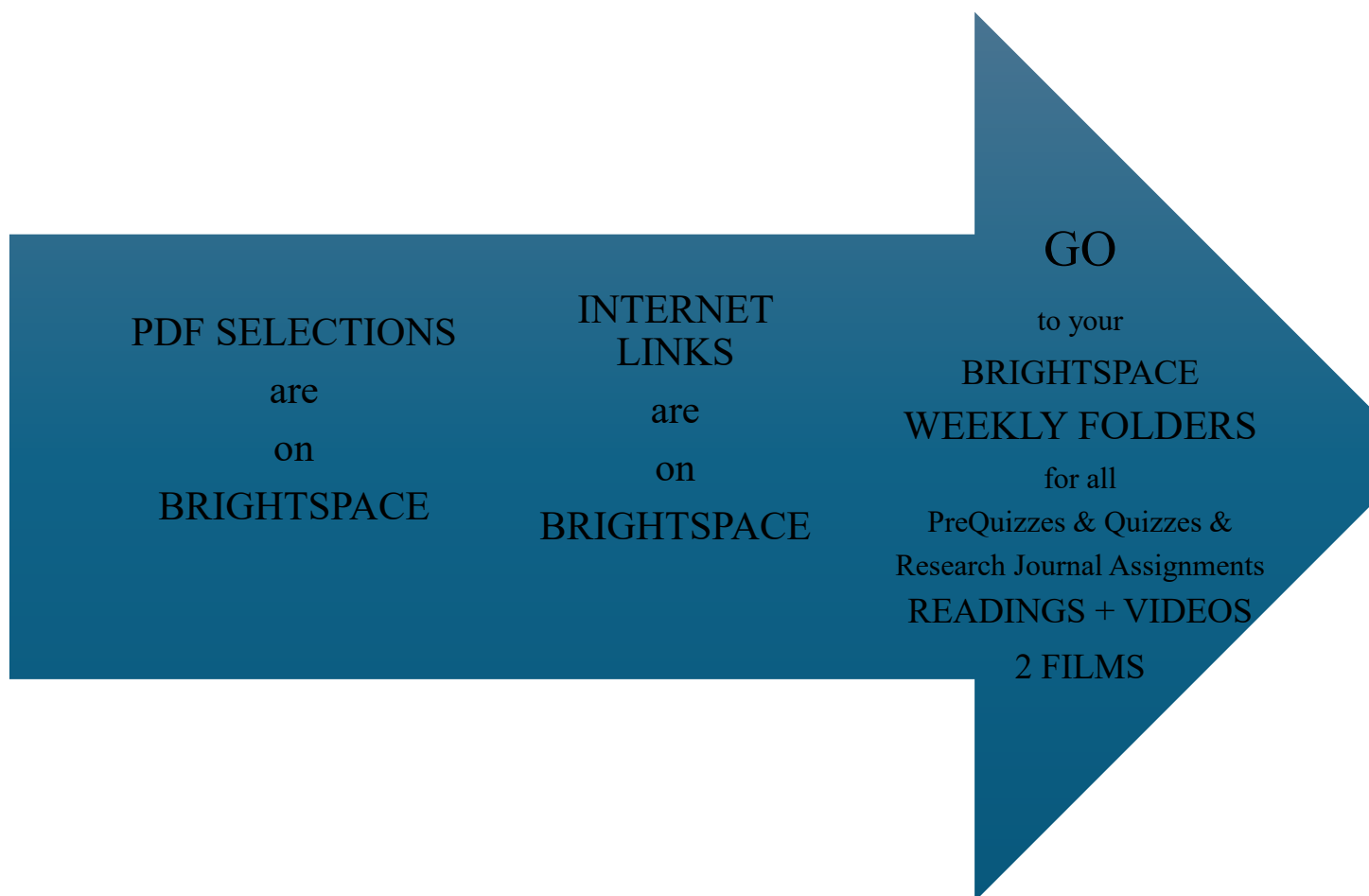
## REQUIRED READINGS + VIDEOS & FILMS

† **YOU DO NOT NEED TO BUY ANY BOOKS.**

**ASSIGNED READINGS** and the Charlie Chan film are all available on Brightspace.

The novel, *When the Emperor Was Divine* is available from Tung Lending Library, NYPL or the John Jay Library.

**VIDEOS POSTED ON BR** are required viewing for Asynchronous Class Days—an asynchronous class means that you must use the BR materials to get information to complete your assignments. You are responsible for material covered in my **VIDEOS**.



**A DETAILED STUDY GUIDE WILL BE PROVIDED FOR *When the Emperor Was Divine***  
**A study guide will take you through the novel and pose questions for thought.**

### TEXTUAL READINGS & FILMS (most readings are in internet links on Brightspace)

Chang, Gordon H. *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Railroad*. Boston: Houghton Mifflin Harcourt, 2019.

See pp. 38-57, 98-120. ISBN 978-1-328-61857-3. **Selections on Brightspace.**

*Transcontinental*

de Cristofore, Violet Kazue Matsuda, trans. and comp. *May Sky, There is Always Tomorrow: An Anthology of Japanese American Concentration Camp Kaiko Haiku*. Los Angeles, CA: Sun & Moon Press, 1997. ISBN 1-55713-253-4. **Selections on Brightspace.**

Fanon, Frantz. *Black Skin, White Masks*. Trans. Constance Farrington. 1967. Reprint, New York: Grove/Atlantic, 1968. See pp. 1-23, 89-97. ISBN 13 9780394173276. **Selections on Brightspace.**

Gordon, Linda. "Dorothea Lange's Censored Photographs of the Japanese American Internment." *The Asia-Pacific Journal* 15, no. 1 (February 2017): 1-15. Available at <https://apjif.org/2017/03/gordon>

Gordon, Linda and Gary Y. Okiihiro, eds. *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*. New York: W. W. Norton & Co., 2008. First published in hardcover, 2006. ISBN 978-0-393-33090-8. **Selections on Brightspace.**

Havey, Lily Yuriko Nakai. *Gasa Gasa Girl Goes to Camp: A Nisei Youth Behind a World War II Fence*. Salt Lake City, UT: University of Utah Press, 2014. See pp. 35-38, 49-50, 68-76, 83-99; 116-19, 141-50, 186-97. ISBN 978-1-60781-343-9. **Selections on Brightspace.**

Inada, Lawson Fusao, ed. *Only What We Could Carry: The Japanese American Internment Experience*. Berkeley, AC: Heyday, 2000. See pp. 67-81, 87-96, 97-103, 119-120, 121-25, 178-79, 330-32. ISBN 978-1-890771-30-0. **Selections on Brightspace.**

*Korematsu v. United States*, 323 U.S. 214 (1944). **Available on Brightspace.**

Okubo, Miné. *Citizen 13660*. New York: Columbia University Press, 1946. Edition with a new introduction by Christine Hong. Seattle, WA: University of Washington Press, 2014. See pp. 3-61, 66-76, 86-89, 92-93, 96-99, 117-24, 128-29, 134-35, 139-40, 148-49, 156-59, 166-67, 175-77, 180-81, 185-86, 189-90, 198-201, 205-211. ISBN 978-0-295-99392-8. **Selections on Brightspace.**

Otsuka, Julie. *When the Emperor Was Divine*. New York: Anchor Books, 2002. ISBN 978-0-385-72181-3. **Available from Tung Lending Library, NYPL and JJ Library.**

*Ozawa v. United States*, 260 U.S. 178 (1922). **Available on Brightspace.**

Third-Grade Class at Topaz. *1943 Diary of a Third-Grade Class at Topaz Camp*. **Available on Brightspace.**

Uchida, Yoshiko. *Desert Exile: The Uprooting of a Japanese American Family*. Seattle, WA: University of Washington Press, 1982. ISBN 13 978-0295958989. **Selections on Brightspace.**

Shores, Lynn, director. *Charlie Chan at the Wax Museum*. Twentieth Century-Fox, 1940. 63 min. **Available at** <https://www.youtube.com/watch?v=wVnvw7luy8>

Sharp, Don, director. *The Face of Fu Manchu*. CD. 1965; Burbank, CA, Warner Bros. Entertainment, 2012. 1 hr. 34 mi

#### ASSIGNMENT SCHEDULE

### MODULE 1 (ichi)—Reading *KOREMATSU v. UNITED STATES*; HOW THE SUPREME COURT WORKS

#### Learning Outcomes for Module 1

- ❖ be proficient in using Nexis Uni to find cases and check subsequent history (Shepardize cases)
- ❖ be able to read and understand a Supreme Court case printed from Lexis Nexis Uni
- ❖ articulate and analyze the legal issues in *Korematsu v. United States*

- ❖ articulate how the Supreme Court makes “law,” in conjunction with Congress and the Presidency
- ❖ articulate and analyze the racial issues raised by *Korematsu* and its legal aftermath, up to and including restitution

“It should be noted, to begin with, that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. . . . Pressing public necessity may sometimes justify the existence of such restrictions,” *Korematsu v. United States*, 323 U.S. 214, 216 (1944).  
 [Thinking point: what does “323 U.S. 214, 216” tell you?]

**FOR MODULE 1 YOU MUST COMPLETE:**

- **PreQuiz #1 and Quiz #1**
- **Research Journal Assignment #1**

**WEEK 1—INTRODUCTION to the *KOREMATSU* CASE**

Session 1: Reading *Korematsu v. United States*, 323 U.S. 214 (1944)

*WED 8/28 Asynchronous*

√Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings/Viewings Due**

- Read/View “Getting Started” materials in **BR** content areas. **Posted on BR**
- Go to the *Korematsu* case on **BR**, and read the Headings, so you understand the different parts of a case printed from **Nexis Uni (LexisNexis)**. **On LEXIS.**

**Writing Assignment**

- Go to the *Korematsu* case **on BR**. Then answer the questions on PreQuiz #1 **on BR**. **Due FRI 9/6.**

**Writing Assignment:** PreQuiz #1 on how to read a case printed from **Nexis Uni (LexisNexis)** in JJ’s Library “Popular Databases”  
**Thinking points:** look at the Section Headings carefully, for example, “Core Terms and “Case Summary”

**MON 9/2 College Closed Labor Day—NO CLASSES**

Session 2: *Korematsu* as a Supreme Court Case in the Federal Legal System

*WED 9/4 Asynchronous*

√Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings/Viewings Due**

- Read the “Opinion” portion of the LEXIS version of the *Korematsu* case on BR, pp. 4 to 7. **On BR.**

**BR Activity**

- **Watch VIDEO** on **Legal Aspects** of the *Korematsu* case—
  - Prior history of *Korematsu*, 323 U.S. 214 (1944)—what does “Shepardize” mean?
  - Understanding the issues of the case
  - Understanding the final opinion

