JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
The College Council  
Agenda  
December 14, 2015  
1:40 p.m.  
9.64NB

I. Adoption of the Agenda

II. Minutes of the November 24, 2015 College Council (attachment A), Pg. 3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B7) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

New Courses

B1. BIO 4XX (488) Cell & Molecular Biology Capstone, Pg. 5
B2. ECO 2XX (255) Statistics for Economists, Pg. 17
B3. PSC 3XX (300) Police Management & Administration in the U.S., Pg. 29
B4. SEC 3XX (329) Security, Risk & Technology, Pg. 44

Course Revisions

B5. ECO 330 Quantitative Methods for Decision Makers, Pg. 60
B6. ENG 218 The Writing Workshop, Pg. 63
B7. SSC 325 Research Methods in the Behavioral Sciences, Pg. 66

IV. Report from the Committee on Graduate Studies (attachment C1-C5) – Associate Provost and Dean of Graduate Studies, Anne Lopes

New Course

C1. New Course Proposal: ICJ 706 Transnational Crime, Pg. 69

Programs

C2. New Degree Program: Master of Arts in Economics, Pg. 92

Academic Standards
C4. Proposal to Add an Executive Format to the MA in Criminal Justice, Pg. 264
C5. Change in Admissions Requirements: Forensic Science MS Program, Pg. 268

V. Approval of the Members of the College Council Committees (attachment D), Pg. 271

- Alternate College Council at Large student representative, Jacob Kleinberg, Pg. 274
VI. New Business
VII. Determination of Need of the December 15, 2015 College Council Meeting
VIII. Administrative Announcements – President Travis
IX. Announcements from the Faculty Senate – President Kaplowitz
X. Announcements from the Student Council – President Kabir
The College Council held its third meeting of the 2015-2016 academic year on Tuesday, November 24, 2015. The meeting was called to order at 1:50 p.m. and the following members were present: Rosemary Barberet, Ellen Belcher, Warren Benton, Jane Bowers, Seonae Byeon, Lynette Cook-Francis, James DiGiovanna, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Ming Feng, Anthony Forbez, Joel Freiser, Lior Gideon, John Gutierrez, Maki Haberfeld, Jay Hamilton, Faika Kabir, Karen Kaplowitz, Anne Lopes, Yue Ma, Vincent Maiorino, Nancy Marshall, Roger McDonald, Mickey Melendez, Naomi Nwosu, Katherine Outlaw, Trushal Pandhi, Maria Plata, Kyle Roberts, Scott Stoddart, Charles Stone, Dante Tawfeeq, Robert Till, Jeremy Travis, Robert Troy, Arturo Urena, Valentina USma, Rebecca Weiss, Janet Winter, Marline Wright and Daniel Yaverbaum.


I. Adoption of the Agenda

A motion was made to approve the agenda. The motion was seconded and approved unanimously.

II. Minutes of the October 15, 2015 College Council

A motion was made to amend the minutes as follows:

- Arturo Urena was present at the 10/15/2015 College Council meeting, not absent.
- Item III, Page 3, Paragraph 1, should read “President Travis asked Assistant Vice President Marjorie Singer to report to the College Council regarding her research in connection with the absence of quorum at the May 11th deliberations. President Travis noted that Professor McDonald’s objection at the September College Council meeting to approving the minutes from the May 11th deliberations was valid for the reason that there was no quorum. This issue was discussed at the Executive College Council Committee meeting on October 7 and Item III on the agenda resulted from that discussion. Ms. Singer reported that at most there were 34 people at the May 11th deliberations, one short of the 35 needed to take action by the College Council. Nonetheless, those members present discussed and voted on the agenda items, which included revisions to courses, presented by Dean Stoddard and Dean Lopes; approval of candidates for graduation in June; and review of the Strategic Plan. Therefore, actions that are taken at a meeting lacking quorum are null and void.”
The motion was seconded and approved unanimously.

III. **Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B13)**

A motion was made to adopt new course marked “B1. MAT (244) Calculus IV”. The motion was seconded and approved unanimously.

A motion was made to adopt programs marked B2-B4 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt programs marked B2-B4:

B2. Proposal to Revise the BA in Criminology
B3. Proposal to Revise the BA in Sociology
B4. Proposal to Revise the Music Minor

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions B5-B13 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B5-B13:

B5. DRA 243 Black Female Sexuality in Film
B6. FOS 401-402 Forensic Science Laboratory Internship
B7. HIS 240 Historiography
B8. ICJ 401 Capstone Seminar in International Criminal Justice (approved UCASC 2/20/2015)
B9. MUS 202 Songwriting
B10. MUS 236 Music Technology
B11. SOC 312 Classical Sociological Theory
B12. SOC 315 Contemporary Sociological Theory
B13. SUS 200 Introduction to Sustainability (already approved for World Cultures)

The motion was seconded and approved unanimously.

IV. **Report from the Committee on Graduate Studies (attachment C)**

A motion was made to adopt the Change in Admissions Requirements for the Master of Arts in International Crime and Justice. The motion was amended to insert “Program” into “The Graduate Admissions Committee” title in the “TO” column on page 48. The amendment was seconded and approved unanimously.

V. **New Business**

President Travis indicated that the Executive Committee of the College Council is actively discussing some of the issues we are encountering at the College Council meetings. Since the Executive Committee of the College Council is not a policy making body, it will submit recommendations to the College Council for consideration.

The meeting was adjourned at 2:54 p.m.
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

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

   Lissette Delgado-Cruzata
   ldelgado-cruzata@jjay.cuny.edu
   646.621.3743

2. a. Title of the course Cell and Molecular Biology Major Capstone Course
b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Cell & Molecular Bio Capstone
c. Level of this course ___100 Level ___200 Level ___300 Level XX 400 Level

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

This course is a required course for students majoring in Molecular and Cell Biology who have not completed a mentored research experience. The course will be focused in an area of the biological sciences, which would be the expertise of the faculty member teaching the course each semester. Students will have a prior knowledge of the main areas of molecular and cell biology, such as genetics, biochemistry, and molecular and eukaryotic cell biology. In this course they will build on the knowledge gained in these previous courses and work independently to apply the knowledge to the theme of the course.

This course is a 400-level course because students will use all the previous knowledge to understand a current area of scientific research in the biological sciences. They will expand on different skills such as the analytical reading of scientific articles, the critical design of scientific research studies and the development of their own hypothesis based on published evidence. They will do this in written and oral form, by selecting a specific area of interest within the field of study, and by writing a final report and presenting their findings to classmates and faculty members.

