Proposal for a

BACHELOR OF ARTS DEGREE WITH A

MAJOR IN SOCIOLOGY

Proposed by
The Department of Sociology
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Anticipated implementation of program Fall 2014

Date of college governance approval:
College Council: March 12, 2014
Undergraduate Curriculum and Academic Standards Committee: January 31, 2014

Submitted by _Dr. Jane P. Bowers_
Dr. Jane P. Bowers, Provost and Vice President for Academic Affairs
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Sociology Major: Proposal Abstract

John Jay College of Criminal Justice proposes a B.A. in Sociology that provides students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today’s globally interconnected world. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school. The new major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology’s ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students’ knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. Students will progress through a core of required courses, choose between two concentrations (one on Global Change; the second on Inequality and Social Justice), and have training in an array of sociological theories and research methods. Graduates of the major will be ready to excel in graduate study and law school, and will possess the specific competencies that employers seek when recruiting people skilled at analyzing social problems through evidence-based inquiry. The Sociology major will augment John Jay’s expanding liberal arts curriculum overall, add richness and depth to the academic culture of the institution, and strengthen the critical intent of its “educating for justice” mission.
I. Purpose and Goals of the Program

A. Purpose of the Major

The department of sociology is the third largest academic department at John Jay College by number of full-time faculty. For many years we have housed the criminology major, but we have not had a Sociology major, despite an abundance of faculty trained as sociologists and the evidence that it would be a popular program of study based on a past survey that demonstrates student interest. Now, with the encouragement of College leadership, we are proposing a Sociology major that is rigorous and comprehensive. We expect that it will make an important contribution to the College’s recent liberal arts expansion and to its overall mission of “educating for justice.”

Sociology is the systematic study of society that examines patterns of social relations, social stratification, social interaction, and culture through systematic methodologies. The new major will teach students how to study society and critically evaluate macro and micro social processes in a historical and global context. The College’s location in the heart of New York City lends itself to sociological examination. The Global Change concentration will focus on worldwide processes and changes, as well as the impacts of these changes on American society. The Inequality and Social Justice concentration will focus on how divisions and intersections along lines of race, class, and gender structure society.

Equipped to respond to and build upon the established mission of the college, this new major will offer a rigorous, innovative, and coherent curriculum. In the major students will develop the ability to think independently, to form and articulate interpretations, to conduct research, and to analyze and solve social problems. The Sociology major will prepare students for graduate study, as well as for direct pursuit of a number of professions.

This Sociology major will provide students with a rigorous survey of sociology and social issues. Specifically, this program will provide:

1) A foundation in the history, theory and methods of social inquiry.
2) The skills to critically analyze human relations and social organizations.
3) The knowledge to engage in global and local contemporary social issues as informed citizens and professionals.
4) The ability to conduct their own empirical investigations and enact changes to how we understand social interaction in a global environment.

B. Local and National Trends

Nationwide, the number of undergraduates majoring in Sociology has increased 70% since 1990, from 16,000 to 27,000 in 2004. As Chart 1 shows, student interest in sociology is continuing in an upward direction. Locally, John Jay loses talented students every year who transfer to other colleges that offer a Bachelor of Arts in Sociology. John Jay College now has an opportunity to develop a Sociology major, which will enrich its curriculum, enhance the diversity of its student body, and facilitate student retention.

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1 http://www.asanet.org/galleries/Research/SocHealthsheet_Degrees.pdf
As shown in Table 1, all six of CUNY’s community colleges offer a substantial number of sociology courses. In Fall 2013 the Borough of Manhattan Community College offered the most sections (89) of sociology courses. While the majority of these sections (69) were “Introduction to Sociology,” they also offered four other sociology-related courses, resulting in a total of twenty sections. A similar level of interest appears at the other community colleges where the number of “Introduction to Sociology” sections ranges from 30 to 71.3

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2 Chart 1 relies on data collected by the National Center for Education Statistics on October 27, 2009, from (http://nces.ed.gov//programs/digest/d08/tables/dt08_317.asp)
3 Excluding the one section offered at the new Guttman Community College.
Clearly, a substantial number of CUNY community college students are getting exposure to sociology through “Introduction to Sociology.” There is also enough student interest in sociology that the community colleges are offering classes that extend beyond “Introduction to Sociology.” Indeed, except for LaGuardia, every one of the community colleges offered at least one additional sociology course in Fall 2013 and included at least four sociology courses in their bulletin.

Table 1. Number of sociology sections offered in Fall 2013 at CUNY’S community colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Introduction to Sociology (number of sections)</th>
<th>Other sociology courses (number of sections)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>69</td>
<td>20</td>
<td>89</td>
</tr>
<tr>
<td>Bronx Community College</td>
<td>41</td>
<td>12</td>
<td>63</td>
</tr>
<tr>
<td>Guttman Community College</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hostos Community College</td>
<td>30</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Kingsborough Community College</td>
<td>71</td>
<td>10</td>
<td>81</td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td>38</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Queensborough Community College</td>
<td>48</td>
<td>9</td>
<td>57</td>
</tr>
</tbody>
</table>

C. Comparison with Other CUNY Senior Colleges

In addition to student interest in sociology at the community colleges, an assessment of the senior colleges makes clear that a substantial number of students are interested in majoring in sociology. As shown in Table 2, the number of students pursuing a B.A. in Sociology ranges from 65 to over 600 with a mean number of 310 students in each of the senior college’s sociology programs. Queens College has the highest number of students enrolled, followed by Lehman and Hunter Colleges. Baruch has the smallest enrollment with sixty-five students. Given the high levels of enrollment at other CUNY senior colleges and the large number of sociology faculty members at John Jay College who are willing and able to teach a diverse range of classes, we anticipate establishing a program that will attract similarly large numbers of sociology majors.

Table 2. Senior colleges that offer a Sociology major, January 2013

<table>
<thead>
<tr>
<th>Campus</th>
<th>Areas of Concentration</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>Multiculturalism/ Globalization, Social Institutions, and Social Processes/ Change</td>
<td>65</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>Open</td>
<td>128</td>
</tr>
<tr>
<td>City</td>
<td>Open</td>
<td>196</td>
</tr>
<tr>
<td>Hunter</td>
<td>Open</td>
<td>481</td>
</tr>
<tr>
<td>Lehman</td>
<td>Open</td>
<td>530</td>
</tr>
<tr>
<td>Queens</td>
<td>Open</td>
<td>642</td>
</tr>
<tr>
<td>York</td>
<td>Open</td>
<td>129</td>
</tr>
</tbody>
</table>

4 Information on number of sociology courses offered in the seven CUNY community colleges is taken from the CUNYFirst course schedule.
5 Enrollments as of January, 2013. Data were compiled from the CUNY Academic Programs Inventory.
D. Educational Goals and Career Objectives

We have designed our major so that students will acquire critical thinking and research skills, an awareness of the historical evolution of sociological theory and an array of social problems, and the ability to analyze data and make arguments through written and oral forms of communication. Additionally, our proposed major will include courses that focus on *Global Change* and *Inequality and Social Justice*—two broad topics with considerable import in today’s world. With this concentration students will learn how our central social institutions are changing in an increasingly interconnected global political economy. When students take classes from the *Inequality and Social Justice* concentration they will gain a broad theoretical and analytic awareness of how people’s race, class, and gender structure their life chances and outcomes. Exposure to one of these two different, yet interrelated, concentrations will equip students to form their own approach to critical issues involving ethics, human rights, cultural identity, diversity, and the right to dissent. An appreciation of these ideas is central to any undergraduate liberal arts education, and absolutely vital to John Jay’s mission of “educating for justice.”

The proposed major will help prepare students for graduate school in a variety of disciplines. In 2005, the American Sociological Association (ASA) Research and Development Department surveyed almost 1,800 seniors who were majoring in sociology about their career plans once they graduated. Almost forty percent of Sociology majors planned to pursue a graduate degree. As illustrated in Chart 2, 5.7% of the Sociology majors interviewed were planning to enroll in a Sociology Ph.D. program, 11.6% planned on pursuing graduate-level work in applied sociology, 11.3% were planning on getting a Masters in Sociology, and 11.0% planned on getting a law degree.

**Chart 2.** Future educational plans of students graduating with a major in Sociology, 2005

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Thirty percent of incoming John Jay College students identify law as their desired career. A major in Sociology can help students develop the skills needed for law school. As the American Bar Association explains, the “core skills and values that are essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice.”

Our Sociology major will reinforce the analytic reasoning and research skills desired of law school candidates. Moreover, a Sociology degree will give our students the knowledge needed to place the law and societal problems in a larger social context, while also developing their ability to empathize with the situations of other people.

The proposed major will also prepare students for a variety of jobs that do not require an advanced degree. As shown in Table 3, after completing their studies sociology graduates pursue a diverse range of careers, including education, communications, public policy, marketing, and criminology. The majority of sociology graduates are “very satisfied” with their major. As shown in Chart 3, job satisfaction is especially high for students who obtained a B.A. in Sociology and are working in jobs that are related to sociology.

### Table 3. Occupational categories of sociology baccalaureates by job status

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Internship</th>
<th>Part-Time</th>
<th>Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Services, Counselors, Psychologists</td>
<td>54.8%</td>
<td>17.5%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Clerical/administrative support</td>
<td>4.8%</td>
<td>12.5%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Management</td>
<td>2.4%</td>
<td>5.8%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Teachers, Librarians</td>
<td>4.8%</td>
<td>18.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Services</td>
<td>0%</td>
<td>18.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Sales, Marketing</td>
<td>0%</td>
<td>10.8%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Social Science Researchers</td>
<td>23.8%</td>
<td>12.5%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Others</td>
<td>7.1%</td>
<td>2.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Other Professionals (includes PR and IT)</td>
<td>2.4%</td>
<td>1.7%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

7 www.abanet.org

8 Table 3 adapted from “What Are They Doing With a Bachelor’s in Sociology”. October 27, 2009, from http://www.asanet.org/galleries/Research/ASAResearchBrief_revised.pdf
In Spring 2009 we surveyed approximately 30% of students working towards a minor in Sociology. Consistent with the ASA’s national survey, we found that 100% of them were “extremely satisfied” with having a minor in Sociology. Each respondent also emphasized how important career options were for John Jay College students. Because so many John Jay students are first-generation college students, we want to make sure that our students find jobs upon graduating with a Sociology degree. To help students who are not interested in graduate school develop career connections, our major will also include an internship elective.

E. Faculty Interest and Commitment

John Jay College is one of the few senior colleges in the country that has a Sociology department with no Sociology major. Yet, our Sociology faculty is one of the largest in all of CUNY. As shown in Table 4, the average number of sociology department faculty members in the senior colleges is 17. The Sociology department at John Jay College has 27 faculty members and is currently conducting a faculty search for one more faculty member.

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Table 4. Number of faculty teaching Sociology at CUNY senior colleges

<table>
<thead>
<tr>
<th>CUNY Senior College</th>
<th>Full-Time Sociology Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>14</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>14</td>
</tr>
<tr>
<td>City</td>
<td>15</td>
</tr>
<tr>
<td>Hunter</td>
<td>20</td>
</tr>
<tr>
<td>Lehman</td>
<td>10</td>
</tr>
<tr>
<td>Queens</td>
<td>32</td>
</tr>
<tr>
<td>York</td>
<td>12</td>
</tr>
<tr>
<td><strong>Overall Average</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>John Jay College</td>
<td>27</td>
</tr>
</tbody>
</table>

In part because it is so large, our faculty can also teach a diverse array of courses with a number of different sections. As shown in Table 5, in Fall 2013 the Sociology department at John Jay College offered 170 sections of 32 different sociology courses. Currently, our course offerings range from “Social Problems,” which is a typical sociology course, to “Sex and Culture” and the “Crime, Media, and Public Opinion,” which are more distinct, targeted courses. Smaller sociology programs might struggle to find people to teach unique courses and enroll enough students to run a course like “Sex and Culture.” Because our faculty is so large and diverse, we can easily cover foundational classes in sociology and more unique courses. While we selected our areas of concentration because we feel strongly that New York City provides the ideal setting in which to examine *Global Change* and *Inequality and Social Justice* through a sociological lens, we have also selected these areas because the majority of our faculty members are willing and able to teach a diverse array of classes that focus on these concentrations.

Table 5. Number of Sociology courses and sections offered at John Jay College (Fall 2013)

<table>
<thead>
<tr>
<th></th>
<th>Number of courses</th>
<th>Number of sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Other 100-level courses</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>200-level courses</td>
<td>12</td>
<td>68</td>
</tr>
<tr>
<td>300-level courses</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>400-level courses</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>

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10 Information on number of full-time Sociology faculty in CUNY senior colleges is from the individual College websites or their Undergraduate Bulletins/College Catalogs.

11 Information on number of Sociology courses and sections offered is taken from the CUNY eSchedule for Fall 2013.
II. Need and Justification

A. Relationship to the Mission of the College

John Jay College has a mission-based commitment to “education for justice” in the context of the needs of public service and criminal justice agencies, but also in terms of addressing issues about inequality, fairness, and the rule of the law. By offering a Sociology major that specifically focuses on Global Change and Inequality and Social Justice, we will equip students with the knowledge and skills needed to place issues related to justice, fairness and the rule of the law in a larger social context. Additionally, the college is transitioning from a college that offers a comprehensive criminal justice oriented education to a standard CUNY senior college that will provide a general liberal arts education. Almost every four-year liberal arts college in the country offers sociology courses and the overwhelming majority have a Sociology major. By offering a B.A. in Sociology, John Jay College will move another step forward in achieving its goal of providing a solid four-year liberal arts education to its students.

B. Relationship to Existing CUNY Programs

All of the CUNY Senior colleges currently offer a Sociology major, except John Jay. Rather than proposing a major that will compete with other CUNY Sociology programs, our Sociology major will: (1) offer a home to students interested in the systematic study of society, specifically in Global Change and Inequality and Social Justice; (2) rearticulate the College’s commitment to a formal liberal arts education; and (3) contribute to the overall success of the CUNY enterprise by strengthening its resources and increasing opportunities available to students.

The major that we are proposing will be distinct from the other CUNY Sociology programs. To begin we are proposing a program of study that will require students to take more foundational courses than any of the other CUNY programs currently require. As shown in Table 6, the majority of colleges require students to take four foundational courses: Introduction to Sociology, one theory course, and two methods’ courses. Our students will have to take seven required courses. To introduce our program’s foci of Global Change and Inequality and Social Justice, students will have to take “Social Stratification” early on in the major after taking “Introduction to Sociology.” Rather than a single sociological theory course that most programs offer (usually classical sociological theory), we will require both “Classical Sociological Theory” and “Contemporary Sociological Theory.” Our students will also have to take two courses in research methods. Finally, they will be required to complete their Sociology B.A. degree with a senior capstone course, which only two of the other CUNY senior colleges programs currently require.
Table 6. Courses required at CUNY senior colleges

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Baruch</th>
<th>Brooklyn</th>
<th>City</th>
<th>Hunter</th>
<th>Lehman</th>
<th>Queens</th>
<th>York</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Theory I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Theory II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Methods I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Methods II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X^14</td>
</tr>
<tr>
<td>Sociological analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Stratification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

While a greater number of foundational courses will distinguish us from the other CUNY programs, another major difference will be the requirement that students take courses in either the Global Change or Inequality and Social Justice concentrations. Currently none of the other sociology programs, aside from Baruch, require students to take classes in areas of concentration. To distinguish ourselves from the other CUNY programs, provide more in-depth study in areas we think are particularly important for our students and build on our faculty strengths, we will require that students take courses from one of these concentrations.

III. Student Interest and Enrollment

There is good reason to believe that Sociology will become one of the most popular majors at John Jay College. As mentioned above, the number of undergraduates majoring in Sociology nationally has increased 70% since 1990, from 16,000 to 27,000 in 2004. The number of Sociology majors at the CUNY senior colleges ranges from 26 at Baruch to over 600 students at Queens College. While the mean number of Sociology majors at the CUNY senior colleges is 280, John Jay College has one of the largest Sociology faculties in all of CUNY, and we are continuing to hire additional Sociology professors. Based on all of this information we expect to have 350 students enrolled in the Sociology major within the next five years. Additionally, as the college phases out two-year programs, we anticipate that many of CUNY’s junior college students will view John Jay College as the place to come after they have finished their required junior college courses. Because so many Sociology courses are taught at CUNY’s junior colleges, we anticipate that many of the students who transfer to John Jay College will be interested in majoring in Sociology. Table 7 presents the projected enrollment estimates by year.

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12 Information on number of required sociology courses offered at the CUNY senior colleges is taken from the websites of individual colleges where the undergraduate curriculum is posted

13 The second methods course may be Social Statistics (i.e. Hunter) or Social Research II (i.e. York).

14 In addition to “Principles and Methods of Statistics” and “Research Methods in the Behavioral Sciences,” students will have the option of picking their second research methods course, which could be “Advanced Social Statistics,” “Advanced Sociological Methodology,” “Evaluation Research,” or “Qualitative Research Methods.”
Table 7. Projected 5-year Enrollment in BA in Sociology

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F-T</td>
<td>30</td>
<td>35</td>
<td>60</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>P-T</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>40</td>
<td>50</td>
<td>75</td>
<td>70</td>
<td>110</td>
</tr>
<tr>
<td>Totals</td>
<td>90</td>
<td>145</td>
<td>223</td>
<td></td>
<td>319</td>
</tr>
</tbody>
</table>

*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2011 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Anthropology major. In the fifth year, graduates from the program are considered in the projections at a 22% rate, which is our average over the five most recent years (fall 2008 cohort).