- Understanding the practical implications of the case

## WEEKS 2 & 3— LEGAL ASPECTS—*KOREMATSU* and its LEGAL AFTERMATH

Session 3: Legal Background of *Korematsu*  
 MON 9/9 In-person

See generally—

<https://www.archives.gov/education/lessons/japanese-relocation>

### Readings Due

- **Executive Order 9066 (February 19, 1942)—**  
[https://www.nps.gov/museum/tmc/MANZ/handouts/Beads\\_Executive\\_Order\\_9066.pdf](https://www.nps.gov/museum/tmc/MANZ/handouts/Beads_Executive_Order_9066.pdf)
- **Civilian Exclusion Orders Pursuant to Public Proclamations No. 1 and No. 2**  
[https://encyclopedia.densho.org/Civilian\\_exclusion\\_orders/](https://encyclopedia.densho.org/Civilian_exclusion_orders/) (March 2, 1942)
- **Exclusion Order Directing Removal of Persons of Japanese Ancestry (April 11, 1942)**  
<https://www.docsteach.org/documents/document/exclusion-order>
- **Civilian Exclusion Order No. 34 (May 3, 1942)—**
- [https://www.javadc.org/java/docs/1942-05-03%3B%20WDC%20%20Civilian%20Exclusion%20Order%20No.34.pg4\\_dg%3Bay.pdf](https://www.javadc.org/java/docs/1942-05-03%3B%20WDC%20%20Civilian%20Exclusion%20Order%20No.34.pg4_dg%3Bay.pdf)

### Optional Readings

- **This is how the *Korematsu* case looks at the lower court--**  
*Korematsu v. United States*, 140 F.2d 289 (9th Cir, 1943), *aff'd*, 323 U.S. 214 (1944).
- **Look at *Korematsu* in the 9th Circuit—**  
<https://law.justia.com/cases/federal/appellate-courts/F2/140/289/1567033/>
- **Public Proclamation No. 2 --**  
[https://fraser.stlouisfed.org/files/docs/historical/eccles/038\\_17\\_0002.pdf](https://fraser.stlouisfed.org/files/docs/historical/eccles/038_17_0002.pdf) (March 16, 1942)

### Writing Assignment

- Go to the *Korematsu* case on **BR**, and read the material in links above. Then answer the questions on Quiz #1 on **BR**. **Due FRI 9/13.**

**Writing Assignment:** Quiz #1 on the legal issues in *Korematsu*

#### Thinking points:

- **What was the purpose of 56 Stat. 173, cited in the case, *Korematsu*, 323 U.S. at 216?**
- **Why did *Korematsu* sue on the basis of Order No. 34 rather than the statute, 56 Stat. 173?**

Session 4: Legal Ramifications of *Korematsu*—from Internment Camps to Restitution

WED 9/11 *Asynchronous*

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

### Readings Due

- **Read what President Truman did—**

<https://www.trumanlibrary.gov/education/presidential-inquiries/japanese-american-internment>

- Read “Release and Compensation” in the following link (where DeWitt’s “A Jap’s a Jap” comment is reproduced)—

<https://www.crf-usa.org/bill-of-rights-in-action/bria-18-3-a-wartime-and-the-bill-of-rights-the-korematsu-case>

**Thinking point:** were the internment camps legal under *Korematsu*, 323 U.S. 214?

- Read the Report of the Commission on Wartime Relocation and Internment of Civilians, *Personal Justice Denied Part 2: Recommendations* (June 1983)—these are recommendations for restitution, where the Commission recommended restitution and apology to internees of Japanese ancestry; read especially—**pp. 2-7 rationales, pp. 8-10 recommendations—**

<https://www.archives.gov/files/research/japanese-americans/justice-denied/part-2-recommendations.pdf>

- **For extra credit**, read Commission’s Report, *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians*, Part 1 (December 1982) [for later research]

<https://www.archives.gov/research/japanese-americans/justice-denied>

Session 5: Legal Ramifications of *Korematsu*—from Internment Camps to Restitution & Vindication  
MON 9/16 In-person

**Readings Due**

- Read President Reagan’s Remarks on Signing H.R. 442, Public Law No. 100-383, providing restitution

<https://www.reaganlibrary.gov/archives/speech/remarks-signing-bill-providing-restitution-wartime-internment-japanese-american>

- Read Honoring the Legacy of Fred Korematsu, White House Blog, January 30, 2014, during President Obama’s term

<https://obamawhitehouse.archives.gov/blog/2014/01/30/honoring-legacy-fred-korematsu>

- Read about how the Supreme Court has finally overruled *Korematsu* in link below--

<https://constitutioncenter.org/blog/on-this-day-the-supreme-court-issues-the-korematsu-decision>

- **Cut and paste link below into browser and enter JJ library credentials to read NY Times article on reversal of *Korematsu*--**

<https://www.proquest.com/usmajordailies/docview/2059177776/fulltext/20C7836415CF4A73PQ/1?accountid=11724>

**Optional Reading—the end of detention by the Supreme Court** in *Ex Parte Endo*, 323 U.S. 283 (1944)—

- [https://encyclopedia.densho.org/Ex parte Mitsuye Endo \(1944\)/](https://encyclopedia.densho.org/Ex_parte_Mitsuye_Endo_(1944)/)

N.B. **typo on p. 2 of *Endo***—“For we conclude that, whatever power the War Relocation Authority may have to **detain** other classes of citizens, it has no authority to subject citizens who are concededly loyal to its leave procedure.”

**Writing Assignment**

- Select and re-read material from Sessions 4 & 5. Then Complete Research Journal Assignment #1 on BR. Due MON 9/23.

Research Journal Assignment #1—analyzing and writing about a PRIMARY SOURCE for part 1 of YOUR TERM PAPER on the *Korematsu* case and its legal and social context—DUE MON 9/23

Read the 3 PRIMARY SOURCES in the bullet point links below; additional sources for extra credit are at the end. Then pick either *Personal Justice Denied* or President Reagan's Remarks and ANSWER the questions for Research Journal #1 by using the main PRIMARY SOURCE you picked, PLUS other ASSIGNED READINGS from Sessions 4 & 5 above. Points awarded on the basis of a) good analysis and b) using the right SOURCES/READINGS as evidence.

- Executive Order 9066 (February 19, 1942)—  
[https://www.nps.gov/museum/tmc/MANZ/handouts/Beads\\_Executive\\_Order\\_9066.pdf](https://www.nps.gov/museum/tmc/MANZ/handouts/Beads_Executive_Order_9066.pdf)
- *Personal Justice Denied Part 2: Recommendations: Report of the Commission on Wartime Relocation and Internment of Civilians (June 1983) (the Report), containing Recommendations for Restitution*  
<https://www.archives.gov/files/research/japanese-americans/justice-denied/part-2-recommendations.pdf>
- President Reagan's Remarks on Signing H.R. 442, Public Law No. 100-383, providing restitution  
<https://www.reaganlibrary.gov/archives/speech/remarks-signing-bill-providing-restitution-wartime-internment-japanese-american>
- **Extra Credit Sources (not discussed in class)**
  - [https://www.trumanlibrary.gov/sites/default/files/Internment\\_DocumentSet1.pdf](https://www.trumanlibrary.gov/sites/default/files/Internment_DocumentSet1.pdf)  
(not a primary legal source)
  - [https://www.trumanlibrary.gov/sites/default/files/Internment\\_DocumentSet2.pdf](https://www.trumanlibrary.gov/sites/default/files/Internment_DocumentSet2.pdf)
  - [https://www.trumanlibrary.gov/sites/default/files/Internment\\_DocumentSet3.pdf](https://www.trumanlibrary.gov/sites/default/files/Internment_DocumentSet3.pdf)
- Answer the following:
  - explain in 1-2 paragraphs the basic legal and constitutional issues posed by *Korematsu case*
  - state the title, date, purpose and author(s) of the Source you chose
  - explain how your chosen Source is related to the *Korematsu case*
  - summarize the significance of your chosen Source in 1-2 paragraphs, using at least 1 quotation
  - what information does your chosen Source contribute to understanding the circumstances surrounding the *Korematsu case*?
  - in the end, how has the *Korematsu case* been judged by history?
  - **for extra credit**, state the basic issue posed by *Ex Parte Endo* (Optional Reading)—  
[https://encyclopedia.densho.org/Ex\\_parte\\_Mitsuye\\_Endo\\_\(1944\)/](https://encyclopedia.densho.org/Ex_parte_Mitsuye_Endo_(1944)/)

**TUES 9/17 Last day to submit signed and approved independent study application.**

## MODULE 2 (ni)—SOCIO-CULTURAL BACKGROUND OF *KOREMATSU*—IMMIGRANT LABOR

### Learning Outcomes for Module 2



- ❖ analyze the long socio-cultural background in the U.S. of racism against those of the “Yellow” race starting in the 19th Century with Chinese immigrants and the Transcontinental RR
- ❖ analyze how the pre-*Korematsu* Supreme Court legalized racist immigration policies in cases such as *Ozawa v. United States* (1922)
- ❖ analyze how the post-*Korematsu* political climate in the U.S.—from post-WWII fear of Communism and the “Cold War” to the Vietnam era—was reflected in legalized immigration discrimination against non-Caucasians
- ❖ analyze racist stereotypes of “Asians” in popular culture, such as the Charlie Chan and Fu Manchu films and relate these stereotypes to the political climate of the time
- ❖ articulate the relationship between the socio-cultural climate and legalized racism by all three branches of government (executive orders, Congressional bills, Supreme Court cases)

“Nature has made a race of workers, the Chinese race, who have wonderful manual dexterity and almost no sense of honor; govern them with justice, levying from them, in return for the blessing of such a government, an ample allowance for the conquering race, and they will be satisfied.” Ernest Renan, *La Réforme intellectuelle et morale*, quoted in Aimé Césaire, *Discourse on Colonialism*, translated by Joan Pinkham, 36. New York: Monthly Review Press, 2000.

“Endeavoring to make English language my slave, I pursue poetry,” Charlie Chan in Earl Derr Biggers, *The House Without a Key*, 208. Indianapolis: Bobbs-Merrill, 1925. Quoted in Yunte Huang, *Charlie Chan: The Untold Story of the Honorable Detective and His Rendezvous with American History*, 155. New York: W. W. Norton & Co., 2010.