Students’ performance will be evaluated throughout the semester by assigned scientific articles and texts which will be discussed in-class, a midterm exam and the final project assignment, which will all be designed at the 400-level. This course will challenge the students’ analytical skills by encouraging them to explore the current evidence and propose new venues of research to answer research questions of the
field studied. They will also have to apply biological concepts learned in previous courses to the specific themes, expanding and strengthening their biological knowledge.

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

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

   John Jay College has developed a new Cell and Molecular Biology major and this course will serve at the capstone course for the major. It will integrate the concepts explored in previous courses applying them to a specific area of biology. This approach will give our graduates a framework to understand biological research from a practical perspective. Some of the themes for the course include: Cancer Biology, Mycology and Human Health and, Cellular Signaling and Gene Expression Control. This course will allow students to unify their understanding of major theories in biology to be applied to these specific areas.

   The course will also allow students to apply their knowledge of molecular and cell biology concepts to the understanding of current health and disease problems, as well as their interconnection to issues of social justice and health disparities. In addition, the students will also discuss ethical aspects of research, which will allow them to identify weaknesses and strengths of current findings. The analytical and critical thinking skills they will learn, will aid them in their work after graduation, by developing problem solving abilities specific to the field of biology and learning how to make the connection to other areas of knowledge.

4. **Course description** as it is to appear in the College Bulletin.

   In this course, the students will learn to connect basic concepts in different areas of biology, to explore new ideas and find solutions to the main biological problems of our time. Knowledge of cellular and molecular biology, genetics, and biochemistry will be applied to a specific area of current studies in the biological sciences. Students will be exposed to the history of cell and molecular biology by reading the research that has led to the main breakthroughs in the field. They will revisit concepts learned in previous cell and molecular biology courses and explore the application to a specific field. The course will focus on providing a framework for future understanding of problems within the field of biology. It will also highlight the connection of these problems to related areas of research in other fields, such as public health and bioethics to broaden the scope of our cell and molecular biology graduates.

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

   The following courses are pre-requisites of this course: ENG 102/201, BIO 205, BIO 315, and CHE 315,
6. **Number of:**
   a. Class hours 3
   b. Lab hours
   c. Credits 3
   d. Has this course been taught on an **experimental basis**?
      XX No □ Yes. If yes, then please provide:

7. **Will this course be part of any major(s), minor(s), or program(s)?**
   □ No □ Yes

   Cell and Molecular Biology major, Part IV. Capstone Courses

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

   **In BIO 4XX (488), students will be able to:**
   1.) Demonstrate knowledge of the fundamental concepts of cellular and molecular biology (**measured by midterm exam and weekly quizzes**)
   2.) Analyze critically the primary scientific literature in the field of biology studied (**measured by weekly quizzes, in-class presentations and homework assignments**)
   3.) Summarize research evidence using the scientific literature, and identify and judge the strength and weaknesses in the research design and the experimental methodology (**measured by in-class presentations and discussions, and weekly quizzes**)
   4.) Develop a comprehensive report following the standards of the discipline, based on the research of the scientific literature (**measured by final report**)
   5.) Explain and demonstrate comprehension of how issues of social justice converge with scientific research and its applications (**measured by final report and presentation**)
   6.) Evaluate the research evidence and propose new research questions that will improve our understanding of the biological sciences (**measured by final report and presentation**)

8. Will this course be part of any **major(s), minor(s) or program(s)**?
   □ No □ Yes

10a. Will this course be part of JJ’s **general education program**?
   No □ Yes If yes, please indicate the area:

11. How will you **assess student learning**?
    Learning will be assessed by the following:
1.) Homework: Weekly readings of an assigned research article, and one proposed by the student guiding the weekly discussion
2.) Homework: Research paper drafts (twice during the semester)
3.) In-class: Weekly quizzes
4.) In-class: Midterm Exam
5.) In-class: Weekly discussions or short presentations of research articles
6.) Final research paper and oral presentation

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

   Yes  **XX**  No____
   • If yes, please state the librarian’s name  Ellen Sexton
   • Are there adequate resources in the library to support students’ work in the course
     Yes  **XX**  No________
   • Will your students be expected to use any of the following library resources? Check all that apply.
     This course will provide students a detailed introduction in the use of Pubmed, SCOPUS and Google Scholar to find published research works. Students will be shown how to use citation formatting software to manage their bibliographies, such as Mendeley and RefWorks.

13. Syllabus  (See Attached)

14. Date of Department curriculum committee approval  **10/07/2015**

15. Faculty - Who will be assigned to teach this course? Cheng, Corthals, Delgado-Cruzata, Kobilinsky, Lents, Li, Prinz, Rauceo, Rosati

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   **XX** No  _____Yes.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   **XX** Not applicable  _____No  _____Yes.

18. Will any course be withdrawn, if this course is approved?
   **XX** No
   _____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Larry Kobilinsky, Chair, Department of Sciences

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
BIO 4XX Cell and Molecular Biology Capstone Sample Syllabus
Cancer Biology
Spring 2016
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK

Instructor: Prof. Lissette Delgado-Cruzata, Ph.D., M.P.H.
Email: ldelgado-cruzata@jjay.cuny.edu Phone: 212.621.3743 Room: NB 05.66.17
Office Hours: Mondays 9:25-12:05pm and Thursday 12:30-2:00pm or by appointment

Lecture: Fridays 10:50am-1:30pm Room: xx.xx

Course Description:
In this course, the students will learn to connect basic concepts in different areas of biology, to explore new ideas and find solutions to the main biological problems of our time. Knowledge of cellular and molecular biology, genetics, and biochemistry will be applied to a specific area of current studies in the biological sciences. Students will be exposed to the history of cell and molecular biology by reading the research that has led to the main breakthroughs in the field. They will revisit concepts learned in previous cell and molecular biology courses and explore the application to a specific field. The course will focus on providing a framework for future understanding of problems within the field of biology. It will also highlight the connection of these problems to related areas of research in other fields, such as public health and bioethics to broaden the scope of our cell and molecular biology graduates.

Section Description:
In this section of CMB Capstone, we will learn the main molecular mechanisms underlying the biology of cancer. Students will learn the genetic and biochemical processes involved in cancer initiation and progression. They will read primary literature and review the main scientific research that lead scientist to the understanding of this disease. We will use published research articles, documentaries, and available statistical tools to better understand cancer incidence, survival and recurrence. We will discuss as well the impact this disease has in society, the risk factors and lifestyle behaviors associated with it, as well as the differences in disease incidence and mortality across racial and ethnic groups.