We will also attract students to the major through the College’s general education curriculum. The first required course in our proposed major’s curriculum, “SOC 101: Introduction to Sociology” is already a highly popular course in the curriculum’s “Individual and Society” concentration. We are also developing a Freshman Seminar course, “SOC 1XX: Tabloid Justice,” that we think will also draw students in the major. We plan on submitting more courses in the future for consideration in the general education curriculum.

IV. Curriculum

The American Sociological Association is critical of sociology curriculums that “begin with a required introductory course followed by a loose configuration of required and elective courses.” Instead, it encourages Sociology programs to offer a core of courses that are taken in a logical sequence and end with a capstone course. We have taken care to design a program that follows the suggestions of the American Sociological Association. Our major offers a logical sequence of courses followed by a capstone course. Additionally, rather than provide students with an array of loosely connected electives, our students will take courses in two areas of concentration that we feel are strengths of the Sociology faculty, and fit well with the college’s mission, location, and student body.

15 www.asanet.org
The proposed major has a 36-credit course of study. We will require students to complete “Introduction to Sociology” (SOC 101) as a prerequisite for the major. This course also counts for the “Individual and Society” general education requirement in the common core. After completing “Introduction to Sociology,” we will encourage students to take “Social Stratification” (SOC 232) to further introduce them to the discipline and the areas of concentration in Global Change and Inequality and Social Justice. The Sociology department currently offers “Social Stratification” and it satisfies requirements for the Sociology minor.

A. Theory

After students have completed “Introduction to Sociology” and “Social Stratification,” they will take both “Classical Sociological Theory” and “Contemporary Sociological Theory.” While most CUNY sociology programs require one theory course, we feel strongly that training in both classical and contemporary sociological theory would provide our students with the best foundation in the discipline. Training in sociological theory will give students a thorough understanding of how major sociological ideas and concepts emerged and how they have changed over time. At the end of the theory sequence students will know how to explain an array of social phenomena using major sociological theories. We will be developing a new “Classical Sociological Theory” (SOC 3XX) course, which students will take first in the theory sequence. The Sociology department currently offers a “Modern Sociological Theory” (SOC 315) course, which we will revise so that the course description fits the major’s learning outcomes better:

**SOC 3XX: Classical Sociological Theory:** This course offers an introduction to classical sociological theory. We will explore several topics, namely: 1) what are the major themes of the foundational texts of sociology; 2) how these texts were shaped by the social context in which they were produced; 3) how do these texts connect with broader development in social and economic thought in the nineteenth and early twentieth century; 4) how do the key authors compare with one another; and 5) how do they influence sociological theorizing today. The more general objective is to learn about and reflect on the role of theory in sociological research.

- Professor Louis Kontos will be developing this course and revising “SOC 315: Modern Sociological Theory.”

B. Research Methods

Our rigorous methods requirements set our major apart from others at CUNY and nationally. We will require students to take “Principles and Methods of Statistics” (STA 250), which is an integral aspect of social science research. Once students have completed “Introduction to Sociology” and “Social Stratification,” and have obtained junior standing or above, they will be able to enroll in “Research Methods in the Behavioral Sciences” (SSC 325), which is our general methods course that provides a solid foundation of the research enterprise. The Sociology department has been offering this course for several years, and our faculty members teach all of the sections of this course.

In addition to these courses, we will require students to take one additional, more specialized research methods course. They will choose this additional course from the following

C. Areas of Focus

While students are taking “Social Stratification,” we will urge them to begin taking courses in the Global Change and Inequality and Social Justice Concentrations. Many of the courses that we offer in the concentrations are at a 200-level so that students can see early into the major how sociology applies to substantial areas of study. We will require students to choose from these concentrations within which they will take nine credits.

1. Global Change


2. Inequality and Social Justice


D. Additional Elective Courses

Along with the areas of concentration we want our students to take an additional course so that the major will expose them to how sociology applies to areas outside of the concentrations. Additionally, we want to offer students an opportunity to take classes that they may find interesting, even if they do not relate to Global Change and Inequality and Social Justice. We currently offer nine courses that we will include as electives for the Sociology major. These courses are: “The Family: Change, Challenges and Crisis Intervention” (SOC/PSY 202), “Sociology of Conflict and Dispute Resolution” (SOC 206), “Sociology of Work and Jobs” (SOC 209), “Social Deviance” (SOC 240), “Selected Topics in Sociology” (SOC 290), “Social Problems” (SOC 302), “Sociology of Law” (SOC 305), “Culture and Personality” (SOC/ANT/PSY 310), and “Sociology Internship” (SOC 378).

E. Capstone Course

After students have completed all of their core and research methods courses we will be require them to complete a senior seminar course, which will integrate theory, research methods, and the training they have received from the other sociology courses:

SOC 4XX: Senior Seminar: Contemporary Issues in Society. This course focuses on the core principles of theory and practice of sociology through choosing a major issue and/or social problem in the world at large to focus upon. In this way the area under discussion will be
approached structurally, contextually and historically to demonstrate the power, range and flexibility of modern sociology. Areas of study may range from the events of Katrina and 9/11 to the financial meltdown of recent years. Whatever the focus of the course a sociological lens will be used to reveal the underlying causes and social processes of the phenomenon and its relevance for the development of social theory. Students will be expected to complete a semester-long research paper which will test and hone their analytical skills in addition they will be expected to read independently and critically in the literature. By the end of the course, students will have been given the opportunity to reinforce prior to graduating their social scientific writing skills, their grasp of sociological knowledge and their ability to apply theory to empirical data. They will also better understand what it is to be a “sociologist” in an interconnected globalized world full of “experts,” “expert knowledge,” complex events and media-dominated information/analysis.

- Professors Andrew Karmen and Barry Spunt will be developing this course

**B.A. in Sociology Outline (36 credits)**

(Prerequisites in parentheses)

**Prerequisite** (3 credits) SOC 101 Introduction to Sociology

As is common in many Sociology programs, “Introduction to Sociology” will serve as a sound introduction to the major. Students are strongly urged to complete SOC 101 during their first year in the College. This course will also help fulfill the University’s “Individual and Society” general education requirements.

**PART I. CORE COURSES**

(12 credits)

*Required*

SOC 232 Social Stratification (Prerequisites: SOC 101)
SOC 3XX (new course) Classical Sociological Theory (Prerequisites: SOC 232)
SOC 315 (revised course) Contemporary Sociological Theory (Prerequisites: SOC 101, SOC 232, SOC 3XX Classical Sociological Theory)
SOC 4XX (new course) Senior Seminar: (Prerequisites: SOC 315, SOC 3XX, SSC 325)

**PART II. RESEARCH METHODS**

(9 credits)

*Required*

STA 250 Principles and Methods Statistics (ENG 101, MAT 108 or 141)
SSC 325 Research Methods in the Behavioral Sciences (Prerequisites: SOC 101, ENG 201, and junior standing and above)

*Select one course:*

SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research
PART III. AREAS OF FOCUS (9 credits)

A. Global Change (0 or 9 credits)

Select one area of focus & complete three courses

SOC 201 Urban Sociology
SOC 222 Crime, Media, and Public Opinion
SOC 251 Sociology of Human Rights
SOC 253 Sociology of Global Migration
SOC 2XX Environmental Sociology
SOC 346 Sport in Global Perspective
SOC 354 Gangs and Transnationalism
SOC 350 Social Change
SOC/ECO 360 Corporate and White Collar Crime
SOC 3XX Global Social Movements

Or:

B. Inequality and Social Justice

Select one area of focus & complete three courses

SOC/PSY 213 Race and Ethnic Relations
SOC 215 Social Control and Gender: Women in American Society
SOC 275 Political Imprisonment
SOC 278 Political Sociology
SOC 308 The Sociology of Violence
SOC 3XX Food Justice
SOC 401 Problems of Minority Groups
SOC/CRJ 420 Women and Crime

PART IV. SOCIOLOGY ELECTIVE (3 credits)

Select one course

SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 209 Sociology of Work and Jobs
SOC 240 Social Deviance
SOC 282 Selected Topics in Sociology
SOC 2XX Sociology of Mental Illness
SOC 302 Social Problems
SOC 305 Sociology of Law
SOC/ANT/PSY 310 Culture and Personality
SOC 329 Evaluation Research
SOC 377 Internship in Sociology

F. Articulation Prospects
We have established one articulation agreement with Guttman Community College’s Liberal Arts and Sciences A.A. program. We will explore other articulation agreements with community colleges both within and outside the City University of New York.

V. Cost Assessment

A. Faculty
Because the major builds on current courses and an existing minor, offering the major will not require a shift in faculty commitments or take faculty away from their current teaching. In the last five years, the Sociology department has hired six new professors, all of whom are contributing to the vibrancy of the department. We are currently conducting a search for an additional senior faculty member who will serve as our departmental chair. A number of our new faculty members are currently using course releases and, as a result, are not teaching a full load of courses. However, new faculty members must use their contractual hire course releases within the first five years of employment. Thus, within a few years of offering the new major, recent hires will increase their workload to the standard 21 credits a year. We are confident that the number and diverse teaching interests of current and new full-time faculty are sufficient to support this proposed Sociology major.

B. Library
The Sociology Department has been in contact with Professor Ellen Sexton in the library about additional resources that the new Sociology major may require. Professor Sexton explained that “because the library collection development policy specifies that they collect primarily in criminal justice and related areas, the library has collected materials to support the social sciences (including Sociology) as fully as their budget will allow.” At this point the library’s monograph and electronic journal collections for sociology are solid. Additionally, the library has the major databases, including Sociological Abstracts and SocINDEX, which students will need to conduct literature reviews on major sociological topics. The proposed major does not require any additions to the library’s collection development policy.

C. Budget Table for Implementing the Sociology major
Appendix C includes the financial projections for implementing the Sociology major. The proposed budget is based on a projected enrollment of 350 students in the Sociology B.A. by the academic year 2018-2019. Over the last four semesters the department has had 74 students declare a minor in sociology. Our budget assumes that 35 students (47%) that currently have a minor in Sociology will adopt it as their major. Our cost assessment projects an increasing demand for Sociology courses, with the understanding that some courses will not fill to capacity immediately upon the adoption of the major. The assessment also projects that the Sociology major will attract new students to John Jay that otherwise would not have come to the college.

Full time faculty will teach the majority of new sections needed to deliver the degree, with adjunct faculty teaching the balance. We project that the number of sections staffed with P/T faculty will grow from 4 in Year 2 of the program to 12 in Year 5. Several considerations will allow us to limit P/T staffing to this relatively modest extent despite a projected enrollment of 350 majors by Year 5. First, an analysis of 200-, 300-, and 400-level SOC courses taught in
AY 2013-14 reveals significant under-utilization. With careful scheduling of sections, SOC courses at those levels should fill more completely, given the demand generated through the major, so that the need to add sections to meet that demand is accordingly dampened. Additionally, as a new departmental policy, Sociology intends to require all members of its F/T faculty to teach at least one or two courses in the major. As sections in the major multiply, this can be achieved for existing faculty with some reallocation of teaching away from courses in programs such as ISP (Interdisciplinary Studies) and the Graduate Center, while for new F/T faculty the commitment to teaching in the major is built in.

It should be noted as well that several courses in the proposed program are staffed or partially staffed by faculty from other departments. Examples include STA 250 Principles and Methods of Statistics (Math); SOC/ANT/PSY 310 Culture and Personality; and SOC/CRJ 420 Women and Crime. This needs to be taken into consideration when estimating the distribution of teaching in the major between F/T and P/T faculty.

Lastly, John Jay College intends to commit two new full time faculty lines to Sociology at the assistant professor level, in Years 2 and 4. As these new faculty exhaust their reassigned time for scholarly purposes, they will be able to absorb a significant number of sections to be added towards Year 5 and beyond.

VI. Evaluation and Assessment

A. Internal Evaluation and Outcomes

Program Assessment

Assessment of the Sociology Major will follow the standard five-year cycle of assessment of majors currently established at John Jay College. The Department of Sociology will conduct on-going assessment of the Learning Outcomes of the Sociology major in order to assure proper curriculum development and student performance.

Sociology major Learning Outcomes

Students who take this major will:

LO1: Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.

LO2: Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people’s attitudes and behaviors.

LO3: Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.
**LO4:** Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.

**LO5:** Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills

**Plan for Assessment**

The Sociology Department Assessment Task Force along with the major coordinator will develop and conduct program assessment. Following the procedures set forth in *Guidelines for Assessment at John Jay*, the Assessment Task Force will decide which learning outcomes to assess in which courses each academic year. This assessment plan will be shared with the entire department faculty via email and through presentation and discussion at departmental meetings at the beginning of the term. As is current practice for the Criminology major assessment, full-time faculty teaching an assessed course will join the Assessment Task Force to participate in the planning and assessment activity for that course. Initially, assessment of learning outcomes will focus on the required theory and methods courses of the new major. Subsequent assessment will focus on a variety of courses in the major, including the capstone course when feasible, so that by the end of the first five-year cycle of assessment we will have the data required to assess the major as a whole.

Information regarding assessment planning and the assessment results will be shared with department faculty via written assessment plans and reports and during regularly scheduled department meetings. Any needed improvements to the curriculum indicated by assessment findings will be discussed with the faculty with the department Curriculum Committee implementing any formal curriculum changes.
Appendix A.

Sociology Faculty
Appendix A: Sociology Department Faculty

Table 9 lists the full-time tenured and tenure-track faculty that will be involved in the Sociology major. Because the major builds on current courses and an existing minor, offering the major will not require a shift in faculty commitments or take faculty away from their current teaching. In the last five years, the Sociology department has hired six new professors, all of whom are contributing to the vibrancy of the department. We are currently conducting a search for an additional senior faculty member who will serve as our departmental chair. A number of our new faculty members are currently using course releases and, as a result, are not teaching a full load of courses. However, new faculty members must use their contractual hire course releases within the first five years of employment. Thus, within a few years of offering the new major, recent hires will increase their workload to the standard 21 credits a year. We are confident that the number and diverse teaching interests of current and new full-time faculty are sufficient to support a Sociology major.

Table 9. Sociology full-time, tenure and tenure track faculty at John Jay

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Tenure</th>
<th>Tenure Track</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Adamczyk</td>
<td>X</td>
<td>X</td>
<td>Religion, sociological theory, health, deviance</td>
</tr>
<tr>
<td>Jana Arsovska</td>
<td></td>
<td>X</td>
<td>Organized crime; Balkan studies; state crime; human rights; cultural criminology</td>
</tr>
<tr>
<td>Rosemary Barbaret</td>
<td>X</td>
<td></td>
<td>Methods; sociological theory; human rights; violence</td>
</tr>
<tr>
<td>Carla Barrett</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mucahit Billici</td>
<td></td>
<td>X</td>
<td>Cultural sociology; social theory; American Islam; law and society; citizenship and terrorism</td>
</tr>
<tr>
<td>David Brotherton</td>
<td>X</td>
<td></td>
<td>Social exclusion and resistance; subcultural theory; social movements; social control and immigration; cultural criminology; sociology of education</td>
</tr>
<tr>
<td>Janice Johnson Dias</td>
<td></td>
<td>X</td>
<td>Urban poverty; race, class, and gender; research methods; welfare; human services organizations; health disparities; immigration</td>
</tr>
<tr>
<td>Gail Garfield</td>
<td>X</td>
<td></td>
<td>Social policy and child welfare; public housing; sociology of violence; qualitative methods; feminist theory</td>
</tr>
<tr>
<td>Robert Garot</td>
<td>X</td>
<td></td>
<td>Sociology of immigration; sociology of education; sociology of emotions; qualitative methodology</td>
</tr>
<tr>
<td>David Green</td>
<td></td>
<td>X</td>
<td>Crime and the media; crime and public opinion; crime and political culture; sociology of punishment; qualitative methods</td>
</tr>
<tr>
<td>Crystal Jackson</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Andrew Karmen</td>
<td>X</td>
<td></td>
<td>Criminology; social problems; race relations; research methods; statistics and general sociology</td>
</tr>
<tr>
<td>Lila Kazemian</td>
<td>X</td>
<td></td>
<td>Life-course criminology; quantitative methods</td>
</tr>
<tr>
<td>Louis Kontos</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Leona Lee</td>
<td>X</td>
<td></td>
<td>Juvenile delinquency; juvenile justice; court dispositions; integration of psychological and sociological concepts in the explanation of crime</td>
</tr>
<tr>
<td>Roy Lotz</td>
<td>X</td>
<td></td>
<td>Introductory sociology; research methods; sociology of the family; public opinion; mass communication; juvenile</td>
</tr>
<tr>
<td>Name</td>
<td>Interest Areas</td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Lovely</td>
<td>Delinquency; Deviance and social control; organizational responses to technology; computer applications in research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jayne Mooney</td>
<td>Domestic violence; crime and the inner city; victimization surveys; experiences of the Irish community in London</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Ocejo</td>
<td>Urban sociology; qualitative methods; research methods; sociology of culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Opotow</td>
<td>Conflict; justice; identity; moral exclusion; hate; post-war/post-disaster reconstruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jay Pastrana, Jr.</td>
<td>Latina/o studies and race/ethnicity; methods; sexualities; social justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valli Raja-Mandery</td>
<td>Sociology of domestic violence; social stratification; qualitative research methodologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Rowan</td>
<td>Sociology of drugs and violence; history of heroin scene in New York City, qualitative methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barry Spunt</td>
<td>Race and racisms; sociology of gender; urban sociology and inequality; social theory; the sociology of crime and punishment; ethnographic field methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucia Trimbur</td>
<td>Conflict; dispute resolution; restorative justice; race and ethnic relations; sociology of law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria Volpe</td>
<td>Sociology of law; social problems; legal sanctions and social control; environmental sociology; white collar and corporate crime; social change; political sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Will</td>
<td>Total 16 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B.

