Proposal for a Baccalaureate Degree (B.A.)
With a Major in Latin American and Latina/o Studies

Proposed by

The Department of Latin American and Latina/o Studies
John Jay College of Criminal Justice
City University of New York

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B.A. in Latin American and Latina/o Studies

Abstract

Aiming to extend John Jay College’s mission-based commitment to “educating for justice,” the College’s Department of Latin American and Latina/o Studies proposes a Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS). The program will foster in students an integrated understanding of the historical contexts and forces that have shaped Latin American societies and U.S. Latina/o communities. Majors will critically engage the political, socio-economic and cultural factors that either obstruct or facilitate the achievement of 1) social justice (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights. The program’s curriculum capitalizes upon the fluidity of disciplinary boundaries to offer students a multifaceted yet synthetic vision of the Latin American and Latina/o experience and outlook. While the proposed program draws its strength from this interdisciplinary approach, its most innovative feature may be its bridging of two fields that have traditionally been separate and distinct at U.S. universities: Latin American Studies and Latina/o Studies. Knowledge- and skill-building start in the foundational courses and deepen through the specialization options and the capstone seminar. The program will cultivate a high degree of cultural competency, and equip students with theoretically-grounded research skills that they begin applying in the course of their studies. Graduates will be well-positioned to pursue careers in public service and numerous nonprofit sectors; to seek employment in private sector fields such as journalism, marketing research, education, and law (with further schooling); and to attract interest from organizations that solve problems across borders such as NGOs, IGOs, and other international enterprises. The successful completion of the LLS major requires demonstrating knowledge of LLS academic content, the development of research and writing skills, the fulfillment of a requirement in LLS applied research/community service learning, and a senior capstone seminar experience.
I. Purpose and Goals of the Program

Aiming to extend John Jay College’s mission-based commitment to “educating for justice,” the college’s Department of Latin American and Latina/o Studies proposes a Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS). The proposed program will develop in students an integrated understanding of the contexts and forces that have shaped the experiences and self-understandings of members of Latin American societies and U.S. Latina/o communities, particularly in relation to the numerous, contesting conceptions of justice espoused by individuals and associations within those two large groups.

This interdisciplinary program will equip students with analytic tools for deep cultural interpretation, information skills for self-guided research, and the communications skills critical for workplace success. It will also cultivate in students reflective moral awareness in the study of normative beliefs and attitudes as expressed in art, literature, law, political action, and social movements. It aims to nurture dispositions and habits of mind conducive to academic accomplishment. It brings students into contact with exemplars of integrity and the tenacious pursuit of justice from whom they can draw inspiration as they pursue their chosen careers.

The proposed degree also aims to extend John Jay’s College’s commitment to educating students to be global citizens. In this respect the LLS department’s effort follows the lead of our colleagues in History, who launched the Global History major in 2011, as well as other efforts in recent years to give a global inflection to curriculum. This emphasis on global knowledge and skills relevant to transnational workforce adaptability coincides with the College’s closely considered decision to extend our liberal arts degree offerings – a strategy applauded last year by the Team Chair of our Middle States Reaccreditation Team, Robert Bogomolny, in his address to the college community. As a result of the global inflection of the required coursework, students earning the proposed degree will be well-positioned to consider work opportunities abroad as well as locally.

The proposed curriculum supports the attainment of a level of sophistication about the history, culture, society and politics of Latin American societies and U.S. Latina/o communities potentially of great value to organizations in human service, advocacy, economic development, marketing and public service. When John Jay College graduates students who are historically informed, culturally aware, and ethically attuned to societies beyond the U.S. borders (and to diaspora communities within the U.S.), we have given them intellectual start-up capital for career ventures in our 21st century, globalized economic order. Moreover research skills we know to be of great utility across a range of career areas are supplied through a two-course combination of theoretical and applied research courses unique to this degree. The proposed program embodies John Jay’s mission, elevates our liberal arts capacity and public profile, and responds to known expectations in a number of workforce communities of practice.

A. Provide high caliber educational opportunities to the children of New York, who are drawn from our City’s diverse communities

In a city of unsurpassed ethnic diversity the population that has its origins in Latin America is fast approaching a demographic threshold in terms of its influence on the City’s ethnic profile. In 2010, twenty-nine percent of New York City’s population identified itself to the U.S. Bureau of the Census as “Hispanic or Latino.” More than half of the City’s foreign-born population was born in Latin America (and that foreign-born figure does not include Puerto Ricans) and nearly 1.9 million New Yorkers speak Spanish at home.\(^1\) It is not surprising that 40.2 percent of undergraduate students enrolled in Fall 2012 at John Jay are “Hispanic” and that our college is the top senior college in the CUNY system in the number of enrolled undergraduate Latina/o students.\(^2\) Those are the figures that speak to the opportunity, the challenge, and the obligation that the City’s diverse communities pose to our teaching mission. The proposed LLS B.A. will further that mission by offering

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\(^1\) U.S. Bureau of the Census, American Fact Finder, (http://factfinder2.census.gov).

\(^2\) CUNY Office of Institutional Research and Assessment, Current CUNY Data Book by Subject (http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG rpt.pdf).
a quality program that seeks to develop our students’ knowledge of their world in the finest tradition of a liberal education.

**B. Contributions to justice**

To study Latin America’s past and present is to confront extremes of inequality, forms of systemic exclusion and structural injustice, and also to encounter heroic efforts of varying scale, organization and success to redress wrongs, alleviate miseries, and define what “justice” demands of the state, society and individuals. Elementary to the proposed degree is what political theorist Judith Shklar called “giving injustice its due.”

Among other things this involves identifying the victims of injustice and accounting for the senses of injustice that arise among us. Students pursuing the proposed degree will therefore learn why Latin America has been called the “lopsided continent,” in view of its history of having had “the most unbalanced distribution of resources of all regions in the world.”

Additionally, students will read and assess works that investigate the way poverty and inequality have been reinforced and maintained by colonialism, neo-colonialism, economic dependency, and U.S. foreign policy, as well as works exploring the effect of poverty and inequality on the lived experience of class, gender, race stratification, institutionalized political violence and the rise of authoritarianism.

At the same time, students will learn of affirmative visions and conceptions of justice in Latin American history as well as the actions, movements, and critiques those notions served to inspire. A grasp of the cultures and social dynamics of Latin American societies would be incomplete without the aspirational side of belief and judgment. The program means to cultivate in students confidence that they can be “change agents” in their future work or scholarship through the application of the knowledge and skills they acquire at John Jay. But such confidence is predicated on recognition of the capacity for agency in others and the culturally conditioned forms and empirical circumstances of its enactment. To connect with those we seek to understand, we must give strivings for justice their due as well.

Moving to the study of Latina/o communities in the U.S., we should note that emigration is one of the most evident responses to Latin America’s poverty and inequality. Migration to the United States accelerated during the 20th century and accounts for the sharp and continuing increase in the country’s (and New York’s) Latina/o population. Latin American immigrants have faced a myriad of problems and obstacles adjusting to life in the United States, problems compounded in recent years by changes in U.S. immigration policies such as employer sanctions, the militarization of the border, and the legal handling of immigration violations. With this history of struggle as background, LLS majors will study works in social science that aim to explain why, for example, Hispanics have experienced a relative decline in income, an increase in poverty, relatively low rates of secondary and postsecondary enrollment and graduation, residential segregation, and disproportionately high incarceration rates.

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9 Massey, *Categorically Unequal*. 
The program’s justice motif is wedded to an emphasis on the importance of sound social science. In virtually all the program’s courses, but especially in the major-specific Research Methods course, students will learn the norms and begin to acquire the tools necessary for judging the strength of explanations of social phenomena, and for formulating their own arguments.

C. Innovative interdisciplinary programs

The proposed LLS B.A. degree is inherently an interdisciplinary program. In its curriculum and in its faculty, the program appreciates and capitalizes upon the fluidity of institutional disciplinary boundaries in offering students a multifaceted yet integrated vision of the Latin American and Latina/o experience and outlook. Interdisciplinary study promotes in students the capacity to take, and reason from, multiple theoretical perspectives. Beyond one’s undergraduate education, this experience provides a foundation for problem-solving that requires shifting between various analytical points of view.

While the proposed program draws its strength precisely from its interdisciplinary nature, its most innovative feature is in how it bridges two fields that have traditionally been separate and distinct at U.S. universities: Latin American Studies and Latina/o Studies. Both of those fields developed separately with parallel histories in US academia, rarely intersecting. The earliest Latina/o Studies centers or programs were focused on the predominant Latina/o nationality of origin at the campus or in the region of the institution in question and emphasized scholarship and teaching on the policy-related needs of the community, and/or that specific group’s history and culture. As such, the earliest centers focused on the study of two U.S. historical minorities, Mexican Americans or Chicana/os and Puerto Ricans: the Chicano Studies Research Center at UCLA (1969), the Center for Mexican American Studies at the University of Texas, Austin (1970), and the Centro de Estudios Puertorriqueños at Hunter College, CUNY (1973). In all three of those early examples, Latin American and Latina/o Studies developed separately and unrelated to each other as almost insular research centers within the same university.

In recent years, however, the trend is to integrate Latin American and Latina/o Studies into one unit, recognizing that the two fields address one interconnected reality. The LLS Department at John Jay College is structured, and has developed, in accordance with this new stage in the development of the fields of Latina/o Studies and Latin American Studies. The merging of the two fields has been recognized as the most promising avenue for comprehensively understanding the growth and dynamics of the Latina/o population of the United States. The Department’s proposed B.A. therefore represents an interdisciplinary program unique within CUNY (more on this in II.B. below) that joins in one Department and in one degree international studies and ethnic studies; the transnational and the local; the global and the community.

D. Faculty scholarship

The LLS B.A. degree builds on the existing strengths of the faculty in the Department of Latin American and Latina/o Studies at John Jay College. It is a department that is interdisciplinary, with expertise on both Latin America and Latina/o communities, and committed to scholarship on issues related to equality and justice, especially human rights. Other areas of expertise include culture, the arts, literature, and law.

II. Need and Justification for the Program

A. Relationship to the educational mission of the College

The B.A. degree in Latin American and Latina/o Studies has been designed to further the College’s commitment to Educating for Justice. Experiences of injustice and oppression, as well as strivings for justice and freedom, weave deeply into the fabric of culture, social dynamics and political behavior. Without such an emphasis on injuries and remedies, violations and reclamations, a program on Latin American and Latina/o Studies would give students a truncated and invalid picture of the underlying forces that have shaped the worlds
they have elected to study. For our students, ‘justice’ becomes a key lens through which to analyze, for example, social cleavages; education policy; conceptions of criminality; attitudes toward work, family and death; patterns of distrust towards authorities and an endless assortment of other social phenomena. That normative focus is paired, however, with an emphasis on the importance of careful and methodical social scientific research. The specialized research methods course is crucial on that front.

The Latina/o communities in New York are the product of social, economic, and political forces that have long operated both within and outside the boundaries of our neighborhoods, our city, and our nation. To foster among all interested students of any background a deep understanding of those forces that have shaped these communities is more than an intellectual challenge, it is a moral obligation. It is to cultivate in them what C. Wright Mills called the “the sociological imagination,” that is, the ability in individuals “to grasp what is going on in the world, and to understand what is happening in themselves as minute points of intersections of biography and history within society.” The program’s thematic focus on justice and equality is fundamental to meeting that challenge and obligation to our students within the College’s mission, for “the study of injustice is at the heart of the sociological imagination.”

B. Relationship to existing CUNY programs

Within the City University of New York the LLS B.A. program proposed here is unique in its combination of the following: 1) it integrates Latin American and Latina/o Studies; 2) its base is in an academic department (not a program, institute, or center) with its own faculty; 3) it is not limited in its scope to any one country, region, or nationality within the Latin American and Latina/o experience; and 4) it stresses themes related to the advancement of justice. This justice focus taps into the attraction so many of our applicants feel for public service that is not necessarily pursued through a criminal justice-related career. As John Jay has no teacher education programs, that demand for a service-directed education not leading to a “uniformed service” career flows toward programs like Forensic Psychology and Law and Society. This circumstance presents an opportunity for meeting student interest that appears to be unique within CUNY. The following is a summary of the existing programs in the senior institutions of the City University of New York:

Lehman College has a Department of Latin American and Puerto Rican Studies that offers a B.A. degree in Puerto Rican Studies. It also has a separate B.A. degree in Latin American and Caribbean Studies.

City College has a program, not a department, in Latin American and Latina/o Studies that offers a B.A. degree, as well as a minor. City College also has a Dominican Studies Institute that supports a Dominican Studies B.S. through the CUNY B.A. program.

Queens College offers both a major and a minor in Latin American Area Studies housed in an interdepartmental Latin American and Latina/o Studies Program.

Baruch College has a Department of Black and Hispanic Studies that offers separate minors, not majors, in African-American and Hispanic Studies.

Brooklyn College offers a B.A. in Puerto Rican and Latino Studies housed in the Department of the same name. The Department also offers a separate interdisciplinary and social science-based minor in Latin American studies in collaboration with faculty from other social science departments.

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12 [http://www.lehman.edu/bulletins/laprs/undergrad.html](http://www.lehman.edu/bulletins/laprs/undergrad.html)
13 [http://www.ccny.cuny.edu/latino/index.cfm](http://www.ccny.cuny.edu/latino/index.cfm)
14 [http://www1.ccny.cuny.edu/ci/dsi/studies.cfm](http://www1.ccny.cuny.edu/ci/dsi/studies.cfm)
16 [http://www.baruch.cuny.edu/wsas/academics/black_hispanic/index.htm](http://www.baruch.cuny.edu/wsas/academics/black_hispanic/index.htm)
Hunter College offers a B.A. degree through its Department of Africana and Puerto Rican/Latino Studies. The B.A. has three sequences: 1) Africana, 2) Puerto Rican/Latino, and 3) combined Africana and Puerto Rican/Latino. Hunter is also the home of the CUNY-wide Centro de Estudios Puertorriqueños, a pioneer research center on the Puerto Rican experience.

The variety and richness of Latin American and Latina/o Studies programs at the senior CUNY colleges attest to the importance placed on meeting the challenges of educating our city’s diverse populations and on developing programs relevant to the City’s Latina/o populations. The proposed LLS B.A. is intended to place John Jay, the senior CUNY College with the largest enrollment of Latina/o students, at the forefront of the study of Latin America and Latina/os. It embodies a unique combination of social science and cultural studies, with the aim of producing graduates who are both highly culturally literate and analytically very adept. Its stress on students building cultural competency reflects an appreciation of what a number of potential employers are seeking as an aptitude possessed on day one interacting with their customers or clients.

C. Relationship to existing programs at John Jay

The LLS B.A. is complementary to, and not duplicative of, any other program at John Jay. There is no other department or degree program focusing on Latin American or Latina/o Studies at the College. The proposed B.A. will enrich, rather subtract from, existing majors. As outlined in the proposed curriculum, the LLS B.A. will allow students to take courses offered in other departments to fulfill part of their electives in the major. The LLS courses that will be created with this new program will also enrich the list of available electives for students in other majors throughout the College.

D. Employment Opportunities

Given the unique nature of the program we are proposing, we anticipate a variety of employment opportunities for graduates of our Department:

1) Careers in the public and nonprofit sectors. This major is designed to provide students with a solid foundation for success in public service and nonprofit work by fostering disciplined thinking about social dynamics, the capacity for self-reflection and perceptive analysis, cultural competence and other abilities that are valued very highly in the human service world for both clinical and administrative roles. (Entry-level roles at service providers following graduation would include, e.g., case associate, milieu counselor and program assistant.) Moreover it prepares students for professional research and policy-oriented careers in local, state, and federal governments, as well as for work with nonprofit advocacy organizations and community service agencies.

2) Careers in the private sector. Graduates of this program will have opportunities in the business world, as well as in areas such as law, education, journalism, and other fields that require or place a premium on knowledge of Latin American and Caribbean countries and their diasporas in the United States. Those specializations that involve acute sensitivity to demographically-based trends (marketing), immigration and employment discrimination (law), and community dynamics (journalism) would find much potential in our graduates as a consequence of the program’s design.

17 http://www.brooklyn.cuny.edu/pub/Department_Details.jsp?div=U&dept_code=76&dept_id=95
18 http://www.hunter.cuny.edu/blpr/
3) **Careers in the international sector.** The program’s inclusion of Latin American studies will supply a foundation for pursuing international careers with such organizations as OECD, USAID, UNESCO, IADB that look for people with regional expertise and comfort crossing borders (both literally and metaphorically). The degree also prepares them for movement toward careers in the diplomatic services and related areas.

4) **Careers in higher education.** The LLS B.A. degree will graduate students well-equipped with the knowledge and skills (research, writing and critical thinking) necessary to pursue graduate school education, joint degrees, and eventually careers in higher education, whether in this field, or related fields in the humanities, social sciences, and the law, thereby addressing the shortage in the higher education pipeline of scholars trained in Latin American and Latina/o Studies.

It is worth stressing that central to our confidence that a bachelor’s degree in this major will be attractive to a wide set of employers is the extent to which it is designed to provide students with a foundation in professionally relevant and applicable “cultural competence.” Cultural competence is mentioned above in relation to the human service sector, but there is a demand for talented individuals who are also culturally competent (in relation to one or another community) outside human service in the nonprofit world and in many sectors of the for-profit world as well.

The professional importance attached to cultural competence by leaders in the human service field is evident, for example, in a 2001 document from the National Association of Social Workers, “NASW Standards of Cultural Competence in Social Work Practice.” It sets out ten standards for culturally competent practice. Standard 3 speaks of the need for staff “to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups[.]” Standard 2 stresses that social workers must “develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.” These statements express a valorization of capacities our degree program is intended and designed to nurture.

While enterprises in areas like marketing, legal services, and journalism use their own vernaculars to expound qualities valued among their staff, they nonetheless also see cultural competence as a critical asset for success in the global economy and would also therefore value LLS majors from John Jay.

### III. Student Interest and Enrollment

#### A. Past trends

One recent indicator of student interest in LLS courses is the surge in enrollment that resulted with the expansion of elective courses. Prior to the 2010-2011 academic year, the number of elective courses the Department offered in the field of Latin American and Latina/o Studies was limited to some extent by the need to meet the enrollment demand for general education courses ETH 124 (Latinos in The U.S.) and ETH 125 (Race and Ethnicity).

Figures 1 and 2 show recent trends with the introduction of elective courses taught by FT faculty. The first one shows the slight shift away from the number of ETH sections offered by full-time faculty to the elective courses, resulting in the doubling of the number of sections of electives taught by full-time faculty (from five to ten). When we look at students taught, in Figure 2, we see that the doubling of elective sections resulted in a disproportionately greater increase in enrollment in those sections. While the number of sections doubled, the number of students grew by 147 percent, from 107 to 264.

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Under the new general education program, ETH 124 has been revised to LLS 124, and will reside in a Gen Ed area (U.S. Experience and its Diversity) rich in options for students, making possible a reduction of LLS 124 sections as compared with ETH 124 under the retired Gen Ed. At the same time, the new Gen Ed structure has created opportunities to give students general education credit for courses that are also elective in the proposed major (e.g., LLS 247, 255, etc.) This will increase the viability of sections of those courses as enrollment in the new major builds in early years.

This trend bodes well for the future of the B.A. It demonstrates that offering a broad range and a greater number of courses, such as the ones that will be offered once the B.A. is implemented, will generate enrollment, thereby creating an expanded pool of students from which majors can be recruited.

Student interest and enrollment in LLS courses have been heightened by various programs offered by LLS faculty that enhance the educational opportunities of our students. Foremost among those programs is the John Jay College Ronald H. Brown Summer Law School Prep Program founded in 2003 by LLS Professors Jodie G. Roure and José Luis Morín. Housed in the LLS Department, this research project has grown immensely in only a few years and has produced original scholarship in the areas of legal education and pipeline issues in the U.S. It is a two-year intensive summer law school preparatory program aimed at diversifying the legal profession and providing primary legal and social science research on human rights issues. The students in the program develop multidisciplinary research and writing skills as well as acquire internship and clerkship experiences critical to understanding the application of theory to practice.

Majors will also have the opportunity to participate in the established and highly successful Dominican Republic Study Abroad Program conducted by Professor Luis Barrios. During the summers of 2008, 2009, 2010, 2011, and 2012 the Program has provided students with invaluable first-hand experience in the Caribbean. As part of their program of study, students gain a better understanding of criminology from a comparative perspective. The department will expand its study abroad offerings to other Latin American and Caribbean countries beginning in summer 2013 with a program in Ecuador.

B. Assessment of future enrollment

The proposed B.A. in Latin American and Latina/o Studies is an important component of a broader move by John Jay College to strategically enhance our array of liberal arts programs, with an eye toward attracting students who might not have been drawn to the college in the past, even as we maintain and improve the quality of our Criminal Justice-related programs. While this move is proceeding along several dimensions, what warrants emphasis in relation to this proposed new program is the college’s desire to recruit students who understand that careers in areas such as public service and human service, community advocacy, journalism, education, market research and marketing for both nonprofit and for-profit enterprises, all increasingly demand the kind of deep and nuanced cultural understanding that underlies cultural competency. Students entering the program would know that they will graduate with a level of sophistication in understanding the histories, social dynamics, and self-understandings of Latin American societies and the multifarious U.S. Latina/o community. Additionally, the major-specific research methods and research practice courses will impart to students analytic tools they will need to formulate questions and gather data appropriately, as well as to engage in inference and deduction in a manner that measures up to scientific scrutiny. Put another way, graduates will be attuned to a set of cultures with a major footprint in the U.S. and the Western Hemisphere, and they will be able to approach situations, contexts and interactions encountered in their work with the mindset of a researcher.