Learning Objectives of BIO 4XX:
In BIO 4XX, students will:
7.) Demonstrate knowledge of the fundamental concepts of cellular and molecular biology (measured by midterm exam and weekly quizzes)
8.) Analyze critically the primary scientific literature in the field of biology studied (measured by weekly quizzes, in-class presentations and homework assignments)
9.) Summarize research evidence using the scientific literature, and identify the strength and weaknesses in the research design and the experimental methodology (measured by in-class presentations and discussions, and weekly quizzes)
10.) Develop a comprehensive report following the standards of the discipline, based on the research of the scientific literature (measured by final report)
11.) Explain and demonstrate comprehension of how issues of social justice converge with scientific research and its applications (measured by final report and presentation)
12.) Evaluate the research evidence and propose new research questions that will improve our understanding of the biological sciences (measured by final report and presentation)

Textbook and Readings:
• List of scientific articles:
  2. Leuchtenberger C, Leuchtenberger R, Brunner T, Norlin D, Weiss S. Transformation induced by PR 8 Influenza virus in primary cultures of mouse kidney and bronchus, and


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You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.
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 documentations) 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.
• This course will use turnitin.com for all written assignments. Plagiarism will result in an automatic “zero” for the assignment. Depending on the severity of the offense, the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

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 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 in enough time to be effective. The instructor will not attempt to accommodate disabilities on his/her own.

The grade for the BIO 488 course: The grade for BIO 488 is a composite of in-class article discussions (worth 15%), one in-class midterm exam (worth 20%), in-class reading quizzes (worth a combined total of 15%), final paper (worth 15%); and the final presentation of the research topic (worth 35%). The chart here shows the composition of the course grade. In addition, following two “freebies,” each absence will result in a 2% reduction of the final course grade and lateness will count as one-half absence.

Grading Scale: The grading scale here is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale here will then be strictly used. These calculations are done by the computer so there are no judgment calls or “leniency.”

<table>
<thead>
<tr>
<th>Quiz</th>
<th>10%</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Research Paper</td>
<td>20%</td>
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<tr>
<td>Research Presentation</td>
<td>35%</td>
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<tr>
<td>In-class article discussions</td>
<td>15%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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<table>
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<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>98.0 and above</td>
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<tr>
<td>A</td>
<td>93.0 - 97.9</td>
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<tr>
<td>A-</td>
<td>90.0 - 92.9</td>
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<tr>
<td>B+</td>
<td>87.0 - 89.9</td>
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<tr>
<td>B</td>
<td>83.0 - 86.9</td>
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<tr>
<td>B-</td>
<td>80.0 - 82.9</td>
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<tr>
<td>C+</td>
<td>77.0 - 79.9</td>
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<tr>
<td>C</td>
<td>73.0 - 76.9</td>
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<tr>
<td>C-</td>
<td>70.0 - 72.9</td>
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<tr>
<td>D+</td>
<td>67.0 - 69.9</td>
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<tr>
<td>D</td>
<td>63.0 - 66.9</td>
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<tr>
<td>D-</td>
<td>60.0 - 62.9</td>
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<tr>
<td>F</td>
<td>below 60.0</td>
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Important Policies and Explanation of All Graded Work

Course Attendance: You are required to attend the lectures and discussions and attendance will be taken every day. You will be allowed one absence with no required documentation. However, beginning with the third absence, your final course grade will be penalized by two points (2%) for each undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

Midterm Exam: There will be one midterm exam. The exam will cover the main concepts discussed in the first part of the semester, focusing in the main theories of the field. The exam will be worth 20% of the overall course grade.

If you miss the exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as humanly possible. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this consideration if you contact the instructor immediately and arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam WILL count as a ZERO.

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
Quizzes: There will be in-class quizzes at the beginning of each class, covering specific reading assignments. The lowest quiz grade (or any missed during an absence, excused or otherwise) will be dropped and the grades of the remaining quizzes will be used to calculate the average quiz grade. The average quiz grade will then form 10% of the overall course grade.

In-class Discussions: In each class students will discuss research articles relevant to the topic for that day assigned as readings. The discussions will assess the hypothesis of the research published and cover the methodologies used to ascertain how the authors address the research question. Students will guide the discussion each week, and will address each section of the article identifying the research question, methodology and results. The articles will be seminal studies that have lead scientist to the established theories of the field of study. The average participation grade for the in-class work will be 15% of the final course grade.

Final Research Paper: The final paper will be based on the topic selected by each student, it will have a summary of the main concepts of the field of study selected and evidence that leads the field. It will identify a novel questions or problem in the field and propose and discuss how to approach research to answer this question. The paper will also contain an analysis of the impact this question or problem has in society, and the issues of ethics or social justice impacted by addressing this problem.

The topic will be selected in the fourth week of the semester. The first draft of the paper will be due in the 7th week of the semester, and it will contain an outline of the main ideas of the final paper and references (a minimum of ten). The second draft will be due in week 10th, ideas should be developed in this draft and five additional references will be required. The final draft is due in the week of finals. All forms of the paper will be submitted on-line (and checked for plagiarism) through SafeAssign. The paper drafts and the final will average 20% of the course grade.

Research Presentation: The students will also prepare a presentation based on the research of the topic selected by the student. The topic will be the same as the topic selected for the final paper. Specific instructions for the presentation will be provided by week 7th. Presentations need to be approved by the class instructor, and need to be submitted for approval before the date the presentation is scheduled. Students are expected to act as experts of the selected topic and will present their findings to other classmates and faculty teaching in the major. A rubric will be provided.

Course Organization

- This course meets once per week, the format of the class will be a short lecture by the instructor followed by discussion of scientific articles, and small group in-class exercises. Each week two articles will be discussed, one that is on the syllabus and one selected by the students.

Mode of Instruction: The class will meet every week for 150 minutes. In the first 20 minutes students will take a weekly quiz to assess their understanding and reading of the homework material. Afterwards, the instructor will give a 40-minute lecture to explain the main concepts of the topic covered. This will be followed by 30-minute discussions of two articles assigned for reading (one article from the main reading list and one, suggested by the student leading the weekly discussion). In the first weeks of the course, discussions will focused on the main article, and as students become proficient in analysis of the scientific literature, additional articles selected by the students will be discussed also. Students will then break down in smaller groups and work on in-class exercises and questions related to the topic of the day for 20 minutes. In the last 10 minutes, the students and the professor will summarize the main topics presented and will discuss the readings for the following class.