Course Descriptions and Syllabi
Existing Courses in Sociology Major

(All courses are 3 hours and 3 credits unless indicated)

AFR 110 Race and the Urban Community
An introduction to problems of contemporary race relations in major urban areas with particular emphasis on the impact of race and racism on the interactions between the African-American community and other racial or ethnic groups.

AFR 121 Africana Communities in the United States
This course provides an introduction to the origins and development of Africana Communities in the U.S. The course provides an exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as health, housing, education, immigration, the family, crime and the criminal justice system.
(Flexible Core: U.S. Experience in its Diversity)

AFR 237 Institutional Racism
A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.
Prerequisites: ENG 101, and one of the following: AFR 110, AFR 121, AFR 123, SOC 101

SOC 101 Introduction to Sociology
This course provides an overview of the theoretical frameworks and data-collection methods that sociologists use to analyze political trends, economic developments, and cultural changes in society. It investigates the many ways that a society may influence the attitudes and actions of individuals and entire groups. In particular, this course examines social institutions like families and school systems; social stratification in the form of racial and ethnic groups, privileged groups, and social classes; cultural norms such as gender roles; organizations like bureaucracies and corporations; and social processes such as discrimination, de-industrialization, globalization and militarization. Divisive issues and social problems (such as poverty and crime) that spark social conflicts, generate movements, and raise questions of social justice will be explored.
(Flexible Core: Individual & Society)

SOC 201 Urban Sociology
Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.
Prerequisites: ENG 101, SOC 101

SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention
This course will examine the family as a changing institution. Topics to be dealt with will include families throughout Western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage. 
Prerequisites: ENG 101, SOC 101, PSY 101

SOC 206 Sociology of Conflict and Dispute Resolution
Focuses on why there are struggles over income, property and power on the interpersonal, community, national and international levels. Examines the causes of disputes, the difficulties that arise in resolving them, the alternative methods for settling them (conciliation, mediation, arbitration, adjudication) and the advantages of peaceful resolution.
Prerequisites: ENG 101, SOC 101

SOC 213 Race and Ethnic Relations
(Same course as PSY 213)
An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in urban ghetto communities, the role of minority group police officers, the community environment and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups contesting for program funding and services in the urban environment.
Prerequisites: ENG 101, and one of the following: ANT 101 or PSY 101 or SOC 101

SOC 215 Women in American Society
The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions and schools. Examination of organized efforts by women to change both their social roles and organized institutions.
Prerequisites: ENG 101, and one of the following: ANT 101 or PSY 101 or SOC 101

SOC 222 Crime, Media, and Public Opinion
The course explores the nature of public understandings of social problems and solutions, particularly related to crime and justice, and the media’s role in facilitating those understandings. The media provide audiences a distorted view of crime and punishment as well as the cognitive tools to think about crime and what should be done about it. The first aim of the course is to examine international, interdisciplinary scholarship from a range of empirical and theoretical perspectives that address the relationship between crime, media and public opinion in an evolving media landscape. The second aim is to challenge students to think critically, both about
the course materials and about the messages they encounter through the media, and to consider
innovative ways to improve the interplay between crime, media and criminal justice policy.
Prerequisites: ENG 101. SOC 101

SOC 232 Social Stratification
This course reveals that there are social classes in America as well as individuals and groups;
how all societies have classes within them; how different interests cause conflicts between the
classes; how members of various classes have different attitudes and life styles; how class
differences influence personality, sexual behavior, job preferences, health, criminal activity and
treatment by the justice system; and what patterns and trends exist for individual and group
mobility up and down the social ladder.
Prerequisites: ENG 101, SOC 101

SOC 240 Social Deviance
Analysis of the manner in which societies come to define certain behaviors as deviant. Particular
attention will be paid to the social and cultural processes of social disorganization and conflict,
civil disorder and violence, crime, mental illness, suicide, addiction and sexual deviance.
Selected theories of deviance will be critically examined.
Prerequisites: ENG 101, SOC 101

SOC 251 Sociology of Human Rights
This course is an introduction to the sociology of human rights. It will enable students to
understand major sociological debates surrounding the topic, mainly how human rights became
part of social expectation, how they vary in socio-cultural space, and how they are distributed
across different categories of people. It will enable them to think critically about human rights
issues in a global world. The focus will be on the role of non-state actors, including Amnesty
International and Human Rights Watch, multi-national companies and the media, in both
promoting and violating human rights.
Prerequisites: ENG 101, SOC 101

SOC 275 Political Imprisonment
Political Imprisonment asks what forcible confinement means in modern society and what its
historical and contemporary forms, such as the prison, the death camp, quarantine, the gulag, the
refugee camp, the boarding school, and forced relocation can tell us about the tensions between
individual rights and governmental control. The course uses case studies from countries such as
the United States, Kenya, Egypt, Australia, Germany, Palestine, and Sudan to examine how
states have interned individuals living within their borders and the political, social, and economic
conditions that have motivated governments to so radically limit individual freedom. Ultimately
this course seeks to disentangle the relationships among confinement, patriarchy, class
hierarchies and racism.
Prerequisites: ENG 101, and SOC 101 or ICJ 101

SOC 278 Political Sociology
Analysis of the relationships of socio-psychological factors to political phenomena. An
examination of man in political society and political society in man. Emphasis on the
interdisciplinary study of power, authority, elites, political and social change, political violence, social inequality, technology, ideology and political socialization.
Prerequisites: ENG 101, and GOV 101 or POL 101 or SOC 101

SOC 282 Selected Topics in Sociology
This course will study a significant topic of interest in the field to be chosen by the instructor.
Prerequisites: ENG 101

SOC 302 Social Problems
This course surveys how undesirable social conditions like poverty, inequality, racism, sexism, corruption, pollution and overpopulation come to be defined or ignored as social problems. Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements.
Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 305 Sociology of Law
An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors and judges as well as their relations with the public will be studied.
Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 308 The Sociology of Violence
This course examines the changes in the methods, patterns and meanings of violence. Special attention is paid to individual and collective violence in the streets, in schools, at home, within the media, by the police, by terrorists and by the military. The major theories explaining the causes of violence, and important research about attitudes toward violence and the use of force to bring about change are reviewed.
Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 315 Contemporary Sociological Theory (was Modern Sociological Theory)
This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.
Prerequisites: ENG 201, SOC 101, SOC 232, SOC 3XX: Classical Sociological Theory

SOC 346 Sport in Global Perspective
This course looks at past and contemporary understandings of sport from a global perspective. It seeks to illustrate the multiple ways sport has been studied and explores how understandings of sport have been debated, defended, and used over time. Special attention is devoted to the politics that are invested in sport and uses of the body as well as the overarching ideologies that the sporting body supports at various moments in time. Focusing on how the body intervenes in social processes, the course also considers how athletes have used sport to resist and subvert
stereotypes and to create alternative racial, class, and gender identities. We conclude by contemplating new ways that sport might be considered.
Prerequisites: ENG 201, SOC 101

SOC 350 Social Change
Theory and descriptions of causations, modes, and consequences of change in social and cultural systems. Evolutionary and revolutionary change; historical and contemporary change. Impact of technology, knowledge, generational success, social contradiction, class and population.
Prerequisites: ENG 201, SOC 101, and junior standing or above

SOC 354 Gangs and Transnationalism
This course will explore definitions, theories and histories of both street gangs and transnationalism, considering both how local gangs have globalized and how global influences and currents shape local gangs. Case studies of a variety of different groups from around the world will be considered within this conceptual, theoretical and historical context.
Prerequisites: ENG 201, SOC 101

SOC 377/387/379 Internship in Sociology
Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from sociological concepts, theories, and methods, that they have learned in the classroom, internships in Sociology give students a chance to be a participant-observer in a wide-range of workplace settings where they can gain invaluable knowledge, skills and experiences while exploring future career options, building one’s resume, developing networks, and meeting perspective employers. This course has two components that must be fulfilled—successful completion of at least 96 hours at a placement site and completion of the academic portion of the course which includes a mandatory 15 hours of instruction. Interns will have a variety reading and writing assignments for the academic portion of the course. Students wishing to obtain an internship must contact the Center for Career and Professional Development.
Prerequisites: ENG 201, junior standing or above

SOC 401 Problems of Minority Groups
This course reviews theories about the causes of racism; investigates how minority groups face discrimination in schooling, housing, jobs; and looks into the controversy over whether there is a dual system (or double standard) of justice.
Prerequisites: ENG 201, senior standing

SSC 325 Research Methods in the Behavioral Sciences
An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered, with concern for elementary analysis of data. (Registration is through the Department of Sociology.)
Prerequisites: ENG 201, PSY 101 or SOC 101, and junior standing or above
STA 250 Principles and Methods of Statistics
Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers.
Prerequisites: ENG 101, MAT 108 or MAT 141
Environmental Sociology: Soc 2XX
John Jay College of Criminal Justice
Professor Robert Garot

Time: TBA
Location: TBA
Email: rgarot@jjay.cuny.edu
Phone: (212) 237-8680
Contact Hours: TBA
Office: 520.33T

Catalog Description
This course will explore how people create, respond to, define and conceptualize environmental problems using the theoretical and methodological tools of sociology. Case studies of a variety of environmental issues from around the world, such as contamination of air (smog, asthma), water (the BP oil spill, declining fisheries), soil (radon, toxic waste), consumerism (over-consumption) and global warming will be considered within this conceptual, theoretical and historical context.

Section Description
The need to address environmental issues such as climate change, toxic pollution, and the confluence of environmental risk and poverty is increasingly urgent. How might we best address these matters? Why isn’t more being done? Our understanding, use, and response to environmental issues is shaped by social patterns and practices. This course will grapple with the sociological side of environmental issues.

Accessibility Services/ADA Policy
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Plagiarism Policy Statement
Statement of College Policy on Plagiarism
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It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
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**Extra Credit Policy**
College wide policy as stated in the 2011/2012 catalog is as follows:

“Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.”

**Incomplete Grade Policy**
“An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

*When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.”*

**Learning Outcomes**
• Students will discuss orally and in writing how the concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice may be understood sociologically.

• Orally and in writing, students will demonstrate an understanding of how social movements and the discretionary implementation of regulations are vital to considering which group’s agenda is furthered, enforced or neglected.

• Through oral presentations and written exams, students will demonstrate an ability to analyze qualitative and quantitative data to determine the objective threats posed by environmental destruction.

• Orally and in writing, students will demonstrate an ability to think critically about the workings of power, claims-making, and resistance to social change, revealing an understanding of how environmental issues are fundamentally social issues.

• Orally and in written exams, students will demonstrate and ability to think critically about how seemingly natural phenomena are mediated through socially determined responses, and provide a plan to respond to such matters in everyday life.

**Required Readings**
There are four required textbooks for the course:


These are available in the John Jay bookstore at a reasonable price.

**Attendance/Participation**
Attendance and participation in lecture is integral to this course. Because there will be discussion of materials not included in the readings, it is essential that you make every class meeting. Attendance will be taken promptly at the start of each class. Points will be taken off for those who are late: how many points depend on your instructor’s discretion, depending on how late you are, and how much you participated. Absences will be excused at the instructor’s discretion. Students will be responsible for insuring that they are able to receive messages from the professor on Blackboard and email.

**Exams**
There will be three multiple choice exams – two exams and one final. All will be based on lectures and readings from the textbooks. No make-up exams will be given – so you must conform to the times as scheduled. The final will be cumulative, but will focus primarily on material covered after the second mid-term. Further details about the midterm and final exams will be discussed in class.

Papers
For the final paper, you will analyze your response to a published article on an environmental problem in terms of at least three readings discussed in class. To prepare for this paper, you will first find a published article in a reputable publication such as the New York Times, and write a 2-3 personal response. In your response, you will summarize the article, then state whether you agree or disagree with it, and why (due Week 4). For those students who missed the first week of class, an extension may be provided. I will not offer extensions for other papers or exams. This paper will be graded solely on how well you write a persuasive essay. Once I grade this paper, I will return it to you for revisions to form the nucleus of your final paper. Your final paper will include three sections: 1) a literature review of relevant sources from class, 2) a polished version of your opinion paper, and 3) an analysis and assessment of your prior opinions in light of the concepts and arguments presented in class. You may think of your paper as a means of comparing and contrasting your opinion on environmental issues before taking the class, to what you learned about this topic after taking the class. Further details will be discussed in class.

Oral Presentations
Your oral presentation provides a way for you to receive feedback from your professor and your peers on your final paper. Do your best to prepare for it so that you can make the most of the comments you will receive, to strengthen your paper and improve your grade.

Grading Policy
You will not be graded on a competitive basis, so in theory everyone can do well in the class. However, in order to get a top grade, students will be expected to achieve standards of excellence in their work. If you are dissatisfied with any grade you receive, you must submit a written request for a review of the grade, including a defense, no later than one week after the work is handed back to the class. By requesting a review of the grade you receive, you invite the possibility that the new grade will be lower than the original grade, as well as the possibility that it will be higher. Points will be distributed as follows:

- Attendance/Participation/Quizzes: 10%
- Opinion Paper: 5%
- Oral Presentation: 5%
- Exams: 20% x 2
  - A 93-100
  - B+ 88-89
  - C+ 78-79
  - D+ 65-69
- Final Exam: 20%
  - A- 90-92
  - B 83-87
  - C 73-77
  - D 55-64
- Final Paper: 20%
  - B- 80-82
  - C- 70-72
  - D- 50-54

Academic Assistance
Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or
contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

<table>
<thead>
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<th>Resource</th>
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<td>Writing Center</td>
<td>(212) 237-8569</td>
</tr>
<tr>
<td>Counseling Departm</td>
<td>(212) 237-8111</td>
</tr>
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**Etiquette**

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**Calendar**

Please note that the following schedule is tentative, and may change based on how quickly we cover the material. **Be sure to read the assigned materials prior to the day when they are assigned.**

**Week 1: Introduction**


**Part I: The Material**

**Week 2: Consumption, Materialism and Place**

Bell: Chapter 2, “Consumption and Materialism,” pp. 31-56.

**Week 3: Money, Machines and Space**

Bell: Chapter 3, “Money and Machines,” pp. 57-84.

**Week 4: Population, Development and Ecology**


**Opinion Paper Due**

**Week 5: Health**


**Review and Exam #1**

**Part II: The Ideal and the Practical**

**Week 6: Environmental Domination and Risk**

Bell: Chapter 6, “The Ideology of Environmental Domination,” pp. 133-144.

**Week 7: Environmental Concern and Special Populations**

Fitzpatrick and LaGory: Chapter 6, “Health Risks among Special Populations in the City,” pp. 125-152.


Week 8: Human Nature and Promoting Solutions
Fitzpatrick and LaGory: Chapter 7, “Promoting Health: Place-Based Solutions to Place-Based Problems,” pp. 153-188.

Week 9: The Rationality of Risk

Week 10: The Practical

Review and Exam #2

Part III: Case Studies

Week 11: Partial Victories

Week 12: Contaminated Air
Lerner: Chapters 3-6, Port Arthur, Corpus Christi, Addyston, and Marietta, pp. 73-156.

Week 13: Contaminated Water
Lerner: Chapters 7, 8, Tallevast and San Antonio, pp. 157-194.

Week 14: Contaminated Soil
Lerner: Chapters 9-11, Daly City, St. Lawrence Island, Greenpoint, NY, pp. 195-266.

Oral Presentations

Week 15: Disease Clusters Caused by Multiple Sources of Pollution  
Lerner: Chapter 12, Fallon Nevada, pp. 267-298.  
Auyero and Swistun, Chapters 1 and 2, pp. 1-27

Oral Presentations

Week 16: The Social Production of Toxic Uncertainty
Auyero and Swistun, Chapters 3-7, pp. 28-160.

Oral Presentations

Final Exam
Final Paper Due
Sociology of Mental Illness: Soc 2XX
John Jay College of Criminal Justice
Professor Robert Garot

Time: TBA
Location: TBA
Email: rgarot@jjay.cuny.edu
Phone: (212) 237-8680
Contact Hours: TBA
Office: 520.33T

Catalog Description
Using the theoretical and methodological tools of sociology, this course will explore how people create, respond to, define and conceptualize mental illness. A review of the history of mental illness, cultural variability in defining the phenomenon, and the many theories of mental illness, including social constructionism, will help students recognize that mental illness does not exist prior to social dynamics which define, label and address the phenomenon.