We are looking to draw students who in the past might have passed on applying to John Jay College for a lack of interest in law enforcement or a forensic discipline, tacitly assuming that John Jay was not strong in liberal arts. As the college’s message about its rigorous and relevant liberal arts programs gains traction in the NYC area and beyond, the Latin American and Latina/o Studies department will follow suit in its recruitment and marketing strategy. The attraction of LLS elective courses for students already at the college has been amply demonstrated by the success of the minor in the short history of its existence. We are pleased by this
response from students here in other majors. With the opportunity to market this major to high school students and potential transfers who are coming to see the dynamism and growth of the college, we expect to be north of 130 enrollments by year 5.

Evidence of student interest at John Jay in a B.A. in Latin American and Latina/o Studies can be found in the “Survey of Interest in New Majors,” conducted in Fall 2010 by the John Jay College’s Office of Institutional Research. The following is the summary of the findings in relation to the proposed LLS B.A.:


41% of students report they are interested or very interested in Latin American/Latino/a Studies, and 22% report they would probably or definitely change their major to Latin American/Latino/a Studies if it were offered at the College.

Among students who report they are interested or very interested in Latin American/Latino/a Studies, 51% report they would probably or definitely change their major to Latin American/Latino/a Studies.20

While for many years John Jay’s appeal to high school students was strongest among those specifically interested in careers in law enforcement and related fields, the trend for more than a decade has been that students with an interest in public service and service to community more generally are applying to the college in great numbers. Our expectation is that the proposed major will be able to tap into that broader service interest. As noted above, the combination of analytic skills and cultural competency imparted by the program will position graduates strongly for careers at human service and advocacy organizations with a presence in Latina/o communities.

IV. Curriculum

A. Background and Rationale of the LLS major

Introduction: Latin American and Latina/o Studies as Hemispheric Fields of Inquiry

The Latin American and Latina/o Studies major at John Jay College draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By combining and integrating the study of these varied disciplines, the LLS major provides an interdisciplinary examination and comprehensive understanding of the historical, social, political, economic, cultural, literary and artistic issues that impact the lives and experiences of Latin American societies, and of people of Latin American descent in the United States.

In keeping with current theoretical premises and curricular trends of both Latin American and Latina/o Studies in the U.S. academy, the LLS major we present below is fully grounded in the recognition of the significance of incorporating both the histories and varied experiences of Latino/as in the United States and the political, socio-economic and cultural contexts of their original homelands in Latin America. What follows is a brief historical context that explains the rationale for the combined LLS curriculum.

The theoretical and empirical study of Latin America in the US academy developed independently from US Latina/o studies, largely as a result of historical and political contingencies. As discussed earlier in this proposal, these contingencies were dependent on that region’s interactions with the United States as well as on Latin America’s uneven development. As a result, and particularly since the 1950s, both have led to the migration of significant numbers of Latin Americans to the United States.

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While the development of the field of Latin American Studies can be traced to the early 1930s, its expansion and institutionalization in the US academy actually dates back to the period leading up to the Cold War. As Louis Hanke explained in 1947,

The period 1939-1945 saw an unprecedented expansion of Latin American studies in the United States. This was partly due to the wartime activities of such government agencies as the Department of State and the Office of the Coordinator of Inter-American Affairs, and to the rising interest in the area approach to academic studies.21

Long focused strictly on the continent’s internal affairs, the field of Latin American studies has more recently begun to incorporate a transnational approach that both recognizes the internal dynamics of each nation and simultaneously goes beyond the continent itself. This paradigm shift is largely due to Latin American countries’ ongoing efforts to integrate the region’s political and economic policies and institutions. In addition, scholars’ growing awareness of the commonalities in the political and economic histories of various countries also stem largely from the repercussions of the impact of the history of US policies in the region’s development, increased emigration both to the United States and other parts of Latin America, and the new and emerging socio-cultural exchanges both within Latin America and between Latin America and the United States.

In contrast to Latin American Studies, the full development of the field of US Latino/a Studies, which encompasses the combined histories and experiences of Latin America’s various national diasporas in the US context, is relatively recent. As discussed above, the early scholarship on Latino/as in the United States focused primarily on the individual histories and experiences of the two US Latino/a historical minorities (Mexican Americans and Puerto Ricans) in the United States since the 19th century. Indeed, it was only with the arrival of significant numbers of Cuban refugees to the United States during the 1960s, that scholars began to integrate the study of these three national origin populations and, consequently, that US Latino/a Studies began to emerge as field of inquiry. The arrival of significant numbers of economic immigrants and refugees from other parts of Latin America, largely due to the region’s political unrest and economic instability between the 1960s and 1980s, also led scholars in fields such as American Ethnic Studies, for example, to research the growing numerical, political and cultural significance of Latino/as in US society. In her 1992 presidential address to the American Studies Association, Cathy Davidson succinctly recognized the need to expand the arena of research and scholarship on American studies, to include Latin America:

“The definition of "America" within the academy has been remarkably rigid, unitary, and exclusionary for reasons that are institutionally explicable but theoretically indefensible…. In short, the instantiation of an exclusionary regional, linguistic, ethnic model of "America" continues to the present but has roots in the earliest definition of what counts as America. American studies cannot afford to wear such blinders any longer. Postcolonialism is the theory; inter-American studies is the practice.”22

Davidson’s comments were not lost on scholars of US Latina/o Studies.

The 1990s witnessed the maturing of U.S. Latino/a Studies as a significant field of inquiry in its own right, such that in 2001 a major international publisher (Palgrave-Macmillan-UK) approached Suzanne Oboler, a LLS faculty member, to become the founding editor of Latino Studies, now recognized as the premier international academic journal of the field.


Thus, in the past two decades, and despite the specific histories of each field, Latin American Studies and American Studies have both come to acknowledge the importance of expanding the earlier scope of their respective regional emphases to include the hemisphere as a whole. Similarly, both Latin American and US Latina/o Studies scholars today recognize the need to create an integrated, transnational and hemispheric understanding of the history, politics, social, economic and cultural realities of people of Latin American descent in the Americas as a whole.

Creation and Revision of Courses for the LLS Major

While the LLS Department will continue to offer many of the courses we have offered in the past, in keeping with both the objectives of our proposed major and the new Gen Ed requirements of the College, the LLS faculty have created a number of new courses and are also in the process of revising and updating a number of our past courses.

As detailed below, the addition of new courses, like the updating of older offerings in the existing LLS curriculum, reflect: a) the emphasis of the Department’s new major on justice and inequality; b) the changing theoretical perspectives and paradigms in the interdisciplinary fields of Latin American and Latina/o Studies; c) the inclusion of all the Latina/o groups and their respective homelands into the curriculum, which previously primarily emphasized the Puerto Rican experience in New York and the Caribbean islands; and d) courses that our new faculty have introduced/are introducing into our Department’s curriculum.

In keeping with both the interdisciplinary mission of John Jay College and the inherently interdisciplinary nature of Latin American and US Latina/o Studies, to the extent possible, the LLS Department’s courses generally include both social scientific and literary texts and thus aim to expose students to both social science and humanities approaches to the key themes, topics and issues addressed in each course.

The LLS major is thus designed to ensure that students achieve a solid scholarly and interdisciplinary foundation on the peoples of Latin America and of Latino/as, one that is fully grounded in an understanding of the intersecting histories, politics, economics, and cultures of both the United States and Latin American societies. In addition, students will be trained in interdisciplinary research and writing skills that reflect current theoretical and empirical methods in LLS. Finally, students will be able to apply their knowledge through internship-based community service-learning, archival fieldwork, or independent research in the United States and/or study abroad in Latin America.

In so doing, students who graduate with a major in Latin American and Latina/o Studies will have the knowledge and skills to better understand the relationship between the lived experience of people of Latin American descent in both the US and their respective homelands, and the production of knowledge about them.

Approach and Underlying Philosophical Premises of the LLS Major

The LLS major is designed to ensure that by the end of their studies, students will have both a general and interdisciplinary foundational knowledge of Latin American and Latina/o Studies, and a specialization in either Latin American or Latina/o Studies. In keeping with the interdisciplinary philosophy and mission of John Jay College, the LLS major will be grounded in an interdisciplinary approach that integrates both Latina/o and Latin American studies and, as discussed earlier in this proposal, that specifically highlights issues of justice and inequality. The LLS major places particular emphasis on developing students’ critical engagement with the interdisciplinary study of the political, historical, socio-economic and cultural possibilities and obstacles for achieving 1) social justice and equity (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights.
The Curriculum of the LLS Major

Overview

The Latin American and Latina/o Studies major draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By integrating these varied disciplines in the LLS courses, the proposed B.A. in Latin American and Latina/o Studies is designed to ensure that majors will have both a comprehensive foundational and interdisciplinary knowledge of Latin American and Latina/o Studies and a specialization in either Latin American Studies or Latina/o Studies.

A total of 33-37 credits are required to complete the interdisciplinary LLS major, distributed as follows:

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Applied Research: community service-learning, archival fieldwork, independent research or study abroad experience</td>
<td>3-4</td>
</tr>
<tr>
<td>Electives (4) in two distinct, yet related, tracks</td>
<td>12</td>
</tr>
<tr>
<td>Senior seminar</td>
<td>3</td>
</tr>
<tr>
<td>Co-Requisite: 1 200-level course in Spanish or Portuguese (unless exempt by placement exam)</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 33 - 37</td>
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</tbody>
</table>

Students majoring in Latin American and Latino Studies will achieve a comprehensive scholarly knowledge of these fields through the Department’s required core and elective courses described below. In addition, the major requires students to acquire the necessary skills for successful academic research and writing, to engage in both scholarly and applied research, and to experience community service-learning either in the United States and/or in specific Latin American contexts.

Students will choose an area of concentration focusing either on Latin America or on Latina/os in the United States. Concentration in one of the 2 tracks in Latin American and Latina/o Studies is aimed to ensure that students achieve a depth of understanding of the theories, problems, and interdisciplinary approaches related to justice and inequality in their chosen regional (Latin American or US Latina/o) subfield of specialization. As discussed above, the major’s perspective emphasizes issues of justice and inequality and is thus woven into the entire curriculum, both in the content of the core courses and in the offering of more specialized courses, addressing such issues as human and civil rights, intercultural commonalities and differences; transnationalism and globalization; the impact of regional and international migration; politics, culture and the arts; race, gender, class and sexualities; and, more generally, the lived experiences of people of Latin American descent throughout the hemisphere.

The LLS Major includes various components aimed to ensure that students acquire a well-rounded field of specialization at John Jay College. Thus, the successful completion of the LLS major requires demonstrating knowledge of LLS academic content, the development of research and writing skills, the fulfillment of a requirement in LLS applied research/community service learning, and a senior capstone seminar experience.

**Academic Content**
As detailed in the scaffolded LLS course sequence outlined below, students will achieve a comprehensive foundational knowledge of LLS through the major’s 4 required core courses. This will be supplemented with an additional 4 elective courses, necessary to complete the requirements of their chosen Latin American Studies or Latina/o Studies track. In order to ensure that students are adequately prepared in the two Latin American and Latina/o Studies subfields of the LLS major, students must take three of their four electives in their track of specialization, while the remaining course must be chosen from the other subfield. The Major culminates in a senior capstone seminar that aims to integrate their knowledge and skills through a significant final research project, and which will focus on different special topics that are applicable to students specializing in both tracks. These topics include but are not limited to immigration and diaspora studies; race and citizenship; criminal justice and law; culture and the arts; race, class, gender, and sexualities; and human rights and civil rights.

Research Methods and Applied Research Skills

During their junior year, all students will be required to take the LLS research methods. This course will prepare them for their subsequent semester-long engagement in applied research and/or service learning—whether through a community service-learning internship, archival fieldwork, independent research or study abroad—on issues pertaining to justice and inequality, either in the United States or in an international cross-cultural context in Latin America.

In this respect, it is important to note that the LLS Department has long been committed to providing students with experiential involvement in the Latin American diaspora communities in the United States—an opportunity that is amply available in New York City, given the varied and significant communities of Latin American descent in the area.

At the same time, given the global and transnational economic and political forces that shape our daily lives and experience in US society today, there is a growing consensus at academic institutions across the country, including at John Jay College, of the importance of developing curricular offerings that can adequately address the need to internationalize the learning experiences of all students, through study abroad. Indeed, study abroad has long been highly encouraged by the LLS Department. Through the Latin American and Latina/o Studies Department at John Jay College, students already have the opportunity, for example, to engage in summer study and research in the Dominican Republic, and the Department plans to expand its international study abroad offerings to eventually include other Latin American countries such as Mexico, Cuba, and Brazil as well as the Andean societies of Ecuador, Peru and Bolivia.

B. Honors in Latin American and Latino Studies (3 additional credits)

The aim of the LLS Honors in the Major program is to ensure that students will graduate with the required academic knowledge, research and writing skills, and the preparation necessary to ensure that they can excel in any graduate and/or law school program they might attend.

The LLS Department requires these honors students to take an additional 3 credits beyond the 33-37 credits required by the major. To qualify for Honors in the LLS Major students must have a GPA of 3.5 in the major’s courses, and an overall GPA of 3.2 in their junior year. In addition they must have an approved proposal for an honors thesis or honors project, developed in the Department’s required research methods course (LLS 3XX).

Participation in Honors in Latin American and Latina/o Studies requires students to enroll in the Department’s one-semester Honors Project (LLS 4XX), an independent study for LLS Honors students, during their senior year. Graduation with Honors in LLS is contingent on the successful completion of either a senior thesis or a senior project, under the co-direction of two advisers, at least one of whom must be a faculty member.
of the LLS Department. Completion of the project is required to receive credit in the Honors Project (LLS 4XX - 3 credits).

C. Prerequisites: There are no prerequisites for the LLS major.

D. Co-Requisites: (0-3 credits) Prior to graduation, all students are expected to demonstrate a good command of either the Spanish or the Portuguese language. One course (at the 200 level, or above) in either Spanish or Portuguese (courses taught in English do not count) is required. Alternatively, students can satisfy this language proficiency requirement through the language equivalency option, established by a test administered by the Foreign Languages Department at John Jay College.

E. Course Scaffolding and Sequence

The following courses are required of all LLS Majors:

1. **Four (4) Core Courses: LLS 124, LLS 1XX; LLS 242 and LLS 322**

   Four interdisciplinary core courses will provide students with a scaffolded approach to the foundational knowledge about US Latino/as (LLS 124); their respective Latin American countries of origin (LLS 1XX); the history and the political, economic and cultural nature of the relations between the United States and Latin America (LLS 242), and the struggle for equality and justice of people of Latin American descent in the United States (LLS 322). Together, they also aim to assist students in choosing their track of specialization within the major.

   More specifically, LLS 124 introduces students to the individual histories and cultures of the various Latina/o national origin groups in the United States. It also points to some of the ways that both their respective homelands in Latin America, and their time and way of arrival to the United States, have differentially shaped their presence in and/or decision to (im)migrate to US society.

   LLS 1XX introduces students to the distinct histories and societies of Latin American countries, while LLS 242 explains the commonalities and differences resulting from political, economic and cultural relations between the US and particular Latin American countries, in shaping the development of the continent’s national societies, including some of the underlying causes for emigration to the United States.

   LLS 322 is an upper level course that more deeply engages students in discussions of the changing meanings of the major’s key concepts of justice and equality over time, and focuses attention on the major’s core issues of civil and human rights, and the struggles for dignity of people of Latin American descent in the US context.

2. **Research Methods. LLS 3XX**

   All LLS majors are required to take LLS 3XX, a research methods course, in order to learn the interdisciplinary research methods used in Latin American and Latina/o Studies. This course will also emphasize theoretical and ethical aspects of research methodology and the formulation and development of research questions aimed at preparing students to undertake applied research, whether in the form of a community service learning internship, archival fieldwork, independent study or study abroad, and to develop a research proposal which they can apply either in LLS 321, and or in the LLS senior capstone seminar; They can also present it for admission to the LLS major’s Honors Program.

3. **Applied Research: Study Abroad, Service-Learning Fieldwork, or Independent Research (LLS 321)**

   As discussed above, the LLS major aims to ensure that students understand the relationship between the lived experience of people of Latin American descent in both the US and their respective homelands, and the production of knowledge about them. Thus the LLS major will require all students to include some form
of applied research as part of their learning experience. This can take the form of a community service-
learning internship, archival fieldwork, independent research or study abroad. Supervised community
service, and/or fieldwork either in the United States or Latin America, would focus on one of the following
areas: work with community groups, agencies, organizations, and movements organized to solve specific
community problems.

4. **Senior Seminar: Special Topics in Latin American and Latina/o Studies. LLS 4XX.**
   The senior capstone seminar provides students with an intensive LLS seminar experience. It will focus on
different topics each year, according to the faculty member’s area of expertise. The seminar is designed to
integrate the knowledge, and research and writing skills that LLS majors have acquired during their
coursework. In addition to its focus on a particular topic, the seminar will also engage in discussions on the
production of research and scholarship. The seminar will culminate in each student’s presentation of a major
research paper or project developed throughout the semester, and that integrates theoretical, research, and/or
policy issues in Latin American and Latina/o Studies.
   Prerequisites: 4 core courses; at least 2 LLS electives, one of which must be at the 300 level; and LLS 3XX
   (Research methods); or permission from the instructor.

5. **Four (4) Elective courses.**
   In order to ensure that students are adequately prepared in the two Latin American and Latina/o Studies
subfields of the LLS major, all students must take three of the four electives in their track of specialization,
as follows:

   3 courses in Latin American Studies and 1 course in U.S. Latina/o Studies
   or
   3 courses in U.S. Latina/o Studies and 1 course in Latin American Studies

### THE LLS MAJOR CURRICULUM OUTLINE (33 - 37 credits)

**PART ONE. Required Core Courses**

Required
- LLS 124: Latina/os in the United States
- LLS 1XX: Latin American History and Society
- LLS/HIS/POL 242: U.S. and Latin American Relations
- LLS 322: Latino Struggles for Civil Rights and Social Justice

**PART TWO. Research Methods**

Required
- LLS 3XX: Research Methods in Latin American and Latina/o Studies

**PART THREE. Study Abroad, Fieldwork, or Independent Research**

Required, Select one option:

a. Study Abroad in Latin America (3 credits will be earned from the
course offered as part of the study abroad program)

b. LLS 321 Puerto Rican/Latina/o Community Fieldwork [NB course
title will be changed to Latin American and Latina/o Community
Fieldwork] (4 credits)
Prerequisite: LLS 3XX: Research Methods

c. LLS 489 Independent Research Project  (3 credits)
   Prerequisite: LLS 3XX: Research Methods

PART FOUR. Electives

Nine (9) credits must be in one track and three (3) credits in the other track. At least six (6) credits must be taken at the 300-level or above.

Track A: Latin America

LLS/MUS 110 Popular Musics of the Caribbean (Flex Core: Creative Expression)
LLS 215: Social and Political Developments in Contemporary Puerto Rico
LLS 220: Human Rights and the Law in Latin America
LLS 232: Comparative Perspectives on Crime in the Caribbean
LLS 223 Revolution and Social Change in Latin American Literature and the Arts (Flex Core: Creative Expression)
LLS 245: Dominican Society and Identity (revised title: Politics and Society in the Dominican Republic)
LLS 250: Drugs, Crime and Law in Latin America
LLS 255: Latin American Woman in Global Society (Flex Core: Individual & Society)
LLS 260/HIS 260: History of Contemporary Cuba
LLS 261/HIS 261: Revolution and Social Change in Contemporary Latin America
LLS 263/AFR 263/HIS 263) Blacks in Latin America (Flex Core: World Cultures)
LLS 2XX Latin American Cultures
LLS 2XX: Indigenous Latin America
LLS 341: Immigrant Rights in the Americas (College Option: Justice Core 300-level)
LLS 343: Race and Citizenship in the Americas
LLS 356: Terror and Transitional Justice in Latin America

Track B: U.S. Latina/os

LLS 217/SPA 217/DRA 217): Theater of the Americas Since 1960
LLS 241: Latino/as and US Cities (Flex Core: U.S. Experience)
LLS 247: Growing Up Latina/o: From the 1940s to the Present (Flex Core: Individual & Society)
LLS 267: History of Caribbean Migrations in the United States
LLS 2XX Public Health Policy in the Americas
LLS 325: The Latina/o Experience of Criminal Justice (College Option: Justice Core 300-level)
LLS 362: Entangled Tongues: Bilingualism in US Latina/o Literature
LLS 363: Il/legal Subjects: U.S. Latina/o Literature and the Law (College Option: Justice Core 300-level)
LLS 364: Ethical Strains in Latina/o Literature (College Option: Justice Core 300-level)
LLS 3XX Latina/os and the Digital Divide
LLS 3XX The U.S.-Mexico Border
LLS 401 Gender, Race, Ethnicity & the U.S. Legal System. (Revised to 300-level)

PART FIVE. Capstone Experience

Required
LLS 4XX Senior Seminar in Latin American and Latina/o Studies

PART SIX. LLS Honors Option

LLS 489: Independent Honors Project

[NOTE: Students must qualify for the Honors in LLS to enroll in LLS 489 Independent Honors Project.]
Articulation Agreements

The Department has negotiated an articulation agreement with Hostos Community College’s Liberal Arts concentration. The Department will pursue articulations with other community colleges in and outside of the CUNY system. Of high priority in this effort will be:

- (CUNY) Bronx Community College’s A.A. in Liberal Arts and Sciences: Africana, Latino and Native American Studies Option
- (CUNY) LaGuardia Community College’s A.A. in Liberal Arts: Latin American Studies Option
- (SUNY) Nassau Community College’s A.A. in Liberal Arts and Sciences
- (NJ) Bergen Community College’s A.A. in Liberal Arts

V. Faculty

The current faculty in the Department of Latin American and Latina/o Studies at John Jay College combine expertise in the Latin American and Latina/o fields of study. The Department faculty teaches at all levels of the Department minor. The academic year 2010-2011 was the year the Department doubled in size to eight tenure-track faculty members with the addition of a new Chair/Professor and three Assistant Professors. This year Professor Jose Morin returned to his faculty line in the department increasing the fulltime faculty to nine. The staffing model of the department demonstrates the capacity to accommodate the expanded course offerings under the new major. The faculty members are:

Professor Lisandro Pérez received his Ph.D in Sociology and Latin American Studies from the University of Florida. Until the summer of 2010 Dr. Pérez served for twenty-five years on the faculty of Florida International University (FIU) in Miami where he founded and directed its Cuban Research Institute after two terms as Chair of its Sociology and Anthropology Department. He also served as the editor of the journal Cuban Studies from 1999 to 2004 and is the co-author of the book The Legacy of Exile: Cubans in the United States, published by Allyn & Bacon. He authored the chapter on Cubans for the The New Americans: A Guide to Immigration Since 1965, published by Harvard University Press. During the 2004-2005 academic year, Dr. Pérez was a fellow at the Cullman Center for Scholars and Writers of the New York Public Library, where he carried out research for a book on the Cuban community in New York City during the nineteenth century, under contract with New York University Press. An essay based on that research project appeared in the edited book New York 400 published in 2009 by the Museum of the City of New York. He served as consultant for the 2010 exhibit Nueva York! sponsored by the New York Historical Society and exhibited at the Museo del Barrio and wrote a chapter for the exhibit’s companion book, published by the New York Historical Society. In addition to the Cullman Center fellowship, Dr. Pérez has received fellowships and grants from the National Endowment for the Humanities, the Rockefeller Foundation, the Ford Foundation, and the Gilder Lehrman Institute of American History.