<table>
<thead>
<tr>
<th>Lecture Schedule</th>
<th>(14 class sessions)</th>
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<tbody>
<tr>
<td>Tues Jan XX</td>
<td>Week #1: Course orientation, Overview of the Main Principles of Cell Biology and Genetics</td>
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<tr>
<td></td>
<td>Course policies and the syllabus will be covered in detail.</td>
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<tr>
<td></td>
<td>1. Molecular Mechanisms of Inheritance:</td>
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<td></td>
<td>1. Genes, Chromosomes and Genotype</td>
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<tr>
<td></td>
<td>2. Genotype and Phenotype connection: Proteins, Regulation of Chromatin, Epigenetics and Small RNAs</td>
</tr>
</tbody>
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Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
Watch part one of the film series “The Emperor of All Maladies” by Barak Goodman, based on the book “The Emperor of All Maladies: A biography of Cancer”
Suggested reading: The Biology of Cancer, Chapter 1, pgs 10-25

**Tues ** Jan XX ** Week #2: Defining Cancer**
Tumor origin and relation to normal tissues
  1. History of Cancer
  2. Tumor classification
  3. Tumor as monoclonal growth
  4. Cancer progression
  5. Physical and chemical carcinogens
  6. The role of embryogenesis in understanding tumor formation

Students will discuss the film assignment
Suggested reading: The Biology of Cancer, Chapter 2, pgs 31-45
Main points when discussing a scientific article

**Tues ** Feb XX ** Week #3: Tumor viruses**
The study of viruses and how this impacted our understanding of tumor formation
  1. Types of viruses
  2. The role of viruses in tumorigenesis
  3. Viral genomes and the cell's DNA

Suggested reading: The Biology of Cancer, Chapter 3, pgs 71-83

**Tues ** Feb XX ** Week #4: Tumor suppressor genes**
Oncogenes: retroviruses and mutagens can cause mutations that transform the cell
  1. What are oncogenes?
  2. Function of oncogenes
  3. Oncogene activation and tumorigenesis

*Research topic selection is due*
Suggested reading: The Biology of Cancer, Chapter 4, pgs 103-113
Additional readings TBS by students

**Tues ** Feb XX ** Week #5: Oncogenes**
Cell division: the cell cycle clock and tumor development
  1. Tumor suppressor: functioning in stopping the cancer phenotype
  2. Multiple mechanisms of tumor suppression
  3. Cell cycle and Apoptosis: Rb and p53
  4. Loss of heterozygosity and the recessive cancer phenotype
Suggested reading: The Biology of Cancer, Chapter 7 pgs 238-248, Chapter 8 pgs 275-281, Chapter 9 pgs 334-341 (p53)


Additional readings TBS by students

**Tues Feb XX**  **Week #6: Cell immortalization**
Cancer cells need to bypass program cell death to form tumors
1. Role of immortalization in cancer
2. Telomeres
3. Mechanisms of telomere maintenance in cancer cells

Suggested reading: The Biology of Cancer, Chapter 10, pgs 391-419

Additional readings TBS by students

**Tues Mar XX**  **Week #7: Multistep tumorgenesis**
More than one molecular event is needed for cancer progression
1. Cancer latency and histological evidence
2. Molecular events leading to carcinogenesis: genetic and epigenetic modifications
3. Other factors contributing to transformation: angiogenesis and mitogenic chemicals

**Research paper draft one (outline) is due**
Suggested reading: The Biology of Cancer, Chapter 11, pgs 439-453

Additional readings TBS by students

**Tues Mar XX**  **Week #8: MIDTERM EXAM**
This exam will test your knowledge of molecular and cellular events that lead to tumor formation

**Tues Mar XX**  **Week #9: Genomic integrity and stability**
The cell has many mechanisms to maintain the integrity of its genome, alterations on these mechanisms leads to carcinogenesis
1. DNA replication mistakes
2. Chromosome number and structure alterations in cancer
3. DNA damage: endogenous and exogenous
4. DNA repair mechanisms

Suggested reading: The Biology of Cancer, Chapter 12, pgs 511-538

Additional readings TBS by students

**Tues Mar XX**  **Week #10: Metastasis and invasion**
One of the main mechanisms through which cancer leads to high mortality is metastasis and the invasion of other tissues and organs
1. Steps in the metastatic process
2. Epithelial-mesenchymal transitions (EMT) and invasion and metastasis

*Research paper draft two is due*

Suggested reading: The Biology of Cancer, Chapter 11, pgs 641-680


Additional readings TBS by students

**Tues Apr XX Week #11: Cancer incidence and survival**

Population studies tell us about trends in cancer incidence and survival. Risk factors, as well as diagnostic and prognostic indicators.

1. Main concepts: prevalence, incidence and survival
2. US and global trends in cancer incidence and survival
3. Studying cancer in populations: how can we do this?
4. Methods in epidemiology

Suggested reading: The Biology of Cancer, Chapter 11, pgs 439-453, Chapter 2, pgs 55

*In class exercise:* Using the SEER database to look at incidence and survival rates of different cancer types


**Tues Apr XX Week #12: Cancer susceptibility**

Understanding genetic susceptibility in cancer and the implications of knowing personal genetic information of individuals and families

1. Laboratory and population studies
2. Interactions between genetic susceptibility and exogenous factors
3. The role of ethics and privacy in genetic studies: relevant issues in policy making

Suggested reading: The Biology of Cancer, Chapter 11, pgs 544-549


Additional readings TBS by students

**Tues Apr XX Week #13: Disparities in cancer incidence and survival: what else plays a role?**

Differences in cancer incidence and survival have been documented throughout the US and the world. There are many factors that define these differences and their understanding will improve our response to this disease

1. Differences by race and ethnicity in cancer incidence
2. Cancer survival differences: is it a molecular?
3. Behavior and life style in cancer incidence and mortality
4. Ethical issues associated with cancer health disparities

Suggested reading: The Biology of Cancer, Chapter 2, pgs 55-64


Additional readings TBS by students
**Week #14: In-class Projects**

Tues May XX

In-class discussion of final projects, presentation of main ideas to the group with comments and suggestions for final presentation.