Course Overview
This course focuses on three sets of questions in the sociology of mental health and illness:

1. What is “mental illness”? Is “mental illness” a medical condition? A psychological disturbance? An interpersonal disruption? A label for undesirable behavior? We will examine major models of mental health and illness and evaluate how they define the phenomenon and what they suggest should be done to deal with it.

2. Under what conditions, and through what social processes, do some people become identified as “mentally ill”? We will explore the interactions through which ambiguous “troubles” are, or are not, defined as “mental illness,” by family, by friends, and by mental health professionals.

3. What happens to someone who undergoes treatment by the “mental health” professions? We will study mental health occupations, the psychiatric hospital, and issues faced by former patients.

Accessibility Services/ADA Policy
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**Incomplete Grade Policy**

“An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.
When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.”

Learning Outcomes
This course will help our students work to achieve many of the Sociology Major’s learning objectives. During this course students will:

- Explore the history, cultural variation, and debates between competing approaches regarding mental illness.
- Learn how to adopt a sociological perspective to probe political and economic frames of mental illness, and discover how social movements and discretionary judgments are vital to considering which group’s agenda is furthered, enforced or neglected.
- Gain methodological literacy through the analysis of qualitative and quantitative data in understanding the epidemiology of mental illness, and how mental illness is affected by environmental factors.
- Learn to think critically about the workings of power, claims-making, and resistance to social change by examining how definitions of mental illness are a product of macro-political struggles.
- Learn how to think critically about how micro-political struggles determine definitions of mental illness, mediated through socially determined responses.

Required Readings
These will be available in the form of a course reader.

Attendance/Participation
Attendance and participation in lecture is integral to this course. Because there will be discussion of materials not included in the readings, it is essential that you make every class meeting. Attendance will be taken promptly at the start of each class. Points will be taken off for those who are late: how many points depends on your instructor’s discretion, depending on how late you are, and how much you participated. The only way to excuse an absence is to bring a note from a recognized authority figure who can verify and excuse your absence, such as a coach, a judge, an employer, etc. I do not accept papers by email. Students will be responsible for insuring that they are able to receive messages from the professor on Blackboard and email.

Exams
There will be three multiple choice exams – two midterms and one final. Exams will be based on lectures and readings from the textbooks. No make-up exams will be given – so you must
conform to the times as scheduled. The final will be cumulative, but will focus primarily on material covered after the second mid-term. Further details about the midterm and final exams will be discussed in class.

Papers
For the final paper, you must come to a deeper understanding of the variable ways in which definitions of mental illness are applied in the world. While you may propose an independent project, I highly suggest you pursue this topic in one of three ways: 1) by conducting an interview with a mental health professional; 2) by observing how definitions of mental illness are determined, for instance, in a mental health court; or 3) by probing another culture’s definition of mental illness by interviewing an individual such as the proprietor of a local botanical shop, or perhaps a shaman or witch-doctor, or, if possible, observe how such definitions are applied in situ. In the third week of class you will write a brief (1-3 page) proposal regarding which option you wish to pursue and how you propose to pursue it. You should discuss how you plan to make use of your investigative skills to search the library, make phone calls, conduct interviews, and perhaps conduct site visits (subject to instructor approval). For those students who missed the first week of class, an extension may be provided. I will not offer extensions for other papers or exams. Once I grade this paper, I will return it to you with suggestions regarding how to proceed with your final paper. Your final paper will include three sections: 1) a literature review of relevant sources from class, 2) a discussion of how your data, and 3) an analysis the data in light of the issues presented in this course. Further details will be discussed in class.

The paper must be typed and double-spaced. All pages must be stapled together, without special covers or folders. Include your name in the upper right corner, and center the title over the text on the first page. The written assignment will be accepted on or before the due date; for each day that the paper is late, one point will be deducted, unless you provide a valid excuse, as determined by your professor’s discretion. No electronic versions will be accepted. I will be happy to discuss your paper, but I will not read preliminary drafts.

Oral Presentations
Your oral presentation provides a way for you to receive feedback from your professor and your peers on your final paper. Do your best to prepare for it so that you can make the most of the comments you will receive, to strengthen your paper and improve your grade.

Grading Policy
You will not be graded on a competitive basis, so in theory everyone can do well in the class. Points will be distributed as follows:

Attendance/Participation/Quizzes: 10%
Term Paper Proposal: 5%
Term Paper Notes: 5%
Mid-Term: 25%  A  93-100  B+  88-89  C+  78-79  D+  65-69
Final Exam: 25%  A-  90-92  B  83-87  C  73-77  D  55-64
Final Paper: 25%  B-  80-82  C-  70-72  D-  50-54
Term Paper Oral Presentation: 5%
Academic Assistance
Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

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<td>450N</td>
<td>(212) 237-8569</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>3140N</td>
<td>(212) 237-8111</td>
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Etiquette
Attendance and participation in lecture are integral to this course. Because we will discuss materials not included in the readings, it is essential that you attend every class meeting. I will encourage you to participate in multiple ways during lectures, so come prepared. If you choose to disrupt the class, I will stop the class and wait for you to leave as a courtesy to the other students. This applies especially to the use of cellular phones. If you must bring food, be sure to bring enough to share with everyone.

Calendar
Please note that the following schedule is tentative, and may change based on how quickly we cover the material. Be sure to read the assigned materials prior to the day when they are assigned.

Part I: What is “Mental Illness”?
Week 1: Introduction
Sadness, madness, and anxiety (SMA) as social and sociological problems: size and scope of the mental health enterprise; context, construction, and critique.


Week 2: Disorders, Diagnosis, and DSM: Power, politics and problems of DSM; psychiatric disorders identified in DSM.


Week 3: The Social Epidemiology of SMA: the incidence and prevalence of sadness, madness and anxiety; social correlates (class, gender, ethnicity) of mental disorder; problems of interpretation; macro-sociological explanations of long-term changes.

Optional:

Final Paper Proposal Due

Week 4: Medical (Biopsychiatric) Models: Madness as biological pathology; genes and neurotransmitters; the context and consequences of the medical model


Week 5: Social Stress Models: SMA as the product of stress, coping, and social support; social construction of stress.


Week 6: Family Interaction Models: Madness as a response to/reflection of family dynamics; skews and schisms; rubber fences; double binds, mystification, communication deviance and expressed emotion.
Optional:

Week 7: Interactionist & Societal Reaction Models: "Madness" as relationship, label and role; residual deviance; primary and secondary deviance.

Thomas Scheff. The Role of The Mentally Ill and the Dynamics of Mental Disorder." Sociometry, 436-453.

Optional:

**Week 8: Review and Mid-Term**

**Part II: Under What Conditions, and Through What Social Processes, Do Some People Become Identified as “Mentally Ill”?**

**Week 9: Ambiguous Personal and Interpersonal Troubles**: The emergent, contextual and contingent understanding of S, M, and A.

**Term Paper Notes Due** *(One to two pages on how materials presented in class so far are relevant to your paper.)*

**Week 10: Accomodation Practices**: Managing others.

**Week 11: S, M, and A within the Family and the Self**: How families and individuals accommodate S, M, and A.

**Week 12: Moving into the “Mentally Ill” Role**: Practices of police and courts; the legal context of decision-making.
Part III: What happens to someone who undergoes treatment by the “mental health” professions?

Week 13: The Mental Health Enterprise: Commitment: Descriptions and critiques of how mental health professionals learn to label.


Film: Titticut Follies

Oral Presentations

Week 14: The Mental Health Enterprise Institutions and Treatments: The mental hospital; psychotherapy de- and re-constructing reality in therapy; the recovery movement


Oral Presentations

Week 15: Construction of the Mental Health Enterprise: Cultural, social and economic shaping of policies, practices, professions, and institutions of the Mental Health Enterprise.


Oral Presentations

Week 16: Oral Presentations

Final Exam

Final Paper Due
Course Description:
This course offers a critical overview of classical sociological theory from the mid-nineteenth century to World War II. It will explore the major themes of the foundational theorists (e.g., Marx, Weber, Durkheim, Simmel, and Mead) and texts of sociology and discuss the historical and intellectual contexts in which they developed their theories. Students will also examine the relationship between these classical explanations of society and such contemporary issues as inequality and globalization.

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

- Critically discuss the concepts, themes, and arguments related to several classical theoretical schools and debates in sociology based on primary texts.
- Analyze the progression of sociological thought.
- Apply classical theories to specific contexts in contemporary society.
- Connect classical sociological theories to fundamental concepts in sociology such as inequality and stratification.

Required Text:

Course Prerequisites:
SOC 101, ENG 201, SOC 232

Assignments:
*Exams:* There are three exams, each with three essay questions on prior readings and class discussions. The final exam will be cumulative. Each exam question asks students to either identify core elements of an author’s theoretical argument or compare and contrast the theories of two different authors. Students will also have to provide an example of a specific context in
society to which they can apply these theories. Exams will be held in the library computer classroom and will be approximately 10 pages each. Students will be allowed to use their notes.

Reading discussion: At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth 3-page memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present.

Grading:
Class participation: 25
Reading memo: 25
Exams: 150 (3 at 50 points each)
Total: 200 points

A    93 - 100%   = 186 - 200 points
A-   90 - 92.9   = 180 - 185
B+  87.1 - 89.9  = 174 - 179
B    83 - 87     = 166 - 173
B-   80 - 82.9   = 160 - 165
C+   77.1 - 79.9 = 154 - 159
C    73 - 77     = 146 - 153
C-   70 - 72.9   = 140 - 145
D+   67.1 - 69.9 = 134 - 139
D    63 - 67     = 126 - 133
D-   60 - 62.9   = 120 - 125
F    below 60    = below 119

Note that I take the percentage of your total points out of 200 to determine your final grade.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

All students are allowed one unexcused absence. Each unexcused absence after the first will result in a deduction of five points from your point total. Excused absences must be brought to my attention. In either situation, you are responsible for getting all notes and handing in all assignments on time.

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**Extra work during the semester statement:** There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

**Incomplete grade policy:** An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the professor as to whether or not to give the grade of Incomplete.

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**Course Schedule**

Week 1. Introduction

Week 2. Precursors to Sociological Theory

Sociological theorizing distinguished itself from philosophical inquiry in the 19th century by focusing on empirical questions, particularly with regard to the effects of industrialization and modernization upon local cultures, communities, and societies; and with regard to specific causes of social problems, including cultural and class conflict and social disorder. In this section we examine the precursors to sociological theory, which is to say, the historical context and intellectual debates from which sociological theory emerged.

- Of the Natural Condition and the Commonwealth (from *Leviathan*) / pp. 30-37

*Thomas Hobbes*
Marx was a political philosopher and revolutionary political activist whose work covered vast territory. But he was not considered either a sociologist or an important figure in the field until the mid 20th century – notwithstanding the fact that sociologists previously routinely drew freely on his work, mostly without attribution. Marx’s critique of political economy, his mode of ideology critique, and his conceptualization of alienation, class struggle, and evolving contradictions of modern society are unavoidable in contemporary sociology. In this section, we examine the origins and development of Marxist theory.

- The German Ideology (from *The German Ideology, Part One*) / pp. 142-145
  *Karl Marx and Friedrich Engels*

- Economic and Philosophic Manuscripts of 1844 (from *Collected Works, Volume 3*) / pp. 146-155
  *Karl Marx*

- Manifesto of the Communist Party (from *Collected Works, Volume 6*) / pp. 156-171 *Karl Marx and Friedrich Engels*

- The Eighteenth Brumaire of Louis Bonaparte (from *Collected Works, Volume 11*) / pp. 172-181 *Karl Marx*

- Wage-Labour and Capital (from *Karl Marx: Selected Writings*) / pp. 182-189 *Karl Marx*

- Classes (from *Collected Works, Volume 37*) / pp. 190-192 *Karl Marx*

* I will announce which readings we will cover each week in advance

Week 5. EXAM
Durkheim’s work has been the most influential in sociology over the last century, in part because of the way in which he theorized the transition from traditional to modern societies, and in part because of the way in which he tried to establish sociology as a ‘science’ of society. Entire areas of sociological study developed from his work. The sociology of deviance has been Durkheimian throughout most of its history. In this section we examine Durkheim’s work and focus on the question of what it means for sociology to be scientific.

  Emile Durkheim

- The Division of Labor in Society (from *The Division of Labor in Society*) / pp. 220-242
  Emile Durkheim

- The Elementary Forms of the Religious Life (from *Elementary Forms of the Religious Life*) / pp. 243-254
  Emile Durkheim

- Suicide (from *Suicide: A Study in Sociology*) / pp. 255-264
  Emile Durkheim

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Weber provides a very different kind of interpretation of modernity -- an alternative to Durkheim – by focusing less on the loosening of the social bond in modern society and more on the historical process of (economic) rationalization, in which humanity becomes more calculating and less spiritual, more humane and orderly, but also, paradoxically, less sensual, less inspired, and therefore less human. In addition, Weber was more concerned with the question of ideology, as both a resource and an obstacle in social research, than Durkheim. But it was Marx that Weber had in mind when he himself described his work as an alternative interpretation of history and society. He is oftentimes described as debating the ghost of Marx. In this section we examine Weber’s concept of rationalization and his criteria for a scientific sociology.

- “Objectivity” in Social Science (from *The Methodology of the Social Sciences*) / pp. 273-279
  Max Weber

- Basic Sociological Terms (from *The Theory of Social and Economic Organization*) / pp. 280-290
  Max Weber

- The Protestant Ethic and the Spirit of Capitalism (from *Protestant Ethic and the Spirit of Capitalism With Other Writings on the Rise of the West*) / pp. 291-309
  Max Weber
- The Distribution of Power within the Political Community: Class, Status, Party (from *From Max Weber: Essays in Sociology*) / pp. 310-319
  Max Weber

- The Types of Legitimate Domination (from *The Theory of Social and Economic Organization*) / pp. 320-228
  Max Weber

- Bureaucracy (from *Max Weber: Essays in Sociology*) / pp. 328-338
  Max Weber

* I will announce which readings we will cover each week in advance

Week 10.   EXAM

*Weeks 11 and 12.   Self and Society in Sociological Theory

Sociology has always been concerned with social structure and forces outside individuals that shape their will, as Durkheim put it. But there has also been a strand of sociological theorizing that become increasingly pronounced in the mid-20th century, that dealt with subjectivity (pace Weber) and inter-subjectivity, a singular concept drawn disparately from phenomenology, psychoanalysis and hermeneutics. In this section we examine the ways in which sociological theorists have dealt with questions about human consciousness and social relations, including with regard to the role of symbolism, belief systems, expectations, and the formulation of judgements.

- The Self (from *Mind, Self and Society: From the Standpoint of a Social Behaviorist*) / pp. 347-360
  George Herbert Mead

- The Stranger (from *Georg Simmel: On Individuality and Social Forms*) / pp. 361-365
  Georg Simmel

- Group Expansion and the Development of Individuality (from *Georg Simmel: On Individuality and Social Forms*) / pp. 366-381
  Georg Simmel

- The Dyad and the Triad (from *The Sociology of Georg Simmel*) / pp. 382-395
  Georg Simmel

- Civilization and its Discontents (from *Civilization and its Discontents*) / pp. 396-403
  Sigmund Freud

- The Souls of Black Folk (from *The Souls of Black Folk*) / pp. 404-409
  W. E. B. Du Bois
* I will announce which readings we will cover each week in advance


Sociological theory is always in some sense critical because it seeks to understand and explain the problems and contradictions of society without regard to official explanations. But critical theory, a term that was associated directly with the Frankfurt School in the 1930s and until the 1960s, has earned its reputation from its oppositional stance in relation to rationalized structures of economic power and political authority, and through its emphasis on the need to synthesize the greatest insights of revolutionary thinkers of 19th century, particularly Marx, Weber and Freud. In this section we examine some of the most important and sociological relevant theoretical syntheses of the Frankfurt School.

  Max Horkheimer

- The Work of Art in the Age of Mechanical Reproduction (from Illuminations) / pp. 441-464
  Walter Benjamin

- The Culture Industry (from The Dialectic of Enlightenment) / pp. 465-477
  Max Horkheimer and Theodor W. Adorno

- One-Dimensional Man (from One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society) / pp. 478-486
  Herbert Marcuse

* I will announce which readings we will cover each week in advance
Course: Global Social Movements, Soc 3XX
Instructor: Professor David Brotherton
Phone: 212 237-8694

Course Description

This course focuses on the sociological controversies concerning the emergence of grassroots global movements “from below” that are contesting the distribution of resources, power and space controlled by societal elites. Globalization has impacted many dimensions of social life affecting political participation in every country. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth while political globalization has created global norms on human rights and led to new global social movements. This course will explore how globalization has impacted many dimensions of social life affecting political participation in every country.

Section Description

Globalization has impacted many dimensions of social life, and it affects democracy and political participation in every country of the world. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth.Political globalization has created global norms on human rights and environmental protection and has led to an array of new global social movements while transforming many of the older ones. As we look to many established international organizations like the United Nations, the European Union, or the World Trade Organization for leadership on a range of global issues we are struck by the degree to which these very organizations contribute to what is sometimes called a global “democratic deficit.” Many of the factors behind the Occupy Movements and the Arab Spring are linked to this deficit. This course examines the driving forces behind global social movements and considers how different groups such as women, indigenous peoples, workers, and environmentalists have responded to the dynamics of globalization to form innovative new communities.