Professor Luis Barrios is a Board Certified Forensic Examiner and teaches in the areas of Latina/o psychology, Latin American studies, ethnic studies, qualitative research and methodology, and cultural criminology. In addition to his appointment at John Jay, he is a member of Ph.D. faculties in social/personality psychology, Graduate Center-City University of New York. Since 1988, Dr. Barrios is a columnist of El Diario La Prensa in New York City, one of the oldest Spanish newspapers in the United States. He is the co-editor with Louis Kontos and David C. Brotherton of Gangs and Society: Alternative Perspective (2003-Columbia University); co-author with David C. Brotherton of Almighty Latin King & Queen Nation: Street Politics and the Transformation of a New York City Gang (2004-Columbia University); and co-editor with Dr. Mauro Cerbino of Otras naciones: Jóvenes, transnacionalismo y exclusión. Quito: Ecuador: Facultad Latinoamericana de Ciencias Sociales. Dr. Barrios is also the author of Josconiando: Dimensiones Sociales y políticas de la espiritualidad (2000-Editorial Aguiar), Pitirreando: De la desesperanza a la esperanza (2004-Editorial Edil) and Coquiando: Meditaciones subversivas para un mundo mejor (2008-Editorial Búho).
Professor José Luis Morín areas’ of academic specialization include domestic and international criminal justice, civil rights and international human rights law, race and ethnicity in the United States, Latina/o studies, and Latin American studies. Professor Morín has held a faculty position at John Jay College since 1998 and has also been a member of the criminal justice doctoral program at the college Professor Morín has held numerous administrative positions within the City University of New York. Most recently, he served as the founding Vice President for Academic Affairs and Provost of Stella and Charles Guttman Community College. Prior to becoming Provost, Professor Morín served as Director of the Puerto Rican Research and Public Policy Initiative, a special project of the Center for Puerto Rican Studies at Hunter College (CUNY) that focused on the study of stateside Puerto Ricans. At John Jay, Provost Morín spent eight years as chair of the Latin American and Latina/o Studies Department. During the 2006-2007 academic year, he established a new CUNY-wide initiative to assist in recruiting Latino faculty (known today as the CUNY Latino Faculty Recruitment Initiative) and served as its Interim Director. From 2007 to 2009, Provost Morín served as Interim Dean of Undergraduate Studies at John Jay. Professor Morín’s publications include Latino/a Rights and Justice in the United States: Perspectives and Approaches (Carolina Academic Press, 2nd edition, 2009, with a foreword by Professor Richard Delgado). He is guest editor of a special issue of CENTRO, Journal of the Center for Puerto Rican Studies, Social Conditions of Stateside Puerto Ricans: Critical Needs and Public Policy Implications (Fall 2012) and is author of “Latinas/os and US Prisons: Trends and Challenges,” published in Latino Studies (2008). He is also editor of the forthcoming book, Latinas/os and Criminal Justice: An Encyclopedia (Greenwood Press). A recipient of many honors and awards, Professor Morín was one of ten individuals selected nationwide for the Hispanic Association of Colleges and Universities (HACU)-Kellogg Leadership Fellows Program for 2005-2006. In 2007, he received The “El Award” for outstanding contribution to the Latino community, presented by the El Diario/La Prensa, the oldest Spanish-language newspaper in the United States.

Professor Suzanne Oboler is Founding Editor of the academic journal Latino Studies. Her research and teaching interests center on Human Rights in the Americas, focusing on race, citizenship, and national belonging; and immigration, detention and incarceration. Professor Oboler is author of Ethnic Labels, Latino Lives (1995) and numerous scholarly articles and book chapters. She is editor of Latinos and Citizenship: The Dilemma of Belonging (2006), and Behind Bars: Latino/as and Prison in the United States (2009). She has also co-edited Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos (2005), and is co-editor in chief of The Oxford Encyclopedia of Latino/as in the United States, 4 Volumes (2005). She is currently Co-Editor in Chief of the Oxford Encyclopedia of Latinos and Latinas in Contemporary Politics, Law and Social Movements (2 Volumes; forthcoming, 2012). Professor Oboler lectures widely across the country and abroad, on issues related to Latino/as and to the field of Latino Studies in the United States. Her research and teaching focus on race, citizenship, human rights and immigration in the Americas, and on Latina/os in the United States. In 2011, she was named Fulbright Distinguished Chair in American Studies at PUC, in Rio de Janeiro, Brazil.

Associate Professor Jodie Roure graduated from Douglass College, Rutgers University with a Bachelor’s of Arts in English and a minor in Spanish. She is a former United States Supreme Court intern. She obtained her Juris Doctor from Western New England College School of Law in Massachusetts. She also studied International Human Rights Law Protection in San Jose, Costa Rica at the University of Costa Rica Law School. She obtained her Ph.D. at the University at Buffalo-SUNY in American Studies with a major in Intercultural Studies and International Human Rights and is an Arturo A. Schomburg Fellow. She has conducted extensive research and is an expert witness in the area of human rights including violence against women in Brazil, Puerto Rico, Dominican Republic, Cuba, and the United States. She also conducts research on pipeline education, race, class ethnicity and gender in the United States. Professor Roure teaches in the areas of domestic violence/gender rights, criminal justice, international human rights, international criminal justice, race, class and ethnicity in the United States, and Latina/o studies. Her doctoral dissertation is entitled “International Human Rights Law as a Resource in Combating Domestic Violence: Transcending Legal, Social and Cultural Obstacles in Brazil and the United States.” Her recent publications include: “Gender Justice in Puerto Rico: Domestic Violence, Legal Reform and International Human Rights,” (accepted for publication in the Human Rights Quarterly Law Journal, August 2010); Roure, J. “Domestic Violence in Brazil: Examining

**Assistant Professor Isabel Martínez** has teaching and research interests include transnationalism, Mexican youth immigration, Mexican borders, and the intersections of race, immigration and technology. Long involved with issues of educational attainment in Latina/o communities, her recently completed research examines the transnational familial, labor and educational experiences of unaccompanied Mexican immigrant youth in New York. Her article, “What’s Age Gotta Do with It? Understanding the Age-Identities and School-Going Practices of Mexican Immigrant Youth in New York City” was published in a special issue of The High School Journal focusing on Transnationalism, Latina/o Immigrants and Education, and has a forthcoming chapter on the US-Mexico border in Latinas/os and Criminal Justice: An Encyclopedia (Greenwood Press), scheduled for release in 2011. She is currently a Digital Humanities Initiative Fellow at Hamilton College, and has received fellowships and grants from the Consortium for Faculty Diversity, the Association of Black Sociologists, the Spencer Foundation, and the Society for the Study of Social Problems. She received her B.A. in Sociology from Rice University, her M.A. in Educational Policy, Practice and Foundation from the University of Colorado at Boulder and her Ph.D. in Sociology and Education from Columbia University.

**Assistant Professor Brian Montes** received his BA in Anthropology from the State University of New York at Cortland and holds a doctorate in Anthropology from the University of Illinois at Urbana- Champaign. His research, teaching, and writing are grounded in U.S. Latino/a studies, Latin American Studies and Maya studies, with particular interest placed on the lived experience of race & ethnicity within Latin American and Latina/o ethnic groups. Other areas of specialization include Latin American and Latina/o social movements, memory, critical race theory, indigenous rights, Latina/os in the United States, and Maya (Yucatán) identity. His current project examines the memory, through discourse and performance, of Yucatán’s Caste War from the perspective of the native indigenous Maya within the municipality of Felipe Carrillo Puerto in Quintana Roo, Mexico.

**Assistant Professor Belinda Rincón** has teaching and research interests in Latina/o literature and popular culture, ethnic American and transamerican literatures, 19th- and early 20th-century Latina/o narrative, Latina feminisms, and war literature and film. She specializes in Chicana/o literary and cultural studies. Professor Rincón is currently completing a manuscript entitled *War, Gender and State Formation: Chicana War Stories from the Mexican Revolution to the War on Terror* which examines Chicana writers, artists, and activists whose work on war and militarism critically engage with the histories of war and the militarization of culture and gender relations. She is also working on a second project that examines cultural responses – *corridos*, memoirs, film – from diverse U.S. Latina/o communities to the current wars in Iraq and Afghanistan. Her article “Media, Militarism, and Mythologies of the State: The Latino Soldier in World War Two Films” is forthcoming in *Latino Studies*. She earned her B.A. in English and Women’s Studies from Vassar College, her M.A. in English from Boston College, and her Ph.D. in English from Cornell University.

**Assistant Professor John Gutiérrez** received his Ph.D. in History from the Graduate Center, CUNY, in 2013, the year he joined the faculty of the LLS Department on a tenure-track line. Prior to completing his Ph.D., Professor Gutiérrez served as a substitute lecturer in the LLS Department at John Jay. His dissertation is entitled “Disease and State in the Caribbean: Fighting Tuberculosis in Cuba, 1899-1909.” He was awarded the Ralph Bunche Dissertation Fellowship, a CUNY History Department Fellowship, a PSC-CUNY Tuition Fellowship, and a Graduate Center Graduate Teaching Fellowship. Prior to coming to John Jay, he taught courses in World History, Human Geography, Colonial Latin America, Modern Latin America, History of
VI. Cost Assessment

A. Faculty Lines

As the budget section reflects, the program can be delivered at the projected enrollment levels without any need for additional full-time faculty lines. The return of Professor José Morín, together with the overlap of LLS courses in the major with LLS courses in the College’s general education offerings; ensure that adequate FT faculty capacity exists at present staffing to meet projected demand. The teaching-related budget impact of the creation of the degree will be limited to a small growth in needed P/T faculty sections, starting with two in years two and three, and three sections in years four and five. The remaining faculty-related expense is limited to the replacement cost of one course release per year granted to the Major Coordinator.

B. Library

The Department has compiled a list of titles, primarily academic serials, which students in this program will need for research associated with their courses. Estimated costs are $1,000 per year.

C. Budget Table

The incremental tuition revenue shown in our budget projection has been estimated using a conservative assumption regarding enrollment in the program (see table below): that two and a half percent of the College’s undergraduate Latina/o students will major in Latin American and Latino Studies. In Fall of 2012 the number of undergraduate Latina/o students enrolled in John Jay College was 5,296. The two and a half percent assumption is conservative because we believe that more than two and a half percent of the College’s Latina/o students will be excited enough by this new program to choose to major in it, an assumption supported by the student interest survey discussed earlier. It is important to also keep in mind that the College, as of 2013, has allowed students to pursue double majors. We believe that Latin American and Latina/o Studies will represent a very attractive option as a second major for students in practically every other major field. Furthermore, the attractiveness of the program will not be limited to Latina/o students. Students in the general education courses taught by the Department represent a recruitment pool for the LLS majors. The proposed major is within the College’s mission of educating for justice, so we anticipate recruiting from students who attend John Jay precisely because of its justice mission. We are not projecting reaching that two and a half percent figure until the fifth year of the program. The total enrollment of 138 that year represents that approximately two and a half percent of the Fall 2012 undergraduate enrollment (in itself a base enrollment figure that can be expected to increase).

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23 CUNY Office of Institutional Research and Assessment, Current CUNY Data Book by Subject (http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG.rpt.pdf)
Projected enrollment, LLS B.A., years 1-5

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*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2012 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 Latin American and Latina/o Studies major. In the fifth year, graduates from the program are considered in the projections at a 19.1% rate, which is our average over the five most recent years (fall 2009 cohort).

The proposed program will be revenue generating for the College. With only marginal increased expenditure on the faculty side in the form of adjunct coverage, a 5-year projected enrollment of 138 students (at projected F/T vs. P/T; in-state vs. out-of-state) yields a revenue figure of over $700,000 in year five.

VII. Evaluation and Assessment of the Program

The Department of Latin American and Latina/o Studies (LLS) plans to take the following steps to monitor the continued strength of the curriculum of the LLS B.A. and assess the performance of students in meeting the learning outcomes of each course and of the major overall.

Program Review

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

Program Learning Outcomes

A student graduating from John Jay who has majored in Latin American and Latina/o Studies will have fulfilled the following learning outcomes:

Students will:

1. Display a thorough understanding of the interdisciplinary nature of the study of Latin America and of Latina/o communities in the U.S.

2. Have the ability to integrate the fields of Latin American Studies and Latina/o Studies in order to develop a deep understanding of the relationship between the social, economic, cultural, and political
processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.

3. Develop the capacity to grasp the relationship between the lives of individuals and the course of history, how one’s life intersects with larger social, political, and economic forces.

4. Show an appreciation of the history of Latin America and that of Latina/os in the U.S. as a struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.

5. Have the capacity to think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latina/o communities.

6. Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;

7. Communicate research results in various formats, including written and oral presentation;

8. Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

Methods of Assessment

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

Feedback

The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The Department’s Curriculum Committee will be charged with making any adjustments deemed necessary.
Appendix A. Course Descriptions and Syllabi
Course Descriptions for Existing Courses
(all courses are 3 hours, 3 credits except where noted)

I. REQUIRED CORE COURSES

LLS 124 Latina/os in the United States

This course is an interdisciplinary introduction to the field of Latin American and Latina/o studies focusing on the establishment and development of the diverse Latina/o communities in the United States through the processes of migration, colonization, racialization, and integration. Students will explore the intersections of race, class, ethnicity, gender, and sexuality through such topics as identity formation, language rights, economic and political participation, transnationalism, law and civil rights and social justice movements. (Flexible Core: U.S. Experience in its Diversity)

LLS 242 U.S. and Latin American Relations
(Same course as GOV 242 and POL 242 and HIS 242)
(NB: old title: U.S. Foreign Policy in Latin America)

This course examines U.S. economic and political relations with Latin American countries from the nineteenth century to the present. In particular, the course will focus on U.S. reactions to reform and revolutionary movements in various Latin American societies and the ideological framework of U.S. foreign policy. Prerequisites: ENG 101

LLS 322: Latino Struggles for Civil Rights and Social Justice

This course provides an interdisciplinary overview of the experiences of Mexican Americans, Puerto Ricans and other Latino/as during the Civil Rights period. It focuses on the Latino/a social movements during the 1960s and their consequences today for the struggles for civil rights and social justice of Latino/as and other racial minorities in the U.S. Topics include access to education and employment; immigrant rights; detention and deportation; race and crime; Latino/a and African American alliance building; Latino/a citizenship and the military, and gender values and sexuality. Prerequisite: ENG 201
(College Option: Justice Core 300-level)

LLS 321 Puerto Rican/Latina/o Community Fieldwork
[revised title will be Latin American and Latina/o Community Fieldwork; course description will be refreshed]

Community organization theory as it applies to the Latina/o communities in the United States. The study of Latina/o groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: (1) work with community groups, agencies, organizations and movements organized to solve specific community problems; and (2) work in governmental rehabilitation and adjustment projects. Prerequisites: ENG 201 and LLS 241

II. ELECTIVES IN TWO TRACKS

Track A: Latin America

LLS 110: Popular Musics of the Caribbean
(Same course as MUS 110)
A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined. 
Prerequisites: None 
(Flexible Core: Creative Expression)

**LLS 215: Social and Political Developments in Contemporary Puerto Rico**

Political, social, and economic issues in Puerto Rico from the 1930s to the present. Political developments leading to the establishment of the “Commonwealth” and attendant economic problems. Consequences of Puerto Rico’s involvement with the United States. 
Prerequisites: ENG 101, sophomore standing or above or permission of instructor

**LLS 220: Human Rights and the Law in Latin America**

A comparative study of human rights policies, procedures, legislation and practices in Latin American countries. The impact of international and national conventions, bills and laws on the present observance of these rights. Inquiry into morality, social justice, social and professional ethics. 
Prerequisites: ENG 101, sophomore standing or above or permission of instructor

**LLS 232: Comparative Perspectives on Crime in the Caribbean**

(Same course as AFR 232)

This course will examine crime in the Caribbean, with a particular focus on the differences and similarities among the Spanish-, English-, and Dutch-speaking nations of the Caribbean region. The course will study the trends and crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean.

Prerequisite: ENG 101

**LLS 223 Revolution and Social Change in Latin American Literature and the Arts**

This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the “national” and “post-national” eras. Through examining the visual arts, contemporary films, music, testimonial essays and literary narratives, the course assesses the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.

Prerequisite: ENG 101 (Flexible Core: Creative Expression)

**LLS 245 Dominican Society and Identity**

(revised title: Politics and Society in the Dominican Republic and description)

This interdisciplinary course examines contemporary Dominican society and politics from a socio-historical and cultural perspective. It is designed to critically assess various political, economic, social, and historical developments that shape contemporary Dominican Republic. It seeks to understand the Dominican Republic from a perspective that is often overlooked: a sociological and cultural apprehension of the complex circumstances and factors that have changed Dominican society in the last 100 years. Using art, films, popular culture, music, examples of daily interactions and social science texts, the course will focus on the meaning of these changes, the confrontation of values and behaviors reflected in the society’s vibrant political culture, and
expressed in political events, new social relations, economic transformations and daily life in Dominican society.

**LLS 250 Drugs, Crime and Law in Latin America**  
(revised course description)

This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking.  
Prerequisites: ENG 101, sophomore standing or above or permission of the instructor

**LLS 255 The Latin American Woman in Global Society**

This course is a socio-historical study of women of Latin American descent and their struggles for equality in both global and local contexts. Their roles in current Latin American and U.S. societies and elsewhere are studied in relationship to the family, education, employment, political parties, social movements and the legal system.  
Prerequisite: ENG 101  
(Flexible Core: Individual and Society)

**LLS 260 History of Contemporary Cuba**  
(Same course as HIS 260)

This course will trace Cuban history, from the War of Independence of 1868, through the establishment of the Republic, up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.  
Prerequisites: ENG 101, sophomore standing or above or permission of instructor

**LLS 261 Revolution and Social Change in Contemporary Latin America**  
(Same course as HIS 261)

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neocolonialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.  
Prerequisites: ENG 101, sophomore standing or above or permission of instructor

**LLS 263 Blacks in Latin America**  
(Same course as AFR 263 and HIS 263)

An examination of the legacies of slavery and the Haitian Revolution in shaping the Black experience in Latin American societies, including the Dominican Republic, Cuba, Puerto Rico, Ecuador, Peru, Colombia, Brazil, Argentina, Mexico and Honduras. This course focuses on Afro-Latin Americans' construction of identity, race relations, sociocultural and political activities in different societies; and the contributions of people of African descent to Latin American societies and national identities. Readings are drawn from a variety of disciplines in the social sciences and humanities.  
Prerequisite: ENG 101  
(Flexible Core: World Cultures and Global Issues)
LLS 265 Class, Race and Family in Latin American History  
(Same course as HIS 265)

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.
Prerequisite: Sophomore standing or above, or permission of the section instructor

LLS 341 Immigrant Rights in the Americas

Globalization has increased the fear of foreigners, leading to debates on immigrant rights in all parts of the world and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants' national origins, race, class, and gender shape and differentiate their experiences in U.S. society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.
Prerequisite: ENG 201  
(College Option: Justice in Global Perspective 300-level)

LLS 343 Race and Citizenship in the Americas

This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical essays, biographies, novels and films to examine the lived experience of race and blackness in Latin America and the United States. Focusing on the different meanings attributed to blackness in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. Latinos with those of ethnic and racialized groups in Latin America.
Prerequisites: ENG 201, AFR 123 or LLS 124 or AFR 125, and sophomore standing or permission of the instructor

LLS 356 Terror and Transitional Justice in Latin America

This course explores the field of transitional justice as it addresses past state violence and genocide. The course will move from an exploration of background material examining the Cold War years in Latin America to providing an in-depth analysis of the role played by truth commissions, and other strategies such as war tribunals, which seek justice and reconciliation in divided societies. We will question the root causes of violence, examine national and transnational actors, and conclude with a discussion of research methodologies used when documenting human rights abuses. The question of “forgiveness” will be also explored in the context of redress for wrongdoings.
Prerequisite: ENG 201, and junior standing or permission of the instructor

Track B: U.S. Latina/os

LLS 217 Theater of the Americas Since 1960  
(Same course as SPA 217 and DRA 217)