TBD May XX

Exam Week

Final project presentations. Final paper is due.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form

Date Submitted 3/4/15

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

1. a. **Department(s) or program(s)** proposing this course **Economics**

   b. **Name** and contact information of proposer(s)  Catherine P. Mulder and Geert Dhondt
   
   Email address(es) cmulder@jjay.cuny.edu
   Phone number(s) 212-484-1309

2. a. **Title of the course** Statistics for Economists

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

   c. **Level of this course** ___ 100 Level  x 200 Level  ___ 300 Level  ___ 400 Level

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

   This course will replace the requirement of STA 250 in the Economics major. In the true interest of "scaffolding" this course will be offered at the 200 level. Economics majors are expected to have completed ECO 105 prior to enrolling in 2XX, and we will be offering a 300 level Econometrics class for students who choose to go to graduate school or work in said field. This course will be more focused on the statistical tools and skills needed for successfully completing the major, than a general Introduction to Statistics class that is now required, i.e., STA250.

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

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

   This course should be offered at John Jay College because we have a growing number economics majors and minors. A statistics class that focuses on the tools and skills economists use in the field and/or their research is essential to their training in the discipline. The class will also be attractive to other social science majors who choose to do statistical and/or mathematical modeling.

Approved by UCASC Nov13, prepared for College Council, Dec 14, 2015
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form

Date Submitted 3/4/15

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

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

b. Name and contact information of proposer(s) Catherine P. Mulder and Geert Dhondt

   Email address(es) cmulder@jjay.cuny.edu
   Phone number(s) 212-484-1309

2. a. Title of the course Statistics for Economists

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

c. Level of this course 100 Level x 200 Level 300 Level 400 Level

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

   This course will replace the requirement of STA 250 in the Economics major. In the true interest of “scaffolding” this course will be offered at the 200 level. Economics majors are expected to have completed ECO 105 prior to enrolling in 2XX, and we will be offering a 300 level Econometrics class for students who choose to go to graduate school or work in said field. This course will be more focused on the statistical tools and skills needed for successfully completing the major, than a general Introduction to Statistics class that is now required, i.e., STA250.

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

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

   This course should be offered at John Jay College because we have a growing number economics majors and minors. A statistics class that focuses on the tools and skills economists use in the field and/or their research is essential to their training in the discipline. The class will also be attractive to other social science majors who choose to do statistical and/or mathematical modeling.

Approved by UCASC Nov13, prepared for College Council, Dec 14, 2015
Previously, economics majors were required to take STA 250, taught by the Mathematics department without it necessarily focusing on how economists use statistics, which is commonplace in the discipline. Additionally, this course will prepare students for econometrics, a tool used by most economists. Students will be better prepared for either careers or graduate school. Typically statistics required for economics majors at other colleges and universities are taught within the discipline. This course would also be suitable for Sociology and other social science students who plan to use mathematical modeling in their research or potential employment.

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

This course is an introduction to statistics specifically designed to address economic and other social science phenomena, such as unemployment, poverty, discrimination, inflation, economic growth, and inequality. Basic elements of probability and sampling theory, statistical estimation, regression analysis, and hypotheses testing are emphasized. Students will use elementary econometrics and other applications of statistical tools to assess economic data and will learn to make statistical calculations. The course provides a solid foundation in statistics for economists and other social scientists.

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

   ENG 101, ECO 105, and MAT 108 or 141 or 241 or higher (or permission of instructor).

6. Number of:
   a. Class hours ___3__
   b. Lab hours ___
   c. Credits ___3__

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

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

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

   Students will:
• Demonstrate a clear understanding of and have a solid foundation in probability and statistics by completing problem sets, quizzes and examinations.
• Demonstrate via analysis how statistics are used and often misused by law-makers and researchers in written reports, presentations, and examinations.
• Demonstrate the basic workings of basic econometrics and economic modeling via writing a report using these tools and in-class laboratory exercises.
• Have the skills to critically analyze economic jargon that is often hidden within statistical models via reports, presentations and examinations.
• Students will be able to write and present a statistical report that focuses on some part of the economy.

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

   _____No   _____x Yes

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific) This course will be a requirement for all economics majors. We will encourage our minors to enroll as well.

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

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

11. How will you assess student learning?

   Students will be assessed by:
   1. Successfully completing six (6) problem sets
   2. Occasional quizzes
   3. There will be a midterm and final exam.
   4. Developing and testing a hypothesis of their choice and writing a report on their findings.
   5. Presenting their reports to the class

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

   Yes _____x_____ No _____
   • If yes, please state the librarian’s name ___Karen Okamoto__________________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes _____x_____ No __________
   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ _____x_
     ➢ EBSCOhost Academic Search Complete _____x_
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____x_
     ➢ LexisNexis Universe _____x_
     ➢ Criminal Justice Abstracts
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval _______ 2/27/15 ______________

15. **Faculty** - Who will be assigned to teach this course? Michelle Holder, Mathieu Dufour, Joshua Mason, Geert Dhondt, and Cathy Mulder

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

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

   This class will replace the current requirement of STA 250 in the Economics Major, so while some concepts will overlap, there is a significant difference in how economists use statistical methods.

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

   - [ ] Not applicable
   - [ ] No
   - [x] Yes. If yes, give a short summary of the consultation process and Results

   We contacted the Math UCASC representative and asked if they wanted to look over this proposal before submitting it. Both the Economics Chair and the Program Director met with members of the Math Department given that we plan to require economics majors to take the statistics class in our department. However, in special situations if for example a student cannot take our class due to work or other obligations, or the student transferred in or completed STA 250 before joining our department, we will be willing to make this an alternative pre-requisite. We also discussed if calculus would be necessary for the class and we said no, however, the math representatives asked if we would be willing to use MAT 241 as an alternative prerequisite, and since that is Calculus I, we had no problem including this—note, MAT 241 is not a prerequisite in itself, however we added it to the choices.

   The meeting was quite productive and professional. Both departments are excited about future courses that we will be attractive to both majors/minors. The Math faculty members in attendance stated that the economics students in their classes are really good. Perhaps because much math is required for graduate school, thus most of the economics students taking their classes are predetermined...
to do well. Additionally the math faculty wanted to know if the class would be open to all majors, and we said that perhaps some other social science majors might find it useful, particularly those in Sociology for example.

Finally, both departments agreed to meet more often to discuss classes already on the books that would be of value to both math and economics students, such as high-level probability courses and a game theory class to name but two. We were quite happy with the synergy in the room and it was indeed a productive and useful conversation.