**FOR MODULE 2 YOU MUST COMPLETE:**

- **PreQuiz #2 and Quiz #2**
- **PreQuiz #3 and Quiz #3**
- **Research Journal #2 (optional)**

**WEEKS 3 & 4—19th CENTURY CHINESE IMMIGRATION and the TRANSCONTINENTAL RR**

**Session 6: Chinese Immigrant Builders of the Transcontinental Railroad**  
**WED 9/18 Asynchronous**

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings Due**

- *Ghosts of Gold Mountain*, racism against California Chinese, pp. 55-74; life in the high Sierra for the Railroad Chinese, pp. 98-120. **Posted on BR.**
- *Ghosts of Gold Mountain*, life for the Railroad Chinese, pp. 121-37; and the June 1867 strike, pp. 138-61. **Posted on BR.**

**Writing Assignment**

- Go to *Ghosts of Gold Mountain* readings **on BR**. Then answer the questions on PreQuiz #2 **on BR**.  
**Due FRI 9/27.**

**Writing Assignment: PreQuiz #2 on how the Chinese builders of the Transcontinental Railroad were given voices.**

**Thinking points:**

- **discuss the racism against these workers & how crucial they were to the RR**
- **describe one example from the readings that shows us who these builders were, how they lived, or what they thought or felt**
- **what did they gain in the 1867 strike?**

**Session 7: Chinese Immigrant Builders of the Transcontinental Railroad**  
*MON 9/23 In-person*

**Readings Due**

- **Go to the tab below for “Stanford’s Chinese Railroad Workers in America Project”**  
<http://web.stanford.edu/group/chineserailroad/cgi-bin/website/>
- Click on “Resources,” then “Oral History Interviews” and select 1 interview to read

**Writing Assignment**

- On the basis of the interview that you read, answer the questions on Quiz #2 on BR.  
**Due FRI 10/4.**

**Writing Assignment: Quiz #2—student engagement assignment on the “Railroad Chinese”**

- **Go to the Resources Tab of “Stanford’s Chinese Railroad Workers in America Project”**  
<http://web.stanford.edu/group/chineserailroad/cgi-bin/website/>
- Click on “Oral History Interviews” and select 1 interview
- **Thinking points:**
  - identify the person interviewed and that person’s connection to the railroad workers
  - summarize the gist of the interview in 3-4 sentences
  - what information in the interview did you find most interesting?
  - how did that information/evidence in the interview add to/change/confirm something you learned about the railroad workers from the assigned readings?

**WEEKS 4 & 5—“YELLOW PERIL”—RACISM in FILM and PRINT**

**Session 8: Charlie Chan Ace Detective in ‘Yellow Face’**

*WED 9/25 Asynchronous*

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings/Viewings Due**

- WATCH ON YOUR OWN *Charlie Chan at the Wax Museum*, Twentieth Century-Fox, 1940. 63 minutes. Click link--<https://www.youtube.com/watch?v=wVnvw7luyp8>

- View images of ‘Yellow Peril.’ In *The Enemy Within*, part 3, “*Yellow Peril! An Archive of Anti-Asian Fear*,” edited by John Kuo Wei Tchen and Dylan Yeats. London: Verso, 2014. **On BR.**

**Session 9: Dr. Fu Manchu, Arch Villain**  
**MON 9/30 In-person**

#### Readings/Viewings Due

- WATCH IN CLASS—CLIPS of *The Face of Fu Manchu*. Constantin Film, 1965. 1hr. 34 min.

#### Writing Assignment

- Follow the instructions below. Then Complete Research Journal Assignment #2 **on BR.**  
**Due TUES 10/15 (following MON schedule).**

**Research Journal Assignment #2 (extra credit)**—analyzing and writing about a contemporary ‘Asian’ cultural production for part 3 of YOUR TERM PAPER on the legal/social context of *Korematsu*—DUE TUES 10/15

For Journal Assignment #2 inspiration—check out “Monster Hunter Rise” Game & Japanese Calligraphy:

<https://www.facebook.com/CAPCOMasia/videos/mhrise-calligraphy/470926697582872/>

<https://funglr.games/event/monster-hunter-rise-live-event-bisen-aoyagi/>

**Check out the following films for extra credit:** Dan Kwan and Daniel Scheinert’s *Everything Everywhere All at Once*, Destin Daniel Cretton’s (via Marvel) *Shang-Chi and the Legend of the Ten Rings*, Jon M. Chu’s *Crazy Rich Asians*, Lee Isaac Chung’s *Minari* and Domee Shi’s Disney short, *Bao*.

- Pick a contemporary film or other performance to compare with either the Charlie Chan or Fu Manchu film
- Answer the following:
  - Name the film/performance & briefly describe it for someone who never saw it
  - provide a proper source for it, such as a URL or other locator
  - describe one example of Asian stereotypes from the Charlie Chan or Fu Manchu film
  - discuss one element of this stereotype
  - describe one anti-stereotype from your contemporary film/performance



**WED to FRI 10/2 to 10/4—NO CLASSES**

WEEKS 5 & 6—LEGALIZED RACISM AGAINST ASIANS (and OTHERS)—pre- & post-*Korematsu*

Session 10: Chinese Exclusion Act and “Yellow Peril Racism”

MON 10/7 *In-person*

Readings Due

- Read the background of *Ozawa v. United States*, 260 U.S. 178 (1922)  
[https://encyclopedia.densho.org/Ozawa\\_v.\\_United\\_States/](https://encyclopedia.densho.org/Ozawa_v._United_States/)
- Read excerpts from Fanon’s *Black Skin, White Masks*. Introduction, xi-xviii, “The Black Man and Language,” pp. 1-23. **On BR.**
- Read excerpts about “Yellow Peril.” In “The Enemy Within,” in *Yellow Peril! An Archive of Anti-Asian Fear*, edited by John Kuo Wei Tchen and Dylan Yeats. London: Verso, 2014. See pp. 227-231, 246-47, 254-55, 260-61, 266-71. **On BR.**

- Read about the **1882 Chinese Exclusion Act**

<https://www.cnn.com/2023/05/06/us/chinese-exclusion-act-1882-cec/index.html>

<https://www.archives.gov/milestone-documents/chinese-exclusion-act>

(from National Archives)—MUST READ, about 1882 Act and afterwards!

- **Read about the U.S. 2012 Congressional Apology**

<https://1882foundation.org/general/u-s-senate-apologizes-for-chinese-exclusion-act/>

Optional Reading

- Read the *Ozawa* case on BR, *Ozawa v. United States*, 260 U.S. 178 (1922). **On BR.**

Session 11: Ending Restrictions Against the “Yellow” Race

WED 10/9 *Asynchronous*

√Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

Readings Due

- Read about the “Cold War” against Communism during the Kennedy years—  
<https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/the-cold-war>
- Read about the **Immigration and Nationality Act of 1952**, also called the **McCarran-Walter Act**  
<https://www.trumanlibrary.gov/education/presidential-inquiries/immigration-post-war-america>
- **Read about President Truman’s Veto of the 1952 McCarran-Walter Act—even though Congress overrode his veto**  
[https://www.trumanlibrary.gov/sites/default/files/Immigration\\_TrumanVeto.pdf](https://www.trumanlibrary.gov/sites/default/files/Immigration_TrumanVeto.pdf)
- **Read about the 1965 Immigration Act or the Hart-Celler Act—which abolished country quotas**  
<https://www.history.com/topics/immigration/us-immigration-since-1965>

**Writing Assignment**

- Go to the links and BR pdf listed above, read the material. Then answer the questions on PreQuiz #3 and Quiz #3 (combined) on BR. Due FRI 10/18.

**Writing Assignment: PreQuiz #3 and Quiz #3 (combined) on post World War II anti-Communism and ‘Yellow Peril’**

- **Thinking points:**
  - pick a “Yellow Peril” or image of Asian ‘othering’ from the Charlie Chan or Fu Manchu film and briefly describe it
  - briefly relate the history of “Yellow” immigrant labor to your “Yellow Peril” image/representation from the Charlie Chan or Fu Manchu film
  - what is one significant difference between the plaintiffs, Ozawa and Korematsu?
  - briefly describe the legal issue in *Ozawa*
  - why did the *Ozawa* decision choose the term “Caucasian” rather than “white person,” in formulating its exclusion of the colored races?
  - how was the 1952 McCarran-Walter Act racist?
  - how did the 1965 Immigration Act change immigration to the U.S.?
  - where does the ‘Asian’ fit in Fanon’s Black-White binary?

**FRI to SAT 10/11 to 10/12—NO CLASSES**



**MODULE 3 (san)—LIFE IN THE INTERNMENT CAMPS—DOCUMENTED BY OTHERS**

**Learning Outcomes for Module 3**

- ❖ research the historical archives to form and articulate a view of the physical location of the camps and how they were constructed
- ❖ articulate an idea of the experience of arriving at an internment camp
- ❖ articulate an idea of the physical/geographical aspects of everyday life in the camps

- ❖ analyze the spin that the U.S. Government put on the internment camps in materials such as in the Topaz Camp Guidebook

**FOR MODULE 3 YOU MUST COMPLETE:**

- PreQuiz #4 and Quiz #4 (combined)
- Research Journal Assignment #3
- MIDTERM

**WEEKS 6, 7 & 8—LIFE IN THE INTERNMENT CAMPS & MIDTERM**

**MON 10/14 College Closed—NO CLASSES**

**Session 12: Descriptions of All the Camps by the National Parks Service, with Maps and Photos**  
**TUES 10/15 In-person, follows MON schedule**

**Readings Due**

National Parks Service Archive—

[https://www.nps.gov/parkhistory/online\\_books/anthropology74/cet.htm](https://www.nps.gov/parkhistory/online_books/anthropology74/cet.htm)

**Writing Assignment**

- Read about ONE of the assembly centers or camps in the link above, and then complete PreQuiz #4 and Quiz #4 (combined) on BR. Due FRI 10/25. Further instructions on BR.

Writing Assignment: PreQuiz #4 and Quiz #4 (combined)

- Pick ONE of the following camps or an assembly center—Tanforan, Topaz, Granada (Amache), Manzanar, or Tule Lake—and read about it in the National Park Service link below—

[https://www.nps.gov/parkhistory/online\\_books/anthropology74/cet.htm](https://www.nps.gov/parkhistory/online_books/anthropology74/cet.htm)

Look at “Brief History” and at entries for the 10 different camps that follow

- **Thinking Points:**
  - Where was the assembly center/camp located that you picked?
  - Describe 3 physical facts about your assembly center/camp
  - Describe 3 aspects of social life in your assembly center/camp--what was everyday life like there—how did people get food, what kind of bathroom/shower facilities were there, what kind of housing did they have, what about school for children, and recreation for all?
  - What was normal/abnormal about life in your assembly center/camp?