This course is an introduction to theatre, performance art, and cultural politics in the Americas since 1960. The course focuses on U.S. Latina/o, Chicana/o and Latin American theatre as aesthetic and sociocultural practices. We will discuss how
identity is performed in the everyday sense and how historical identities, selves, and others have been performed. Topics may include political theatre relations to European theatre traditions, experimentation and absurdist theatre, revolution, dictatorship, terror and violence, censorship and self-censorship, trauma and memory, queerness and gender, borders and latinidad.
Prerequisite: ENG 101
(Flexible Core: Creative Expression)

**LLS 241 Latina/os and the City**

This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.
Prerequisites: ENG 101, sophomore standing or above or permission of the instructor
(Flexible Core: U.S. Experience in its Diversity)

**LLS 247 Growing Up Latina/o: From the 1940s to the Present**

To what extent does the individual participate in shaping his/her respective era, and the era, in turn, help to shape the individual's sense of self and social identities? This interdisciplinary course uses Latino/a novels, memoirs, essays, poetry and autobiographies to focus on the experience of growing up Latino/Latina. The course explores the continuous creation and recreation of a “Latino/a identity” from the 1940s until the present. We examine the ways that generational expectations have shaped new racial, gendered and class-based identities and experiences of Latinos and Latinas in different historical periods in U.S. society.
Prerequisites: ENG 201, sophomore standing or permission of the instructor
(Flexible Core: Individual and Society)

**LLS 267 History of Caribbean Migrations in the United States**
(Same course as AFR 267 and HIS 267)
(revised course description)

This course examines the historical impact of Caribbean migrations to the United States. Focusing mainly on the experiences of Cubans, Puerto Ricans and Dominicans, students will learn about the ways in which U.S. foreign policy and the internal political dynamics of these islands facilitated/restricted the movement of Caribbean immigrants to and from the United States. The course also examines the political, social and economic impact that these groups have had on cities throughout the United States, particularly New York and Miami. Students will also examine the similarities and differences between the migratory experiences of residents of the Spanish-speaking Caribbean and their Anglophone and Francophone neighbors.
Prerequisites: ENG 101, sophomore standing or above or permission of instructor

**LLS 325 The Latina/o Experience of Criminal Justice**

This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the overrepresentation of Latino/as and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; Latino/a youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline.
Prerequisite: ENG 201
(College Option: Struggle for Justice and Equality in the U.S. 300-level)
LLS 362 Entangled Tongues: Bilingualism in U.S. Latino/a Literature

This course will examine the ways in which U.S. Latino/a writers use bilingualism or Spanglish to render, via fiction, Latino/a experiences. In combining two languages, U.S. Latino/a writers capture the rhythms of daily vernacular, and draw attention to an irresolvable split in identity. Spanglish, then, represents a thriving language practice that forms the basis for U.S. Latino/a expressive life. In this course, students will closely read U.S. Latino/a texts particularly preoccupied with bilingual expression. Students will also read critical essays on language, aesthetics and poetics.
Prerequisite: ENG 201

LLS 363 Il/legal Subjects: U.S. Latina/o Literature and the Law

This course examines how the law shapes contemporary Latina/o life in the United States. Students will examine the relationships between legal texts and literature. Latina/o literature not only responds to the law, but also to its inequitable enforcement. We will read court cases, law reviews, and literary analysis in order to study the way Latina/o literature exposes contradictions in the legal system. Topics covered may include the legal construction of race, the criminalization of youth, law and U.S. colonialism, violence against women, and challenges to individual civil liberties.
Prerequisite: ENG 201
(College Option: Struggle for Justice and Equality in the U.S. 300-level)

LLS 364 Ethical Strains in Latina/o Literature

This course will use Latina/o literature to examine the beliefs that instruct individuals’ moral judgments and actions. Through a range of literary texts students will discuss the social and political issues that confront Latina/o communities: the psychological consequences of colonialism; the moral dilemmas surrounding immigration; the epistemological violence of racism and sexism; and the cultural norms that inform or constrain personal conduct. Specific topics will vary based on the instructor’s specialization and will cover a range of theoretical approaches to the study of moral inquiry in Latina/o literature.
Prerequisite: ENG 201
(College Option: Justice in Global Perspective 300-level)

LLS 401 Gender, Race, Ethnicity and the U.S. Legal System
(Revised course title and description; This course will lowered to the 300 level)

This course presents an in-depth study of crime, race and ethnic disparities; gender, language and culture; policing, courts and Latina/o litigants; urban politics, immigration laws and policies; legal representation, administrative policy and interest groups; criminal justice themes in literature; and analysis and evaluation of aspects most relevant to Latina/o communities.
Prerequisites: ENG 201, senior standing or permission of instructor
Course Description: This course introduces students major themes in the economic, political and social histories of Latin America from the pre-Columbian period to the present. Students will examine the pre-contact civilizations of the Americas, Europe and Africa as well as themes including: the nature and legacy of colonialism and slavery, the pursuit of independence and nationhood, the emergence of revolutionary movements in the 20th century and the role of the United States in shaping the destiny of the region.

KNOWLEDGE AND PERFORMANCE OBJECTIVES

Knowledge Objectives: Students in this class will be expected to:

• Demonstrate knowledge of formative events in the history of Latin America;
• Analyze the significance of major developments in Latin American and U.S. Latino public health history; and
• Differentiate multiple perspectives on the economic, political and social history of Latin America.

Performance Objectives: Students in this class will be expected to:

• Explain and discuss in writing and verbally the historical development of Latin America;
• Use Chicago Manual of Style research and writing skills to critically assess a topic or topics related to the study of Latin American history.
• Conduct research using primary and secondary sources on some aspect of Latin American history.
**Communication:** You are responsible for making sure that you have a valid John Jay email account and that you have access to BlackBoard and the library’s electronic databases.

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

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


**Grading:**

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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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**Assignments:**

- **Weekly Short Essay:** Each week students are expected to complete a 2-4 page reaction paper to the week’s readings. These are not reviews of the readings but an overview of the main arguments made by the authors and questions raised by these arguments. On occasion, students may be provided with questions to guide the direction of these essays.
- **Midterm Exam:** Students are required to complete an in-class midterm exam.
- **Research Paper:** Students are required to submit a research paper of between 10-12 pages in length with full annotations. The paper is due on the last day of class.

**Schedule of Classes:**


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

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)
**Academic Integrity:** Every student is subject to the CUNY Policy on Academic Integrity. If you are unfamiliar with this policy, which penalizes cheating, plagiarism, and obtaining unfair advantage, you may access it at [www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

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

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

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

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

Public Health, Power and Politics in the Americas

Course Number: LLS 2XX
Section: TBD
Day/Time: TBD
Instructor: John A. Gutiérrez
Classroom: TBD
Office: 8.63 NB
E-mail: jgutierrez@jjay.cuny.edu
Telephone: 212-237-8667
Office Hours: By Appointment

Course Description: This course offers students an introduction to the major themes in the history of public health and disease control in Latin America and the Latino communities of the United States. Beginning with the “Columbian Exchange” of the late fifteenth century and continuing through the pitched battles over AIDS in New York City, the course aims to provide students with an understanding of the way in which public health and disease control and treatment intersect with politics and power in Latin America and the Latino communities of the United States.

Knowledge and Performance Objectives

Knowledge Objectives: Students in this class will be expected to:

- Demonstrate knowledge of formative events in the history of public health in Latin America and among select Latino populations in the United States;
- Analyze the significance of major developments in Latin American and U.S. Latino public health history; and
- Differentiate multiple perspectives on the history of public health in Latin America and select Latino populations in the United States.

Performance Objectives: Students in this class will be expected to:

- Explain and discuss in writing and verbally the historical development of public health policies in Latin America and in the Latino communities of the United States;
- Use Chicago Manual of Style research and writing skills to critically assess a topic or topics related to the study of public health and disease in Latin America and the Latino communities of the United States.
• Learn to examine and analyze public health data such as vital statistics, morbidity and mortality data, and other epidemiological tools.

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

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

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In addition, some readings are available through BlackBoard, or the electronic databases in the John Jay College Library.

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- **Midterm Exam:** Students are required to complete an in-class midterm exam.

- **Research Paper:** Students are required to submit a research paper of between 10-12 pages in length with full annotations. The paper is due on the last day of class.
**Course Calendar:**


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

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

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

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INDIGENOUS LATIN AMERICA

INSTRUCTOR'S NAME: Brian Montes, Ph.D

OFFICE: 8.63.08NB

TELEPHONE NUMBER: 212-237-8748

E-MAIL: bmontes@jjay.cuny.edu

Contact Hours: TBA

Classmate Name & Phone # ___________________________________________________________

Classmate Name & Phone # ___________________________________________________________

Course Description

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

Learning Outcomes & Knowledge Objectives

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

• **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to post weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. The purpose of this assignment is to evaluate the student’s ability to summarize and compare/contrast texts critically and analytically.
LLS 2xx: Indigenous Latin America

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

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

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

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

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

### Course Format

Classes will consist mainly of lectures and discussions. As the semester progresses, there will be an increased expectation for students to participate actively in the discussions and contribute to the course. There will also be films (both documentary and fiction) with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material. (There is no prerequisite for the course. However, it has been designed for upper level students and the degree of difficulty of the readings will reflect that.)

### Requirements / Course policies

You are expected and required to attend every class session, and you are responsible for the material covered in the lectures, readings and films, and for any announcements made in class. **Unexcused absences will negatively affect your grade.** If you have suggestions for improving the class, please bring these to my attention.

Being prepared for class is necessary for full comprehension of the lectures and engaged participation in class discussions. Participation involves being alert and taking notes during lectures; asking questions to clarify points of misunderstanding; engaging actively in small-group activities; and contributing meaningfully and often to discussions. Keeping up with the readings is the best way to be sure you are ready to participate.
I do not like late arrivals to class. It shows disrespect for your professor, your studies, and your fellow classmates. I do realize, though, that sometimes lateness is unavoidable. Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly.

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

Students are strongly encouraged to meet with me at least once during the semester. Speak to me if you have any concerns, questions, issues, and/or ideas concerning assignments. It is very easy to fall behind in this class. If you cannot make the scheduled office hours make an appointment with me.

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

**Required Texts**

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


**Blackboard:**

Course syllabus, handouts, assignments, and lecture outlines will be available on blackboard. All students can access blackboard with a JJ account.

**Grading**

Grades will be based on:

1. **Attendance, Class Participation, and Classroom Behavior: 5% of Grade**
   
   Students are expected to attend class, complete all readings and actively participate in classroom discussions. This includes demonstrating knowledge of the readings through quizzes and classroom discussion. Careful attention must also be given to videos shown in class. If you have any questions, ask. Chronic absence and tardiness will negatively affect your participation grade. Three or more absences (unexcused) will result in an automatic failing grade for the semester. This policy will be strictly enforced.
2. Written Assignments: 20% of Grade

Students will be responsible for posting weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. Blackboard assignments should reflect engagement with the assigned readings.

3. Final Paper: 25% of Grade

Students will also be required to select an indigenous community discussed in class and write a ten page final paper. Papers should be typed in 12 point font double spaced and with 1 inch margins. Papers are required to develop a thesis question and develop an argument supporting your thesis statement in relation to arguments provided by the authors.

4. Exams: 45% of Grade

There will be two in-class exams, an in class midterm examination (20%) will be held on ....and a final in class examination (25%) will be held on ... The midterm and final exam will be in essay format. The purpose of these exams will be to evaluate student’s ability to identify key themes, infer, compare and contrast author’s arguments in a written manner.

5. Oral Presentation: 5% of Grade

For your final you will be assigned an in class presentation on an indigenous community discussed in class. You will be required to make clear and cogently arguments in support of your research and be able to support your research with persuasive evidence from the readings.

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

Course Calendar: Reading Schedule

Week 1: Topic: Introduction to Course

Introduction to Latin American Cultural Populations

Week 2: Topic: 1491: The Americas before Columbus


Assignment Due: Map of Latin America and its Indigenous Groups

**Week 3:**  **Topic: Colonial Policy & Race Making (Creating a Caste System)**


**Week 4:**  **Topic: Creole Nationalism & State Making**


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

**Week 5:**  **Topic: The Indian Problem**


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

**Week 6:**  **Topic: The Túpac Amaru/Túpac Katari Rebellions**


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

*Final paper: Topic Due

**Week 7:**  **Topic: Yucatan’s Caste War**

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

Reading: Begin reading Dennis, *The Miskitu People of Awastar* pgs. 1-23

**Week 8:**  **Midterm and Paper Topics**

*Final paper: Bibliography Due*
Week 9: Topic: **Contemporary Indigenous Populations**

*(Huaoroni Case Study)*

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

Week 10: Topic: **Contemporary Indigenous Populations**

*(Quechua Case Study)*


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

Week 11: Topic: **Contemporary Indigenous Populations**

*(Afro-Latino Case Study)*


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

Week 12: Topic: **Contemporary Indigenous Populations**

*(Maya Case study)*


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

Week 13: Topic: **Violence and Memory: Native attempts to reclaim the past**


Dennis. The Miskitu People of Awastara pgs. 205-273
**Week 14:**  **Topic:** *Self Determination, Nationalism and Hegemony*


Film: *We Came before Columbus*

**Week 15:**  **Topic:** *The Chiapas Insurgency*

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


**Week 16:** Wrap up (presentations)

*In class presentation*

*Final paper is due*

**Final Exam:** TBA

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

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

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

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

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Resources & Academic Support

Center for English Language Support (CELS): Rm. L. 1201 NH/ Phone (212) 237-8231

Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569

Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.
Course Description

This course provides students with an introduction to Latin American cultural and folkloric practices (known as *costumbre*) and provides students with an understanding of the various cultural forms present throughout Latin America, the Caribbean, and the United States. By examining socio-anthropological concepts such as ethnicity, nationalism, immigration, modernity, and resistance, this class hopes to contribute to the understanding of Latin America’s diverse legacy and continuing cultural forms as they are practiced, (re)defined, and (re)shaped in Latin America and beyond.

Learning Outcomes & Knowledge Objectives

- **Gather, interpret, and assess information from a variety of sources and points of view.** Scholarship utilized in this course will include anthropological and sociological texts, videos, documentaries, narratives and newspaper reports from various periodicals from both Latin America and the United States. Students will be required to take an in class midterm exam in essay format designed to reflect these various readings. The purpose of this exam will be to evaluate student’s ability to identify key arguments, surmise/assess, interpret, compare and contrast arguments made by various authors from various points of view. Students will also be required to submit a ten page final paper. In their final paper students will again be required to gather, interpret, and assess information provided from various authors and sources.
• **Evaluate evidence and arguments critically or analytically.** In an effort to develop critical analysis of readings, students will be required to post weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. The purpose of this assignment is to evaluate the student’s ability to summarize and compare/contrast texts critically and analytically.

• **Produce well-reasoned written or oral arguments using evidence to support conclusions.** Several writing assignments, including a final paper, will be required from students. Student learning will be assessed by the professor on the ability to produce a well written paper as well as contribute to class room discussion

• **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.** Students will explore the cultural diversity of Latin America and the Caribbean through an analysis of the Caste System that emerged following the discovery and conquest of Latin America and the Caribbean. Students will also examine the legacy of racism in Latin America and the relationship between various cultural/ethnic groups within the region. Students will also be encouraged to discuss the changing cultural dynamics in the United States as a result of the immigration of Latin Americans.

• **Analyze the historical development of one or more non-U.S. societies.** Students will be required to analyze the cultural development of pre-Colombian, Creole, and African societies as it relates to the struggle for independence and the development of distinct national identities throughout Latin America and the Caribbean. This analysis will be required as part of their Blackboard discussion board and final paper.

• **Analyze the significance of one or more major movements that have shaped the world's societies.** Students will be required to discuss and analyze key socio-political and economic events that have shaped Latin America including the discovery and conquest of Latin America, the wars for independence, globalization, and the recent wave of immigration of Latin Americans to the United States.

**Course Format**

Classes will consist mainly of lectures and discussions. As the semester progresses, there will be an increased expectation for students to participate actively in the discussions and contribute to the course. There will also be films (both documentary and fiction) with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material. (There is no prerequisite for the course. However, it has been designed for upper level students and the degree of difficulty of the readings will reflect that.)

**Requirements / Course policies**

You are expected and required to attend every class session, and you are responsible for the material covered in the lectures, readings and films, and for any announcements made in class. **Unexcused absences will negatively affect your grade.** If you have suggestions for improving the class, please bring these to my attention.
LLS 2xx: Latin American Cultures

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

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

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

Students are strongly encouraged to meet with me at least once during the semester. Speak to me if you have any concerns, questions, issues, and/or ideas concerning assignments. It is very easy to fall behind in this class. If you cannot make the scheduled office hours make an appointment with me.

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

**Required Texts**

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


**Blackboard:**

Course syllabus, handouts, assignments, and lecture outlines will be available on blackboard. All students can access blackboard with a JJ account.

**Grading**

Grades will be based on:

1. **Attendance, Class Participation, and Classroom Behavior: 5% of Grade**

   Students are expected to attend class, complete all readings and actively participate in classroom discussions. This includes demonstrating knowledge of the readings through quizzes and classroom discussion. Careful attention must also be given to videos shown in class. If you have any questions, ask. Chronic absence and
tardiness will negatively affect your participation grade. Three or more absences (unexcused) will result in an automatic failing grade for the semester. This policy will be strictly enforced.

2. **Written Assignments: 25% of Grade**

Students will be responsible for posting weekly responses on Blackboard. Blackboard postings will consist of 250 words and will address various questions developed by the professor. Blackboard assignments should reflect engagement with the assigned readings.

3. **Final Paper: 25% of Grade**

Students will also be required to select an indigenous community discussed in class and write a ten page final paper. Papers should be typed in 12 point font double spaced and with 1 inch margins. Papers are required to develop a thesis question and develop an argument supporting your thesis statement in relation to arguments provided by the authors.

4. **Exams: 45% of Grade**

There will be two in-class exams, an in class midterm examination (20%) will be held on …and a final in class examination (25%) will be held on … The midterm and final exam will be in essay format. The purpose of these exams will be to evaluate student’s ability to identify key themes, infer, compare and contrast author’s arguments in a written manner.

5. **Extra Credit:** Students may earn up to an additional 3 points on their final average by submitting an essay (600-800 words) on the cultural influences of Latina/os in United States popular culture. **Guidelines:** Students will be required to read an article chosen by the instructor. Essay should not summarize the article, but should offer a critical take (positive or negative) on the analytical content of the article.

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**Course Calendar**

**Week 1:** Topic: **Introduction to the Course**

Review of Latin American Ethnic and Cultural Populations

**Week 2:** Topic: **The Diversity of Latin American Culture?**

**High Culture, Popular Culture, & Folklore**


Week 3:  Topic: The Colombian Exchange: The Cultural Diversity of Latin America

Historical Context (Pre Columbian Latin American Cultures)

FILM: Extreme Lands of the Americas
Pre Columbian Cultural Regions Exercise

Week 4:  Topic: The Colonial Period

The New World Order: Defining Race, Culture, & Ethnicity in Colonial Latin America


Week 5  Topic: The Post-Colonial Period

Making Nations: Constructing National Latin American Cultural Identities


Week 6:  Midterm & Paper Topics

Final Paper Topics Due

*******Midterm*******

Week 7:  Topic: The Role of Race & Ethnicity in Post-Colonial Latin America

(A Puerto Rican Case Study)
Week 8: **Topic: Contemporary Latin American Cultural Diversity**

**Religions in Latin America**


Final paper: Bibliography Due

Week 9: **Topic: Latin American Cultural Diversity**

**Music in Latin America**


Week 10: **Topic: Latin American Cultural Diversity**

**Dance in Latin America**


Week 11: **Topic: Latin American Nationalism in the United States**


Week 12: **Topic: Latina/o Culture in the United States**

**Transnational Cultural Productions**


Week 13: **Topic: Latina/o Culture in the United States**

**Latina/o Music**


Week 14: **Topic: Latina/o Culture in the United States**

**Latina/o Sports**


Week 15: **Conclusion**

*Final paper is due*

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

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

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

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

**Statement of the College Policy on Plagiarism**

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- Writing Center: Rm. L01.68 NB/ Phone (212) 237-8569
- Computer Labs: Rm. L2.72.00/ Phone (212) 237-8047

**Syllabus Change Policy:**

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.
Course Description

This course is an interdisciplinary overview of the inequalities faced by U.S. Latinos to access, produce and consume technology in Latina/o communities, as well as their representation in digital culture. Structural and individual issues that impact Latina/o participation in the use, construction and participation in technology and digital communities and culture will be examined. Themes such as inequality, identity, and community will frame analysis of digital cultures as they pertain to U.S. Latino/as including the Internet, social media, video games, etc.

Required Texts

These books are available in paperback and have been ordered through the bookstore. You can also obtain the books at La Casa Azul Bookstore and receive a 10% student discount by mentioning this course. I have also placed copies of the books on reserve in the library.

Witte, J.C. and S. E. Mannon, (2009) The Internet and Social Inequalities

Knowledge and Performance Objectives

Knowledge Objectives

Students in this course will learn:

1. A human rights framework for understanding and discussing access to, use of and participation in digital culture
2. How statuses such as race, class, nativity, language and legal status shape Latina/o access to, use of and participation in digital culture
3. How social, political, economic and cultural factors have shaped Latina/o access to, use of and participation in digital culture
4. Various frameworks/perspectives to theorize why a digital divide persists and is/is not closing for Latina/os
5. How and which policies and practices to close the digital divide for Latina/os have been enacted and their success/lack of success
6. The impact of Latina/o unequal access to, use of and participation in digital culture on broader U.S. society

Performance Objectives
Students in this course are expected to:

1. develop a deeper understanding of multiple social inequalities and their intersections including race, ethnicity, gender, legal status, language proficiency and immigration and their effects on the access to, use of and participation of Latina/os in digital culture
2. engage in critical and analytical discussions about these concepts IN CLASS and on blogs; this means you must READ ALL READINGS and have questions about concepts you may not understand
3. identify and explain theories, concepts and historical events that are relevant to the study of Latina/os and their digital access, use and participation
4. develop analytical skills as they apply to discussions, writings, and presentations
5. develop Internet and library research skills in order to substantiate discussions, writings and presentations
6. exhibit correct use and proficiency of APA style guidelines

Course Requirements, Grades, Assignments and Guidelines

Office Hours: My office hours are on Mondays and Wednesdays, 4:15 to 5:30 pm, and by appointment. By the end of the first month, you should have set up an appointment with me/met with me. Aside from this visit, I encourage you to stop by my office at least once in the semester, especially if you have any questions about the course, assignments or readings. If you have any questions or concerns, schedule an appointment or email me—do not wait until the last minute if problems/concerns arise!