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

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

19. Approvals:

   **Jay Hamilton**  
   Chair, Economics Department

   **Catherine P. Mulder**  
   Major Coordinator, Economics
STATISTICS FOR ECONOMISTS
SYLLABUS
“There are lies, damned lies and statistics.” (Benjamin Disraeli)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 W. 59th St., New York NY 10019

Professor: Catherine P. Mulder
Semester: Fall/Spring 0000
Course Code: 2XX:000
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 0000
Office Hours: M/W or T/Th @ 00.00-00.00
Professor’s phone and e-mail: (212) 484-1309: cmulder@jjay.cuny.edu

Course Prerequisite: ENG101 and ECO 105, and MAT 108 or MAT 141 or MAT 241

Course Description:
This course is an introduction to statistics specifically designed to address economic and other social science phenomena, such as unemployment, poverty, discrimination, inflation, economic growth, and inequality. Basic elements of probability and sampling theory, statistical estimation, regression analysis, and hypotheses testing are emphasized. Students will use elementary econometrics and other applications of statistical tools to assess economic data and will learn to make statistical calculations. The course provides a solid foundation in statistics for economists and other social scientists.

Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
Students will:
• Demonstrate a clear understanding of and have a solid foundation in probability and statistics by completing problem sets, quizzes and examinations.
• Demonstrate via analysis how statistics is used and often misused by law-makers and researchers in written reports, presentations, and examinations.
• Have a basic working knowledge of econometrics and economic modeling via writing a report using these tools and in-class laboratory exercises.
• Have the skills to critically analyze economic jargon that is often hidden within statistical models via reports, presentations and examinations.
• Be able to write and present a statistical report that focuses on some part of the economy.

Required Texts:
Statistics for Economics
Shahdad Naghshpouri (SN)
Business Expert Press
ATTENDANCE POLICY:

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. The individual instructor, who announces attendance guidelines at the beginning of the semester, establishes determination of absences that constitutes excessive.

EXAMS:
1. The first exam will be held in class in week 7. This is subject to change, however I will make every attempt to keep this exam as scheduled. If you are caught cheating on the midterm, you will receive no credit for it.
2. The final exam will be held at the scheduled time given by the Registrar’s office. The exam will be held in our regular classroom. If you are caught cheating on the final exam, you will fail the entire course.

QUIZZES:
There will be occasional quizzes. They be announced or not, so please come prepared. Typically, there will be no make-ups for missed quizzes, excused or not. Therefore, the lowest quiz grade will be dropped.

PROBLEM SETS:
There are four (4) problem sets required during the semester. These will be completed outside of class. You are welcome to work with other students, however you are REQUIRED to submit your own work, which will each be graded individually. The lowest grade will be dropped.

HYPOTHESIS AND REPORT:
You will be required to use the material learned in class to write a 4-5 page (double spaced) report on your findings of a specific economic policy, event, or topic. You will be required to make recommendations in this report, whether policy orientated or not. You will have time to talk to the instructor in class about this project, and you will also the given sample reports that you may use as a template. You will present your report in class for 10 minutes.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>MIDTERM</td>
<td>15%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>15%</td>
</tr>
<tr>
<td>PROBLEM SETS</td>
<td>20%</td>
</tr>
<tr>
<td>REPORT/PRESENTATION*</td>
<td>25%</td>
</tr>
</tbody>
</table>

*The report and presentation will be graded together in that they support each other.

A, A-            EXCELLENT
B+, B, B-        VERY GOOD
C+, C            SATISFACTORY
C-, D+, D, D-    POOR (PASSING, BUT TOO MANY CAN LEAD TO DISMISSAL)
F                FAILURE (NOT ERASED WHEN COURSE IS RETAKEN AND PASSED)

Approved by UCASC Nov13, prepared for College Council, Dec 14, 2015
FRIENDLY EXPECTATIONS

➢ Students are expected to have read all the required assignments PRIOR to class.

➢ Class participation is strongly encouraged and may help to raise your grade.

➢ Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.

➢ Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom.

➢ If you should have a documented learning disability, please get me the paperwork as soon as possible.

➢ Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Undergraduate Bulletin. If caught cheating or plagiarizing on any assignment, quiz or test, you will fail that particular assignment, or the class (see above). If there is a second violation, you will fail the course. See: http://www.jjay.cuny.edu/academics/762.php or see below.

➢ Students are expected to come prepared for any test, and/or assignment. There will be NO MAKE-UPS FOR MISSED TESTS AND/OR ASSIGNMENTS unless approved by me.

➢ Any homework assignments should be typed.

➢ Students are expected to come to my office and to seek help from the math lab and/or classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.

➢ My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

➢ Please be respectful of other people’s opinions. This class may address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that’s great!! However, while we do not have to agree with each other, let’s use this as a time to have an intellectual discussion/debate.

➢ Good Luck and let’s have a wonderful semester.
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work;
- Unauthorized collaboration on a take home assignment or examination;
- Using notes during a closed book examination;
- Taking an examination for another student, or asking or allowing another student to take an examination for you;
- Changing a graded exam and returning it for more credit;
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor;
- Preparing answers or writing notes in a blue book (exam booklet) before an examination;
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services;
- Giving assistance to acts of academic misconduct/dishonesty;
- Fabricating data (all or in part);
- Submitting someone else’s work as your own;
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person’s ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
• Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
• Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents.** The following are some examples of falsification, but by no means is it an exhaustive list:

• Forging signatures of authorization
• Falsifying information on an official academic record;

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document.