The purpose of the course is to introduce you to the intense sociological, political and theoretical controversies concerning the emergence of global and transnational movements “from below” that are increasingly contesting the distribution of resources, power and space controlled from “those above.” You will be presented with a variety of strong critical perspectives and will be expected to understand the conflicting theoretical and policy positions that inform our thinking on global social movements and present your own critical views on the workings of the global political economy through a sociological lens.
In the course of examining the forces shaping global economic governance and the desired goals, we will delve specifically into the issues of democratic participation, the role of ideology, the meanings of international development, and the place of transnational corporations, trade, and finance in contemporary society. Active participation –through reading and class discussion - is expected.

**Learning Outcomes**

- Identify the major causes behind the development of global social movements;
- Understand what is meant by the concept “globalization.”
- Theorize the development of global social movements within the discipline of sociology;
- Evaluate debates surrounding globalization and problems arising from it;
- Understand some of the implications of global change for democracy and citizenship;

**Texts**

Required Readings:
Networks of Outrage and Hope: Social Movements in the Internet Age, Manuel Castells (Cambridge, UK: Polity 2012)

*All other texts on electronic reserve*

**Requirements and evaluation**
In-class preparedness & participation 10%
Research paper proposal (two pages maximum) 3rd week of the course 10%
Mid-term in-class exam 20% in the 5th week of the course. Exam questions are based on material from the first five weeks of the course covering global social movements theory and the sociological processes and definition of the concept of globalization.
Final Take-Home exam 30% - this will handed out the last day of the course. Questions will be based on the last 8 weeks of the course, covering the concepts of alter-globalization, rhizomatic revolution, and the culture of protest.
Research paper 30% (You will hand in a one page proposal during the 3rd week (see above) which will describe the topic you wish to research, the resources you will use and your approach to the analysis. I will respond to your proposal in the fourth week with suggestions for readings and organization and if need be we will meet to finalize your subject area. The final paper will be 12-15 pages double-spaced plus a bibliography due at the end of the course. During the last two classes students will be expected to talk for five minutes about their research).

**Extra Work during the Semester:**
Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit
work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students. See page 232 of John Jay College of Criminal Justice Undergraduate Bulletin, 2011 – 2012.

**Americans with Disabilities Act (ADA) Policies:**
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**Statement of the College Policy on Plagiarism:**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

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

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

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**Class Schedule and Themes:**

Week 1: Introduction and the Theory of Global Social Movements

Reading: Snow, Soule and Kriesi (The Blackwell Companion to Social Movements [2007] edited by Snow and Seule, chapter 1, pp. 3-17)
Questions addressed:
What is a social movement? What is the impact of globalization on social movements? What is new about the present social and cultural period at the global level? What is meant by post-Fordism? What is meant by reflexivity?

Week 2: The Theory of Global Social Movements


Questions addressed:
What are the roles of class, race and gender in the new social movements? How do we understand the concept of agency in these new movements? Are all new social movements progressive? What do the concepts of horizontalism and verticalism have to do with new social movements and their organizational structures? Does a new subjectivity seem to be taking hold in these movements?

Week 3: Globalization and Capitalism (Research paper proposals due)

Reading: Karl Marx (The Communist Manifesto), Immanuel Wallerstein (World Systems Analysis in “The Essential Wallerstein,” pp. 129-149)

Questions addressed:
To what degree is globalization a new concept? Did Marx totally agree that economics determines politics in social action? Is capitalism a rational system of production and exchange? Does capitalism develop through a rational process of capital accumulation? What is the role of violence in capitalist development? How did Marx understand the resistance of the international proletariat? Who are the proletariat?

Week 4: Globalization and Capitalism

Reading: Saskia Sassen (Sociology of Globalization [2007], pp. 1-30) and Susan George (How the Other Half Dies [1977], pp. 5-37)

Film: “The Corporation”

Questions addressed:
What is new about modern globalization at the economic and political levels? What is meant by the financialization of society? Does poverty necessarily comes with capitalist development? What is meant by super-exploitation? Are there progressive forms of capitalist society that avoid the global poverty trap? Do the poor necessarily revolt? Do the rich necessarily exploit?

Week 5: The Post-Colonial World Part One (In class Mid-Term Exam)
Questions addressed:

What is meant by a post-colonial world? What are the modern forms of eugenics in the global arena? Does a global patriarchy exist? How does the global south view the global north? Can the world be divided into northern and southern spheres—a developed and a developing world? What is the role of ideology in justifying a certain world order?

Week 6: The Post-Colonial World Part Two.

Readings: Galleano pp 131-244 & 305-336.

Questions addressed:

What is the role of ethics in the making of relations between the developed and developing worlds? What moral legacy did colonialism leave us? What has been the role of religion in resistance and domination? How have the subjugated resisted? What has been the role of violence in resistance movements? What is the role of environmentalism in the new resistance? How have indigenous movements developed in the global resistance to “development”? How have the politically and economically powerful responded to these resistances?

Week 7: The Rise of International Bodies

Readings: A Possible World: Democratic Transformation of Global Institutions, chapter 1 and 4.

Questions addressed:

What is meant by a democratic deficit? Can the major international institutions, e.g., the World Bank, the IMF, OECD, United Nations be made more democratic? What prevents democracy being taken seriously by elites? Is there a contradiction between development for profit and for human need? How might these contradictions be addressed without violence? Are there forms of violence besides that used for physical and social domination?

Week 8: The Rise of International Bodies

Readings: A Possible World, chapters 2 and 3.

Questions addressed:

Do we see new international bodies formed to address issues of inequality? What do these international bodies look like? What are the major principles of new international democratic bodies? Can a system based on global profit-making be regulated? What should be the role of global corporations in a new democratic world order? What has happened to the power of
national governments in the new global economic order? How has the developing world pushed their agenda on the United Nations?

Week 9: Alter-Globalization

Readings: Pleyers, pp.33-178.

Questions addressed:

What does the new global activism mean? Who is participating in this activism? What are the demands of the activists? What is the role of the imagination in addressing local and global concerns of injustice? What is meant by glocalization? What is the history of the Social Forum? What is the Social Forum?

Week 10: Alter-Globalization

Readings: Pleyers, pp. 179-257.

Questions addressed:

What is the relationship between post-industrialism and globalization? Can the new social movements develop a global consciousness? What does this consciousness mean for social actors from the developing and developed worlds? Do the same hierarchies repeat themselves in the new Social Forums? What is meant by a grass roots movement? Does religion have a role in these movements? How do these movements represent a struggle for identity?

Week 11: The Arab Spring and Occupy Movements


Questions addressed:

How was social media used to develop the democratic movements against authoritarianism in different locales? Does the social medical enable or distort the new movements? What forms of organization do these movements take? How do secular and religious social actors combine in these movements for freedom and democracy? What is the role of anarchism in these movements? What does anarchism mean? What is meant by the state?

Week 12: Rhizomatic Revolution

Readings: Castells, pp. 110-234.

Questions addressed:

What is meant by a rhizome? How does a rhizomatic revolution differ from traditional revolutions? Why do rhizomatic processes accord with a late modern society? Are these
revolutions more difficult to control by elites? How do elites address the demands of the rhizomatic masses? What demands are being made by these masses of social actors? Does repression represent the strength or weakness of the powerful?

Week 13: Protest as Culture and Research Presentations

Readings: “We are Everywhere,” pp. 301-400.

Questions addressed:

How have the new social movements developed culturally? How has culture informed these movements? Does a new culture produce a new society? Can new societies exist within the old society? What do you understand by a society of the spectacle?

Week 14: Film: “The Square” – documentary based on the multi-year struggle in Egypt for democracy.

Questions addressed:

What constituted the forces of the state in the documentary? Were these state forces agreed on how to respond to the crisis? What were the divisions within the state? What kinds of social actors did you see in the documentary? What motivated these social actors? How did these social actors develop throughout the course of the resistance? What is the role of space in such resistance? Is space just a physical concept in such movements?

Week 15: Conclusion and Research Presentations (Final research papers due and take-home final exam distributed to be handed back in one week)

Readings: Castells, pp. 244-247.
Food Justice: Soc 3XX  
John Jay College of Criminal Justice  
Professor Robert Garot

Time: TBA  
Location: TBA  
Email: rgarot@jjay.cuny.edu  
Phone: (212) 237-8680  
Office: 520.33T

Catalog Description
This course will explore how the food we eat, where and how it is created and consumed, are fundamentally issues of justice by using the theoretical and methodological tools of sociology. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affects health, living standards, and migration patterns.

Course Objectives
The aim of this course is to move students towards thinking about food in terms of justice. In the process of production, are the lands, the animals, the workers and consumers treated justly? Ultimately, such questions of justice revolve around sustainability: do all parties involved flourish under existing conditions, or do they tend to suffer and become sick? Students in this course will learn about many cases in which food injustice has been carried out, and will learn how to recognize, diagnose, and document such cases on their own.

Learning Objectives
This course will help our students work to achieve many of the Sustainability Minor’s learning objectives. During this course, students will:

- Explore concepts, issues, and debates surrounding food justice through a sociological lens.
- Adopt a sociological perspective to probe political and economic frames of food justice, and discover how social movements and the discretionary implementation of regulations are vital to considering whose agenda is furthered, enforced or neglected.
- Engage in qualitative and quantitative reasoning in understanding the objective threats posed by food justice issues, and how they are mediated by the social dynamics of responses.
- Think critically about the workings of power, claims-making and barriers to social change by examining how food justice issues are fundamentally social issues.
- Critically examine how seemingly natural phenomena are mediated through socially determined responses, aiding them in responding to such matters in everyday life.

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**Extra Credit Policy**

College wide policy as stated in the 2011/2012 catalog is as follows:

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**Incomplete Grade Policy**

“An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.
If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester."

**Required Readings**
Sections from six trade paperbacks are required for this course:


These are available at a reasonable price at the John Jay bookstore.

**Attendance/Participation**
Attendance and participation in lecture is integral to this course. Because there will be discussion of materials not included in the readings, it is essential that you make every class meeting. Attendance will be taken promptly at the start of each class. Points will be taken off for those who are late: how many points depends on your instructor’s discretion, depending on how late you are, and how much you participated. Whether an absense is excused is up to your instructor’s discretion. *I do not accept papers by email.* Students will be responsible for insuring that they are able to receive messages from the professor on Blackboard and email.

**Exams**
There will be three multiple choice exams – two midterms and one final. Exams will be based on lectures and readings from the textbooks. No make-up exams will be given – so you must conform to the times as scheduled. The final will be cumulative, but will focus primarily on
material covered after the second mid-term. Further details about the midterm and final exams will be discussed in class.

**Papers**

For the final paper, you will trace the production, transportation and consumption process of one local food item, and analyze it in terms of the course readings. In the third week of class you will write a brief (1-3 page) proposal regarding which food you would like to trace, in which market, and how you propose to trace it. You should discuss how you plan to make use of your investigative skills to search the library, make phone calls, conduct interviews, and perhaps even conduct site visits (subject to instructor approval) to find where, and by what means your food item is produced and arrives for consumption. *For those students who missed the first week of class, an extension may be provided. I will not offer extensions for other papers or exams.* Once I grade this paper, I will return it to you with suggestions regarding how to proceed with your final paper. Your final paper will include three sections: 1) a literature review of relevant sources from class, 2) a discussion of how you learned of the origins of your food item, and 3) an analysis the production and transportation of your food source in light of the food justice issues that are central to this course. Further details will be discussed in class.

The paper must be typed and double-spaced. All pages must be stapled together, without special covers or folders. Include your name in the upper right corner, and center the title over the text on the first page. The written assignment will be accepted on or before the due date; for each day that the paper is late, one point will be deducted, unless you provide a valid excuse. *No electronic versions will be accepted.* I will be happy to discuss your paper, but I will not read preliminary drafts.

**Oral Presentations**

Your oral presentation provides a way for you to receive feedback from your professor and your peers on your final paper. Do your best to prepare for it so that you can make the most of the comments you will receive, to strengthen your paper and improve your grade.

**Grading Policy**

You will not be graded on a competitive basis, so in theory everyone can do well in the class. However, in order to get a top grade, students will be expected to achieve standards of excellence in their work. If you are dissatisfied with any grade you receive, you must submit a written request for a review of the grade, including a defense, no later than one week after the work is handed back to the class. By requesting a review of the grade you receive, you invite the possibility that the new grade will be lower than the original grade, as well as the possibility that it will be higher. Points will be distributed as follows:

- **Attendance/Participation/Quizzes:** 15%
- **Term Paper Proposal:** 5%
  - **Mid-Term:** 25%  
    - A  93-100  B+  88-89  C+  78-79  D+  65-69
    - **Final Exam:** 25%  
      - A-  90-92  B  83-87  C  73-77  D  55-64
    - **Final Paper:** 25%
      - B-  80-82  C-  70-72  D-  50-54
- **Term Paper Oral Presentation:** 5%
**Academic Assistance**
Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>450N</td>
<td>(212) 237-8569</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>3140N</td>
<td>(212) 237-8111</td>
</tr>
</tbody>
</table>

**Etiquette**
Attendance and participation in lecture are integral to this course. Because we will discuss materials not included in the readings, it is essential that you attend every class meeting. I will encourage you to participate in multiple ways during lectures, so come prepared. If you choose to disrupt the class, I will stop the class and wait for you to leave as a courtesy to the other students. This applies especially to the use of cellular phones. If you must bring food, be sure to bring enough to share with everyone.

**Calendar**
Please note that the following schedule is tentative, and may change based on how quickly we cover the material. Be sure to read the assigned materials prior to the day when they are assigned.

**Week 1: Introduction**
*Begin to mull over and conduct exploratory research on your paper proposal.*

**Part I: An Unjust Food System**
**Week 2: Growing and Producing Food, Part 1: Crops**
Gottlieb and Joshi: Chapter 1, pp. 13-29.

**Week 3: Growing and Producing Food, Part 2: Meat**
Gottlieb and Joshi: Chapter 1, pp. 30-38.

**Research Proposal Due**

**Week 4: Oil Dependence and Displacement**
Bacon: pp. 51-80.
Pollan: pp. 32-64.

**Week 5: Accessing Food**
Gottlieb and Joshi: Chapter 2, pp. 39-58.

**Week 6: Consuming Food**
Gottlieb and Joshi: pp. 59-74.
Schlosser: “Success,” pp. 91-111.

**Week 7: Food Politics**
Gottlieb and Joshi: pp. 75-98.

**Week 8: The Food System Goes Global**
Gottlieb and Joshi: pp. 99-120.
Holt-Giménez: pp. 21-90.

**Week 9: Review and Mid-Term**

**Part II: Food Justice Action and Strategies**

**Week 10: Reinventing Farming**
Andrews: Chapter 5, pp. 113-130.
Gottlieb and Joshi: Chapter 6, pp. 123-150.
Pollan: pp. 123-133.

**Week 11: Forging New Food Routes**
Gottlieb and Joshi: pp. 151-176.
Pollan: pp. 239-261.

**Week 12: “Organic” Food**
Pollan: pp. 134-238.

**Week 13: Slow Food**
Gottlieb and Joshi: pp. 177-196.

**Week 15: A New Food Politics**
Gottlieb and Joshi: pp. 197-220.

**Oral Presentations**

**Week 16: An Emerging Movement**
Andrews: pp. 131-156.
Gottlieb and Joshi: pp. 221-238.

**Oral Presentations**
Final Exam
Final Paper Due
Senior Seminar: The People and Places of New York City

Course description: In this capstone course for the Sociology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary sociology. Students will write a scaffolded research proposal, empirically-based research paper, or in-depth essay that is a critical reflection on sociological issues, theories or research.

Section description: People and places are the lifeblood of any city. Along with immigrant groups and the experience of immigration, we will be covering a broad array of groups (e.g. racial, occupational, residential) and places (e.g. neighborhoods, streets, workplaces) found in New York City. We will also be discussing a multitude of urban issues having an impact on life for people in New York City today, such as gentrification, economic shifts, inequality, housing costs, education, health, and homelessness, and examine them through a sociological lens. Along with our readings and discussions, you will explore these and other issues in your own group research projects on a specific group and place in the city.

Learning outcomes: By the end of the course, students will be able to:

1. Critically discuss the core literature and debates that make up the discipline of sociology.
2. Understand and apply the key components of sociological theory to specific contexts.
3. Evaluate common sociological research methods for their appropriateness in examining specific issues and populations.
4. Make reasoned and informed judgment on societal issues based on empirically- and theoretically-informed analyses.
5. Organize thoughts and communicate arguments effectively in writing.

Course prerequisites: ENG 102 or ENG 201, senior standing, and all disciplinary requirements for the Sociology major
**Required Books:**


**Assignments:**

*Reading discussion:* At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present. (See the Reading Discussion Overview document on Blackboard and our class website for more detail on the expectations for this assignment.)

*Field trip assignments:* We will be going on three field trips during the semester (see dates and locations in Course Schedule). Each student is required to write a 1-2 page report on these trips.

*Group-based research project:* At the beginning of the semester, students will divide into groups of between 4 and 6 members. These will be your research groups for the whole semester. Each group must select a place and group(s) of people in the city that they would like to examine. It could be such places as a neighborhood, a park, a street, or a district, to name a few examples. The assignments for this project will include researching detailed facts about the place and group, collecting data through fieldwork and interviews, and applying sociological concepts on cities and urban life to their topics. Students will collectively work on these projects, but submit their own final paper focusing on a specific aspect of the research.