Assignments:
Written Assignments:
All written assignments must be typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins. ALL students must visit the Writing Center in NB 1.68 at least twice during the completion of your final paper (during creation of outline, annotated bibliography and/or draft completions) and provide me with proof of visit. Their website is http://web.jjay.cuny.edu/~writing/homepage.htm.

Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level.

EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a
B, if two days late, a B-, three days late, a C+. Being absent from class does not excuse you from having your assignments delivered at the appropriate time.

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In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry! There are severe consequences for plagiarism, including expulsion---do not plagiarize!

**Accommodations for Students with Disabilities**
The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in the New Building, L.66.00. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Classroom Participation</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Latina/os and the Digital Divide Website</td>
<td>25%</td>
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<tr>
<td>Final Paper: John Jay Student Survey Paper/Project</td>
<td>40%</td>
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</tbody>
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**Attendance, Classroom Participation:** 15%

Your participation grade will be based on your attendance, verbal participation in class, reading paper and leading a discussion. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

**Attendance**
Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. You will be allowed 3 unexcused absences (1 absence = one day of classes). More than 3 UNEXCUSED ABSENCES will result in failing the course. In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence during the first class you attend after being absent (e.g. doctor's note). If you know ahead of time that you will be absent, please email me so that I have proof of your absence. Even if you are absent, you are still responsible for the completion of readings and assignments due. Check the class NING site; communicate with the teacher or a classmate.
Tardiness
Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

Disruptive Behavior:
You are ABSOLUTELY PROHIBITED from text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

Class Discussions:
Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts. During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc.

Midterm Exam: 20%
The midterm exam will be both an in-class and take-home exam including short answer questions and three essay questions that will focus primarily on theorizing Latina/os and the Digital Divide. You will be asked to use different theoretical perspectives to explain Latina/os unequal access, use of and participation in Digital Culture. Further instructions will be provided.

Latina/os and the Digital Divide Website: 25%
Students will create and upload content to a class website dedicated to Latina/os and the Digital Divide. Reflecting several of the class topics, students will summarize no less than five class-related online articles and provide the hyperlink to the article on our class websites. Further instructions will be provided in class.

Final Paper: John Jay Survey Paper: Latina/os Use of Technology on College Campuses: 40%
This is a collaborative group project. As a group, members will a) collect and input data on the use of technology by Latin@\textregistered@s at John Jay. After receiving and discussing an analysis of the results in class, individually, students will select three themes and a submit 25-page research paper that answers the question “Are Latina/os at John Jay closing the Digital Divide?” and will include secondary research, the results, and data analysis. You
will turn in your paper during the scheduled final exam day/time. Further instructions will be provided in class.

**Course Outline and Schedule of Readings**

**Week 1 What is the Digital Divide? What is Digital Citizenship? Are Latina/os Digital Citizens?**
- <T> Dijk, Chapters 1 and 2, The Deepening Divide pg. 1-23
- <T>Mossberger, Digital Citizenship: The Internet, Society and Participation, pg. 1-20
- <O> United Nations Declaration of Internet Access as Human Right, pg 1-2
  - http://www.regeringen.se/content/1/c6/19/64/51/6999c512.pdf
- <B>Pew Hispanic Center Report, Latin@s and Digital Technology, pg. 1-34

**Week 2 Why should Digital Citizenship Matter to Latina/os ?**
- <T>Mossberger, et. al., Chapters 2-4 in Digital Citizenship, pg. 21-94

**Week 3 Theorizing Digital Inequalities**
- <T>Witte and Mannon, pg. 1-84

**Week 4 Theorizing Digital Inequalities**
- <T>Witte and Mannon, pg. 85-160

**Understanding Digital Inequalities as Structural and Socioeconomic Issues**

**Week 5 Latina/os, Residential Segregation and the Digital Divide**
- <T>Mossberger, et. al, Chapter 5: Broadband and Digital Citizenship, pg. 123-138
- <B>Mossberger, et. al, Chapters 1, 2 and 7: in Digital Cities, pg. 1-33, 34-62,125-147

**Week 6 Latina/os and Broadband Access**
- <O>Zickuhr and Smith, Home Broadband 2013, pg. 1-14
- <O>http://business.time.com/2013/01/09/is-broadband-internet-access-a-public-utility/#ixzz2HRkv3rtQ
- <B>Lopez Aqueres and Macias, Broadband Internet Access Among Latin@s, pg. 1-26

**Understanding Digital Inequalities as a pipeline issue**

**Week 7 Educational Inequalities and the Digital Divide**
- <T>Margolis, Stuck in the Shallow End, pg. 1-96
- <O>http://hechingerreport.org/content/as-some-schools-plunge-into-technology-poor-schools-are-left-behind_7463/
Week 8 Labor Inequalities and the Digital Divide
Midterm Exam
<B> Anita Borg Institute, Obstacles and Solutions for Underrepresented Minorities in Technology, pg. 1-44

Week 9 Labor Inequalities and the Digital Divide
<B> TRPI, STEM Professions: Opportunities and Challenges for Latinos in Science, Technology, pg. 1-28
<B> Why Latinas do IT, pg. 1-9
<B> Griffin and High, Minorities and High Tech Employment, pg 1-36

Speaker: TBA

Latina/os and the Digital Divide: Content and Representation

Week 10 Visual Representations: the Internet
<B> Salinas, A content analysis of Latina web content, pg. 297-324
<B> Nakumara, Race in/for cyberspace: Racial Passing, pg. 1-8
<B> Kolko and Nakumara,, Chapters 1 and 2, Race in Cyberspace pg. 1-36

Week 11 Visual Representations: Video Games
<B> Williams, et. al, The Virtual Census: representations of race, gender and age in video games, pg. 18-31
<B> Dill, et. al, Violence, Sex, Race and Age in Popular Videogames, pg. 115-130
<B> Everett, The Power of Play, pg. 1-24
<B> Leonard, Not a Hater, pg. 83-88
<O> Game Developer Demographics, http://www.igda.org/sites/default/files/IGDA_DeveloperDemographics_Oct05.pdf;

Week 12 Visual and Verbal Representations: Social Media
<B> Grasmuck, Ethnoracial displays on Facebook, pg. 158-188
<O> How Many U.S. Hispanics on Facebook?
http://socialmediaspanish.com/blog/how-many-hispanics-on-facebook-latino-los-on-facebook-page/
<B> Pew Hispanic Center: Livingston and Lopez, How Young Latinos Communicate with Friends in the Digital Age, pg. 1-18
<B> Leonard, Problematizing New Media, pg. 160-179

The Future of Latina/os and Technology

Week 13
<B> Lopez and Livingston, Hispanics and the Criminal Justice System, pg. 1-23
<O> McNichol, Prison Cell Phone Use,
http://www.time.com/time/nation/article/0,8599,1900859,00.html

Film: The Sleep Dealer

Becoming Digital Citizens: Closing the Digital Divide

Week 14
<B>Lopez, Gonzalez-Barreto , et. al., Closing the Digital Divide: Latinos and Technology Adoption, pg. 1-46
<T> Mossberger, From Digital Divide to Digital Citizenship pg. 95-122

Week 15 Latin@ Use of technology: Intersections of Activism and Blogging
<B> Report: Connected Hispanics and Civic Engagement, Hispanic Use of Mobile Technology, pg. 1-12
<O> Rojas, DREAMERS and Social Media
<B> Pole, Rainbow Bloggers: Race and the Blogosphere, pg. 25-51
<B> Schradie, The trend of class, race and ethnicity in social media inequality: who still cannot afford to blog, pg. 555-571
<O> http://www.maswired.com/where-are-all-the-latino-bloggers/

Podcast: Blogueando,
http://www.futuromediagroup.org/lusa/2013/01/18/noticiando-bloggeando/

Final Exam Date
**Course Description**

This course is an interdisciplinary exploration of historical and contemporary themes dealing with culture, globalization, transnationalism, immigration, violence, labor and criminal justice as it has transpired along the U.S-Mexico border. The notion of the “border” will also be explored and how it has impacted the lives of individuals and social institutions on both sides of this geopolitical boundary.

**Required Texts**

These books are available in paperback and have been ordered through the bookstore. You can also obtain the books at La Casa Azul Bookstore and receive a 10% student discount by mentioning this course. I have also placed copies of the books on reserve in the library.

Andreas, P. Border Games: Policing the US-Mexico Divide  
Bacon, D. Children of NAFTA: Labor Wars on the US-Mexico Border  
Campbell, H. Drug War Zone: Frontline Dispatches from the Streets of El Paso and Juarez  
Griswold Castillo, R. The Treaty of Guadalupe Hidalgo: A Legacy of Conflict  
Nivens, J. Operation Gatekeeper and Beyond: The war on “illegals” and the Remaking of the US-Mexico boundary  
Urrea, Luis. The Devil’s Highway: A True Story


Other required readings will be posted on our Blackboard site. I will designate the readings in the syllabus by <T> Text, <B>Blackboard Reading, <H> Handout, or <O> Available On-line. Students are responsible for all readings, not only those found in the texts

**Knowledge and Performance Objectives**

**Knowledge Objectives**

In this course, students will learn to
1. Identify how nation-states engage in boundary-making
2. Identify the roles of empire, nationalism, race and colonization in boundary-making
3. Identify and discuss historical and socio-political policies that shape the US-Mexico border, past and present
4. Identify and discuss historical and present-day portrayals of border actors and how they are related to past and current US-Mexico border policy
5. Identify and discuss global, transnational and national policies that shape border dynamics (MACRO)
6. Identify and discuss how global, transnational and national policies shape the lives of border dwellers (MICRO)

Performance Objectives
Students in this course are expected to:

1. Identify and explain theories, concepts and historical events that are relevant to the study of the US-Mexico border
2. Analyze critically in writing and verbally the political, social, economic and cultural conditions on the US-Mexico border
3. Demonstrate the ability to conduct qualitative research methods
4. Demonstrate the ability to analyze qualitative data
5. Demonstrate the written ability to claim a position and support it with evidence as related to policies affecting the US-Mexico border
6. Demonstrate the verbal ability to claim a position and support it with evidence as related to policies affecting the US-Mexico border
7. Demonstrate Internet and library research skills in order to substantiate discussions, writings and presentations as related to the study of the US-Mexico border
8. Demonstrate correct use and proficiency of APA style guidelines

Course Requirements, Grades, Assignments and Guidelines
Office Hours: My office hours are on Mondays from 4:30pm to 5:30pm and by appointment. I encourage you to stop by my office at least once in the semester, especially if you have any questions about the course, assignments or readings. If you have any questions or concerns, schedule an appointment or email me—do not wait until the last minute if problems/concerns arise!

Assignments
Written Assignments
All written assignments must be APA format, typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins. Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level. EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a B, if two days late, a B-, three days late, a C+. Being
absent from class does not excuse you from having your assignments delivered at the appropriate time.

**Statement of College Policy on Plagiarism**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing, summarizing, as well as direct quotations require citations to the original source. In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry! ***There are severe consequences for plagiarism, up to expulsion---do not plagiarize!

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

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Classroom Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1: Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Interview Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3: Final Paper/Debate</td>
<td>40%</td>
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</tbody>
</table>

100%

**Attendance, Classroom Participation: 15%**
Your participation grade will be based on your attendance and verbal participation in class. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

**Attendance**
Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. You will be allowed 2 unexcused absences (1 absence = one day of classes). **More than 3 UNEXCUSED ABSENCES will result in failing the course.** In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence during the first class you attend after being absent (e.g. doctor's note). If you know ahead of time that you will be absent, please email me so that I have proof of your absence. **Even if you are absent, you are still responsible for the completion of readings and assignments due.** Check with the teacher or a classmate.

**Tardiness**
Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

**Class Discussions:**
Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts. During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc.

**Disruptive Behavior:**
You are **ABSOLUTELY PROHIBITED** from text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

**Assignment 1: Midterm Exam: 20%**
A midterm will provide an opportunity for demonstrating an understanding of issues covered in the course. The exam will be composed of two parts: an in class short answer component and a take-home essay component. Further instructions will be provided in class.

**Assignment 2: Living on the US-Mexico Border: 25%**
Emphasizing a singular facet of the US-Mexico border, criminal activity, popular media has overlooked the majority of US-Mexico border dwellers: “regular” people who live their lives as both physical and metaphorical border crossers. Drawing from our in-class discussions with University of Texas at El Paso students, as well as our readings, you will interview one student from UTEP about living on the US-Mexico border. In the interview, you will both explore popular constructions and misconceptions about the border and border dwellers. In addition, a UTEP student about your experiences and perceptions of the US-Mexico border will interview you. **Further instructions will be given in class.**

**Assignment 3: Final Paper and Debate 40%**
In pairs, you will produce a 25pg. research-based position paper on one theme that we studied in the semester. Each pair is responsible for taking opposing positions for the paper. For example, your paper may focus on the construction of the Border Wall, with you supporting its construction and your classmate opposing its construction. Based on the position paper, you must prepare arguments to participate in an abbreviated Lincoln-Douglas debate with your classmate. **Further instructions will be provided in class.**
Schedule of Readings

**Week 1: What is the US-Mexico border? Why does it matter?**

<B> Cortez and Troncoso, Excerpts, “Our Lost Border,” Pg. 167-208

<T> Nivens, J. Operation Gatekeeper, pg. 1-16, 189-218


**Week 2: Theorizing Border Studies**

<T> Nivens, J. Operation Gatekeeper, pg. 17-46, 76-92, 118-154

<B> Vila, P. Constructing social identities in transnational contexts: the case of the Mexico-US Border. Pg. 75-87

Suggested: Anzaldua, Borderlands, excerpt, pg. 23-35, 16-17

**Week 3 Creating a US-Mexico Border**

<T> Griswold Castillo, R. The Treaty of the Guadalupe-Hidalgo: A Legacy of Conflict, pg. 3-86

**Week 4 Creating a US-Mexico Border**

<T> Griswold Castillo, R. The Treaty of the Guadalupe-Hidalgo: A Legacy of Conflict, pg. 87-180

Film: The US-Mexican War: 1846-1848

**Week 5 “Controlling” the US-Mexico border from a Historical Perspective**

<B> Machado, M. Booze, Broads and the Border, Vice and US-Mexican relations, 1910-1930, pg. 349-361

<B> Samora, excerpt, Gunpowder Justice, pg. 1-79

**Week 6 Contemporary Border Issues: The Economy**

<T> Bacon, D. Children of NAFTA: Labor Wars on the US-Mexico Border, pg. 1-120

**Week 7 Contemporary Border Issues: The Economy**

<T> Bacon, D. Children of NAFTA, pg. 223-324


Film: Maquilapolis

**Week 8 Contemporary Border Issues: Militarization**

**MIDTERM EXAM**

<T> Andreas, P. Border Games, pg. 3-50

**Week 9 Contemporary Border Issues: Militarization**
Andreas, P. Border Games, pg. 51-114
<B>Yoxall, P. The Minuteman Project: Gone in a Minute or Here to Stay? Pg. 517-541

Film: Walking the Line

Week 10 Contemporary Border Issues: Immigration
<T>Urrea, L. The Devil’s Highway, excerpts, pg. 1-85

Film excerpt: Which Way Home

Week 11: Border-Crossing as a Human Rights Crisis
<B>Cornelius, W. Death at the Border: Efficacy and Unintended Consequences of US Border Patrol Policy, 661-685
<T>Urrea, The Devil’s Highway, pg. 86-190
<O>Missing Migrant Project, www.pcmmp.org

Film: Who is Dayani Cristal?

Week 12 Contemporary Border Issues: Crime
<T>Campbell, H. Drug War Zone, Part I, pg. 1-120

Week 13: Contemporary Border Issues: Crime
<T>Campbell, H. Drug War Zone, pg. 120-240

Week 14 Contemporary Border Issues: Gendered Violence
<T>Gonzalez Rodriguez, S., The Femicide Machine, Chapters 1 and 2, pg. 1-72
<B>Falcon, S. Rape as a Weapon of War: Advancing Human Rights for Women at US-Mexico border, 31-50

Film: Señorita Extraviada

Week 15 The US-Mexico Border as Cultural Expression
<B>Gomez-Peña, G. Dangerous Border Crossers, pg. 1-20
<B>Wald, Narcocorridos, pg. 1-46
<B>Paredez, Selenidad, excerpt, pg. 1-43

Film: Al Otro Lado
LLS 3XX-Research Methods in Latin American and Latina/o Studies

SYLLABUS

Faculty: Luis Barrios, Ph.D., BCFE
Office: 8.63.04
Phones: Office: (212) 237-8747  Department Office: (212) 237-8749
Email: Lbarrios@jjay.cuny.edu

COURSE DESCRIPTION:

This course is designed to provide an interdisciplinary introduction to social science research, to be applied to topics in Latin American and US Latina/o Studies. Topics covered include research strategies, research ethics, variables and measurement, sampling, issues of causality, and overview of data collection, data analysis, and publishing. Emphasis this semester will be placed on five qualitative methodologies: narrative research; phenomenological research; ethnographic research; grounded theory research; and case study. By the end of the course, students will be able to recognize the strengths and limitations of social research techniques and will have a stronger foundation to conduct research on their own. This course will include writing an academic research proposal, which students can use either for applied research and fieldwork or for the senior thesis Honors Program seminar.

KNOWLEDGE OBJECTIVE OF THIS COURSE:

Students will develop critical awareness of the methodological implications of interdisciplinary work in area studies. Ethics and politics involved in conducting research in culturally diverse and socially fragmented societies will be extensively discussed. Different methodological approaches will be discussed with our own experienced researchers.

COURSE OBJECTIVES:

1. To understand social science frameworks for scientific social inquiry;
2. To understand the various methods for conducting research;
3. To examine trends and patterns in the use of various research methods;
4. To analyze and evaluate important research terms, concepts, and techniques;
5. To articulate informed opinion about the value of quantitative, qualitative, and mixed research;
6. To appreciate the benefits of applied research; and
7. Ethics and politics involved in conducting research in culturally diverse and socially fragmented societies will be extensively discussed.

GENERAL EDUCATION GOALS:

In addition to the above objectives, the more general goals of this course are to provide the student with the following tools to help develop his or her potential:
1. Development of the student's analytical thinking capabilities through comparison and contrast in the application of theories and concepts to social problems;
2. Enhancement of the student's literacy skills through assigned readings, discussions, examinations, and other requirements;
3. Utilization of the historical perspective which helps with student understanding of evolutionary developments over time;
4. Understanding of the scientific method through research requirements and in-depth case studies;
5. Improvement in social interaction skills and understanding human behavior through consideration of the impact legal and social systems have on individuals;
6. Increased student awareness of cultural and multi-cultural issues through study of how social problems and social movements are related to, and affect, US Latina/os and/or Latin American countries; and
7. Students are expected to submit an ethnographic research proposal as the final project for the course that they can use either for applied research and fieldwork or for the senior thesis Honors Program seminar.

TEACHING PHILOSOPHY AND CLASSROOM PEDAGOGY:

Five specific quotations capture core elements of my approach to teaching:

1- Most teachers teach facts, good teachers teach ideas, great teachers teach how to think. Jonathan Pool

2- It is absolutely essential that the oppressed participate in the revolutionary process with an increasingly critical awareness of their role as subjects of the transformation. Paulo Freire

3- Critical pedagogy needs to establish a project of emancipation that moves beyond simply wringing concessions from existing capitalist structures and institutions. Rather, it must be centered around the transformation of property relations and the creation of a just system of appropriation and distribution of social wealth. Peter McLaren

4- True peace is not merely the absence of tension; it is the presence of justice. Martin Luther King

5- The hottest places in hell are reserved for those who, in times of great moral crisis, maintain their neutrality. Dante

REQUIRED READINGS:

Books:


Online:
Bottorff, J.L. (N/D). Writing Qualitative Research Proposals: Retrieve from:  
http://www.vchri.ca/i/pdf/WritingQualitative.pdf

The CUNY Human Research Protection Program (HRPP): Retrieve from:  
http://cuny.edu/research/compliance/human-subjects-research-1.html

The Collaborative Institutional Training Initiative’s (CITI): Retrieve from:  
http://www.cuny.edu/research/compliance/training-education/citi-training.html

COURSE REQUIREMENTS:

Grades will be based on:

1. **Attendance and participation**: 20%
   Students with more than four absences are not eligible for a passing grade.

2. **Field Exercises**: 30%
   
   **Handouts containing directions and a more detailed explanation of each exercise will be provided to you well in advance of the due date of each exercise.** The purpose of these exercises is to encourage you to practice two qualitative techniques: participant observation and interviewing. I will not accept late exercise assignments.

   Participant Observation Assignments:
   You will be asked to conduct two ethnographic observations, take field notes of your observations, and produce a written analysis for each that is both reflective and analytical.

   Interview Assignment:
   You will select an individual and conduct an interview. You will be asked to submit an interview guide, notes, and a summary analysis of the interview process.

   Ethnographic Transcription & Coding Assignment
   You will be asked to take an interview recording, transcribe it, and code an interview transcript.

3. **Research qualitative proposal**: 50%
   
   Each student will design and write out a full research qualitative proposal for a project that is related to USA Latina/os or to Latin America. The goal will be to produce a well-designed, researched, and written proposal of approximately 15 pages in length (excluding bibliography). You will be asked to submit work in different phases.
Abstract-5%
For this project you will write a brief summary (abstract) of your proposed research. The abstract should be no more than 250 words in length.