### STATISTICS FOR ECONOMISTS AGENDA*  
**Subject to Change**

Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (S)</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Statistics Is the Science of Finding Order In Chaos</td>
<td>SN: Introduction</td>
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<tr>
<td>Week 2</td>
<td>Descriptive Statistics:</td>
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<td></td>
<td>• Measurement Scales</td>
<td>SN: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>• Statistical Tools: Tables, Graphs</td>
<td>JB: Introduction, <em>The Worst Social Statistic Ever</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Numerical Descriptive Statistics For Quantitative Variables.</td>
<td>SN: Chapter 2</td>
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<tr>
<td></td>
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<td>JB: Chapter 1, <em>The Importance of Social Statistics</em></td>
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<tr>
<td></td>
<td></td>
<td>Problem set 1 due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Some applications of Descriptive Statistics</td>
<td>SN: Chapter 3</td>
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<tr>
<td></td>
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<td>JB: Chapter 2, <em>Soft Facts: Sources of Bad Statistics</em></td>
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<tr>
<td>Week 5</td>
<td>Distribution Functions</td>
<td>SN: Chapter 4</td>
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<td>Problem set 2 due</td>
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<tr>
<td>Week 6</td>
<td>Sampling Distribution Of Sample Statistics</td>
<td>SN: Chapter 5</td>
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<td>JB: Chapter 3, <em>Mutant Statistics: Methods for Mangling Numbers</em></td>
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<tr>
<td>Week 7</td>
<td>Preparation/review and midterm exam</td>
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<tr>
<td>Week 8</td>
<td>Point and Interval Estimation.</td>
<td>SN: Chapter 6</td>
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<tr>
<td>Week 9</td>
<td>Statistical Inference with Test of Hypotheses</td>
<td>SN: Chapter 7</td>
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<td>Problem set 3 due</td>
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<tr>
<td>Week 10</td>
<td>An Introduction to Regression Analysis</td>
<td>SN: Chapter 8</td>
</tr>
<tr>
<td>Week 11</td>
<td>Statistical Relationships?</td>
<td>JB: Chapter 4, <em>Apples and Oranges: Inappropriate Comparisons</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Value and Problems of Social Statistics</td>
<td>JB: Chapter 5, <em>Stat Wars” Conflicts over Social Statistics</em></td>
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<td>Problem set 4 due</td>
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Approved by UCASC Nov13, prepared for College Council, Dec 14, 2015
| Week 13     | Concluding Remarks: Ethics and the use of Statistics | SN: Chapter 9  
Reports due on blackboard |
<table>
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<tbody>
<tr>
<td>Week 14 &amp; 15</td>
<td>Report Presentations (grading rubric available in Course Documents in Blackboard).</td>
<td>All students are required to post their report on blackboard in the discussion section so others have the opportunity to read them prior to your presentation.</td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td><strong>In Class, 2 hours, per the official John Jay College Final Exam Schedule.</strong></td>
</tr>
</tbody>
</table>

*Page numbers are not available on Kindle Editions—The hard copy of both texts are on order.*
New Course Proposal Form

Date Submitted: 12/10/14

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

1. a. **Department(s) or program(s) proposing this course:** Department of Law and Police Science, Police Studies

   b. **Name and contact information of proposer(s):** Heath Grant

      Email address(es): hgrant@jjay.cuny.edu
      Phone number(s): 212-393-6377

2. a. **Title of the course:** Police Management and Administration in the U.S.

   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Policing: Police Mgmt & Admin in the US

   c. **Level** of this course: ___ 100 Level ___ 200 Level ___X___ 300 Level ___ 400 Level

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

   This course directly builds upon the foundation offered in the PSC 101: Introduction to Policing Course. This course provides further knowledge that will prepare students for upper level (300 & 400) courses in the major.

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

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

   There have been large scale changes in the fields of policing and law enforcement. At no time more than in recent history, with police garnering the attention of the public, legislative bodies and the media, has it been more important to ensure that the education of future police practitioners are aware of and understand deeply the need for informed change in the profession. Events in locations such as Ferguson Missouri represent a need to determine answers to vexing questions. Procedural justice, legitimacy and understanding how police can work effectively in diverse communities.

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
has become paramount to the future success in bringing both safety and justice to our communities. This course looks at policing from a management and administrative point of view and engages the student in critical thinking on how to effect change in police agencies that will improve their value to communities. Students will critically engage with outdated models of police management in order to arrive at modern models for proactive police management that are capable of meeting the continually evolving challenges of the profession and society.

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

The purpose of this course is to expose students to the newest theories of management in U.S. policing and to critically examine how they might or might not relate to the real world. An in-depth examination of several theories, from the earliest classical explanations to contemporary interpretations, will be reviewed and critiqued. Specific attention will be paid to the propositions, assumptions, empirical validity and, most importantly, the efficacy in real world situations that these theories of management promise when used in police agencies in the United States.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 201; PSC 101 or CJBS 101 or CRJ 101; and PSC 255 or CJBS 250 (Research Methods)

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

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

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

   **Students will:**
• Analyze the Importance of the management and administration in police agencies
• Explain how management thought can improve policing policy and operations
• Apply the ability to think critically about course content and apply lessons to real-world situations.
• Analyze how existing and proposed police activities can be measured administratively to decide their effectiveness
• Assess the police operations and community need to inform police policy

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

_____ No     ___X__ Yes

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

Yes, BS in Police Studies and BS in Criminal Justice, Distribution area on Police, and Minor in Police Studies

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

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

11. How will you assess student learning?

Student learning will be assessed across seven different assignments: two exams, four quizzes and a final term paper.

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

Yes_____ No__X_

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

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

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval ___12/10/14_____________

15. **Faculty** - Who will be assigned to teach this course? _Dr. Grant, Dr. Haberfeld, Dr. Shane, Dr. Moskos, Dr. DelCastillo, Dr. Piza, Dr. Hermann

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

   ____ No
   __X__ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
   CJBS 250 – is comparable but focuses more on research methods used in criminal justice agencies more broadly than just policing.

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

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

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

   ____ No
   __X__ Yes. If yes, number and name of course(s) to be withdrawn. PSC 201 & 301

19. **Approvals**:

   Dr. Ric Curtis, Acting Chair
   Dr. Heath Grant, Deputy Chair
   Law, Police Science and Criminal Justice Administration
Police Management and Administration in the United States

Model Syllabus
PSC 3XX Section XX

Professor John DeCarlo
Office location Haaran Hall, 422.34
Contact hours: TBD
Phone or text 203-627-5211
E-mail address jdecarlo@jjay.edu

Bulletin Course description
The purpose of this course is to expose students to the newest theories of management in U.S. policing and to critically examine how they might or might not relate to the real world. An in-depth examination of several theories, from the earliest classical explanations to contemporary interpretations, will be reviewed and critiqued. Specific attention will be paid to the propositions, assumptions, empirical validity and, most importantly, the efficacy in real world situations that these theories of management promise when used in police agencies in the United States.

Additional description
The course will use the classical POSDCRB (Planning – organizing – staffing – directing – coordinating – reporting – budgeting) management framework first described by Gulick (1936) as an organizational jumping off point and to find out why classical theory might not sufficiently address competing and non-competing priorities. Class discussions will critically review this, and other classical theories, in the context of the contemporary challenges of policing to explore the constraints of this type of classical thinking to contemporary police administrative issues and the need for more proactive police management approaches.

A lot has happened since the POSDCRB model was created, yet many police agencies adhere to this and other outdated theories. This is likely a driving factor in making police culture and administration resistant to change. Now, more than any other time in recent history, there will be a sea-change in the business of policing.
This course will link the mandates found in the President’s Task Force Report on 21st Century Policing and discuss how to manage and administer the changes necessary to achieve the mandates. In effect, the course is an exploration of how to use new management concepts to blow up long established, antiquated ways of doing police business. Much new and innovative management thought relevant to policing has occurred since the POSDCRB model was introduced. This course uses the traditional POSDCRB categories to explore brand new ideas in police management and administration such as community and race relations, CompStat and policing methodologies like broken windows and Good to Great in the Public Sector.