**Sessions 13: The “Topaz Guidebook” (Written for Internees) versus Internees’ Topaz Documents**  
**WED 10/16 Asynchronous**

√Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings Due**

- Go to the following link and hit “View All Pages” in upper right corner to view the “Guidebook” and read 20 pages—  
<https://cdm16944.contentdm.oclc.org/digital/collection/p16944coll135/id/64>
- Read material in 1 of the following links, which present material created by the internees—Click to access the files—

- [Trek](#), a quarterly literary magazine written and illustrated by camp members; includes stories, poems, and drawings.
- [Issues of Topaz Times](#)
- [Issue of All Aboard](#)
- [Images and illustrations](#), some by internees
- [Tanforan Assembly Center](#), materials and images
- [Ramblings](#), school yearbook for Topaz students
- Text from [memorial services](#) for former Topaz residents who died in action

### Optional Reading

- [Letter to the editor](#) of the Herald Journal written July 13, 1944 by Laura Merrill, a Logan resident then working at the Topaz Center as its librarian

### Topaz Japanese American Relocation Center Digital Collection



### Writing Assignment

- Follow the instructions below. Then Complete Research Journal Assignment #3 **on BR**.  
**Due MON 11/4.**

Research Journal Assignment #3—analyzing and writing about the internment camps from the perspective of the U.S. government for part 2 of YOUR TERM PAPER; you will later compare this U.S. “propagandistic” view with the views of the internees themselves—DUE MON 11/4

- Go to the Topaz Guidebook in the link below—make sure to **CLICK “View All Pages”** (upper RH corner) after Guidebook appears  
<https://cdm16944.contentdm.oclc.org/digital/collection/p16944coll135/id/64>
- Answer the following
  - state the title, date, author(s), and purpose of the Guidebook
  - pick ONE selection from the Guidebook and summarize it in 1-2 paragraphs, using at least 1 quotation
  - what information does the Guidebook contribute to understanding the internment experience for American internees of Japanese ancestry?
- **For extra credit**—Go to the following digital library of Topaz Camp documents and read one item created by the Topaz internees in 1 of the links—  
<https://digital.lib.usu.edu/digital/collection/p16944coll135>
- Answer the following
  - state the title, date, author(s), and purpose of the item.
  - summarize the item from your link in 1-2 paragraphs, using at least 1 quotation.
  - what information does your item contribute to understanding the internees’ view of their experience?

Session 14: **In-class MIDTERM EXAM**  
**MON 10/21**

## MODULE 4 (shi)—LIFE IN THE INTERNMENT CAMPS—BY THE INTERNEES’ THEMSELVES

### Learning Outcomes for Module 4

- ❖ analyze the globalization of the cultural self representation of the ‘Asian,’ from the dual perspectives of the dominant others, controlling world events, and of those “othered” and displaced by those events, as this duality is explored in novels and short stories in this module
- ❖ specifically, by applying the concepts/methods of literary production/analysis and of historical interpretation, analyze and articulate with evidence how Asian self representations in these works transform stereotypes of film heroes/heroines, Wild West cowboys, and the American Dream
- ❖ apply critical race theory to your analyses of representation
- ❖ in completing the Research Journal Assignment and the Term Paper project (except for the final Term Paper itself), students will demonstrate that they have successfully
  - gathered/interpreted/assessed information from multiple sources
  - critically evaluated primary source evidence and secondary-source arguments



- **used the gathered information and analyses to produce well-reasoned arguments supported by evidence**

|   |  |   |
|---|--|---|
| Rounded up<br>In the sweltering yard.<br>Unable to endure any longer<br>Standing in line<br>Some collapse.<br>Shizue Iwatsuki | A herd of sheep driven by<br>Swinging whips into their corral,<br>We are fenced behind barbed wire<br>With guard towers on the alert.<br>Toyo Kazato | Friends leave one by one<br>autumn sun<br>sets behind forest<br>Tojo Fujita |
|---|--|---|

**A DETAILED STUDY GUIDE WILL BE PROVIDED FOR THE NOVEL in THIS MODULE**  
This Study Guide on BRIGHTSPACE will take you through the readings and pose questions for thought.

**FOR MODULE 4 YOU MUST COMPLETE:**

- **PreQuiz #5 and Quiz #5 (combined)**
- **Research Journal Assignment #4—which shows How You Will Compare/Contrast the readings in Research Assignments #1 and #3 with the Readings that you chose for Research Journal Assignment #4 to Create YOUR TERM PAPER**
- **Make-up PreQuiz #6 and Quiz #6 (combined), if you are missing any of your required 5 PreQuizzes and 5 Quizzes**

**WEEKS 8 & 9 & 10—THE CAMPS AS EXPERIENCED BY THE INTERNEES**

**Session 15: No new assignment**

*WED 10/23 Asynchronous*

√Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Writing Assignment**

- **Work on Research Journal #3**

**Session 16: Dorothea Lange's Censored Photographs of the Internment**

*MON 10/28 in-person*

**\*\*\* VERY IMPORTANT IN-PERSON CLASS**

**Readings/Viewings Due**

- **Go to the following link and view Dorothea Lange's censored Manzanar Camp photos**

<https://www.nps.gov/media/photo/gallery.htm?pg=58272&id=CA29BB4E-155D-4519-3E5456896E1C2E6C>

- Read Linda Gordon's essay on Lange and her job with the government as photographer of the internment camps, "Dorothea Lange's Censored Photographs of the Japanese American Internment." **On BR. Also, available at <https://apjif.org/wp-content/uploads/2023/11/article-1370.pdf>**

**Class activity *MON 10/28***

- Review Midterm
- Examine Dorothea Lange's Photographs  
**Thinking point:** Why were Lange's photographs censored? What did the censors think was dangerous about her photographs?

- **In order to complete PreQuiz #5 and Quiz #5, you must attend this class!**

#### Writing Assignment

- **Pick at least 2 of Lange’s photographs. Then complete PreQuiz #5 and Quiz #5 (combined) on BR. Due FRI 11/8. This is the last required PreQuiz/Quiz.**
- **Optional Reading**, to assist you with context/vocabulary for analyzing photographic images— Read Gordon, Linda. “Dorothea Lange Photographs the Japanese American Internment.” In *Impounded: Dorothea Lange and the Censored Imaged of Japanese American Internment*, edited by Linda Gordon and Gary Y. Okihiro, 10-39. New York: W.W. Norton & Co., 2008. **On BR.**

#### Writing Assignment: PreQuiz #5 and Quiz #5 (combined) on Dorothea Lange’s photographs

- **Look at the Manzanar camp photographs by Dorothea Lange and pick 2**
- **Read the assigned essay by Linda Gordon on Lange**
- **Thinking Points:**
  - **Describe briefly your 2 photographs—see Optional Reading by Linda Gordon**
  - **What truths about the camps, in the censored photographs by Dorothea Lang, do you think that the censors wanted to hide?**
    - think about emotion or ideas of community
    - think about what everyday life was like
    - think about the experience of being uprooted from ordinary life and being sent to the camps—for fathers, mothers, children
    - think about the charges of un-Americanism and disloyalty against the internees

#### Session 17: In Her Own Words and Pictures-- Lily Yuriko Nakai Havey’s *Gasa Gasa Girl Goes to Camp* *WED 10/30 Asynchronous*

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

#### Readings Due

- *Gasa Gasa Girl Goes to Camp*, pp. 35-38, 49-50, 68-76, 83-99; 116-19, 141-50, 186-97.  
**Posted on BR.**
- **Additional Readings from *Gasa Gasa Girl Goes to Camp* for Use in Term Paper also posted on BR.**

#### Session 18: In Her Own Words and Pictures—Miné Okubo’s Graphic Memoir *Citizen 13660* *Mon 11/4 In-person*

#### Readings Due

- Excerpts from *Citizen 13660*—Okubo, Miné. *Citizen 13660*. New York: Columbia University Press, 1946. New edition. Seattle, WA: University of Washington Press, 1983.
- **Read pp. 3-21, 60, 66-76, 86-89, 96-99, 128-29, 139-40, 175-77, 205-211. On BR.**

**Thinking point: compare pp. 60 & 99—who is looking and at what?**

#### Optional Reading

- Read the description in link below of Tanforan Racetrack Detention Center and Topaz Camp on a Japanese heritage American SITE— this is CONTEXT for Okubo's Graphic Memoir

[https://encyclopedia.densho.org/Tanforan\\_\(detention\\_facility\)/#:~:text=Almost%20all%20of%20Tanforan's%20inmates,at%20Topaz%20on%20September%202011.](https://encyclopedia.densho.org/Tanforan_(detention_facility)/#:~:text=Almost%20all%20of%20Tanforan's%20inmates,at%20Topaz%20on%20September%202011.)

**Session 19: Autobiography**—Yoshiko Uchida’s *Desert Exile: The Uprooting of a Japanese American Family*  
WED 11/6 Asynchronous

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

#### Readings Due

- Excerpts from Uchida, Yoshiko. Chaps. 5 & 7, “Tanforan: A Horse Stall for Four” and “Topaz: City of Dust.” In *Desert Exile: The Uprooting of a Japanese American Family*, pp. 69-83, 103-21. Seattle, WA: University of Washington Press, 1982. **On BR.**

**Session 20: Autobiography, cont’d**

MON 11/11 In-person

#### Readings Due

- Uchida, Yoshiko. Chap. 2 “On Being Japanese and American.” In *Desert Exile: The Uprooting of a Japanese American Family*, pp. 26-45. Seattle, WA: University of Washington Press, 1982. **On BR.**

Thinking Point: how does Uchida’s Chap. 2 relate to Fanon’s Black-White binary?