Literature review-10%
This section should contain a more in-depth explanation of your research objectives by contextualizing it within a body of scholarly literature.

Methods-10%
This section of your proposal should answer the questions of who, where, how, and when. For this project you will write up a description of how the research will be carried out.

Completed proposal-25%
This is your final project, and should include: A title page; Abstract; Your research plan (or overview) of the proposed research; Statement of problem; Purpose of research/research objectives and key question; Literature review; Significance of the research; Description of your research method; Ethical considerations; Bibliography/references cited

NOTE: Unless otherwise noted, all written assignments must adhere to the following guidelines. Failure to comply with them will result in a lowering of your assignment grades. Late assignments WILL NOT receive a grade. Double spaced, one inch margins12 pt. font page numbers, name header on all pages, correct citations and bibliography (APA style), proof read, spell-check, and stapled.

4. Extra Points:
Creativity is always welcome. Talk to the professor.

COURSE OUTLINE AND READINGS:

PART I. PRELIMINARY CONSIDERATIONS

Week One
Course Introduction
Understand the CUNY Human Research Protection Program (HRPP):

Week Two
Understanding and finishing the Basic Collaborative Institutional Training Initiative (CITI)

Week Three
1.Selection of Research Design: Creswell
Week Four

2. Review of the Literature: Creswell

Week Five

3. The Use of Theory: Creswell

Week Six

4. Writing Strategies and Ethical Considerations: Creswell

PART II. DESIGNING RESEARCH

Week Seven

5. The Introduction: Creswell

Week Eight

6. The Purpose Statement: Creswell

Week Nine

7. Research Questions and Hypotheses: Creswell

Week Ten

8. Quantitative Methods: Creswell

Week Eleven

9. Qualitative Procedures: Creswell

Week Twelve

10. Mixed Methods Procedures: Creswell
    Mixed Methods and Qualitative software

Week Thirteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Fourteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Fifteen

Class exercise: Writing the qualitative proposal: Bottorff

Week Sixteen

Conclusion: Where we go from here
Final project due:
The Following Policy Applies to this Course:

**Attendance:** The success of a seminar depends on the participants’ investment of themselves in every aspect of that seminar. It is essential that you attend every class and that you come prepared to participate fully. Excessive absence is cause for failure in this course.

**Tardiness:** Everyone knows how a latecomer can disrupt a class by distracting students and instructors causing them to lose their train of thought. However, everyone can have a difficult day that makes it impossible to be on time for class. Therefore, you have a grace period of two tardy days. Being late three times will constitute an absence.

**Late papers:** Late papers or projects will not be accepted except in extraordinary circumstances.

**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. Paraphrasing, summarizing, 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.

**College Policy on Cheating:** Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students’ examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. An instructor who determines that such violation has occurred may follow the options stated below.

**Resolving Allegations of Cheating and Plagiarism:** Allegations of cheating may be referred to the Vice President for Student Development to be handled under the Student Disciplinary Procedures in Article 15 of the Bylaws of the CUNY Board of Trustees, copies of which are available in the Library. Plagiarism may be either an academic infraction or a disciplinary infraction depending on the nature of the allegation. The key factor in determining whether an allegation of plagiarism should be treated as an academic or disciplinary matter is whether resolution of the issues involves primarily a question of fact or primarily a question of professional academic judgment (i.e., a judgment involving the professor's expertise, or a subjective evaluation of the student's work product, or both). For example, whether a student did, in fact,
plagiarize from another source frequently involves primarily a question of fact. In such circumstances, the matter may be referred to the Vice President for Student Development for the initiation of a disciplinary hearing.

However, the primary issue in a plagiarism case frequently is whether the ideas and/or language expressed by a student were original or were the ideas of another. In such cases, the matter is more properly characterized as academic, for which the faculty member should award a grade appropriate to the circumstances.

Sometimes, whether a question of fact or an academic judgment is at issue is not clear. When a faculty member is not certain whether a particular case of plagiarism ought to be treated as a disciplinary infraction or an academic infraction, the faculty member should consult with the Vice President for Student Development. If the Vice President determines that the matter is disciplinary, the matter will be handled as a disciplinary violation under Article 15 of the Bylaws of the Board of Trustees. If it is determined that the matter is academic, the Vice President will refer the matter back to the faculty member, and the College's established procedures in terms of grading and appeals will be followed.

In some instances of plagiarism, a faculty member may wish to impose a grade reduction penalty to a student as well as seek the imposition of one of the penalties that may be authorized only by a disciplinary committee convened pursuant to Article 15 of the Bylaws, such as disciplinary probation, long term suspension, or exclusion. Where the faculty member refers a case to the Vice President for Student Development for referral to a Judicial Committee, the faculty member must hold the grade in abeyance until the Judicial Committee has determined whether the student is guilty or innocent of the charges. After the Judicial Committee has rendered its decision, a grade that is consistent with the findings of the committee may be awarded by the faculty member.

**Student Appeals in Questions of Academic Honesty:** If a student has been penalized for cheating or plagiarizing, he or she has a right to appeal an academic sanction to the Judicial Committee. Appeals are made through the Vice President for Student Development. Generally, such appeals are filed on the issues of whether (a) plagiarism did in fact occur; and/or (b) the imposition of such sanction is grossly disproportionate to the offense involved. A presumption strongly favoring proportionality shall attach to the appeal and the burden of proof lies with the student. In the case of the imposition of disciplinary sanctions, the appropriate rules, regulations and bylaws of the Board of Trustees concerning student discipline are followed. Appeals regarding disciplinary sanctions imposed by the Judicial Committee can be made to the President of the College.
Template for Analyzing the Logic of an Article or Movie/Video

Take an article that you have been assigned to read for class, completing the logic of it using the template below. This template can be modified for analyzing the logic of a chapter in a textbook.

**The Logic of A(name of the article)**

1) The main purpose of this article is
   (State as accurately as possible the author=s purpose for writing the article)

2) The key question that the author is addressing is
   (Figure out the key question in the mind of the author when s/he wrote the article.)

3) The most important information in this article is
   (Figure out the facts, experiences, data the author is using to support her/his conclusions.)

4) The main inferences/conclusions in this article are
   (Identify the key conclusion the author comes to and presents in the article.)

5) The key concept(s) we need to understand in this article is (are)
   ___________________________. By these concepts the author means
   ___________________________. (Figure out the most important ideas you would have to understand in order to understand the author=s line of reasoning.)

6) The main assumption(s) underlying the author=s thinking is (are)
   ___________________________. (Figure out what the author is taking for granted [that might be questioned].)

7) a) If we take this line of reasoning seriously, the implications
   ___________________________. (What consequences are likely follow if people take the author=s line of reasoning seriously?)

8) The main point(s) of view presented in this article is (are)
   ___________________________. (What is the author looking at, and how is s/he seeing it?)
The Problem of Egocentric Thinking

Egocentric thinking comes from the unfortunate fact that humans do not naturally consider the rights and needs of others, nor do we naturally appreciate the point of view of others or the limitations in our own point of view. We become explicitly aware of our egocentric thinking only if trained to do so. We do not naturally recognize our egocentric assumptions, the egocentric way we use information, the egocentric way we interpret data, the source of our egocentric concepts and ideas, the implications of our egocentric thought. We do not naturally recognize our self-serving perspective.

As humans we live with the unrealistic but confident sense that we have fundamentally figured out the way things actually are, and that we have done this objectively. We naturally believe in our intuitive perceptions—however inaccurate. Instead of using intellectual standings in thinking, we often use self-centered psychological (rather than intellectual) standards to determine what to believe and what to believe and what to reject. Here are the most commonly used psychological standards in human thinking.

IT’S TRUE BECAUSE I BELIEVE IT. Innate egocentrism: I assume that what I believe is true even though I have never questioned the basis for many of my beliefs.

IT’S TRUE BECAUSE WE BELIEVE IT. Innate sociocentrism: I assume that the dominate beliefs within the groups to which I belong are true even though I have never questioned the basis for many of these beliefs.

IT’S TRUE BECAUSE I WANT TO BELIEVE IT. Innate wish fulfillment: I believe in, for example, accounts of behavior that put me (or the groups to which I belong) in a positive rather than a negative light even though I have not seriously considered the evidence for the more negative light even though I have not seriously considered the evidence for the more negative account. I believe what feels good. What supports my other beliefs, what does not require me to change my thinking in any significant way, what does not require me to admit I have been wrong.

IT’S TRUE BECAUSE I HAVE ALWAYS BELIEVED IT. Innate self-validation: I have a strong desire to maintain beliefs that I have long held, even though I have not seriously considered the extent to which those beliefs are justified, given the evidence.

IT’S TRUE BECAUSE IT IS IN MY SELFISH INTEREST TO BELIEVE IT. Innate selfishness: I hold fast to beliefs that justify my getting more power, money, or personal advantage even though these beliefs are not grounded in sound reasoning or evidence.

Since humans are naturally prone to assess thinking in keeping with the above criteria, it is not surprising that we, as a species, have not developed a significant interest in establishing and teaching legitimate intellectually standards. It is not surprising that our thinking is often flawed. We are truly the self-deceived animal.
COURSE DESCRIPTION

The senior capstone seminar provides students with an intensive LLS seminar experience. It will focus on different topics each year, according to the faculty member’s area of expertise. The seminar is designed to integrate the knowledge, and research and writing skills that LLS majors have acquired during their coursework. In addition to its focus on a particular topic, the seminar will also engage in discussions on the production of research and scholarship. The seminar will culminate in each student’s presentation of a major research paper or project developed throughout the semester, and that integrates theoretical, research, and/or policy issues in Latin American and Latina/o Studies.

This semester we use Latin American and Latina/o human rights narratives to focus on the topic of historical memory and the lived experience of rights in the Americas. We will read testimonial narratives that describe and denounce different kinds of violence (social, racial, political, and gender/sexual) respectively in Peru, Brazil, Guatemala, Mexico and the US Border, and explore the different uses of memory and narration in bearing witness to human rights abuses. We then assess these testimonials in light of both other narrative accounts (historical and social science, literary, human rights reports) and films to explore various approaches to these forms of violence in the Americas. Our discussions will serve to guide and exemplify the course assignments, which are aimed toward completing a semester-long research paper or project.

LEARNING OUTCOMES

Students will be able to:

1. Define what constitutes a “testimonio” and identify the relationship between testimonial accounts and manifestations of solidarity with the victims of human rights abuses.
2. Identify and utilize research sources related to Latin American and US Latina/o human rights and explore the connection between testimonial narratives, social scientific, literary and
film narratives on human rights, and reports presented by various national commissions on historical memory, truth and reconciliation.

3. Assess the role of the intellectual in denouncing abuses of human rights and in giving voice to the victims of these abuses.

4. Research and write a major research paper and experience the peer review process

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: In addition to 2 scheduled office hour visits (see below), I ask that you please take advantage of my office hours; come and talk with me about the class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class: It’s another way of taking control of your education 😊

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing.

Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 lates will be counted as an absence

*** 3 non-medical absences will bring your grade down 1 letter.

*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: We will discuss all assignments in class. Please note that I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. Papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

TURNITIN.COM: Students enrolled in this class are hereby placed on notice the professor reserves the right to use TURNITIN.COM to help identify plagiarism

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in the New Building, L.66.00. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

REQUIRED BOOKS

NOTE: All texts are available at the JJC bookstore and are also on reserve at the library:


Other required and recommended readings will be available on BLACKBOARD

GRADING:

15% Class Attendance and Participation

5% Introduce and lead one class discussion of one week’s readings

10% Written peer review essay: Each student will peer review one of the seminar’s participants. (You will partner with another student in the class who will read and comment, in writing, on the draft of your final paper).

70% Complete a major independent research project on a Latin American or US Latino/a human rights narrative. (35 pages, excluding title page)

Your project will be based either on primary source materials from archives, on interviews and ethnographic fieldwork carried out by students, or on an original analysis of a body of work such as music, film, or literature. Students will work on this project all semester long. The following is an initial list of projects and due dates:
**Deadlines and Submission Format**
Documents for group/student review are due via email typically 48 hours before class.
•Written assignments to be graded should be submitted in hard copy to me in class.

**Project Assignments (70%)**
**NB: ** Not graded but counts toward your class participation

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<th>Assignment</th>
<th>(% of course grade)</th>
<th>Due Date</th>
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<tr>
<td>Statement of the Problem and Preliminary Bibliography</td>
<td>5%</td>
<td>Week 3</td>
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<td><strong>Office Hours Individual Consultations</strong></td>
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<td>Week 4</td>
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<tr>
<td>Review of the Literature</td>
<td>10%</td>
<td>Week 6</td>
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<tr>
<td><strong>Office Hours Individual Consultations</strong></td>
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<td>Week 7</td>
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<td><strong>Group peer reviews of ongoing research</strong></td>
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<td>Week 8</td>
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<tr>
<td>Draft of paper: statement of problem, main argument, review of the literature, methodology and approach, preliminary findings and conclusion (hard copy)</td>
<td>20%</td>
<td>Week 12</td>
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<tr>
<td>(NB: Written peer review essay for your research partner due by email to your partner and me)</td>
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<tr>
<td>Revised Final Research Paper (email)</td>
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<td>Week 13</td>
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<tr>
<td>Research Paper Presentation For Peer Review</td>
<td>5%</td>
<td>Weeks 14-15</td>
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<tr>
<td>Final Paper submission</td>
<td>30%</td>
<td>Week 16</td>
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**Recommended Websites:**


On Truth and Reconciliation Commissions: [http://center.theparentscircle.org/images/081f9dce9a0545158d0ac427da4980ef.pdf](http://center.theparentscircle.org/images/081f9dce9a0545158d0ac427da4980ef.pdf)


**COURSE CALENDAR**
Note: readings marked with * are available on blackboard

WEEK 1  On Narrative and the Role of the Intellectual

Course Description, requirements, etc.

Preliminary overview and discussion of proposals, paper topics, etc.

WEEK 2  What can we learn from Testimonial Narratives?
READ:


* Gayatri Chakravorty Spivak. Can the Subaltern Speak. pp. 66-111


WEEK 3  The Violence of Race and Class in Latin America: The Case of Brazil
READ:
Child Of The Dark: The Diary Of Carolina Maria De Jesus.

Linda Bergman. Chapter  2 and 5

Due Week 3:  Statement of the Problem and Preliminary Bibliography

WEEK 4:  
READ:
Child of the Dark (continued)

NOTE:  Office Hours Consultations this week

WEEK 5:  History, Experience and Autobiographical Narratives
READ:

* Edward M. Bruner: Experience and its Expression.


* Bueno, Eva Paulino (1999), "Carolina María de Jesús in the context of testimonios: race, sexuality, and exclusion".

**WEEK 6: Defining Your Approach and Method**

**READ:**

* Eric Hass. To Respect and Protect: Expanding Our Discourse on Immigration

* Judith Blau and Alberto Moncada. The Idea of Rights

Linda Bergmann. Chapter 1 and 4.

* Dan Cavicci. “A Guide to Interviewing” Brown University, Providence, RI c2000 (mimeo)

**DUE THIS WEEK: ASSIGNMENT #2: REVIEW OF THE LITERATURE**

**WEEK 7: The Violence of Race and Historical Memory: The Case of Peru**

**READ:**

* Marisol de la Cadena, Reconstructing Race: Racism, Culture and Mestizaje in Latin America.

* Carlos Ivan Degregori. Return to the Past.

  • Ton de Witt and Vera Gianotten. The Center’s Multiple Failures

**NOTE:** Office Hours Consultations this week

**WEEK 8:** Points of View: The Military, the Soldiers, the People, the Truth Commission…

**READ:**

Linda Bergman. Chapter 6, 10, 11

Film: *The Lion’s Den*

**WEEK 9:**

**READ:**

Linda Bergman Appendix A

Presentation and peer review of ongoing research

**WEEK 10: Making the Case in Guatemala: Historical Memory and Testimonial Narratives in Film and Literature**

**LISTEN:** * Testimonio: Lucia Cuevas.

**VIDEO:** Pamela Yates. *Granito: How to Nail a Dictator.*

**DUE WEEK 10:** Outline of paper: statement of problem, main argument, review of the literature, methodology and approach, preliminary findings

**WEEK 11:**

**READ:**

Victor Montejo: *Testimony: Death of a Guatemalan Village*


**WEEK 12: Testimonial Narratives: Documenting Feminicides on the US-Mexico Border. What’s Really At Stake?**

**READ:**


Testimonios:

*"We'll See Who Wins" (Eva Arce)
* "The Government Has Tried to Divide Us" (Paula Flores)
* Las Hijas de Juárez: Not an Urban Legend (Rigo Maldonado)
* "The Morgue Was Really from the Dark Ages": Insights from a Forensic Psychologist (Candice Skrapec)

* Alicia Schmidt Camacho. Ciudadana X. Violence and the Denationalization of Women’s Rights in Ciudad Juárez, Mexico

**Documentary:** *Señoritas Extraviadas*

**NOTE “FINAL” RESEARCH PAPER DUE WEEK 12**
WEEK 13: ISSUES OF OBJECTIVITY: STUDYING YOUR SELF/STUDYING “THE OTHER”: RELIVING PERSONAL AND HISTORICAL MEMORIES --A CHICANA RESEARCHER IN MEXICO

READ:
Patricia Gonzales. *The Mud People. Chronicles, Testimonies, and Remembrances* (selections)

* Alan Knight. “Racism, Revolution and Indigenismo: Mexico, 1910-1940”

REVISED FINAL RESEARCH PAPER DUE: SEND TO YOUR PEERS at least 48 hours before your scheduled presentation

WEEK 14: RESEARCH PAPER PRESENTATION: PEER REVIEW

WEEK 15: RESEARCH PAPER PRESENTATION: PEER REVIEW

WEEK 16. Submit Final Revision of your Paper
COURSE BIBLIOGRAPHY AND SUGGESTED FURTHER READINGS


Fregoso, Rosa-Linda and Cynthia Bejarano. Eds., *Terrorizing Women: Feminicide in the*


Hass, Eric. To Respect and Protect: Expanding Our Discourse on Immigration


Knight, Alan. “Racism, Revolution and Indigenismo: Mexico, 1910-1940"


Schmidt Camacho, Alicia. Ciudadana X. Violence and the Denationalization of Women’s


PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

Plagiarism is the presentation of someone'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. Paraphrasing, summarizing, 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 to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin)
Appendix B. New York State Education Department Forms
Application for Registration of a New Program

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

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

### Item Response (type in the requested information)

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<tr>
<th>Item</th>
<th>Response</th>
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<tr>
<td><strong>Program type</strong>&lt;br&gt;Check program type(s)</td>
<td>X General academic program&lt;br&gt;__ Program to prepare certified teachers or certified educational leaders&lt;br&gt;__ Program to prepare licensed professionals</td>
</tr>
<tr>
<td><strong>Institution name and address</strong></td>
<td>John Jay College of Criminal Justice&lt;br&gt;524 W. 59th Street&lt;br&gt;New York, NY 10019</td>
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<tr>
<td><strong>Program title, award, credits, and proposed HEGIS code</strong>&lt;br&gt;Program title: Latin American and Latina/o Studies&lt;br&gt;Award (e.g., B.A., M.S.): B.A.&lt;br&gt;Credits: 120&lt;br&gt;Proposed HEGIS code: 0308.00</td>
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<tr>
<td><strong>Program format</strong>&lt;br&gt;Check all program scheduling and format features that apply: &lt;br&gt;(See definitions)&lt;br&gt;i) <strong>Format:</strong> x Day x Evening _Weekend _Evening/Weekend &lt;br&gt;Not Full-Time&lt;br&gt;ii) <strong>Mode:</strong> X Standard _Independent Study _External _Accelerated _Distance Education (submit distance education application with this proposal)&lt;br&gt;iii) <strong>Other:</strong> _Bilingual _Language Other Than English _Upper Division Program</td>
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<td><strong>Diploma Programs</strong></td>
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<td><strong>Contact person for this proposal</strong>&lt;br&gt;Name and title: Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs&lt;br&gt;Telephone: 212-237-8801 Fax: E-mail: <a href="mailto:jbowers@jjay.cuny.edu">jbowers@jjay.cuny.edu</a></td>
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<td><strong>CEO (or designee) approval</strong>&lt;br&gt;Name and title: Dr. Jane P. Bowers&lt;br&gt;Signature and date: Dr. Jane P. Bowers December 12, 2013</td>
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If the program will be registered jointly with another institution, provide the following information:

Partner institution’s name: N/A

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

25 If the partner institution is non-degree-granting, see CEO Memo 94-04.
1. Program Description and Purpose

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

   Answer: The Bachelor of Arts (B.A.) degree in Latin American and Latina/o Studies (LLS) will develop in students an integrated understanding of the contexts and forces that have shaped Latin American societies and U.S. Latina/o communities, with particular attention to developing students’ critical engagement with the interdisciplinary study of the political, historical, socio-economic and cultural possibilities and obstacles for achieving 1) social justice and equity (2) cross cultural and intercultural understanding; (3) respect for human integrity and dignity; and (4) awareness of political and human rights. In its curriculum and in its faculty, the program appreciates and capitalizes upon the fluidity of institutional disciplinary boundaries in offering students a multifaceted yet integrated vision of the Latin American and Latina/o experience and outlook.

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

   Answer: Program Learning Outcomes. A student graduating from John Jay who has majored in Latin American and Latina/o Studies will have fulfilled the following learning outcomes:

   Students will:

   1) Display a thorough understanding of the interdisciplinary nature of the study of Latin America and of Latina/o communities in the U.S.

   2) Have the ability to integrate the fields of Latin American Studies and Latina/o Studies in order to develop a deep understanding of the relationship between the social, economic, cultural, and political processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.