There are no specific methods of citation, documentation or formatting required for this course.

I only accept assignments by email. Please send them to jj.assignments@gmail.com.

All assignments must be:

- Double-spaced
- 12-point font
- 1-inch margins
- Saved in a Word format (.doc or .docx)
I accept drafts of any paper and will provide feedback.

Grading:
Class participation: 20
Reading memo: 20
Field trip report (3 at 20 points each): 60
Group research assignments: 50
Final paper (12-15 pages): 50
Total: 200 points

A    93 - 100%  = 186 - 200 points
A-   90 - 92.9  = 180 - 185
B+  87.1 - 89.9 = 174 - 179
B    83 - 87    = 166 - 173
B-   80 - 82.9 = 160 - 165
C+  77.1 - 79.9 = 154 - 159
C    73 - 77    = 146 - 153
C-   70 - 72.9 = 140 - 145
D+  67.1 - 69.9 = 134 - 139
D    63 - 67    = 126 - 133
D-   60 - 62.9 = 120 - 125
F    below 60   = below 119

Note that I take the percentage of your total points out of 200 to determine your final grade.

I accept late assignments, but you will have two points deducted for every class day that an assignment is late.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

All students are allowed one unexcused absence. Each unexcused absence after the first will result in a deduction of five points from your point total. Excused absences must be brought to my attention. In either situation, you are responsible for getting all notes and handing in all assignments on time.

Blackboard: As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). Go to www.jjay.cuny.edu, click on “Blackboard” at the top. Click on “BlackBoard” again, and then click on Blackboard 9.1. If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email them at helpdesk@jjay.cuny.edu. The readings are under “Course Documents.”

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

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

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

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

**Accessibility services/ADA policy:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student’s eligibility from the OAS, located at 1L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the professor.

**Extra work during the semester statement:** There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

**Incomplete grade policy:** An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the professor as to whether or not to give the grade of Incomplete.

If a professor decides to give an Incomplete Grade, he will complete an Incomplete Grade drop-down form that will appear on the grading screen when the professor assigns the INC grade online. The professor will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the professor to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the professor agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring
semester. If the student does not successfully complete the missing work, the professor may change the grade to a letter grade. If the professor does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

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**COURSE SCHEDULE**

An asterisk (*) next to a date indicates an assignment is due on that date. You are responsible for all readings listed below each date, on that date.

### 1/29: An Introduction to Studying New York City and its People

*Readings:*


### *2/5: Yesterday and Today: A Brief History of Gotham

*Readings:*


*Paper 1 due:* Each student must submit a one-page overview of their group’s setting, group, and issue that they would like to focus on for their semester-long project.

### 2/12: No class

### *2/19: The Newcomers’ Fate: Immigration

*Readings:*

**Paper 2 due:** Each student must visit their field site and submit a one-page paper describing it, specifically focusing on five places within the setting that best represent the group and social issue they are focusing on.

2/26: The Changing City: Gentrification

*Readings:*

3/5: The Lower East Side, East Village, and Bowery: FIELD TRIP

- *Meet at TBD time and location*

**3/12: The City’s Spaces**

*Readings:*

*Field trip report due*

**3/19: Communities and Leisure**

*Readings:*

**Paper 3 due:** Each student must write an annotated bibliography consisting of three academic sources that they have found on their group and/or social issue.

3/26: Chelsea Market: FIELD TRIP

- *Meet at TBD time and location*
4/2: The Fall of The Bronx

Readings:
- Contreras, Randol. 2012. “Chapter 4: The New York Boys: Tail Enders of the Crack Era” and “Chapter 5: Crack is Dead.”

*Field trip report due*

4/9: The Fall of The Bronx

Readings:

*Paper 4 due:* Using the Contreras reading as a guide, students must submit a two-page discussion of the sociological theory they will be applying to their place and group.

4/16: No class

4/23: How Brooklyn Became Cool, and How It’s Still Not

Readings:

*4/30: How Brooklyn Became Cool, and How It’s Still Not

Readings:

*Paper 5 due:* Students must submit a five-page discussion of the empirical evidence they have gathered from their fieldwork and interviews. At this point, students should already have an idea of their overall argument.

5/7: Fort Greene and the Brooklyn Navy Yard: FIELD TRIP

- Meet at TBD time and location

*5/14: Project Presentations

*Field trip report due

Final Papers will be due on the date of our final exam
Appendix C.

New York State Department of Education Forms
Table 1a: Undergraduate Program Schedule

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

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
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<tr>
<td><strong>Course Number &amp; Title</strong></td>
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<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Cr LAS Maj New Prerequisite(s)</strong></td>
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<td>Req Core: ENG 201 English Comp II</td>
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<tr>
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<td>Req Core: Life &amp; Physical Science</td>
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<tr>
<td>Flex Core: US Exp in its Diversity</td>
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<tr>
<td>Flex Core: Scientific World</td>
<td>3 X</td>
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<tr>
<td>Area of Focus:B. #1 SOC/PSY 213 Race &amp; Ethnic Relations</td>
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<td>Col Option: Learning From the Past</td>
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<td>SOC 325 Research Methods in Behavioral &amp; Social Sciences</td>
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<td>Col Option: Justice Core 300-level</td>
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<td>Sociology Elective: SOC 213 The Family</td>
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<td>SOC 327 Advanced Sociological Methodology</td>
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<td>Area of Focus A: #3 SOC 350 Social Change</td>
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<tr>
<td>Term credit total:</td>
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Program Totals: | Credits: 120 | Liberal Arts & Sciences: 102 (Gen Ed = 42) | Major: 36 | Elective & Other: 42 |

Cr: credits | LAS: liberal arts & sciences | Maj: major requirement | New: new course | Prerequisite(s): list prerequisite(s) for the noted courses

74
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<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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</table>
| Susan Opotow, Professor | SOC 206 Sociology of Conflict & Dispute Resolution  
SOC 251 Sociology of Human Rights  
SOC 2XX Environmental Sociology  
SOC 2XX Sociology of Injustice  
SOC 4XX Senior Seminar | 30% | PhD Columbia University | |
| David Green, Assistant Professor | SOC 222 Crime, Media, And Public Opinion  
SOC 1XX Tabloid Justice  
SOC 2XX Media Sociology | 45% | PhD, Criminology, University of Cambridge;  
MPhil, Criminological Research, University of Cambridge; BS, Urban Studies, Worcester State College | |
| Richard Ocejo, Assistant Professor | SOC 101 Intro to Sociology  
SOC 201 Urban Soc  
SOC 209 Sociology of Work & Jobs  
SOC 325 Research Methods  
SOC 327 Advanced Sociological Methods  
SOC 328 Qualitative Research Methods  
SOC 440 Senior Seminar  
SOC 2XX Sociology of Culture | 45% | PhD CUNY | |
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<th>Percent Time to Program</th>
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<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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| Lucia Trimbur, Assistant Professor | SOC 201 Urban Sociology  
SOC 213 Race and Eth Relations  
SOC 232 Social Stratification  
SOC 275 Political Imprisonment  
SOC 302 Social Problems  
SOC 315 Contemporary Sociological Theory  
SOC 328 Qualitative Research Methods  
SOC 346 Sport in Global Perspective  
SOC 350 Social Change  
SOC 401 Problems of Minority Groups  
SOC 3XX Classical Sociological Theory  
SOC 4XX Senior Seminar | 100% | PhD Soc. and African American Studies, Yale University |  |
| Carla Barrett, Assistant Professor | SOC 101 Introduction to Sociology  
SOC 328 Qualitative Research Methods  
SOC 308 Sociology of Violence  
SOC 3XX Classical Sociological Theory | 30% | PhD in Soc. CUNY Graduate Center | John Jay WI (Writing Intensive) Certified |
| Rosemary Barberet, Associate Professor | SOC 251 Sociology of Human Rights  
SOC 3XX Global Social Movements | 15% | Ph.D., Criminology and Criminal Justice, University of Maryland, 1994. | Representative to the United Nations for the International Sociological Association |
<table>
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<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
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<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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</table>
| Gail Garfield, Associate Professor | SOC 101 Intro. to Sociology  
SOC 213 Race & Ethnic Relations  
SOC 308 Sociology of Violence  
SOC 401 Problems of Minority Groups  
SOC 420 Women & Crime  
SOC 2XX Sociology of Injustice | 100% | PhD CUNY |  |
| Valli Rajah, Associate Professor | SOC 101 Introduction. to Sociology  
SOC 213 Race & Ethnic Relations.  
SOC 232 Social Stratification  
SOC 302 Social Problems  
SOC 308 Sociology of Violence  
SOC 315 Contemporary Sociological Theory  
SOC 328 Qualitative Research. Methods  
SOC 401 Problems of Minority Groups  
SOC 420 Women & Crime  
SOC 3XX Classical Sociological Theory  
SOC 4XX Senior Seminar  
SSC 325 Research Methods in the Behavioral Sciences | 100% | PhD; Columbia University | John Jay Writing Intensive certified |
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<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
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<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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| Mucahit Bilici, Assistant Professor                           | SOC 315 Contemporary Sociological Theory  
SOC 2XX Religion in a Global World  
SOC 3XX Classic Sociological Theory  
SOC 4XX Senior Seminar | 40% | PhD in Soc., University of Michigan, Ann Arbor | Expertise in Islam and Muslim societies |
| David Brotherton, Professor                                   | SOC 201 Urban Sociology  
SOC 2XX Sociology of Culture  
SOC 315 Contemporary Sociological Theory  
SOC 3XX Classic Sociological Theory  
SOC 3XX Global Social Movements  
SOC 4XX Senior Seminar | 45% | PhD, University of California, Santa Barbara | |
| Jayne Mooney, Associate Professor                             | SOC 308 Sociology of Violence  
SOC 4XX Senior Seminar | 30% | PhD, Middlesex University, U.K. | |
| Louis Kontos, Professor                                       | SOC 201 Urban Sociology  
SOC 315 Contemporary Sociological Theory  
SOC 3XX Classic Sociological Theory  
SOC 3XX Global Social Movements  
SOC 4XX Senior Seminar | 60% | PhD Northeastern University | |
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| Michael Rowan, Professor | SOC 201 Urban Sociology  
SOC 315 Contemporary Sociological Theory  
SOC 327 Qualitative Research Methods  
SOC 3XX Classic Sociological Theory  
SOC 4XX Senior Seminar | 60% | PhD NYU |  |
| Andrew Karmen, Professor | SOC 101 Introduction to Sociology  
SOC 302 Social Problems  
SOC 4XX Senior Seminar  
SSC 325 Research Methods | 25% | Ph.D. Soc., Columbia University |  |
| Antonio (Jay) Pastrana, Jr., Assistant Professor | SOC 101 Introduction to Sociology  
SOC/PSY 202 The Family  
SOC 213 Race & Ethnic Relations  
SOC 251 Sociology of Human Rights  
SOC 327 Advanced Sociological Methods  
SOC 2XX Sociology of Sexuality  
SOC 3XX Global Social Movements  
SOC 4XX Senior Seminar  
SSC 325 Research Methods in Behavioral Sciences  
STA 250 Principles & Methods of Statistics | 100% | PhD CUNY  
Research Mentor Certificate  
Writing Intensive Certificate |  |
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<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
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<td>Jana Arsovska, Assistant Professor</td>
<td>SOC 101 Introduction to Sociology, SOC 251 Sociology of Human Rights, SOC 328 Qualitative Research Methods, SOC 341 International Criminology, SOC 354 Gangs &amp; Transnationalism</td>
<td>45%</td>
<td>PhD in Criminology, Catholic University of Leuven, Belgium, MA International Criminology, Catholic University of Leuven, Belgium, BA, International Relations and Foreign Affairs, American College of Thessaloniki, Greece</td>
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<tr>
<td>Barry Spunt, Associate Professor</td>
<td>SOC 101 Introduction to Sociology, SOC 327 Advanced Sociological Methods, SOC 440 Senior Seminar, SSC 325 Research Methods in the Behavioral Sciences</td>
<td>75%</td>
<td>Ph.D. Fordham University Soc. 1990</td>
<td>Former Department Chair</td>
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<td>Janice Johnson Dias, Assistant Professor</td>
<td></td>
<td>100%</td>
<td>PhD &amp; MA in Sociology, Temple University, BA in Sociology, Brandeis University</td>
<td></td>
</tr>
<tr>
<td>Susan Will, Assistant Professor</td>
<td>SOC 305 Sociology of Law  SOC/ECO 360 Corporate &amp; White Collar Crime  SOC 377/378 Internship in Sociology</td>
<td>90%</td>
<td>Ph.D. University of California, Irvine</td>
<td></td>
</tr>
<tr>
<td>Faculty Member Name and Title (include and identify Program Director)</td>
<td>Program Courses to be Taught</td>
<td>Percent Time to Program</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Maria R. Volpe, Professor | SOC 206 Sociology of Conflict & Dispute Resolution  
SOC 213 Race & Ethnic Relations  
SOC 377/378 Internship in Sociology | 33-50% | PhD in Sociology, New York University | Internationally known scholar who has lectured, researched, and written extensively about conflict resolution and has been widely recognized for her distinguished career in conflict resolution. |
| Amy Adamczyk, Associate Professor | SOC 302 Social Problems  
SOC 3XX Classical Sociological Theory  
SOC 4XX Senior Seminar: SSC 325 Research Methods in the Behavioral Sciences | 57% | Ph.D. Pennsylvania State University | 26 Peer-reviewed publications, mostly within Sociology. |
| Roy Lotz, Professor | SOC/PSY 202 The Family | 85% | PhD University of Washington (Seattle) |  |
| Crystal Jackson, Assistant Professor | SOC 209 Sociology of Work and Jobs  
SOC 215 Social Control & Gender  
SOC 232 Social Stratification  
SOC 240 Social Deviance  
SOC 251 Sociology of Human Rights  
SOC 278: Political Sociology  
SOC 302 Social Problems  
SOC 305 Sociology of Law  
SOC 315 Contemporary Sociological Theory  
SOC 328 Qualitative Methods  
SOC 350 Social Change  
SOC 401 Problems of Minority | 85-100% | Ph.D., Soc., University of Nevada, Las Vegas (UNLV)  
Graduate Certificate, Women’s Studies, UNLV |  |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Groups  
**SOC 2XX** Sociology of Injustice  
**SOC 2XX** Sociology of Sexuality  
**SOC 3XX** Global Social Movements  
**SOC 4XX**: Senior Seminar  
**SSC 325**: Research Methods in Behavioral Sciences | | | | |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Singer, Ph.D. Adjunct Assistant Professor</td>
<td>SOC 101 Introduction to Sociology</td>
<td>B. S. City College of CUNY</td>
<td>Licensed Psychologist, NY State Have practiced clinical psychology for 37 years.</td>
</tr>
<tr>
<td></td>
<td>SOC 209 Sociology of Work and Jobs</td>
<td>M.A., Ph.D. New York University</td>
<td>Over 35 years of experience in research and teaching in the social sciences, including sociology, economics, political science, psychology, and education.</td>
</tr>
<tr>
<td></td>
<td>SOC 232 Social Stratification</td>
<td>M.A. New School for Social Research</td>
<td>Seventeen years of business experience in industries including banking, brokerage, manufacturing, and health insurance.</td>
</tr>
<tr>
<td></td>
<td>SOC 240 Social Deviance</td>
<td></td>
<td>Published research in social psychology and political economy.</td>
</tr>
<tr>
<td></td>
<td>SOC 278 Political Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 302 Social Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 350 Social Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 2XX Sociology of Injustice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 2XX Sociology of Mental Illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 2XX Environmental Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 3XX Classic Sociological Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olga Teploukhova, Adjunct Professor</td>
<td>SOC 302 Social Problems</td>
<td>PhD in Sociology (the Far Eastern Federal University, Russia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 310 Culture and Personality</td>
<td>MA in Psychology (the Far Eastern Federal University, Russia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 2XX Sociology of Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 3XX Classic Sociological Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea Siegel, Adjunct Professor</td>
<td>SOC 101 Intro to Sociology</td>
<td>PhD CUNY GRADUATE CENTER</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSC 325 Research Methods in the Behavioral Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Member Name and Title</td>
<td>Program Courses to be Taught</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Angel J. Camacho, Adjunct Faculty | SOC 101 Introduction to Sociology  
SOC 201 Urban Sociology  
SOC 213 Race & Ethnic Relations.  
SOC 222 Crime, Media, and Public Opinion  
SOC 251 Sociology of Human Rights  
SOC 253 Sociology of Global Migration  
SOC 275 - Political Imprisonment.  
SOC 308 Sociology of Violence.  
SOC 354 - Gangs & Transnationalism.  
SOC 360 Corporate & White Collar Crime  
SOC 401 Problem of Minority Groups.  
SOC 2XX Sociology of Sexuality.  
SOC 2XX Sociology of Injustice.  
SOC 2XX Religion in a Global World | MA, John Jay College  
Major: CRJ & Judicial Process  
Concentration: Law & Criminology  
BS, John Jay College  
Major: Criminal Justice  
Concentration: Criminology  
Minor: Sociology  
Occupational Experience: Former US Counter Intelligence Specialist, Security Clearance: Top Secret / NSA  
Duty: US Embassy Bogota, Columbia & Unified Intelligence Division NYC  
Professional Certification Diploma: John Jay College/NYS Dispute Resolution Certification, CUNY  
Major: Dispute/Conflict Resolution  
Professional Certification Diploma: St. Joseph’s Seminary, Yonkers, NY  
Master Level Certification in Divine Studies & Social Pastoral Counseling.  
Courses & Concentrations Areas:  
Moral Theology  
Canon Law  
Comparative World Religion Studies  
Eastern Religious Studies (Islam)  
Jewish & Christian Studies  
Sacred Scriptures -Old/New Testament  
Ecumenical Cultural/Ethnic Studies  
Sacramental Theology  
Human Sexuality & Society  
Family Conflict Studies  
Social Justice: Beliefs & Practices  
Pastoral Care & Social Counseling  
History of World Spirituality  
History of the Church & Vatican II Documents  
Professional Certification: 140 hours  
White Plains Hospital, New York  
Pastoral Care & Family Counseling  
Specializations: End of Life Hospice Care, ICU, ICC, ER, Hospital Chaplin. |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Yolanda Ortiz-Rodriguez, Adjunct Instructor | SOC 101 Introduction to Sociology  
SOC/PSY 202 The Family  
SOC 215 Social Control and Gender  
SOC 240 Social Deviance  
SOC 308 The Sociology of Violence  
SOC 309 Juvenile Delinquency  
MPhil. Criminal Justice- CUNY Graduate Center- 2011 | Program Director of Juvenile Detention Program (6 years)  
Program Director Domestic Violence Services (4 years)  
Substance Abuse Counselor & Family Counselor (3 years)  
Adjunct Instructor- 2002- Present:  
- John Jay College: 2002-2004  
- St. John’s University: 2004-2005  
- John Jay College: 2005- Present |
| Cyann Zoller, Adjunct | SOC 101 Intro to Sociology  
SOC 328 Quantitative Research Methods  
SOC 2XX Sociology of Culture  
SOC 2XX Sociology of Injustice  
SSC 325 Research Methods in the Behavioral Sciences | MS – University of Maryland | 3/4 of PhD completed |
| Claudia Riveron, Adjunct Lecturer | SOC 240 Social Deviance  
SOC 302 Social Problems  
SOC 309 Juvenile Delinquency. | M.A. John Jay College | Best Adjunct Teacher Award - 2002 |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Eddins, lecturer</td>
<td>SOC 232 Social Stratification&lt;br&gt;SOC 315 Contemporary Sociological Theory&lt;br&gt;SOC 3XX Classic Sociological Theory&lt;br&gt;SOC 2 Sociology of Sexuality&lt;br&gt;SOC 240 Social Deviance&lt;br&gt;SOC 202 The Family: Change, Challenges and Crisis Intervention&lt;br&gt;SOC 310 Culture and Personality&lt;br&gt;SOC 2XX Sociology of Culture&lt;br&gt;SOC 2XX Religion in a Global World&lt;br&gt;SOC 215 Social Control and Gender: Women in American Society</td>
<td>M.S. Virginia Commonwealth University</td>
<td></td>
</tr>
<tr>
<td>Shirley Leyro, Adjunct</td>
<td>SOC 101 Introduction to Sociology&lt;br&gt;SOC 201 Urban Sociology&lt;br&gt;SOC 232 Social Stratification&lt;br&gt;SOC 240 Social Deviance&lt;br&gt;SOC 253 Sociology of Global Migration&lt;br&gt;SOC 308 Sociology of Violence</td>
<td>M.A., PhD Candidate</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Young Adjunct</td>
<td>SOC 101 Introduction to Sociology&lt;br&gt;SOC 222 Crime, Media, and Public Opinion&lt;br&gt;SOC 215 Social Control and Gender&lt;br&gt;SOC 308 The Sociology of Violence&lt;br&gt;SOC/CRJ 420 Women and Crime</td>
<td>BS Victimization, CUNY Baccalaureate&lt;br&gt;MA Criminal Justice, John Jay College (Spring 2014)</td>
<td>I currently work at Sing Sing Correctional Facility an all male maximum-security prison. I am a rehabilitation counselor. I am a certified rape crisis counselor and have been working with victims of trauma.</td>
</tr>
<tr>
<td>Faculty Member Name and Title</td>
<td>Program Courses to be Taught</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SOC 240 Social Deviance</td>
<td></td>
<td></td>
<td>for the past 5 years.</td>
</tr>
<tr>
<td>Bahar Tabakoglu</td>
<td>SOC 209 Sociology of Work &amp; Jobs&lt;br&gt;SOC 232 Social Stratification&lt;br&gt;SOC 278 Political Sociology&lt;br&gt;SOC 2XX Sociology of Religion</td>
<td>PhD Candidate</td>
<td></td>
</tr>
</tbody>
</table>
## Table 4: Faculty to be Hired