#### Optional Readings: Poetry of Internment

- Excerpts from various authors. In *Only What We Could Carry: The Japanese American Internment Experience*, edited by Lawson Fusao Inada; and in *May Sky, There is Always Tomorrow: An Anthology of Japanese American Concentration Camp Kaiko Haiku*, compiled and translated by Violet Kazue Matsuda de Cristofore. Los Angeles, CA: Sun & Moon Press, 1997—
  - “Preface.” In *May Sky*, pp. 15-19. **On BR.**
  - “History of Kaiko Haiku and the Haiku Clubs.” In *May Sky*, pp. 23-25. **On BR.**
  - Haiku, pp. 119-20, 330-32 and other poems, pp. 97-103; 108-118; 178-79. In *Only What We Could Carry*. **On BR.**
- **Additional Readings from *May Sky, There is Always Tomorrow* for Use in Term Paper. On BR.**
  - “Tule Lake Segregation Center.” In *May Sky*, pp. 65-69. **On BR.**
  - “Tule Lake Valley Ginsha Poets” In *May Sky*, pp. 203-281. **On BR.**

**Session 21: Miscellaneous Readings**—in the Children’s Own Words and Pictures

WED 11/13 Asynchronous

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

#### Readings Due

- Read 10-15 pages of the pdf of the 1943 Diary of a Third-Grade Class at Topaz Camp. <https://collections.lib.utah.edu/ark:/87278/s6wm3n51> **On BR.**
- **Additional readings consist of reading all 70+pp of the 1943 Diary of a Third-Grade Class. On BR.**

**Writing Assignment**

- Follow the instructions below. Then Complete Research Journal Assignment #4 **on BR.**  
**Due MON 11/25.**



"Yellow Terror", 1899 editorial cartoon about Boxer Rebellion in China, from <https://thesocietypages.org/socimages/2014/06/20/old-yellow-peril-anti-chinese-posters/>

**Research Journal Assignment #4— comparing and contrasting the internees’ view/perspective of the internment camps with the U.S. government’s perspective**

- Pick ONE source from the readings in Sessions 17, 18, 19, 20 or 21, for part 3 of YOUR TERM PAPER on the human cost of internment, from the internees’ perspective
- First, you will complete reading the source that you chose from Sessions 17, 18, 19, 20, or 21 on BR, which will be the source for part 3 of your TERM PAPER
- Then, answer the following
  - state the title, genre, and author(s) of the source(s) (for ex., haiku, poem, autobiography, graphic memoir, diary)
  - briefly describe your source and provide a proper cite for it
  - state one theme from your source and summarize it in 2 paragraphs, using at least 1 quotation (for ex., emotional trauma, loss of identity, resistance, resignation, resilience)— quotations must have page references
  - how does your source contribute to understanding the internment experience for American internees of Japanese ancestry?
  - specifically, how does your source(s) here in RJ #4 contradict or refute at least two aspects of the U.S. government’s views of the exclusion, removal and internment of Japanese heritage citizens and aliens, as presented in a) the official documents, that you discussed in RJ#1 OR b) the Topaz *Guidebook* that you discussed in RJ#3?— this is the big research question you are answering
- In your TERM PAPER, you are being asked to compare the internees’ views/perspectives with the propagandistic views/perspectives of the U.S. government—
- Answer the following parts of the big question--
  - how did the U.S. government rationalize the internment?
  - how did the internees understand and cope with their internment (based on readings for Research Journal Assignment #4)?
  - what are some differences between the self representations of internees (and of Asians generally) and the representations by others, specifically with respect to the internment, and also generally?
  - optional—how does your source in Research Journal Assignment #2 or #4 contradict or refute common racist representations of the ‘Yellow’ race?

Go to the Research Journal Assignment #4 Rubric and Term Paper Rubric on BR, and Term Paper Rubric at end of Syllabus for further instructions.

**WEEKS 11, 12 &13— A NOVEL ABOUT INTERNMENT**

**Session 22: Internment Novel—*When the Emperor Was Divine***  
**MON 11/18 In-person**

**Readings Due**

- *When the Emperor Was Divine*—arriving at Topaz Camp, pp. 3-48.

**Session 23: Internment Novel—*When the Emperor Was Divine*****WED 11/20 Asynchronous**

√Check BE weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Readings Due**

- *When the Emperor Was Divine*—life in Topaz without father, memories from before, pp. 49-105.

**Session 24: Internment Novel—*When the Emperor Was Divine*****MON 11/25 In-person****\*\*\*Research Journal Assignment #4 DUE TODAY****Readings Due**

- *When the Emperor Was Divine*—returning home to a different world, pp. 106-139.

**Writing Assignment**

- Go to the pdf links to *When the Emperor Was Divine* **on BR**. Then answer the questions in Make-up PreQuiz #6 & Quiz #6 (combined) **on BR**. **Due FRI 12/6 (only if you need make-up points)**.

**Writing Assignment: Make-up PreQuiz #6 and Quiz #6 (combined) on *When the Emperor Was Divine*****Thinking points:**

- What does the title of the novel mean? Why was the emperor “divine”? What do the internees really believe? See pp. 61, 73-75, 82-83
- This story is about a family of 4, and it is told from the perspective mainly of the children, called “boy” and “girl”—why do the protagonists NOT have names?
- Pick 2 events/moments in the novel and 1) describe them briefly, then 2) explain how these events show how horrific the camps were for the internees, even though they had the bare necessities to live—relate to historical and socio-cultural material that we have read

**WED 11/27 NO CLASS, follows FRI schedule****11/28 to 11/30 THURS to SAT College Closed—NO CLASSES****Session 25: Internment Novel—*When the Emperor Was Divine*****MON 12/2 In-person****Readings Due***When the Emperor Was Divine*—the father’s false confession, pp. 140-44.**MODULE 5 (go)**

— FOREVER ALIEN?

South Asia

**Learning Outcomes for Module 5**

- ❖ analyze and articulate subtle strategies of “Asian’ self representation in material from Research Journal Assignment #2, and articulate how that contemporary self representation refutes racist representations from the “Yellow Peril” era and afterwards, right up to the present vilification of Asians during the COVID 19 pandemic

- ❖ **students will articulate relationships among the multiple perspectives presented through multiple sources during the semester, in particular, how the novel *When the Emperor Was Divine* represents the historical and socio-cultural realities surrounding the *Korematsu* case**
- ❖ **in completing the final Term Paper, students will produce a well-reasoned written argumentative paper supported by primary and secondary materials**

“To grasp the painfulness of the process, the terms ‘removal’ and ‘internment’ rather than ‘evacuation’ and ‘relocation’ are preferred since the latter imply an impending natural disaster from which citizens are saved. . . . ‘Concentration camps’ is a generic term that includes all such sites, a stance consistent with findings by Holocaust scholars [who] define such sites as ‘camps in which persons are imprisoned without regard to the accepted norms of arrest and detention.’ [But] some [people] still mistakenly assume that it applies only to the Nazi death camps. Those placed in concentration camps are called ‘internees,’ not ‘inmates,’ since the original intent was based on suspected political loyalty, quite different from one based on violation of criminal law.” Brian Masaru Hayashi, “Preface.” In *Democratizing the Enemy: The Japanese American Internment*. Princeton: Princeton University Press, 2004. xiv-xv.

**FOR MODULE 5 YOU MUST COMPLETE:**

- **Make-up PreQuiz/Quiz #6 and/or Make-up PreQuiz #7 and/or Quiz #7 if you are missing any of your required 5 PreQuizzes and 5 Quizzes**
- **First DRAFT of the TERM PAPER due MON 12/9 (optional)**
- **FINAL TERM PAPER due MON 12/16**

**WEEKS 13 &14— Theorizing the Internment**

**Session 26: Doubled Identities and Divided Loyalties—Some Provocative Issues**

**WED 12/4 Asynchronous**

✓Check BR weekly folders for helpful VIDEOS, which explain readings assigned on asynchronous days.

**Optional Readings**

- Yeats, Dylan. “‘Chinese Professors.’” In *Yellow Peril! An Archive of Anti-Asian Fear*, edited by John Kuo Wei Tchen and Dylan Yeats, 267-71. London: Verso, 2014.

**Session 27: No new assignment**

**MON 12/9 In-person**

**Writing Assignment**

- **Work on Term Paper**

**Last day of in-person classes—EXTRA CREDIT Term Paper Showcase and PARTY!!!**

**\*\*\*First DRAFT of TERM PAPER Due TODAY (revised Research Journal Assignment #4)!**

**Session 28: No new assignment**

**WED 12/11 Asynchronous**

**Writing Assignment**

- **Work on Term Paper—Then you may do Make-up PreQuiz #7 (Paper Abstract) and Make-up Quiz #7 (Self-reflection on writing the Paper).**

**TERM PAPER DUE MON 12/16— NO FINAL EXAM SCHEDULED!**

**RESEARCH JOURNAL ASSIGNMENT RUBRIC**

**The Research Journal is a record of your investigations, where you will record and take notes on 4 kinds of documents that relate to *Korematsu* and the issues which that case raises about racism against those of the “Yellow” race; and, more generally, where you will write down your thoughts about the issue of when the rights of citizens can be ignored in the interests of what has been labeled after 9/11 as “national security.”**

**These four (4) assignments are worth 25% of your final grade, and your final Term Paper is worth 25%--**

**Term Paper Project breakdown**

|    |   |                       |
|----|---|-----------------------|
| 1) | Research JOURNAL Assignment #1 (Part 1 of Paper) (38 points)    | 8.3% of grade         |
| 2) | Research JOURNAL Assignment #2 (Part 3 of Paper) (extra credit) | (Extra Credit Points) |
| 3) | Research JOURNAL Assignment #3 (Part 2 of Paper) (38 points)    | 8.3% of grade         |
| 4) | Research JOURNAL Assignment #4 (Part 3 of Paper) (38 points)    | 8.3% of grade         |
| 5) | Final TERM PAPER + FINAL DRAFT Research JOURNAL #2              | 25% of grade          |

**Total for Term Paper Project**

50% of grade

**For Research Journal Assignments #1, #2 and #3, follow the prompts on the Syllabus and Brightspace.**

**Here are hints for Research Journal Assignment #4:**

**An excellent description of your primary source in Research Journal Assignment #4 will include:**

- a URL or other citation form documenting your source so that anyone else can quickly find it
- a description that specifically identifies your example by its form, content, and purview—is it a printed text, a graphic text, a text with artwork illustrations, a collection of translated haiku poems, and what is its title and subject? In which camp(s) and over what period of time were these made, such as the “*1943 Diary of a Third-Grade Class at Topaz Camp*”

**By contrast, a poor description of your primary source will be vague:**

- your URL or other citation form will be faulty so it will not lead to your example
- your description will be too general—for example, “the poems of internees” or “camp photographs”

**An excellent 1-2 paragraphs analyzing with evidence how your primary source presents the views of the internees themselves:**

- might be introduced by a short description of the racist view that you think is being challenged by your source, such as the idea that “life in the camps was not that bad, compared to camps established by Japan,” or that life was “normal” in the camps, or that the Americans of Japanese ancestry “deserved” to be there
- would describe specific examples from your source and how each example contributes to a theme that your source is developing (**for ex., emotional trauma, loss of identity, resistance, resignation, resilience, home-sickness**), **while using at least 2 quotations**
- **would state how, specifically, your source contributes to understanding the internment experience for American internees of Japanese ancestry**, for example, by saying that “*Citizen 13660* depicts the author/artist in almost every drawing as both an observer and participant in events that are painful and do not at all resemble ordinary life, such as when on p. 66, she is watching a couple dance to loud music while on the other side of their wall (with a peephole) a man cannot sleep”—you might then add that people at the Topaz camp lived in converted horse stalls right next to one another

**By contrast, a poor 1-2 paragraphs:**

- would say something vague, such as that “*Citizen 13660* was a moving account of how it felt to be an internee living in tight quarters”



- would not give any idea of what the specifics of life in the camps, or how the internees felt and reacted to their circumstances

**THE MOST IMPORTANT PART OF RESEARCH JOURNAL ASSIGNMENT #4 is YOUR EXPLANATION OF HOW YOU ARE GOING TO ORGANIZE THE MATERIAL IN RESEARCH JOURNAL ASSIGNMENTS #1, #2, #3, and #4 into a coherent COMPARE/CONTRAST ARGUMENTATIVE PAPER which explores racism from the PERSPECTIVE OF THE RACIST and FROM THE PERSPECTIVE OF THE PERSON EXPERIENCING RACISM**

#### TERM PAPER RUBRIC

**This assignment is worth 25% of your total grade.**

Students will be doing assignments that scaffold into a final Term Paper for most of the semester. See above and the Syllabus for the Research Journal Assignments Rubrics.