   3) Develop the capacity to grasp the relationship between the lives of individuals and the course of history, how one’s life intersects with larger social, political, and economic forces.

   4) Show an appreciation of the history of Latin America and that of Latina/os in the U.S. as a struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.

   5) Have the capacity to think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latina/o communities.

   6) Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions;

   7) Communicate research results in various formats, including written and oral presentation;

   8) Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

   c) How does the program relate to the institution’s mission and/or master plan?
**Answer:** The B.A. degree in Latin American and Latina/o Studies has been designed to further the College’s commitment to Educating for Justice. Experiences of injustice and oppression, as well as strivings for justice and freedom, weave deeply into the fabric of culture, social dynamics and political behavior. Without such an emphasis on injuries and remedies, violations and reclamations, a program on Latin American and Latina/o Studies would give students a truncated and invalid picture of the underlying forces that have shaped the worlds they have elected to study. For our students, ‘justice’ becomes a key lens through which to analyze, for example, social cleavages; education policy; conceptions of criminality; attitudes toward work, family and death; patterns of distrust towards authorities and an endless assortment of other social phenomena. That normative focus is paired, however, with an emphasis on the importance of careful and methodical social scientific research.

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

*Answer:* The proposal was entirely envisioned and written by the faculty of the Department of Latin American and Latina/o Studies. The work of drafting the proposal narrative and each course syllabus was distributed among faculty members according to their backgrounds and areas of expertise. The proposal went through three layers of college governance committees (Programs Subcommittee, Undergraduate Curriculum and Academic Standards Committee and the College Council) each having a vast majority of faculty members.

**e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).**

*Answer:* No external partners are included; however, consultations were held with colleagues in higher education institutions offering Latin American Studies or Latina/o Studies programs for advice on specific curricular matters. The Latin American and Latina/o Studies Department received four letters of support from graduate and PhD programs including the CUNY Graduate Center, Florida International University, University of Illinois at Chicago and Dr. Pablo Piccato, Professor and Director of the Institute for Latin American Studies at Columbia University.

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

*Answer:*

Projected enrollment, LLS B.A., years 1-5

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*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2012 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 Latin American and Latina/o Studies major. In the fifth year, graduates from the program are considered in the projections at a 19.1% rate, which is our average over the five most recent years (fall 2009 cohort).*

### 2. Sample Program Schedule
Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).

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

3. Faculty
   a) See Table 2 - Fulltime Faculty, Table 3 - Part-time Faculty, and Table 4 - Faculty to be Hired. Faculty curricula vitae are available upon request.

   b) What is the institution’s definition of “full-time” faculty?
   
   Answer: A full-time faculty member is tenured or on a tenure-track line. We also have full-time lecturers, who teach a greater load and can receive a Certificate of Continuance of Employment.

4. Financial Resources and Instructional Facilities
   a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
   
   Answer: No special instructional facilities are required for this program. John Jay’s classrooms are all equipped with computer and overhead projector for the instructor, which will be used for these courses.

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

5. Library Resources
   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
   
   Answer: The College has a very strong general social science collection and a comprehensive collection in the fields of criminal justice and justice broadly defined. The collection is particularly robust in the areas of human rights, race, class, ethnicity, and gender and offers a wide array of reference sources in this area. John Jay has a large collection of electronic journals and databases available and there are robust interlibrary loan services between CUNY campuses within 2-3 business days. In addition, the Library subscribes to Amnesty International, Country Studies online, and CIOA: Columbia International Affairs Online. We anticipate a total five-year investment of approximately $5,000 ($1,000 for each of the first five years) to increase the library’s monographic collection in Latin American Studies and to fill gaps as they appear. The Department has compiled a list of titles, which students in this program will need for research associated with their courses. The Library also has a Subject Guide for Researching Topics in Latin American Studies available to students (http://guides.lib.jjay.cuny.edu/latinamericanstudies).

   b) Describe the institution’s response to identified needs and its plan for library development.
   
   Answer: John Jay will prioritize the purchase of library materials for its new liberal arts majors and by making most efficient use of local and university-wide resources.

6. Admissions
   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
   
   Answer: There are no special admissions requirements for the proposed Latin American and Latina/o Studies major. All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable. Students can enter the major as early as the fall of their first year.

   b) Describe the process for evaluating exceptions to those requirements.
   
   Answer: The College has an Undergraduate Admissions and Recruitment committee which is charged with making final determinations on admissions appeals. The committee consists of two high level administrators and five faculty members.
c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

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

7. Academic Support Services

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

Answer: The College has tutoring and recitation services in English, mathematics, sciences and foreign languages. The College also has writing across the curriculum requirements and provides students with opportunities for tutoring and to take Writing Intensive courses.

8. External Review of Graduate Degree Programs

NA

9. Credit for Experience

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

Answer: John Jay is in the nascent stages of establishing a more formal Prior Learning Assessment program. Currently, the college accepts ACE evaluations and recommendations of training programs for credit, military credit, and some professional training credentials after being approved by the appropriate academic department chair. Currently the college has a cap of 30 for external credit.

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

10. Program Assessment and Improvement

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

Answer: The Department of Latin American and Latina/o Studies (LLS) plans to take the following steps to monitor the continued strength of the curriculum of the LLS B.A. and assess the performance of students in meeting the learning outcomes of each course and of the major overall.

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

Methods of Assessment
At the beginning of every academic year, the Department’s Curriculum Committee will develop and implement a plan for reviewing some aspect of the program’s overall performance in preparing students to meet or exceed the program learning outcomes of the major. The review plan may require majors to assemble samples of their best work subject to review by a panel of faculty members. The review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester. The Department’s Curriculum Committee, working with the major coordinator, will oversee the carrying out of the review plan by year’s end. Each year’s review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program’s learning objectives. Measures as well as ‘target’ courses will be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.
Feedback
The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the next academic year, and decisions taken then about the need for and character of any adjustments in the curriculum and its implementation. The Department’s Curriculum Committee will be charged with making any adjustments deemed necessary.

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

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

Though we are proposing a Baccalaureate Program, the college has created an articulation with Hostos Community College (Liberal Arts concentration) to create a seamless pipeline to the new Latin American and Latina/o Studies major. The Department will pursue articulations with other community colleges in and outside of the CUNY system. Of high priority in this effort will be some of our largest feeder schools:

- (CUNY) Bronx Community College’s A.A. in Liberal Arts and Sciences: Africana, Latino and Native American Studies Option
- (CUNY) LaGuardia Community College’s A.A. in Liberal Arts: Latin American Studies Option
- (SUNY) Nassau Community College’s A.A. in Liberal Arts and Sciences
- (NJ) Bergen Community College’s A.A. in Liberal Arts.
### Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester   _Q_Quarter   _T_Triquarter   _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.

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<td>LLS 321 Latin America &amp; Latina/o Fieldwk</td>
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| Program Totals: | Credits: 120 | Liberal Arts & Sciences: 102 (Gen Ed – 42) | Major: 37 | Elective & Other: 41 |

Cr: credits   LAS: liberal arts & sciences   Maj: major requirement   New: new course   Prerequisite(s): list prerequisite(s) for the noted courses
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
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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>
| Luis Barrios Professor | LLS 124  
LLS 215  
LLS 242  
LLS 245  
LLS 356  
LLS 4XX Senior Seminar  
LLS 3XX Research Methods | 100% | General Theological Seminary, New York; STM–Master in Cultural Theology-1991  
New York Theological Seminary, New York; M.Div.–Master in Divinity-1990  
Universidad Carlos Albizu, Puerto Rico; Ph.D.-Clinical/Social Psychology-1983  
World University, Puerto Rico; B.A-Psychology & Management-1978  
Seminario Episcopal del Caribe, Puerto Rico; B.Theol, Theology and Ministry-1970 | Board Certified Forensic Examiner  
Psychologist License-Puerto Rico |
| John Gutiérrez Assistant Professor | LLS 124  
LLS 2XX: Disease and Public Health in Latin America and US Latino Communities  
LLS 2XX: Latin American History  
LLS 2XX: Latinos and Politics in the US | 100% | Ph.D., CUNY Graduate Center | Political consultant |
| Isabel Martínez Assistant Professor | LLS 124  
LLS 3xx Latina/os and the Digital Divide  
LLS 247  
LLS 3xx The US-Mexico Border  
LLS 241  
LLS 3XX Research Methods | 100% | Ph.D., Columbia University, Sociology and Education | Research and publications on the lives of transnational Mexican youth in New York City |
| Brian Montes Assistant Professor | LLS 124  
LLS 261  
LLS 343  
LLS 215  
LLS 263  
LLS 322 | 100% | Ph.D., Anthropology, University of Illinois at Urbana-Champaign  
M.A., Anthropology, University of Illinois at Urbana-Champaign | Teaching and research in U.S. Latino/a studies, Latin American Studies and Maya studies, especially race & ethnicity within Latin America and the United States. |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>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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| Jose Luis Morin Professor | LLS 2xx (Latin American Cultures)  
LLS 2xx (Indigenous Latin America) | | | |
| | LLS 124  
LLS 215  
LLS 220  
LLS 242  
LLS 322  
LLS 325  
LLS 341  
LLS 401  
LLS 4XX Senior Seminar | | J.D., New York University School of Law  
B.A., Colombia University | |
| Suzanne Oboler Professor | LLS 124  
LLS 322  
LLS 341  
LLS 223  
LLS 325 | 57% | Ph.D., Bilingual Education (focus: Bicultural/Intercultural Studies; minor, Educational Technologies), New York University  
M.A., Latin American Studies (History, Archaeology, Literature), University of London, Kings College  
M.Sc. (ABD) Social Anthropology, University of Campinas, São Paulo, Brazil  
B.A. Spanish and Latin American Literature, Colorado College, Colorado Springs, CO | Founding Editor, *Latino Studies* |
| Lisandro Pérez Professor and Chair | LLS 124  
LLS 2XX: Latin American History  
LLS 223  
LLS 260  
LLS 4XX: Senior Seminar  
LLS 3XX Research Methods | 100% | Ph.D. University of Florida, Sociology and Latin American Studies  
M.A. University of Florida, Sociology and Anthropology  
B.A. University of Miami, Sociology and Anthropology | Chair, Latin American and Latina/o Studies Department |
| Belinda Rincon  
Assistant Professor | LLS 124  
LLS 355  
LLS 363  
LLS 4XX Senior Seminar  
LIT 3XX Gender & Sexuality in Latina/o Literature  
LLS 241  
LLS 364 | 100% | Ph.D. in English, Cornell University  
M.A. in English, Boston College  
B.A. in English and Women’s Studies, Vassar College | Teaching and research on Latina/o literature, specifically on Chicano/a literature and militarism |
| Jodie Roure  
Associate Professor | LLS 124  
LLS 215  
LLS 220  
LLS 241  
LLS 242  
LLS 255  
LLS 321  
LLS 322  
LLS 325 | 100% | BA, Rutgers University-Douglass College  
JD, Western New England University School of Law  
PhD, University at Buffalo, State University of New York | Director, Ron Brown Preparatory Law School Program, John Jay College |
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<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>Adrian Bordoni</td>
<td>LLS 124</td>
<td>-M.A. Criminal Justice ‘05 &lt;br&gt;John Jay College of Criminal Justice &lt;br&gt;Dual Specialization: Criminology and Deviance/Juvenile Justice &lt;br&gt;-M.A. International Education ‘98 &lt;br&gt;Teachers College, Columbia University</td>
<td>-College Now Instructor, Queensborough Community College 2010-2012 &lt;br&gt;-Gang Specialist Certification, National Gang Crime Research Center &lt;br&gt;-Conflict Resolution Specialist, NYC Board of Education &lt;br&gt;-Non-Profit Management Certification, Columbia Business School &lt;br&gt;-Non Profit Leaders Certification, Fordham University &lt;br&gt;-Emerging Leaders in Youth Programs Certificate, Baruch College/P.A.S.E. &lt;br&gt;-New York Police Department Auxiliary Police Officer Certificate &lt;br&gt;-New York State Part-Time Peace Officer Certificate &lt;br&gt;-Bilingual Social Studies Teacher, 1993-2000 NYC Board of Education</td>
</tr>
<tr>
<td>Claudia de la Cruz</td>
<td>LLS 124</td>
<td>John Jay College- B.S Forensic Psych. &lt;br&gt;UTS/Columbia– M.Div./M.S.W</td>
<td>Community Organizer and Activist around immigrant rights/ women’s rights/ socio-political and economic issues in Latin America &amp; the Caribbean; &lt;br&gt;Founder and E.D of Da Urban Butterflies Youth Leadership Dev. Project. &lt;br&gt;Adjunct lecturer at the College of New Rochelle- DC37 campus and CUNY</td>
</tr>
<tr>
<td>Nitza Escalera</td>
<td>LLS 124</td>
<td>J.D. Columbia University &lt;br&gt;Ed.M. Teachers College, Columbia University &lt;br&gt;Columbia University &lt;br&gt;Ed.M. Teachers College, Columbia University &lt;br&gt;MPA, New York University &lt;br&gt;MS Syracuse University &lt;br&gt;BA Le Moyne College</td>
<td>Law License, NYS and admitted to the NYS State Courts, Southern and Eastern District Courts and the Supreme Court &lt;br&gt;Published in the Fordham Law Review &lt;br&gt;Teach negotiation &amp; mediation at Fordham Law and taught in the Community Economic Development Clinic in the Law School, on the Mayor’s Advisory Committee on the Judiciary</td>
</tr>
<tr>
<td>Eva Lopez</td>
<td>LLS 124</td>
<td>MA in Theater Arts : Enrolled in Ed.D program at Union Institute &amp; University</td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</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>Silvestre Wallace</td>
<td>LLS 124</td>
<td>BA – Linguistics and Romance Languages, MS – Teaching English as a Second Language, MS – Educational administration Adjunct Professor, Marist</td>
<td>Additional teaching experience: Adjunct Professor, Hunter College Intermediate English Grammar and Composition (1980-1985) Intermediate Spanish for Social workers</td>
</tr>
<tr>
<td>Jeanette Sucre</td>
<td>LLS 124</td>
<td>LMSW</td>
<td>Doctoral Student.</td>
</tr>
</tbody>
</table>
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
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<tr>
<td>Expenditures</td>
<td>Year 1 2013-14</td>
<td>Year 2 2014-15</td>
<td>Year 3 2015-16</td>
<td>Year 4 2016-17</td>
<td>Year 5 2017-18</td>
<td></td>
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<td>--------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$ 4,708</td>
<td>$ 12,129</td>
<td>$ 12,493</td>
<td>$ 16,617</td>
<td>$ 17,918</td>
<td></td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td></td>
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<tr>
<td>Equipment</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Laboratories</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
<td>$ 5,000</td>
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<tr>
<td>Capital Expenditures</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
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<tr>
<td>Other</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Total all</td>
<td>$ 10,708</td>
<td>$ 18,129</td>
<td>$ 18,493</td>
<td>$ 22,617</td>
<td>$ 23,918</td>
<td></td>
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</tbody>
</table>

Inflation rate used is 3%
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year 2014-15</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year 2015-16</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year 2016-17</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year 2017-18</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td>$95,750</td>
<td>$102,357</td>
<td>$217,990</td>
<td>$359,511</td>
<td>$399,282</td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$33,825</td>
<td>$180,872</td>
<td>$241,919</td>
<td>$264,055</td>
<td>$307,357</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$129,575</td>
<td>$283,229</td>
<td>$459,909</td>
<td>$623,566</td>
<td>$706,639</td>
</tr>
<tr>
<td>State Appropriation[6]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>04. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>06. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Other Revenue[7]</td>
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<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>
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<tr>
<td><strong>09. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Grand Total[8]</td>
<td></td>
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</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$95,750</td>
<td>$102,357</td>
<td>$217,990</td>
<td>$359,511</td>
<td>$399,282</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$33,825</td>
<td>$180,872</td>
<td>$241,919</td>
<td>$264,055</td>
<td>$307,357</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$129,575</td>
<td>$283,229</td>
<td>$459,909</td>
<td>$623,566</td>
<td>$706,639</td>
</tr>
</tbody>
</table>
The Five-Year Financial Projections for Program

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

**Full Time Faculty**
Current Full Time Faculty Overload (include Summer)
New Full Time Faculty Base Salary (using 3% inflation)
New Full Time Faculty Overload (include Summer)
New Faculty Re-assigned Time (list separately)
Full Time Employee Fringe Benefits (33.0%)**
Total (Links to Full-Time Faculty on Program Exp Worksheet)

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

**Part Time Faculty**
Fulltime faculty replacement cost - one course release for
Major Coordinator per year @ Asst. Prof. rank (45 hrs x $73.53 - using 3% inflation)
Part Time Faculty Actual Salaries @ Asst Prof. rank (45 hrs x $73.53 - using 3% inflation)
Part Time Faculty Actual Fringe Benefits (10%)
Total (Links to Part-Time Faculty Program Exp Worksheet)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Full Time Staff Base Salary (list separately)**
Full Time Staff Fringe Benefits (33%)
Total (Links to Full-Time Staff on Program Exp Worksheet)

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<td>$</td>
<td>$</td>
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</tr>
</tbody>
</table>
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
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<tr>
<td>Student Hourly</td>
<td></td>
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</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total (Links to Part-Time Staff on Program Exp Worksheet)</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
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</tbody>
</table>

**LIBRARY**

| Library Resources                             | $ 1,000 | $ 1,000 | $ 1,000 | $ 1,000 | $ 1,000 |
| Library Staff Full Time (List Separately)     |         |         |         |         |         |
| Full Time Staff Fringe Benefits (33%)          | $ -     | $ -     | $ -     | $ -     | $ -     |
| Library Staff Part Time (List Separately)     |         |         |         |         |         |
| Part Time Employee Fringe Benefits (10.0%)    | $ -     | $ -     | $ -     | $ -     | $ -     |
| **TOTAL (Links to Library on Program Exp Worksheet)** | $ 1,000 | $ 1,000 | $ 1,000 | $ 1,000 | $ 1,000 |

**EQUIPMENT**

| Computer Hardware                             |         |         |         |         |         |
| Office Furniture                              |         |         |         |         |         |
| Other (Specify)                               |         |         |         |         |         |
| **Total (Links to Equipment on Program Exp Worksheet)** | $ - | $ - | $ - | $ - | $ - |

**LABORATORIES**

| Laboratory Equipment                          |         |         |         |         |         |
| Other (list separately)                       |         |         |         |         |         |
| **TOTAL (Links to Laboratories on Program Exp Worksheet)** | $ - | $ - | $ - | $ - | $ - |
### SUPPLIES AND EXPENSES (OTPS)

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<thead>
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<tbody>
<tr>
<td>Consultants and Honoraria</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Instructional Supplies</td>
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<tr>
<td>Faculty Development</td>
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<tr>
<td>Travel and Conferences</td>
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<tr>
<td>Membership Fees</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Advertising and Promotion</td>
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<td>$5,000</td>
<td>$5,000</td>
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<tr>
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<td>Computer License Fees</td>
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<tr>
<td>Computer Repair and Maintenance</td>
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<tr>
<td>Equipment Repair and Maintenance</td>
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</tbody>
</table>

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

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<tr>
<td></td>
<td>$5,000</td>
<td>$5,000</td>
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### CAPITAL EXPENDITURES

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<tbody>
<tr>
<td>Facility Renovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Classroom Equipment</td>
<td></td>
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<td></td>
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<tr>
<td>Other (list separately)</td>
<td></td>
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</tbody>
</table>

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

<table>
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<tbody>
<tr>
<td></td>
<td>$-</td>
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<tbody>
<tr>
<td>Other (list separately)</td>
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**TOTAL (Links to Other on Program Exp Worksheet)**

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<td>$-</td>
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</tbody>
</table>
The Five-Year Revenue Projections for Program  
SENIOR COLLEGE WORKSHEET

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>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.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of EXISTING FULL TIME In State Students)</td>
<td>16</td>
<td>17</td>
<td>36</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$4,600</td>
<td>$4,692</td>
<td>$4,786</td>
<td>$4,882</td>
<td>$4,979</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$73,600</td>
<td>$79,764</td>
<td>$172,290</td>
<td>$292,893</td>
<td>$318,668</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total 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>$73,600</td>
<td>$79,764</td>
<td>$172,290</td>
<td>$292,893</td>
<td>$318,668</td>
</tr>
</tbody>
</table>

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<thead>
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</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$13,000</td>
<td>$13,260</td>
<td>$13,525</td>
<td>$13,796</td>
<td>$14,072</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$13,000</td>
<td>$13,260</td>
<td>$27,050</td>
<td>$41,387</td>
<td>$42,215</td>
</tr>
<tr>
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<td>0</td>
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<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$13,000</td>
<td>$13,260</td>
<td>$27,050</td>
<td>$41,387</td>
<td>$42,215</td>
</tr>
</tbody>
</table>

**TOTAL EXISTING FULL TIME TUITION REVENUE**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$86,600</td>
<td>$93,024</td>
<td>$199,341</td>
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### Tuition & Fees:

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<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$195</td>
<td>$199</td>
<td>$203</td>
<td>$207</td>
<td>$211</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$2,925</td>
<td>$2,984</td>
<td>$12,173</td>
<td>$18,624</td>
<td>$31,661</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY 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>$2,925</td>
<td>$2,984</td>
<td>$12,173</td>
<td>$18,624</td>
<td>$31,661</td>
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### Tuition & Fees:

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<tbody>
<tr>
<td>Majors (Enter # of EXISTING PART-TIME Out of State Students)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer)</td>
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<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$415</td>
<td>$423</td>
<td>$432</td>
<td>$440</td>
<td>$449</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
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</table>
TOTAL EXISTING PART TIME REVENUE

TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</td>
<td></td>
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<tr>
<td>Number of Majors (Enter # of NEW FULL TIME In State Students)</td>
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<td>29</td>
<td>41</td>
<td>42</td>
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<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$4,600</td>
<td>$4,692</td>
<td>$4,786</td>
<td>$4,882</td>
<td>$4,979</td>
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<td>Total Tuition</td>
<td>$27,600</td>
<td>$136,068</td>
<td>$196,219</td>
<td>$205,025</td>
<td>$243,980</td>
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<tr>
<td>Total 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>$27,600</td>
<td>$136,068</td>
<td>$196,219</td>
<td>$205,025</td>
<td>$243,980</td>
</tr>
</tbody>
</table>

Tuition & Fees:
Number of Majors (Enter # of NEW FULL TIME Out of State Students) | 0 | 2 | 2 | 2 | 2 |
Tuition Income (Specify Rate per credit) calculates 2% increase per year | $13,000 | $13,260 | $13,525 | $13,796 | $14,072 |
Total Tuition | $0 | $26,520 | $27,050 | $27,591 | $28,143 |
Student Fees (enter ANNUAL program fees other than standard CUNY fees) | 0 | 0 | 0 | 0 | 0 |
Total Fees | 0 | 0 | 0 | 0 | 0 |
Total Out of State Tuition & Fees | $0 | $26,520 | $27,050 | $27,591 | $28,143 |

TOTAL NEW FULL TIME TUITION REVENUE

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total New Full Time Tuition Revenue</td>
<td>$27,600</td>
<td>$162,588</td>
<td>$223,270</td>
<td>$232,617</td>
<td>$272,123</td>
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Tuition & Fees:
Number of Majors (Enter # of NEW PART-TIME In State Students)
0 4 4 8 9
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
15 15 15 15 15
Tuition Income (Specify Rate per credit) calculates 2% increase per year
$195 $199 $203 $207 $211
Total Tuition
$0 $11,934 $12,173 $24,832 $28,495
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees 0
Total Instate Tuition & Fees
$0 $11,934 $12,173 $24,832 $28,495

Tuition & Fees:
Number of Majors (Enter # of NEW PART-TIME Out of State Students)
0 0 0 0 0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
15 15 15 15 15
Tuition Income (Specify Rate per credit) calculates 2% increase per year
$415 $423 $432 $440 $449
Total Tuition
$6,225 $6,350 $6,476 $6,606 $6,738
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees 0
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$6,225</td>
<td>$6,350</td>
<td>$6,476</td>
<td>$6,606</td>
<td>$6,738</td>
</tr>
<tr>
<td><strong>TOTAL NEW PART TIME REVENUE</strong></td>
<td>$6,225</td>
<td>$18,284</td>
<td>$18,649</td>
<td>$31,438</td>
<td>$35,233</td>
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<tr>
<td>Total New Revenue (Links to Revenue Spreadsheet Row 7)</td>
<td>$33,825</td>
<td>$180,872</td>
<td>$241,919</td>
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<td>State Revenue from Existing sources - identify sources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>State Budget Appropriations from Existing Sources - Links to Revenue Spreadsheet Row 9</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>State Revenue from New sources - identify sources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>State Budget Appropriations from New Sources - Links to Revenue Spreadsheet Row 11</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>For Years 2-5 Include Continuing Resources from Previous Years</td>
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<tr>
<td>Other Revenue From Existing Sources (specify and explain) - Links to Revenue Spreadsheet Row 13</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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</table>
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

|                      | 0 | 0 | 0 | 0 |

Enrollment was figured with John Jay's F12 1-yr retention rate of 77.9% & a graduation rate of 19.1% in Yr 5 of the major. Out of state enrollment was figured at John Jay's usual rate of .05% of enrollment.
Appendix C. Letters of Support
Letters in Support of the new major in Latin American & Latina/o Studies

Letters from the following:

1. Grenier, Guillermo J., Professor and Graduate Program Director, Department of Global and Sociocultural Studies at Florida International University
2. Piccato, Pablo, Professor and Director of the Institute of Latin American Studies at Columbia University
3. Torpey, John, Professor and Executive Officer, The Graduate Center, CUNY
4. Torres, Maria de los Angeles, Professor and Program Director of Latin American and Latino Studies Program at the University of Illinois, Chicago
Dear Dr. Perez,

I’ve read with great interest the Letter of Intent for a Baccalaureate Degree in Latin American and Latina/o Studies being developed by your department. It’s an innovative program well designed to provide students not only employable skills in a variety of sectors but also the tools necessary to successfully apply to, and complete, a graduate program.

While I am unable to comment on the contribution of your program to the mission of John Jay College and its role in the broader post-secondary educational environment of NYC, I can tell you that the type of interdisciplinary curriculum proposed is well designed to produce precisely the type of students that our interdisciplinary program is seeking. Your curriculum gives student clear choices for developing their intellectual interests while not sacrificing social scientific training. It is elegantly designed.

Florida International University is part of the State University of Florida and, with almost 50,000 students, it is the largest public university in South Florida. The Department of Global and Sociocultural Studies at Florida International University was not designed specifically to break down disciplinary boundaries but do develop students who recognize the arbitrary nature of such boundaries and to approach the study of social relations with broader theoretical and methodological perspectives. Our program provides a unique opportunity to integrate the strengths of Cultural Anthropology, Geography and Sociology by combining cross-disciplinary theorizing with qualitative and quantitative research methods—ranging from ethnography to geographic information systems. We’ve designed our curriculum, much like yours, to provide rigorous preparation for careers in higher education, public policy, NGO’s, and the private sector. We are on the same page on this point and I believe that the disciplinary divisions in the social sciences will be reworked by the future scholars that programs like ours develop.

Please let me know how your approval process proceeds. I’ll be glad to clarify or expand on any of the points raised in this brief letter.

Sincerely,

Guillermo J. Grenier
Professor and Graduate Program Director
Department of Global and Sociocultural Studies
New York, May 17, 2012

Professor Lisandro Pérez
Department of Latin American and Latina/o Studies
John Jay College of Criminal Justice
City University of New York

Dear Professor Pérez:

I have reviewed the letter of intent for the establishment of a BA program in Latin American and Latina/o Studies at John Jay College. The proposal has strong merits and I believe supports the establishment of the program. The changing shape of the population of New York City and the particular challenges its justice system faces make the creation of such a program a logical move for an institution that has played an important role in the higher education system of the city. It will prepare students to understand the institutional and social characteristics of the growing Latino population of the city and, as importantly, will connect that knowledge with a strong foundation on the study of Latin American societies. Linking both fields is also a good idea as it responds to the intellectual needs of a student body that asks questions about contemporary society in a broad transnational framework characterized by the increasing flow of people of commodities; it also responds to the logical interest in the societies of origin of most migrants in the city. As a teacher of Latin American history with fifteen years of experience I know that the best student research emerges from questions about the present and the local, as much as from curiosity about the past of distant places. The interdisciplinary approach of the major is also appropriate to the complexity of its subject. It will prepare students to deepen their work within disciplinary programs at the graduate level. The faculty that would be in charge of the program is strong enough to provide students with a comprehensive education, one that will provide the substantive knowledge and methodological tools to take their study to the graduate level—although I did not see an entry for professor Desmond Arias, one of the outstanding members of the faculty.

The curriculum proposed will contribute to a solid preparation for the students. The only observation would be that it emphasizes required courses and does not leave too much room for optative courses (only 12 credits out of 33). I think that the students would appreciate more flexibility to take a broader range of courses that will better prepare them
to choose the right graduate or professional path after college. Dividing those 12 credits between the Latin American and Latina/o tracks might also dilute some of the benefits that come from the diversity of interests of the faculty: since the program is based on the idea that there are common themes and approaches to the study of societies in the US and Latin America it would seem logical to allow the students to develop concentrations on themes or disciplines that span both regions without having to fulfill a specific number of credits on each.

In sum, I think that the program will be a welcome addition to the curriculum at John Jay, and that the project is feasible.

Cordially,

Pablo Piccato
Professor
Director, Institute of Latin American Studies
May 22, 2012

Lisandro Pérez  
Professor and Chair  
Department of Latin American and Latina/o Studies  
John Jay College of Criminal Justice  
City University of New York  
524 West 59th Street, 8th floor, room 8.63.03  
New York, NY 10019  

Dear Professor Pérez,

I write in response to your request to assess whether the curriculum for your proposed B.A. program in Latin American and Latino/a Studies would be appropriate for possible applicants to the PhD program in Sociology at the CUNY Graduate Center.

I believe the training you would provide would be appropriate for successful applicants to the PhD program. The exposure to methodology and to a range of sociological and cultural issues, as outlined in the curriculum, would be appealing to those assessing possible admits to the PhD program.

I hope that helps your endeavor. Please let me know if I can be of any further assistance. I am best reached via e-mail at jtorpey@gc.cuny.edu.

Sincerely,

John Torpey  
Professor and Executive Officer
To: Professor Lisandro Perez

From: Maria de los Angeles Torres
Professor and Director of Latin American and Latino Studies Program
University of Illinois
Chicago

Date: June 6, 2012

Re: Proposed Latin American and Latinos Studies Major John Jay

I have reviewed your proposal for a B.A. degree in Latin American and Latino Studies. First of all, let me congratulate you for this innovative proposal. It is especially noteworthy that you will be requiring your students to have a language component as well as a field experience in either Latin America or a Latino community.

In addition, the academic work is rigorous and comports with what many of the cutting edge programs are offering their students. It combines Latin American and Latino studies as well as humanities and social sciences. Students will be prepared broadly as they focus on an area of the world.

The methods course as well as the field experience in particular will certainly help your students’ employability not only in the job market, but also in terms of potential graduate programs.

We have recently initiated a Masters degree in Latin American and Latino Studies, and while our program is open to any undergraduate degree, we certainly would give priority to those who have the kind of academic and field experience your program will be offering.
Our program provides advanced training in interdisciplinary research methodologies and has a one semester community research internship. In this semester, students are partnered with a community based organization. We develop a joint research project. Students who have been exposed to the field and have some methods training would give them an advantage in the applicant pool. Indeed, we would be very interested in recruiting students with a degree from your program.

In addition, while our program does not require language proficiency, students who are Spanish bilingual get more from their graduate studies.
Appendix D. Articulation Agreement
THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
LAGUARDIA COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

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<thead>
<tr>
<th>Sending Institution:</th>
<th>LaGuardia Community College</th>
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</thead>
<tbody>
<tr>
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<td>Education and Language Acquisition</td>
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<tr>
<td>Program:</td>
<td>Liberal Arts: Latin American Studies</td>
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<tr>
<td>Degree:</td>
<td>Associate of Arts</td>
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<table>
<thead>
<tr>
<th>Receiving Institution:</th>
<th>John Jay College of Criminal Justice</th>
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</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Latin American Studies</td>
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<tr>
<td>Program:</td>
<td>Latin American Studies (proposed)</td>
</tr>
<tr>
<td>Degree:</td>
<td>Bachelor of Arts</td>
</tr>
</tbody>
</table>

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Minimum GPA- 2.0

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

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

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

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<thead>
<tr>
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<th>Credits</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Credits Awarded</th>
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<td><strong>LaGuardia Community College</strong></td>
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<td><strong>John Jay College</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LAGCC General Education Requirements</strong></td>
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<td><strong>English: 6 credits</strong></td>
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<tr>
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<td>ENG 101 Composition I</td>
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<tr>
<td>ENG 102: Writing through Literature</td>
<td>3</td>
<td>ENG 201 Composition II</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Mathematical and Quantitative Reasoning: 3 credits</strong></td>
<td></td>
<td><strong>Life and Physical Sciences: 3 credits</strong></td>
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<td>Select one:</td>
<td>3</td>
<td>Select one:</td>
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<tr>
<td>MAT 107: Mathematics and the Modern World</td>
<td></td>
<td>MAT 108: Social Science Mathematics</td>
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<tr>
<td>MAT 112: College Algebra</td>
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<td>MAT 105: College Algebra</td>
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</tr>
<tr>
<td>MAT 118: Introductory Statistics</td>
<td></td>
<td>STA 250: Principles and Methods of Statistics</td>
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</tr>
<tr>
<td><strong>Life and Physical Sciences: 3 credits</strong></td>
<td></td>
<td><strong>Flexible: 18 credits</strong></td>
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<tr>
<td>Select one:</td>
<td>3</td>
<td>Select one course from each of the five</td>
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<tr>
<td>SCB 101: Topics in Biological Sciences</td>
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<td>following areas AND one additional course</td>
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<tr>
<td>SCC 101: Topics in Chemistry</td>
<td></td>
<td>from any flexible core category. Note: Student</td>
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<tr>
<td>SCP101: Topics in Physics</td>
<td></td>
<td>can select only two courses from any one</td>
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<tr>
<td>SCP 140: Topics in Astronomy</td>
<td></td>
<td>discipline:</td>
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<td></td>
</tr>
<tr>
<td><strong>Flexible: 18 credits</strong></td>
<td></td>
<td>• World Cultures and Global Issues</td>
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<tr>
<td></td>
<td></td>
<td>• US Experience in its Diversity</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Creative Expression</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>• Individual and Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scientific World</td>
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<td><strong>Program Core: 30 credits</strong></td>
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<td><strong>Subtotal</strong></td>
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<td>No equivalent</td>
<td>0</td>
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</tr>
<tr>
<td>ENG 103: Research Paper</td>
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<td>(blanket composition)</td>
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<tr>
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<td>• ELS200 Latin American Literature I</td>
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<td>• (blanket LLS)</td>
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<td></td>
</tr>
<tr>
<td>• ELS201 Latin American Literature II</td>
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<td>• (blanket LLS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ELS204 Latin American Civilizations</td>
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<td>• (blanket LLS)</td>
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<tr>
<td>• ELS210 Advanced Spanish Composition</td>
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<td>• (blanket LLS)</td>
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<tr>
<td>• ELN 101 Introduction to</td>
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<td>• (blanket LLS)</td>
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<tr>
<td>Bilingualism</td>
<td>3</td>
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<tr>
<td><strong>ELL101 Introduction to Language</strong></td>
<td>3</td>
<td><strong>ANT 228 Introduction to Language</strong></td>
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<tr>
<td><strong>Social Science, select one:</strong></td>
<td>3</td>
<td><strong>ANT 101 Introduction to Cultural Anthropology</strong></td>
<td></td>
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<tr>
<td>• SSA101 Cultural Anthropology</td>
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<td>• ECO 245 International Eco</td>
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<tr>
<td>• SSE105 International Economics</td>
<td></td>
<td>• HIS 203 The Ancient World</td>
<td></td>
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<tr>
<td>• SSH105 World History from Ancient Times to 1500</td>
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<td>• HIS 205 The Modern World</td>
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<tr>
<td>• SSH106 World History from 1500 to the Present</td>
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<td>• POL 260 International Relations</td>
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<tr>
<td>• SSP200 Global Politics</td>
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<td>• AAH 211 African American</td>
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<tr>
<td>• SSH231 Afro-American History</td>
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<td>• PLH 166 History of the Caribbean Islands</td>
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<tr>
<td>• SSH232 Survey of Latin American and Caribbean History</td>
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<td>• SOC 101 Into to Sociology</td>
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<tr>
<td>• SSS100 Introduction to Sociology</td>
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<tr>
<td><strong>Liberal Arts:</strong></td>
<td>3</td>
<td>(blanket)</td>
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<tr>
<td><strong>LIB 200 Humanism, Science and Technology</strong></td>
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<tr>
<td><strong>Unrestricted electives, 3 credits</strong></td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>3</td>
<td><strong>Total</strong></td>
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<tr>
<td>60</td>
<td>60</td>
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</table>
D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements (from JJC “College Option”)</strong></td>
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<tr>
<td>One 300-level Justice Core course from <em>Struggles for Justice in the U.S.</em> or</td>
<td>3</td>
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<tr>
<td><em>Justice in Global Perspectives</em></td>
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<tr>
<td>One course from <em>Learning from the Past</em> or <em>Communications</em></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Gen Ed at JJC</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Remaining Requirements in Major</strong></td>
<td></td>
</tr>
<tr>
<td>1) <em>Major Sequence, 21 credits (minus 6 taken at LAGCC)</em></td>
<td></td>
</tr>
<tr>
<td>ANT 101 Introduction to Cultural Anthropology (satisfied at LaGuardia)</td>
<td>0</td>
</tr>
<tr>
<td>LLS 124: Latina/os in the United States</td>
<td>3</td>
</tr>
<tr>
<td>LLS 1XX: Latin American History and Society</td>
<td>3</td>
</tr>
<tr>
<td>LLS/HIS/POL 242: U.S. and Latin American Relations</td>
<td>3</td>
</tr>
<tr>
<td>LLS 322: Latino Struggles for Civil Rights and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>2) <em>Research Methods Requirement, 3 credits</em></td>
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</tr>
<tr>
<td>LLS 3XX: Research Methods in Latin American and Latina/o Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>3) <em>Study Abroad, Fieldwork, or Independent Research, 3-4 credits</em></td>
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</tr>
<tr>
<td>a. Study Abroad in Latin America (3 credits will be earned from the course</td>
<td></td>
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<td>offered as part of the study abroad program)</td>
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<tr>
<td>b. LLS 321 Puerto Rican/Latina/o Community Fieldwork [NB course title will</td>
<td></td>
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<tr>
<td>be changed to Latin American and Latina/o Community Fieldwork]</td>
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<tr>
<td>6 hours: 2 hours lecture, 4 hours fieldwork; (4 credits)</td>
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<tr>
<td><strong>Prerequisite:</strong> LLS 3XX: Research Methods</td>
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<tr>
<td>c. LLS 489 Independent Research Project (3 credits)</td>
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</tr>
<tr>
<td><strong>Prerequisite:</strong> LLS 3XX: Research Methods</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>3-4</strong></td>
</tr>
<tr>
<td>4) <em>Major Electives, 12 credits</em></td>
<td></td>
</tr>
<tr>
<td>The Latin American and Latina/o Studies major offers two concentrations; students</td>
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<tr>
<td>must choose nine (9) credits in one track and three (3) credits in the other track.</td>
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<tr>
<td>At least six (6) credits must be taken at the 300-level or above</td>
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</tr>
<tr>
<td><strong>Concentration A: Latin America. Choose either 3 courses or 1 course from</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>among the following:</td>
<td>(as A)</td>
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<tr>
<td>• LLS 215: Social and Political Developments in Contemporary Puerto Rico</td>
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<tr>
<td>• LLS 220: Human Rights and the Law in Latin America</td>
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<tr>
<td>• LLS 2xx Latin American Cultures</td>
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<tr>
<td>• LLS 232: Comparative Perspectives on Crime in the Caribbean</td>
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<tr>
<td>• LLS 223 Revolution and Social Change in Latin American Literature and the Arts</td>
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<tr>
<td>(GEN ED approved)</td>
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<tr>
<td>• LLS 245: Dominican Society and Identity (title will be changed to Politics</td>
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<tr>
<td>and Society in the Dominican Republic)</td>
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</tbody>
</table>
- LLS 250: Drugs, Crime and Law in Latin America
- LLS 255: Latin American Woman in Global Society — GEN ED approved
- LLS 260 (HIS 260): History of Contemporary Cuba
- LLS 261 (HIS 261): Revolution and Social Change in Contemporary Latin America
- LLS 263 (AFR 263 and HIS 263) Blacks in Latin America — GEN ED approved
- LLS 2xx: Indigenous Latin America
- LLS 341: Immigrant Rights in the Americas — GEN ED approved
- LLS 343: Race and Citizenship in the Americas
- LLS 356: Terror and Transitional Justice in Latin America

### Concentration B: US Latina/os

Choose either 3 courses or 1 course from among the following:

- LLS FY 100 Justice and the Individual [Latino/a Content] GEN ED approved
- LLS 217 (also SPA 217 and DRA 217): Theater of the Americas Since 1960
- LLS 241: Latino/as and US Cities GEN ED approved
- LLS 247: Growing Up Latina/o: From the 1940s to the Present — GEN ED approved
- LLS 267: History of Caribbean Migrations in the United States
- LLS 2XX Public Health Policy in the Americas
- LLS 3XX Latina/os and the Digital Divide
- LLS 3XX The US-Mexico Border
- LLS 325: The Latina/o Experience of Criminal Justice
- LLS 362: Entangled Tongues: Bilingualism in US Latina/o Literature
- LLS 364: Ethical Strains in Latina/o Literature — GEN ED approved
- LLS 401 Gender, Race, Ethnicity and the US Legal System. (Revised title and course description; this course will be revised to a 300 level course)

Subtotal: 12

#### 5) Senior Seminar, 3 credits

- LLS 4XX Senior Seminar: Special Topics in Latin American and Latina/o Studies

Subtotal: 3

#### 6) Latin American and Latina/o Studies Honors Program

LLS 4XX: LLS Honors Project

**NOTE:** Admission to the LLS Honors Program is required to enroll in the LLS Honors Project.

Subtotal: 0-3

Total credits in major at John Jay: 33-6

<table>
<thead>
<tr>
<th>Credits Remaining (outside Gen Ed and Major)</th>
<th>Free electives: 18-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits at John Jay</td>
<td>60</td>
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</tr>
<tr>
<td>John Jay General Education Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Remaining Core Requirements in Major</td>
<td>33-36</td>
</tr>
<tr>
<td>John Jay Electives</td>
<td>18-21</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

FOR LAGUARDIA COMMUNITY COLLEGE

Wen Juan Fan, Ph.D.
Chairperson, Education and Language Acquisition
LaGuardia Community College

FOR JOHN JAY COLLEGE of CRIMINAL JUSTICE

Lisandro Pérez, Ph.D.
Professor and Chair
Latin American and Latina/o Studies
John Jay College of Criminal Justice

Paul Arcario, Ph.D.
Provost and Senior Vice President for Academic Affairs
LaGuardia Community College

Jane Bowers, Ph.D.,
Provost and Senior Vice President for Academic Affairs
John Jay College of Criminal Justice