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

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>PhD. in Sociology</td>
<td>F/T</td>
<td>100%</td>
<td>Core courses in the major: Social Stratification, Research Methods, Classical Sociological Theory, Contemporary Sociological Theory</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>PhD. in Sociology</td>
<td>F/T</td>
<td>100%</td>
<td>Core courses in the major: Social Stratification, Research Methods, Classical Sociological Theory, Contemporary Sociological Theory</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>
Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures (all include 3% inflation)</th>
<th>Year 1 2014-15</th>
<th>Year 2 2015-16</th>
<th>Year 3 2016-17</th>
<th>Year 4 2017-18</th>
<th>Year 5 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$ -</td>
<td>$ 82,331</td>
<td>$ 84,801</td>
<td>$ 169,676</td>
<td>$ 174,766</td>
</tr>
<tr>
<td>Part Time Faculty (includes 3% inflation)</td>
<td>$ 7,278</td>
<td>$ 22,695</td>
<td>$ 31,207</td>
<td>$ 44,239</td>
<td>$ 58,023</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Part Time Staff (includes 10% fringe)</td>
<td>$ 17,160</td>
<td>$ 17,675</td>
<td>$ 18,205</td>
<td>$ 18,752</td>
<td>$ 19,314</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Equipment</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personnel Services)</td>
<td>$ 5,000</td>
<td>$ 4,120</td>
<td>$ 3,090</td>
<td>$ 3,093</td>
<td>$ 3,186</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total all</td>
<td>$ 29,438</td>
<td>$ 126,821</td>
<td>$ 137,303</td>
<td>$ 235,759</td>
<td>$ 255,289</td>
</tr>
</tbody>
</table>
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues[1]</th>
<th>1\textsuperscript{st} Year 2014-15</th>
<th>2\textsuperscript{nd} Year 2015-16</th>
<th>3\textsuperscript{rd} Year 2016-17</th>
<th>4\textsuperscript{th} Year 2017-18</th>
<th>5\textsuperscript{th} Year 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing</td>
<td>$263,865</td>
<td>$370,581</td>
<td>$486,330</td>
<td>$771,535</td>
<td>$678,214</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$477,660</td>
<td>$787,491</td>
<td>$1,117,983</td>
<td>$1,598,370</td>
<td>$1,666,642</td>
</tr>
<tr>
<td><strong>State Appropriation[6]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources*</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>06. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenue[7]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources*</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>09. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total[8]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources*</td>
<td>$263,865</td>
<td>$370,581</td>
<td>$486,330</td>
<td>$771,535</td>
<td>$678,214</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$213,795</td>
<td>$416,910</td>
<td>$631,653</td>
<td>$826,835</td>
<td>$988,428</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$477,660</td>
<td>$787,491</td>
<td>$1,117,983</td>
<td>$1,598,370</td>
<td>$1,666,642</td>
</tr>
</tbody>
</table>

[1] 3% inflation was used for projections.
The Five-Year Financial Projections for Program

Direct Operating Expenses:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Operating Expenses:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Replacement Costs (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately) (+ Inflation rate 3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One new faculty line at the assistant professor rank</td>
<td>$ 61,903</td>
<td>$ 63,760</td>
<td>$ 65,673</td>
<td>$ 67,643</td>
<td></td>
</tr>
<tr>
<td>One new faculty line at the assistant professor rank</td>
<td></td>
<td></td>
<td></td>
<td>$ 61,903</td>
<td>$ 63,760</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (33.0%)</td>
<td>$ 20,428</td>
<td>$ 21,041</td>
<td>$ 42,100</td>
<td>$ 43,363</td>
<td></td>
</tr>
<tr>
<td><strong>Total (Links to Full-Time Faculty on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ 82,331</td>
<td>$ 84,801</td>
<td>$ 169,676</td>
<td>$ 174,766</td>
</tr>
<tr>
<td><strong>Part Time Faculty Actual Salaries (+ Inflation rate 3%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty will be needed beginning in yr 2 (4, 6, 9, 12 sections respectively) (Asst Prof. rate: $73.53 x 45 hrs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 course for adjunct faculty to replace FT Faculty to Coordinate Major - 1 course release per year (calculated at Asst Prof. Rank $73.53 x 45 hrs)</td>
<td>$ 3,308</td>
<td>$ 3,407</td>
<td>$ 3,509</td>
<td>$ 3,614</td>
<td>$ 3,722</td>
</tr>
<tr>
<td>1 course for adjunct faculty to replace FT faculty who provides advisement in the major - 1 course release per year (calculated at Asst Prof. Rank $73.53 x 45 hrs)</td>
<td>$ 3,308</td>
<td>$ 3,407</td>
<td>$ 3,509</td>
<td>$ 3,614</td>
<td>$ 3,722</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (10%)</td>
<td>$ 662</td>
<td>$ 2,063</td>
<td>$ 2,837</td>
<td>$ 4,022</td>
<td>$ 5,275</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Faculty Program Exp Worksheet)</strong></td>
<td>$ 7,278</td>
<td>$ 22,695</td>
<td>$ 31,207</td>
<td>$ 44,239</td>
<td>$ 58,023</td>
</tr>
</tbody>
</table>

Full Time Staff Base Salary (list separately)
<table>
<thead>
<tr>
<th>Library Resources</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
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<td>Equipment Hardware</td>
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<td>Office Furniture</td>
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<tr>
<td>Other (Specify)</td>
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<td>Total (Links to Equipment on Program Exp Worksheet)</td>
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<td>Laboratory Equipment</td>
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<td>Other (list separately)</td>
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### TOTAL (Links to Laboratories on Program Exp Worksheet)

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### SUPPLIES AND EXPENSES (OTPS)

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<tr>
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<tr>
<td>Instructional Supplies</td>
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<td>Faculty Development</td>
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<td>Travel and Conferences</td>
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<td>Membership Fees</td>
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<td>Advertising and Promotion (+ 3% inflation)</td>
<td>$ 5,000</td>
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<td>$ 3,090</td>
<td>$ 3,093</td>
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<td>Computer License Fees</td>
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<td>Computer Repair and Maintenance</td>
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<tr>
<td>Equipment Repair and Maintenance</td>
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<td><strong>New Total Supplies and OTPS Expenses</strong></td>
<td>$ 5,000</td>
<td>$ 4,120</td>
<td>$ 3,090</td>
<td>$ 3,093</td>
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<td><strong>Supplies on Program Exp Worksheet</strong></td>
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### CAPITAL EXPENDITURES

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<td>Facility Renovations</td>
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<tr>
<td>Classroom Equipment</td>
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<td>Other (list separately)</td>
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<td><strong>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</strong></td>
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<td><strong>Other (list separately)</strong></td>
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</table>
TOTAL (Links to Other on Program Exp Worksheet)

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The Five-Year Revenue Projections for Program  
SENIOR COLLEGE WORKSHEET

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<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
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<tr>
<td>Existing Students</td>
<td>33</td>
<td>48</td>
<td>64</td>
<td>102</td>
<td>83</td>
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<tr>
<td>Number of Majors</td>
<td>$5,430</td>
<td>$5,539</td>
<td>$5,649</td>
<td>$5,762</td>
<td>$5,878</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$179,190</td>
<td>$265,853</td>
<td>$361,560</td>
<td>$587,761</td>
<td>$487,841</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Total Instate Tuition</td>
<td>$179,190</td>
<td>$265,853</td>
<td>$361,560</td>
<td>$587,761</td>
<td>$487,841</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
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<td></td>
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</tr>
<tr>
<td>Out of State Students</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Number of Majors</td>
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<td>$14,841</td>
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<td>$15,441</td>
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<td>Total Tuition</td>
<td>$29,100</td>
<td>$44,523</td>
<td>$45,413</td>
<td>$77,203</td>
<td>$62,998</td>
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<tr>
<td>Student Fees</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State</td>
<td>$29,100</td>
<td>$44,523</td>
<td>$45,413</td>
<td>$77,203</td>
<td>$62,998</td>
</tr>
<tr>
<td>Tuition REVENUE</td>
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<tr>
<td>TOTAL</td>
<td>$208,290</td>
<td>$310,376</td>
<td>$406,973</td>
<td>$664,964</td>
<td>$550,839</td>
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Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

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

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

Total Tuition

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

Total Fees

Total Instate Tuition & Fees

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

Total Tuition

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

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING FULL TIME TUITION REVENUE
### Tuition & Fees:

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

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</thead>
<tbody>
<tr>
<td>Majors</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>27</td>
<td>32</td>
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#### Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Credits</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</tbody>
</table>

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

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</tr>
</thead>
<tbody>
<tr>
<td>Tuition Income</td>
<td>$230</td>
<td>$235</td>
<td>$239</td>
<td>$244</td>
<td>$249</td>
</tr>
</tbody>
</table>

#### Total Tuition

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$48,300</td>
<td>$52,785</td>
<td>$71,788</td>
<td>$98,852</td>
<td>$119,501</td>
</tr>
</tbody>
</table>

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

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

#### Total Instate Tuition & Fees

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<tr>
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</thead>
<tbody>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$48,300</td>
<td>$52,785</td>
<td>$71,788</td>
<td>$98,852</td>
<td>$119,501</td>
</tr>
</tbody>
</table>

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### Tuition & Fees:

#### Number of Majors (Enter # of EXISTING PART-TIME Out of State Students) - 5% of JJ students come from out of state

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</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</table>

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

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<thead>
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<tbody>
<tr>
<td>Credits</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</table>

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

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</thead>
<tbody>
<tr>
<td>Tuition Income</td>
<td>$485</td>
<td>$495</td>
<td>$505</td>
<td>$515</td>
<td>$525</td>
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#### Total Tuition

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</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$7,275</td>
<td>$7,421</td>
<td>$7,569</td>
<td>$7,720</td>
<td>$7,875</td>
</tr>
</tbody>
</table>

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

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

#### Total Out of State Tuition & Fees

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</thead>
<tbody>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$7,275</td>
<td>$7,421</td>
<td>$7,569</td>
<td>$7,720</td>
<td>$7,875</td>
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**TOTAL EXISTING PART TIME REVENUE**

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<tbody>
<tr>
<td>Total</td>
<td>$55,575</td>
<td>$60,206</td>
<td>$79,357</td>
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TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

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<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td>$263,865</td>
<td>$370,581</td>
<td>$486,330</td>
<td>$771,535</td>
<td>$678,214</td>
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<tr>
<td>Number of Majors</td>
<td>29</td>
<td>57</td>
<td>85</td>
<td>114</td>
<td>136</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$5,430</td>
<td>$5,539</td>
<td>$5,649</td>
<td>$5,762</td>
<td>$5,878</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$157,470</td>
<td>$315,700</td>
<td>$480,197</td>
<td>$656,909</td>
<td>$799,355</td>
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<tr>
<td>Student Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$157,470</td>
<td>$315,700</td>
<td>$480,197</td>
<td>$656,909</td>
<td>$799,355</td>
</tr>
</tbody>
</table>

Tuition & Fees:
New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.
Number of Majors (Enter # of NEW FULL TIME In State Students) - 95% of JJ students are NYS residents
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Instate Tuition & Fees

Tuition & Fees:
Number of Majors (Enter # of NEW FULL TIME Out of State Students) - 5% of JJ students are from out of state
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Out of State Tuition & Fees

TOTAL NEW FULL TIME TUITION REVENUE

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</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td>$172,020</td>
<td>$360,223</td>
<td>$555,886</td>
<td>$749,552</td>
<td>$909,600</td>
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</tr>
</tbody>
</table>
Tuition & Fees:
Number of Majors (Enter # of NEW PART-TIME In State Students)
- 2014-15: 10
- 2015-16: 14
- 2016-17: 19
- 2017-18: 19
- 2018-19: 19

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
- 2014-15: 15
- 2015-16: 15
- 2016-17: 15
- 2017-18: 15
- 2018-19: 15

Tuition Income (Specify Rate per credit) calculates 2% increase per year
- 2014-15: $230
- 2015-16: $235
- 2016-17: $239
- 2017-18: $244
- 2018-19: $249

Total Tuition
- 2014-15: $34,500
- 2015-16: $49,266
- 2016-17: $68,198
- 2017-18: $69,562
- 2018-19: $70,953

Student Fees (enter ANNUAL program fees other than standard CUNY fees)
- 2014-15: 0
- 2015-16: 0
- 2016-17: 0
- 2017-18: 0
- 2018-19: 0

Total Instate Tuition & Fees
- 2014-15: $34,500
- 2015-16: $49,266
- 2016-17: $68,198
- 2017-18: $69,562
- 2018-19: $70,953

Tuition & Fees:
Number of Majors (Enter # of NEW PART-TIME Out of State Students)
- 2014-15: 0
- 2015-16: 1
- 2016-17: 1
- 2017-18: 1
- 2018-19: 1

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
- 2014-15: 15
- 2015-16: 15
- 2016-17: 15
- 2017-18: 15
- 2018-19: 15

Tuition Income (Specify Rate per credit) calculates 2% increase per year
- 2014-15: $485
- 2015-16: $495
- 2016-17: $505
- 2017-18: $515
- 2018-19: $525

Total Tuition
- 2014-15: $7,275
- 2015-16: $7,421
- 2016-17: $7,569
- 2017-18: $7,720
- 2018-19: $7,875

Student Fees (enter ANNUAL program fees other than standard CUNY fees)
- 2014-15: 0
- 2015-16: 0
- 2016-17: 0
- 2017-18: 0
- 2018-19: 0

Total Out of State Tuition & Fees
- 2014-15: $7,275
- 2015-16: $7,421
- 2016-17: $7,569
- 2017-18: $7,720
- 2018-19: $7,875

**TOTAL NEW PART TIME REVENUE**
- 2014-15: $41,775
- 2015-16: $56,687
- 2016-17: $75,767
- 2017-18: $77,282
- 2018-19: $78,828
## TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

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<tbody>
<tr>
<td>$213,795</td>
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### State Revenue from EXISTING sources-identify sources

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### STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

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### State Revenue from NEW sources-identify sources

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</table>

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

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

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

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

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</table>
Appendix D.