**The general research question that you will be answering is:**

How did the internees' view of their experiences compare/contrast with the racist views propounded by others?

#### General Learning Objectives of the Term Paper and four (4) Research Journal Assignments

In the final Term Paper, **students will demonstrate their skills as independent learners**, by transferring their skills and knowledge of class materials to an independent investigation and analysis of a view of the internment by the internees themselves, which they will compare and contrast in Research Journal Assignment #4 with: 1) the legal/social view presented in *Korematsu* and related legal/social sources (Research Journal Assignments #1 & #2); and the view propounded by the U.S. agencies associated with the internment (Research Journal Assignment #3). In their paper, they will write a well-reasoned argument, supported by primary sources and at least one secondary source, about the racist legal and socio-cultural context of *Korematsu*; along with a conclusion that ties past racism to current moves to remedy racist perspectives (Research Journal Assignment #2). The writing and research tasks needed to produce a final paper are scaffolded in the four (4) Research Journal Assignments.

#### Final Term Paper

**Here, you will answer your Research Question in a formal paper by fulfilling all the Term Paper requirements (see below) and by using the four (4) Research Journal Assignments that you have written and researched to create a Term Paper that makes a well-reasoned argument and presents a formal conclusion, all supported by evidence, which will be listed in a "List of Works Cited."**

- **an excellent conclusion summarizes your main points and opens up new areas of discussion, while a poor conclusion is a vague sentence that says something such as, "thus, I have successfully contrasted what the internees experienced and what others described as their experience"**
- **an excellent "List" lists every work, primary and secondary, that you used in your paper and puts these works into some acceptable citation format such as MLA, Chicago, or APA (examples are easy to find on the Internet), while a poor "List" does not list all works, nor puts them in the right order, nor types them in some consistent/acceptable format**

#### Term Paper Requirements:

- a clear thesis—the answer to your Research Question

- a coherent argument, using good rhetorical skills and incorporating close analysis of primary source evidence, using the analytical tools of the appropriate discipline (literature, history, philosophy, film, performance)
- sound research methodologies, including correct use of print, Internet and other sources, especially secondary sources
- correct use of quotations and examples from your sources as evidence for your argument
- a final product of 5-7 typed pages that has been proofread for grammatical errors and put in the proper format (1" margins, 12 point Times Roman font, numbered pages), with citations to the primary sources and at least 2 quotations, plus reference to 1 secondary source, as well as a "List of Works Cited"

**For an excellent paper, include these Additional Learning Objectives:**

- Students will identify and apply the fundamental concepts and methods of the disciplines of comparative literature and legal study, as well as of philosophy and history, since critical race theory and an interdisciplinary approach is necessary to understanding a Supreme Court case within its historical and socio-cultural context.
- Students will analyze the *Korematsu* case as case law, and read it within the norms of legal research, in the context of the legislation and executive orders that created the government's action that was contested in *Korematsu*.

**RECOMMENDATIONS FOR FURTHER READING AND RESEARCH**

Everett, Percival. *Dr. No*. Minneapolis, MN: Graywolf Press, 2022. ISBN 978-1-64445-208-0.

Hsu, Madeline Y., and Ellen D. Wu. "Smoke and Mirrors": Conditional Inclusion, Model Minorities, and the Pre-1965 Dismantling of Asian Exclusion." *Journal of American Ethnic History* 34 (Summer 2015): 43-65.

Huang, Yunte. *Charlie Chan: The Untold Story of the Honorable Detective and His Rendezvous with American History*. New York: W. W. Norton & Co., 2010. ISBN 978-0-393-06962-4.

Mayer, Ruth. Excerpts from "Going Serial" and "Evil Chinamen." In *Serial Fu Manchu: The Chinese Supervillain and the Spread of Yellow Peril Ideology*. Philadelphia, PA: Temple University Press, 2014. 14-26; 127-54.

Okada, John. *No-No Boy*. Rutland, VT: Charles E. Tuttle, 1957. Reprinted with new forward by Ruth Ozeki, introduction by Lawson Fusao Inada, and afterword by Frank Chin. Seattle, WA: University of Washington Press, 2014. ISBN 978-0-295-99404-8.

Rohmer, Sax. *The Insidious Dr. Fu-Manchu: Being a Somewhat Detailed Account of the Amazing Adventures of Nayland Smith in His Trailing of the Sinister Chinaman*. New York: P. F. Collier & Son, 1913. Reprinted with introduction by Douglas G. Greene. New York: Dover Publications, 1997. ISBN 978-0-486-29898-6.

Takei, George. *To the Stars: The Autobiography of George Takei Star Trek's Mr. Sulu*. New York: Pocket Books, 1995. ISBN 978-0-671-89009-4.

Tchen, John Kuo Wei, and Dylan Yeats, eds. *Yellow Peril! An Archive of Anti-Asian Fear*. London: Verso, 2014. ISBN 978-1-78168-123-7.

Zhou, Min. "Asians in America: The Paradox of 'The Model Minority' and 'The Perpetual Foreigner.'" 43rd Annual Sorokin Lecture, University of Saskatchewan, transcribed, February 9, 2012. ISBN:978-0-88880-581-2.

<https://artsandscience.usask.ca/sociology/documents/43rd%20Annual%20Sorokin%20Lecture.pdf>

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 300 Research Methods in History**

4. Current course description:

Participating in scholarly historical research requires a set of skills that will allow students to locate, prioritize, analyze, and write about primary sources. Students will learn how to find a variety of different kinds of sources and how to reckon with them once they have been found. It will also expand the knowledge of historiography gained in the previous required course, Historiography, by explaining how to locate secondary sources relevant to a variety of research interests and primary sources. Finally, it will introduce students to the process of contextualizing their research findings in secondary literature and writing a convincing historical argument.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and HIS 240

5. Describe the nature of the revision (what are you changing?):

Updating the course description to more accurately reflect the position of the course within the program-level curricular map. We are also removing HIS 240 Historiography from the pre-requisites.

6. Rationale for the proposed change(s):

In prior outcomes assessment processes, we observed the need for students to practice the skills they develop in the History major not just in isolation, but together. To borrow an analogy from sports, players need to play actual games in order to improve, not just work on practice drills that focus on one particular skill or another. This revision to the course description reflects this shift how we conceptualize the place of HIS 300 within the program-level curricular map. It also notes the requirement for a research paper to help set student expectations about the amount of work that will be required in the course. HIS 240 is being removed from the Global History required course sequence, so the pre-requisites for this course are being adjusted.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

**Participating in scholarly historical research requires a set of skills that will allow students to locate, prioritize, analyze, and write about primary sources. Students will learn how to find a variety of primary sources and how to reckon with them once they have been found. Students will learn how to locate secondary literature relevant to their research interests and primary sources. And they will learn how to contextualize their research findings within existing scholarly debates while making a convincing historical argument. Students will write a substantial research paper that demonstrates independent analysis of primary source documents and that situates its central claim within appropriate scholarly literature.**

b. Revised course title: no change

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): no change

d. Revised learning outcomes: no change

According to the History Department's curriculum map, students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

e. Revised assignments and activities related to revised outcomes: no change

In addition to weekly reading, students will complete a sequence of scaffolded writing assignments culminating in a substantial research paper involving primary source analysis and contextualization of the paper's argument within existing scholarly literature.

f. Revised number of credits: no change

g. Revised number of hours: no change

h. Revised prerequisites: **ENG 201 and junior standing or above**

8. Enrollment in past semesters: offered once per year with enrollments of 8-16 in recent years.

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

No

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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

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Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 323 History of Lynching and Collective Violence**

4. Current course description:

This course examines the history of lynching, rioting and other varieties of collective violence perpetrated by groups of people unauthorized by state or legal authority. The focus will be comparative, examining similarities and differences in the history of collective violence across world cultures and across historical eras. The patterns of lynching, rioting, and other forms of collective violence are often indicative of a culture's underlying social structures and values, including race, ethnicity, gender, sexuality, and attitudes concerning crime and punishment. The course will also examine movements that developed to oppose and resist lynching and its violation of human rights and the rule of law. Finally, the course will consider the legacy of lynching and collective violence, and analyze the efforts that have been made in recent years across global cultures to remember and facilitate healing in the wake of these hateful and destructive acts of group violence. Please note that much of the course content involves analysis of acts of collective violence and may be disturbing.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and any 200-level History course

5. Describe the nature of the revision (what are you changing?):

Embed the requirement for a research paper, which was always required in the course, within the course description itself.

6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course examines the history of lynching, rioting and other varieties of collective violence perpetrated by groups of people unauthorized by state or legal authority. The focus will be comparative, examining similarities and differences in the history of collective violence across world cultures and across historical eras. The patterns of lynching, rioting, and other forms of collective violence are often indicative of a culture's underlying social structures and values, including race, ethnicity, gender, sexuality, and attitudes concerning crime and punishment. The course will also examine movements that developed to oppose and resist lynching and its violation of human rights and the rule of law. Finally, the course will consider the legacy of lynching and collective violence, and analyze the efforts that have been made in recent years across global cultures to remember and facilitate healing in the wake of these hateful and destructive acts of group violence. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.** Please note that much of the course content involves analysis of acts of collective violence and may be disturbing.

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: n/c

8. Enrollment in past semesters: offered once per year, with enrollments ranging between 14 and 17 in recent years

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

No  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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History



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Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 327 History of Genocide: 500 C.E. to the Present**

4. Current course description:

This course examines the history of genocide from 500 C.E. to the present and provides a conceptual and historical overview of genocide from a broad interdisciplinary perspective. Students will learn about the relationship of genocide with imperialism, war, and social revolution through a large range of case studies. Students will analyze themes of memory, denial, and justice through the lens of international law and human rights organizations and their contributions to genocide studies. Students will grapple with the reasons societies have failed to acknowledge and take responsibility for genocidal acts. The class may participate in on-site visits to non-governmental organizations and other institutions engaged in documenting, remembering, and following acts of genocide that might be taking place at the moment.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; and any HIS course or HJS 250 or permission of the instructor

5. Describe the nature of the revision (what are you changing?): Embed the requirement for a research paper, which was always required in the course, within the course description itself.

## 6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course

## 7. Text of proposed revisions (use N/C, No change, where appropriate):

## a. Revised course description:

This course examines the history of genocide from 500 C.E. to the present and provides a conceptual and historical overview of genocide from a broad interdisciplinary perspective. Students will learn about the relationship of genocide with imperialism, war, and social revolution through a large range of case studies. Students will analyze themes of memory, denial, and justice through the lens of international law and human rights organizations and their contributions to genocide studies. Students will grapple with the reason societies have failed to acknowledge and take responsibility for genocidal acts. The class may participate in on-site visits to non-governmental organizations and other institutions engaged in documenting, remembering, and following acts of genocide that might be taking place at the moment. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

## b. Revised course title: n/c

## c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

## d. Revised learning outcomes: n/c

## e. Revised assignments and activities related to revised outcomes: n/c

## f. Revised number of credits: n/c

## g. Revised number of hours: n/c

## h. Revised prerequisites: n/c

## 8. Enrollment in past semesters:

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

No  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: 12/13/2024

## 12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Dept. of History

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Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 344 Topics in Legal History**

4. Current course description:

Topics in Legal History invites students to engage with the history of law and legal systems. The specific topics will vary by semester, according to the specific expertise of the faculty. Using the disciplinary tools of a historian, in each of these courses, students will draw upon primary law texts as well as a range of other sources on topics such as slavery, human rights, and gender studies. The course will focus on seeking out how to understand both the historical context of legal ideas and also how using legal sources can enrich our understanding of the past.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

5. Describe the nature of the revision (what are you changing?):

Embed the requirement for a research paper, which was always required in the course, within the course description itself.

## 6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course.

## 7. Text of proposed revisions (use N/C, No change, where appropriate):

## a. Revised course description:

Topics in Legal History invites students to engage with the history of law and legal systems. The specific topics will vary by semester, according to the specific expertise of the faculty. Using the disciplinary tools of a historian, in each of these courses, students will draw upon primary law texts as well as a range of other sources on topics such as slavery, human rights, and gender studies. The course will focus on seeking out how to understand both the historical context of legal ideas and also how using legal sources can enrich our understanding of the past. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

## b. Revised course title: n/c

## c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

## d. Revised learning outcomes: n/c

## e. Revised assignments and activities related to revised outcomes: n/c

## f. Revised number of credits: n/c

## g. Revised number of hours: n/c

## h. Revised prerequisites: n/c

## 8. Enrollment in past semesters: 21 when it was last offered in Spring 2022

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

No 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: 12/13/2024

## 12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 352 History & Justice in Wider World**

4. Current course description:

This course explores the history and meaning of justice outside the United States. Each section of the course will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between Western and non-Western conceptions of justice.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and junior standing or above

5. Describe the nature of the revision (what are you changing?): Embed the requirement for a research paper, which was always required in the course, within the course description itself.

6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course explores the history and meaning of justice outside the United States. Each section of the course will examine different case studies from Africa, Asia, Europe, and Latin America, as well as global and/or transnational movements, ideologies and institutions. Possible topics include concepts and practices of justice in the Muslim world, colonial justice (Africa, South Asia, and the Middle East), justice in the East Asian world (China, Japan, Korea), and the global history of human rights. Special attention will be paid to the interplay between Western and non-Western conceptions of justice. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: n/c

8. Enrollment in past semesters: enrollment has varied between 41 and 114 in recent semesters, depending on how many sections are offered online and how many are offered in person

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

No \_\_\_\_\_ 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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

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Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 354 Law and Society in Ancient Athens and Rome**

4. Current course description: This course will introduce students to concepts of law and legal institutions in ancient Athens and Rome. This is not a course on the fine points of Athenian and Roman law, but rather a broader study of the place of law and legal institutions in Athenian and Roman society. Students will examine sources including law codes, court speeches, and literature to explore law as a means of social ordering and control. The course will also consider various social institutions tasked with creating and enforcing legal standards, including the family, the court of law, and the government. Students should leave with a solid understanding of how Athenians and Romans understood law and its role in society.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and any 200-level History course

5. Describe the nature of the revision (what are you changing?): Embed the requirement for a research paper, which was always required in the course, within the course description itself.

6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of

work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

Revised course description:

This course will introduce students to concepts of law and legal institutions in ancient Athens and Rome. This is not a course on the fine points of Athenian and Roman law, but rather a broader study of the place of law and legal institutions in Athenian and Roman society. Students will examine sources including law codes, court speeches, and literature to explore law as a means of social ordering and control. The course will also consider various social institutions tasked with creating and enforcing legal standards, including the family, the court of law, and the government. Students should leave with a solid understanding of how Athenians and Romans understood law and its role in society. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: n/c

8. Enrollment in past semesters: Has not been offered in recent semesters. As of 12/12/2024, 15 students are registered for the course for Spring 2025.

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

No  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: 12/12/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/24

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 366 Religions of the Ancient World**

4. Current course description:

In antiquity, religion was a driving force that both transformed society and was transformed by society. This course will provide a survey of early religious movements of the ancient world, showing how the myths, ritual, and sacred laws of ancient societies expressed their world views. Religion has always been an influential factor in society, and students will learn how organized religion developed into a powerful social and political tool. The course will focus primarily on the major religious movements of the ancient Near East: Mesopotamia, Egypt, and the early Israelite tradition; however, other ancient religions (including the Greek and Roman traditions, Hinduism, Buddhism, New World and African traditions) will also be touched on. The course will balance an understanding of the personal practices of ancient religions with an understanding of the larger political and social role of religion.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and any 200-level History course

5. Describe the nature of the revision (what are you changing?):

We wish to update the term “ancient Near East” in the course description to “ancient Middle East.” And we wish to embed the requirement for a paper, which has always been part of the course, in the course description. We are also taking this opportunity to remove some repetitive language from the course description.

6. Rationale for the proposed change(s):

The meaning of “ancient Middle East” will be more readily apparent to students, and the term “ancient Near East” is also on the decline among scholars. By embedding the requirement for a paper in the course description, we hope to alert students to what is expected in the course before they register for it.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course will examine religion in the ancient world, showing how the myths, rituals, and sacred laws of ancient societies expressed their world views. Religion has always been an influential factor in society, and students will learn how organized religion developed into a powerful social and political tool. The course will focus primarily on the major religions of the **ancient Middle East**: Mesopotamia, Egypt, and early Israel and Judah; however, other ancient religions—including Greek and Roman traditions, Hinduism, Buddhism, New World and African traditions—will also be touched on. The course will balance an understanding of the personal and family practices of religion with an understanding of the larger political and social role of religion. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: n/c

8. Enrollment in past semesters: Not offered lately

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common

Core or College Option)?

No  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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

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Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 368 Law and Society in the Ancient Near East**

4. Current course description:

This course studies the legal traditions shared by ancient Near Eastern societies in the second and first millenniums BCE. By reading a wide variety of legal texts— such as law codes, royal edicts, trial records, land sale documents, wills, marriage contracts, and narratives about the law—students will reconstruct aspects of the legal tradition common to the Hebrew Bible/Old Testament, ancient Mesopotamia, and ancient Egypt. The course will examine administrative and constitutional law, litigation, personal status, family, property and inheritance, contract, and crime and delict. It will also explore the function of the law in ancient Near Eastern culture and society, its implementation and enforcement, its relationship to structures of governance, and its literary and visual portrayal.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and any 200-level or above History course

5. Describe the nature of the revision (what are you changing?):

Update the terminology in the title and course description used to describe the region of the world the course focusses on. And embed the requirement for a paper into the course description, so that students know what to expect when they register for the course.

6. Rationale for the proposed change(s):

Students are not generally familiar with the term “ancient Near East” and the term is also on the decline among scholars. The region is increasingly referred to as “ancient West Asia” or “ancient Middle East.” The updated course title and description uses the term “ancient Middle East,” which will be more readily understandable to students. The revision also embeds the requirement for a paper in the course description so that students can understand what will be required before they register for the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course studies the legal traditions shared by ancient **Middle Eastern** societies in the second and first millenniums BCE. By reading a wide variety of legal texts— law codes, royal edicts, trial records, land sale documents, wills, marriage contracts, and narratives about the law—students will reconstruct aspects of the legal tradition common to the Hebrew Bible/Old Testament, ancient Mesopotamia, and ancient Egypt. The course will examine administrative and constitutional law, litigation, personal status, family, property and inheritance, contract, and crime and delict. It will also explore the function of the law in ancient **Middle Eastern** culture and society, its implementation and enforcement, its relationship to structures of governance, and its literary and visual portrayal. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: Law and Society in the **Ancient Middle East**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Ancient Mid East Law**

d. Revised learning outcomes: no change

According to the History Department’s curriculum map, students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

e. Revised assignments and activities related to revised outcomes: no change

In addition to weekly reading, students will complete a sequence of scaffolded writing

assignments culminating in a substantial research paper involving primary source analysis and contextualization of the paper's argument within existing scholarly literature.

f. Revised number of credits: no change

g. Revised number of hours: no change

h. Revised prerequisites: no change

8. Enrollment in past semesters: last offered as a topics course in Spring 2015, with an enrollment of 13

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

No  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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
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Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 374 Premodern Punishment**

4. Current course description:

This course will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East and Europe.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and junior standing or above

5. Describe the nature of the revision (what are you changing?): Embed the requirement for a research paper, which was always required in the course, within the course description itself.

6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course will examine ideas and practices of crime and punishment found in global justice from antiquity to 1700. The relationship of crime and punishment to politics, gender, religion, and culture will be considered. The course begins by examining different theoretical approaches to the history of punishment and then considers primary and secondary work on crime and punishment in the premodern world. The analysis of ancient law will include Mesopotamia and Ancient Israel, Egypt, and Rome. This will be followed by study of Christian and Islamic countries. The course will conclude with a final section that will examine comparisons of different laws and practices found in Africa, the Middle East and Europe. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: n/c

8. Enrollment in past semesters: 46-61 in recent semesters, depending on whether sections are offered in person or online.

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

No \_\_\_\_\_ 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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
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Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 381 Social History of Catholicism in the Modern World**

4. Current course description:

This course offers students an introduction to how Catholicism has shaped social identities and cultural practices across global cultures from the early 1500s to the present day. Starting with the Catholic response to the Reformation in 16th-century Europe, the course then traces the complex social and cultural formations generated by an expansive Catholicism in Asia, Latin America, and Africa, and the tension between Catholicism and American culture in the history of the United States. Key topics will include the history of Catholicism and culture, syncretism, ethnicity, race, gender, and social class.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and any 200-level History course

5. Describe the nature of the revision (what are you changing?):

Embed the requirement for a research paper, which was always required in the course, within

the course description itself.