Letters of Support
March 13, 2013

Professor David Brotherton
Department of Sociology
John Jay College of Criminal Justice
899 Tenth Avenue
New York, NY 10019

Dear Professor Brotherton,

I’ve reviewed your proposed curriculum for a B.A. in Sociology and find it both reasonable and exciting. Reasonable because it provides the building blocks any graduate student would need; exciting because it combines this with an emphasis on (fittingly) justice and international concerns.

I applaud, in particular, your combination of the themes of justice and globalization as their interplay will determine the shape of our planet in the coming decades. Students must truly think globally now if they are to understand even the most local of problems.

Good luck in you efforts! I look forward to hearing more about your program.

Yours truly,

[Signature]

Rob Rosenthal
John E. Andrus Professor of Sociology
Provost and Vice President for Academic Affairs
Professor David Brotherton  
John Jay College of Criminal Justice  
899 Tenth Avenue  
New York, New York 10019  

Dear Professor Brotherton:  

I am writing to give my most enthusiastic support for the establishment of a B.A. in Sociology at John Jay College.  

The major you have outlined is excellent, providing grounding in basic theory and qualitative and quantitative methods along with exciting — and intellectually stimulating — areas of focus on global change and social justice. The major would draw on existing courses but also involve new ones as well, including such important offerings as the sociology of culture, religion in a global world, and — a subject close to my own interests — the sociology of global migration. A senior seminar for majors, to give students a capstone experience, rounds out a splendid program.  

This is a well-thought-out major, combining traditional sociology courses with an innovative focus on global change and social justice. It's a terrific mix, and the B.A. program in sociology will also be able to draw on the talents of a first-rate faculty.  

I wholeheartedly support the proposed B.A. in Sociology, and, in fact, plan to show the proposal to my colleagues at Hunter to see what we can learn from it!  

Sincerely,  

Nancy Foner  
Distinguished Professor of Sociology  
Hunter College and the Graduate Center, City University of New York  

March 12, 2013
March 16, 2013

Dr. Brotherton, Chair
Department of Sociology
John Jay College of Criminal Justice.
899 Tenth Avenue
New York, NY 10019

Dear Dr. Brotherton,

Thank you for sharing your proposed curriculum for a BA degree in Sociology at the John Jay College of Criminal Justice.

As exiting Graduate Coordinator and former Director of the interdisciplinary Cultural Studies program at UNLV, I am most impressed by the scope and depth of this proposed degree, both in general terms but also in comparison to the undergraduate curriculum in our own department. Your proposed curriculum shows a strong foundation in sociological theory and in research methods—the two pillars of any scientific discipline—but also a well designed focus on the two substantive key areas of Global Change and Social Justice.

What especially impresses me about the curriculum is that it ensures that students will be skilled in both qualitative and quantitative research methods. In our own department (and in too many others), students are typically required to take one general research methods course and one course in statistics. We do not require students to take a qualitative research methods class—a fact I deeply deplore. Because I believe that a skilled researcher should be well-versed in a wide variety of methods and approaches to scientific inquiry, I applaud your decision.

I am also very impressed by the diversity of courses you are offering in the two substantive areas of study. Thus, while UNLV undergraduates must complete the same number of credits in Sociology as your future students, what I find especially strategic is that your program organizes these credits so as to define a specialization in the areas of Global Change or Social Justice.

As Director of the UNLV Sociology’s Graduate program who has reviewed dozens of application files, there is absolutely no doubt in my mind that students obtaining a BA degree in your proposed program would not only excel in our graduate program, but would be strongly encouraged to apply, aggressively recruited, and would most probably be offered funding.
In sum, the Department of Sociology's undergraduate program proposed here would provide undergraduate students with the two essential components of a rigorous education in our discipline: A solid and rigorous foundation in theory and research methods, and a well-designed array of courses enabling them to develop their expertise in one of two focused domains of interest. I enthusiastically support it, and trust that it will be approved.

Should you require more information, feedback, or documentation expressing my support, please do not hesitate to contact me.

Wishing you luck and success with your proposed program,

Sincerely,

[Signature]

Simon Gottschalk, PhD.
Professor
April 11, 2013

David Brotherton
Professor and Co-Chair
Sociology
John Jay College of
Criminal Justice
New York City

Dear David:

I was very glad to hear of your proposed sociology major, and enthusiastic about the program description that you recently sent me. It seems to me that you are setting out to develop a thorough and rigorous curriculum, with all of the elements I consider essential to the education of a sociology major.

More than that, the curriculum is distinctive for its focus on social change under the appropriate rubric of global change. And it gives me great confidence in the work my colleagues at John Jay are doing that you include a substantial emphasis on social justice and the range of issues having to do with racial and gender inequalities that are essential to a consideration of injustice in the United States.
All this bodes well for the future of the program, and is wonderfully consistent with the turn to an emphasis on questions of injustice at John Jay as a whole.

Thank you for your good work.

Frances Fox Piven
Distinguished Professor of Sociology and Political Science
Graduate Center
City University of New York
March 13, 2013

Dear Dean Lopes:

I am delighted to express my support for John Jay College's proposed new baccalaureate degree in Sociology.

Employers like CAMBA count on colleges and universities to teach students skills and instill in them habits that serve them well in the workplace. This new major appears designed to do just that. The requirement of three research methods courses speaks for the importance John Jay must place on the development of analytic skills. Moreover, it is clear that much thought has gone into the sequencing of courses. This will help students to synthesize and retain what they learn as they move toward graduation.

What is especially interesting about the proposed new major is that it addresses areas of learning and ability that are too often given only cursory attention: global awareness and moral thinking. The people who benefit from our services are of internationally diverse backgrounds, and often face life challenges rooted in unjust inequalities of opportunity. The prospect of being able to recruit among recent college graduates who are sensitized to the sort of issues our clients contend with is exciting to us.

Hence, CAMBA would eagerly recruit among graduates with this degree for entry level positions in such areas as Economic Development, Family Support Services, Educational and Youth Development, Legal Services, Housing Services and Development, and HIV/AIDS Services.

I applaud John Jay College for developing a forward-looking and academically rigorous degree proposal. The major would help students "think globally" while "acting locally" in a morally self-aware way. In human service such traits are highly valued. I hope we can look forward to your first group of graduates in coming years.

Sincerely,

Joanne N. Oplustil
President/CEO

1720 Church Avenue   Brooklyn, New York 11226   718.287.2600
www.camba.org
February 8, 2013

Anne Lopes, Dr. Phil.
Dean of Undergraduate Studies
John Jay College of Criminal Justice
Haaren Hall
524 West 59th Street Room 532
New York, NY 10019

Dear Dean Lopes:

I write to express my support for John Jay College’s proposed new baccalaureate degree in Sociology.

Mission-driven organizations like Catholic Charities are always seeking talented, well-rounded and responsible college graduates who have the will and ability to contribute in career-entry positions. We rely on colleges to build their skills and habits. This major appears designed to do just that. The requirement of three research methods courses speaks for the importance John Jay must place on the development of analytic skills. Moreover, it is clear that much thought has gone into the sequencing of courses. This will help students to synthesize and retain what they learn as they move toward graduation.

What is especially interesting about the proposed new major is that it addresses areas of learning and ability that are too often given only cursory attention: global awareness and moral thinking. The people who benefit from our services are of intentionally diverse backgrounds, and often face life challenges rooted in unjust inequalities of opportunity. The prospect of being able to recruit among recent college graduates who are sensitized to the sort of issues our clients contend with is exciting to us.

Graduates of this program would surely be attractive to Catholic Charities when we recruit for entry level positions in such areas as case manager.

I congratulate John Jay College for developing a progressive and academically rigorous degree proposal. This sociology program will prepare young women and men to work effectively in the highly interconnected world we live in now, while giving them the tools to stay morally grounded. In human services such traits are highly valued. I hope we can look forward to recruiting John Jay Sociology graduates in coming years.

Sincerely,

Allan J. Daul, M.S.W.
Executive Director
Appendix E.

Articulation Agreement with Borough of Manhattan Community College
THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
STELLA AND CHARLES GUTTMAN COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

Sending Institution: Stella and Charles Guttmann Community College
Program: Liberal Arts and Sciences
Degree: Associate of Arts

Receiving Institution: John Jay College of Criminal Justice
Department: Sociology
Program: Sociology (proposed)
Degree: Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM
Minimum GPA- 2.0

Students who graduate from the Guttmann Community College with an Associate in Arts in Liberal Arts and Sciences will have fulfilled all Lower Division General Education requirements for the John Jay College Baccalaureate in Sociology. Students will be required to meet New York State Liberal Arts requirements and all Upper Division General Education requirements.

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

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

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Credits Awarded</th>
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<td><strong>Guttman Community College</strong></td>
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<td><strong>John Jay College</strong></td>
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<tr>
<td><strong>NCC General Requirements, 30 credits</strong></td>
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<tr>
<td>ENGL 103 Composition I</td>
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<td>ENG 101 Composition I</td>
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<tr>
<td>ENGL 203 Composition II</td>
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<td>ENG 201 Composition II</td>
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<td>3</td>
</tr>
<tr>
<td>MATH 103 Statistics or MATH 103A and MATH 103B</td>
<td>3</td>
<td>STA 250 Principles and Methods of Statistics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 122 Intro to Biology: Life in New York City</td>
<td>3</td>
<td>Gen Ed credit under “Life &amp; Physical Sciences” area</td>
<td>3</td>
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<tr>
<td>LASC 101 City Seminar I</td>
<td>3</td>
<td>Gen Ed credit under “World Cultures &amp; Global Issues” area</td>
<td>3</td>
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<tr>
<td>LASC 102 City Seminar II</td>
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<td>Gen Ed credit under “U.S. Experience in Its Diversity” area</td>
<td>3</td>
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<tr>
<td>SOSC 111 Ethnographies of Work I</td>
<td>3</td>
<td>Gen Ed credit under “Individual and Society” area</td>
<td>3</td>
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<tr>
<td>SOSC 113 Ethnographies of Work II</td>
<td>3</td>
<td>Gen Ed credit under “Individual and Society” area (6th flexible)</td>
<td>3</td>
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<tr>
<td>CHEM 110 Introduction to Chemistry</td>
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<td>Gen Ed credit under “Scientific World” area</td>
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<td>LASC 200 The Arts in New York City</td>
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<td>Gen Ed credit under “Creative Expression” area</td>
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<td><strong>Liberal Arts Program Requirements, 27 credits</strong></td>
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<td>ECON 223 The Economics of Social Issues</td>
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<td>ECO 101 Principles of Economics</td>
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<td>ENGL 214 20th Century American Literature: Women in 20th Century American Literature</td>
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<td>Literature elective credit</td>
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<tr>
<td>SOSC 110 Foundations in the Social Sciences</td>
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<td>Social science elective credit</td>
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<td>LASC 103 Foundations in the Humanities</td>
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<td>Humanities elective credit</td>
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<td>HIST 201 Who Built New York? New York City History</td>
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<td>HIS 217 Three Hundred Years of NYC: A History of the Big Apple</td>
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<td>(Choose one)*</td>
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<tr>
<td>PSYC 201 Psychology: Social and Behavioral Studies</td>
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<td>PSY 101 General Psychology I</td>
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<td>or</td>
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<tr>
<td>GOVT 202 American Government and Politics</td>
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<td>POL 101 American Government and Politics</td>
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<tr>
<td>or</td>
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<tr>
<td>SOCI 102 Introduction to Sociology</td>
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<td>SOC 101 Intro to Sociology</td>
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<td>Course Number &amp; Title</td>
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<tr>
<td><strong>UBST 201 Urban Anthropology: Poverty and Affluence</strong></td>
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<td><strong>LASC 201 Environmental Ethics</strong></td>
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<tr>
<td><strong>LASC 254 Capstone Seminar in Liberal Arts &amp; Sciences</strong></td>
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**Electives, 3 credits**

(Choose one)

- LASC 243 Internship Seminar
- MATH 150 The Real Basics of Mathematics
- ENGL 211 Cities in Film and Literature

Total 60

*Students interested in pursuing the Bachelor’s of Arts in Sociology at John Jay are strongly advised to select SOCI 102, which is equivalent to SOC 101 at John Jay—a requirement of the major.*

**D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE**

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<td><strong>General Education Requirements</strong></td>
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<td>Choose one course from those listed under “Struggle for Justice &amp; Equality in the U.S.” OR “Justice in Global Perspective” (see John Jay bulletin under Gen Ed)</td>
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<tr>
<td>Choose one course from those listed under “Learning from the Past” OR “Communications” (see John Jay bulletin under Gen Ed)</td>
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<td>Total Gen Ed at JJC</td>
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**Remaining Requirements in Major**

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<td>SOC 101 Introduction to Sociology (Equivalent to SOCI 102 at GCC)</td>
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<td>SOC 232 Social Stratification</td>
<td>3</td>
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<tr>
<td>SOC 3XX (new course) Classical Sociological Theory</td>
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<tr>
<td>SOC 315 Contemporary Sociological Theory</td>
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<tr>
<td>SOC 4XX (new course) Senior Seminar</td>
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<td>STA 250 Principles &amp; Methods of Statistics (Equivalent to MATH 103 or MATH 103A + MATH 103B at GCC)</td>
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<td>SSC 325 Research Methods in the Behavioral Sciences</td>
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<td><strong>Select one course:</strong></td>
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<tr>
<td>- SOC 324 Advanced Social Statistics</td>
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<tr>
<td>- SOC 327 Advanced Sociological Methodology</td>
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<td>- SOC 328 Qualitative Research Methods</td>
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<td>- SOC 329 Evaluation Research</td>
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### III. Areas of Focus (9 credits)

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<td>A. Global Change (0 or 9 credits)</td>
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<td>SOC 201 Urban Sociology</td>
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<td>SOC 222 Crime, Media, and Public Opinion</td>
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<td>SOC 251 Sociology of Human Rights</td>
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<td>SOC 253 Sociology of Global Migration</td>
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<td>SOC 346 Sport in Global Perspective</td>
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<td>SOC 350 Social Change</td>
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<td>SOC 354 Gangs and Transnationalism</td>
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<td>SOC/ECO 360 Corporate and White Collar Crime</td>
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<td><strong>OR:</strong></td>
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<tr>
<td>B. Inequality and Social Justice (0 or 9 credits)</td>
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<tr>
<td>SOC/PSY 213 Race in Ethnic Relations</td>
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<td>SOC 215 Social Control and Gender: Women in American Society</td>
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<td>SOC 275 Political Imprisonment</td>
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<td>SOC 278 Political Sociology</td>
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<td>SOC 308 The Sociology of Violence</td>
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<td>SOC 401 Problems of Minority Groups</td>
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<td>SOC/CRJ 420 Women and Crime</td>
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**Subtotal** 9

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<tr>
<td><strong>Free electives</strong></td>
<td>24-27</td>
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<tr>
<td><strong>Total credits at John Jay</strong></td>
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*(Depending on whether SOCI 102 is taken at GCC)*

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<th>Requirement</th>
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<td>John Jay General Education Requirements</td>
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<tr>
<td>Remaining Core Requirements in Major</td>
<td>27-30</td>
</tr>
<tr>
<td>John Jay Electives</td>
<td>24-27</td>
</tr>
</tbody>
</table>

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

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

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

Changes

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

Notice of Cancellation

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

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

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

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

Guttman Community College and John Jay College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

Effective Date: Fall 2014

FOR GUTTMAN COMMUNITY COLLEGE:

Scott E. Evenbeck
President

Joan M. Lucariello, Ph.D.
Interim Vice President for Academic Affairs and Provost

FOR JOHN JAY COLLEGE

David Brotherton
Chairperson, Sociology

Jane Bowers, Ph.D.
Provost, Senior Vice President for Academic Affairs