6. Rationale for the proposed change(s):

Faculty teaching 300-level HIS courses report that students are often surprised by the amount of work outside of in-person class time that this HIS course requires. This revision embeds the requirement for a research paper in the course description so that students can better understand what will be required before they register for the course.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This course offers students an introduction to how Catholicism has shaped social identities and cultural practices across global cultures from the early 1500s to the present day. Starting with the Catholic response to the Reformation in 16th-century Europe, the course then traces the complex social and cultural formations generated by an expansive Catholicism in Asia, Latin America, and Africa, and the tension between Catholicism and American culture in the history of the United States. Key topics will include the history of Catholicism and culture, syncretism, ethnicity, race, gender, and social class. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: n/c

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c

d. Revised learning outcomes: n/c

e. Revised assignments and activities related to revised outcomes: n/c

f. Revised number of credits: n/c

g. Revised number of hours: n/c

h. Revised prerequisites: ENG 201 and any 200-level History course **or higher**

8. Enrollment in past semesters: Last offered Spring 2022, when 10 students enrolled

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

No  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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

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Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell  
 Email(s): srussell@jjay.cuny.edu  
 Phone number(s): 609.751.1692

3. Current number and title of course:

**HIS 144 Reacting to the Past**  
**HIS 150 Doing History (still listed in the bulletin, but has been superseded by HIS 210)**  
**HIS 166 History of the Caribbean Islands**  
**HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present**  
**HIS 256 History of Muslim Societies and Communities**  
**HIS 325 Criminal Justice in European Society, 1750 to the Present**  
**HIS 330 History of the Cold War, 1945-1991**  
**HIS 340 Modern Military History from the Eighteenth Century to the Present**  
**HIS 356 Sexuality, Gender, and Culture in Muslim Societies**  
**HIS 359 History of Islamic Law**  
**HIS 370 Ancient Egypt**  
**HIS 380 The Secret Police in Western Society**  
**HIS 383 History of Terrorism**

4. Current course description: Varies

- a. Number of credits: 3
- b. Number of class hours (please specify if the course has lab hours): 3
- c. Current prerequisites: Varies

5. Describe the nature of the revision (what are you changing?): The History Department is requesting to make these courses inactive in CUNY First and remove them from the UG Bulletin.

6. Rationale for the proposed change(s):

These courses have not been offered in a long period of time. In some cases, the faculty who wrote them have left the college or retired.

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: N/C
- b. Revised course title: N/C    c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C
- d. Revised learning outcomes: N/C
- e. Revised assignments and activities related to revised outcomes: N/C
- f. Revised number of credits: N/C
- g. Revised number of hours: N/C
- h. Revised prerequisites: N/C
- i. Other: **Change these courses from Active to Inactive in CF, removed from UG Bulletin**

8. Enrollment in past semesters: N/A

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: 12/13/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Stephen Russell, Chairperson, Department of History

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** January 28<sup>th</sup> 2025
2. **Department or program proposing these revisions:** MS in Forensic Science
  - a. Name and contact information of proposer(s): Marta Concheiro-Guisan
  - b. Email address of proposer: [mconcheiro-guisan@jjay.cuny.edu](mailto:mconcheiro-guisan@jjay.cuny.edu)
3. **Name of graduate program, major, minor or certificate program being revised:**  
**MS in Forensic Science**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: December 10, 2024
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Marta Concheiro-Guisan
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  - Change in one of the electives (one out of three) required in the Criminalistics track. We propose to remove “FOS 717 Organic Compound Structure Determination” and add “FOS 738 Crime Scene Investigation for Forensic Scientists”.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

The students in the Criminalistics track must take the course “FOS 711 Advanced Criminalistics II” and one elective to choose from three options: “FOS 717 Organic Compound Structure Determination”, “FOS 735 Advanced Topics in Physical Science”, and “FOS 736 Firearms and Toolmarks Examination”.

The elective “FOS 717 Organic Compound Structure Determination” has not been offered since 2017 due to the low enrollment issues. The elective “FOS 738 Crime Scene Investigation for Forensic Scientists” has been successfully offered in last academic years, and covers critical aspects of relevance for the students in the Criminalistics track. Because of this, we propose to replace “FOS 717 Organic Compound Structure Determination” with “FOS 738 Crime Scene Investigation for Forensic Scientists” as one of the three electives that Criminalistics students choose from in their track.

7. **How do these proposed changes affect other academic programs or departments?**

a. Which program(s) or department(s) will be affected? – N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) will provide you a copy in Word format upon request).

See below.

# Forensic Science, Master of Science

[from Graduate Bulletin 2024-25 with pending changes from Feb 14, 2025 College Council) with subsequent proposed revision]

Program Director: Professor Marta Concheiro-Guisan ([mconcheiro-guisan@jjay.cuny.edu](mailto:mconcheiro-guisan@jjay.cuny.edu))

The Master of Science in Forensic Science is designed to provide advanced education for scientists, administrators, managers and other professionals currently employed in crime laboratories, medical examiners' offices and in related areas such as public safety, arson investigation, and environmental protection. The program also prepares individuals who are interested in entering such careers. Drawing from the areas of chemistry, biology, physics and law, the program involves the mastery of techniques for the laboratory and the courts. The curriculum meets an urgent national need for broadly trained forensic scientists.

The master's degree program offers specializations in criminalistics, forensic toxicology, or molecular biology. Within these three areas, sub-specialization is available through electives offered periodically at John Jay College or (with permission) at the CUNY Graduate School and University Center.

Admissions. General admissions information for John Jay's graduate programs can be found under the [Admissions](#) section of this bulletin along with any [Program-specific admissions](#) requirements.

Degree Requirements. Program requirements consist of 42-44 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysts; elective courses, coupled with research experience, provide training in more specialized areas such as microspectrophotometry, firearm examination, microscopy, forensic anthropology and questioned documents.

**Additional information. Students who enrolled for the first time at the College or changed to this major in September 2025 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2024-25 Graduate Bulletin.**

All students are required to write a thesis. There are no alternatives.

## Required Courses

|         |  |   |
|---------|--|---|
| FOS 706 | Physical and Biological Evidence           | 3 |
| FOS 707 | Fundamentals of Forensic Toxicology        | 3 |
| FOS 708 | Human Genetics and Forensic DNA Technology | 3 |

|                     |   |    |
|---------------------|---|----|
| FOS 709             | Applied Statistics and Data Analytics for Forensic Scientists | 4  |
| FOS 710             | Advanced Criminalistics I                                     | 5  |
| FOS 721             | Advanced Instrumental Analysis I                              | 5  |
| FOS 722             | Advanced Instrumental Analysis II                             | 5  |
| FOS 795             | Thesis Prospectus I   | 1  |
| FOS 796             | Thesis Prospectus II: Graduate Seminar                        | 1  |
| FOS 797             | Thesis Prospectus III   | 1  |
| Total Credit Hours: |   | 31 |

### Required Courses for the Criminalistics Specialty

|                                     |   |          |
|-------------------------------------|---|----------|
| FOS 711                             | Advanced Criminalistics II                                      | 5        |
| <i>Select one of the following:</i> |   |          |
| FOS 717                             | Organic Compound Structure Determination                        | 3        |
| FOS 735                             | Advanced Topics in Physical Science                             | 3        |
| FOS 736                             | Firearms and Toolmark Examination                               | 3        |
| <b>FOS 738</b>                      | <b><u>Crime Scene Investigation for Forensic Scientists</u></b> | <b>3</b> |
| Total Credit Hours:                 |   | 8        |

### Required Courses for the Molecular Biology Specialty



|                     |                               |    |
|---------------------|-------------------------------|----|
| FOS 732             | Advanced Molecular Biology I  | 5  |
| FOS 733             | Advanced Molecular Biology II | 5  |
| Total Credit Hours: |                               | 10 |

### Required Courses for the Forensic Toxicology Specialty

|                     |                        |    |
|---------------------|------------------------|----|
| FOS 725             | Forensic Toxicology I  | 5  |
| FOS 726             | Forensic Toxicology II | 5  |
| Total Credit Hours: |                        | 10 |

### Highly Recommended Electives for All Specialties

Choose one.

|         |   |   |
|---------|---|---|
| FOS 717 | Organic Compound Structure Determination  | 3 |
| FOS 727 | Case Analysis in Forensic Toxicology  | 3 |
| FOS 735 | Advanced Topics in Physical Science   | 3 |
| FOS 736 | Firearms and Toolmark Examination   | 3 |
| FOS 737 | Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis | 3 |
| FOS 738 | Crime Scene Investigation for Forensic Scientists   | 3 |
| FOS 760 | Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists    | 3 |
| FOS 761 | Forensic Anthropology: Osteological & Genetic Identification                              | 3 |

|                     |   |   |
|---------------------|---|---|
| FOS 762             | Current Trends in Forensic Pathology and Entomology | 3 |
| CRJ 708             | Law, Evidence and Ethics                            | 3 |
| Total Credit Hours: |   | 3 |

**Total Credit Hours: 42-44**

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Academic Programs.

Date Submitted: January 24, 2025

1. Name of Department or Program: ICJ-MA

2. Contact information of proposer(s):

Name(s): Jana Arsovska  
 Email(s): jarsovska@jjay.cuny.edu  
 Phone number(s): 646-557-4436

3. Current number and title of course: **ICJ 703 International Criminal Law**

4. Current course description:

The course is an introduction to the study of international criminal law. It will survey the basic tenets of public international law and the evolution of the international legal process and explore-through the study of specific issues and incidents - the principal challenges facing the international community. It will then proceed to an examination of substantive international criminal law including genocide and crimes against humanity. The course covers fundamentals of international criminal responsibility and offer an overview of key features of the international criminal justice regime. More specifically, it will examine the political, social, and legal dimensions of the work of the International Criminal Court, of the ad hoc international tribunals - International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR)- and of the hybrid tribunals, such as the Special Court for Sierra Leone, the Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon. The course will conclude with an assessment of the role of these mechanisms and corresponding processes in advancing accountability.

a. Number of credits: 3

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

c. Current prerequisites: Matriculated in the International Crime and Justice MA or Human Rights MA programs

5. Describe the nature of the revision (what are you changing?): Changing the prerequisites so that only ICJ-MA students can register for the course unless permission is given by the instructor or program

6. Rationale for the proposed change(s): ICJ 703 is a core course in the MA ICJ program. At one point it was a core course in the Human Rights MA program, but currently it is only an elective in said program. ICJ MA students need priority in enrolling in this course as they cannot graduate without it. Thus, we propose that HR MA program students request permission to enroll instead of being able to enroll automatically.

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: N/C
- b. Revised course title: N/C
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C
- d. Revised learning outcomes: N/C
- e. Revised assignments and activities related to revised outcomes: N/C
- f. Revised number of credits: N/C
- g. Revised number of hours: N/C

h. Revised prerequisites: **Matriculated in the International Crime and Justice MA or permission of the ICJ MA program director**

8. Enrollment in past semesters: S23: 30; F23: 22; S24: 24

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

No  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: January 24, 2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Jana Arsovska