Learning outcomes – Students will

- Analyze the Importance of the management and administration in police agencies
- Explain how management thought can improve policing policy and operations
- Apply the ability to think critically about course content and apply lessons to real-world situations.
- Analyze how existing and proposed police activities can be measured administratively to decide their effectiveness
- Assess the police operations and community need to inform police policy

Course pre-requisites or co-requisites: ENG 201; PSC101 or CJBS 101 or CRJ 101, and PSC 255

Required books and readings

Most course documents can be found in electronic form on Blackboard. In addition, three core texts are required:


Additional Readings (all found electronically on BlackBoard)


Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015


Grading

Final Paper and final presentation (30%)

Each student will select a management topic (preferably one covered in class) to be the subject of their term paper. The topic of the paper will be of the student’s choosing but must be made in consultation with and approval of the instructor. The paper should be about 10 pages (double-spaced) in length and should follow the APA style-guidelines. It should have a minimum of 12 peer reviewed references.

Three Short response papers (20%)

Each student will write and discuss 3 short response papers to readings during the semester. They will collectively be worth 20% of the course grade.

Class participation & discussion (20%)

Your active participation is the key to your success in this class. Through participation, I expect you to (1) be in class (2) show me that you have read the assigned material and (3) are able (and willing) to discuss and ask insightful questions pertaining to the issues involved.

Quizzes and final exam (30%)

In addition to a mid-term and final exam, four quizzes will be taken throughout the semester to assess student learning prior to moving on to more complex concepts.

Grading System

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<td>60 to 62.9</td>
</tr>
<tr>
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<td>59 or less</td>
</tr>
</tbody>
</table>

Course calendar

**Week 1**, Introduction to the course & Background: Beginning readings and discussions  
Reading:  
Maguire, J., Excerpts Organizational structure in American Police Departments Pages 1-21  
Jenkins & DeCarlo Pages 1-20  
Fairness & Effectiveness in policing Pages 1-11 (Blackboard)

**Week 2**, Planning: Working out in broad terms the things that need to be done and the methods for doing them to accomplish the purpose set for the organization – contrasting management science and organizational integration.  
Reading:
Recognizing Value in Policing, the Challenge of Measuring Police Performance, Moore, Read entire article
Gulick POSDCRB (Blackboard) in Wren Management thought Pages 350-358
Bayley, The future of Policing (Blackboard) Entire article
Economist Article on BW (Blackboard) Entire Article Quiz One

**Week 3**, Organizing: the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objective – the evolution of line and staff and how organizational theory has changed and how police agencies are effected

**Short response paper 1 is due**
Reading:
Evolution of policing strategies, Kelling (Blackboard) Entire article
Wilmington Split Force Experiment (Summary – Entire article) (Blackboard)
Jenkins & DeCarlo 6

**Week 4**, The personnel function of bringing in and training the staff and maintaining favorable conditions of work. AA comparison of social theory in the work place and newer meta-analysis

Reading:
Aamodt – Research in Police Selection (Blackboard) Pages 120- 135
Jenkins & DeCarlo Pages 85-108 Quiz Two

**Week 5**, Directing: the continuous task of making decisions and embodying them in specific and general orders and instructions and implementing them as leader of the enterprise. A look at scientific management in theory and practice and the development of the CompStat model

Reading
CompStat - Managing police operations (Blackboard)
CompStat & Bureaucracy, Willis, Mastrofski and Weisburd (Blackboard)
Jenkins & DeCarlo pages 141-163
Fairness & Effectiveness in policing pages 155-168 (Blackboard)

**Week 6**, Coordinating: the methods of interrelating the various parts of the work of policing. Examining the hygiene theory and theory x and y and how they impact the police organization

Reading
Heron City A – Sparrow (Blackboard) Entire article
Koper – Just enough Police (Blackboard) Entire article
Jenkins & DeCarlo – Pages 165- 180
Fairness & Effectiveness in policing Pages 189 - 214 (Blackboard) Mid-term exam

**Week 7**, Reporting: Keeping those to whom the executive is responsible, informed what’s going on. We examine the theory of command, coordination and control in the context of bureaucracy and how information flows and is used.

**Short response paper 2 is due**

Reading
First - Read the Kansas City Preventive Patrol Experiment Summary (Blackboard) Entire article
Second - Read the RAND Detective study Summary (Blackboard) Entire article
Jenkins & DeCarlo pages 85 to 105

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
**Week 8**, budgeting: All that goes with budgeting such as planning, accounting and control. This week we look at budgeting in the context of theories developed by Follet and Barnard and how they mesh with budgets **Quiz 3**

Reading:
LA Chief takes time for Overtime (Blackboard) Entire article
Activity Based Budgeting – Shane (Blackboard) Entire article
Wren, The History of Management Thought, Pages 301-312

**Week 9**, Bureapathology I: What can go wrong with the organization? In this week and next we examine the theory of Bureapathology developed by Victor Thompson and learn how to locate and control this behavior.

Reading Thompson, Bureapathology, 125-155 (Blackboard)
DeCarlo & Jenkins Police Unions – Pages 1-22

**Week 10**, Bureapathology II: More of what can go wrong with the organization

Reading: Thompson, Bureapathology 156 to 171 (Blackboard)
DeCarlo & Jenkins Police Unions – Pages 23-40 (Blackboard)

**Week 11**, Using Research: Using studies to inform policy and be change agents

Reading:
Lum, C., Translating police research into practice, Intro to the police research Matrix (Blackboard) Entire article
The police research matrix – on-line examination of this tool maintained by George Mason University and how it is connected to the national criminal justice reference service and crime solutions.gov.

Geller, W. A. (1997). Suppose we were really serious about police departments becoming “learning organizations”. National Institute of Justice Journal, 234, pages 2-8. (BlackBoard)

**Week 12**, Good to Great – Collins’ vision Collins’ theory of management and administration and how this novel theory can be used to inform police department administration

Reading
View Video (Blackboard)
Read Good to great in Policing Pages 1-10 (Blackboard)

**Week 13**, This week we summarize the classical theories of management and reconcile them with newer expectations of police management student final papers and presentations are due

Paper discussions and questions, general questions,
Read Fairness and Effectiveness in policing 212-240 (Blackboard)
Read Good to Great in Policing Pages 11-21 (Blackboard) **Quiz Four**

**Week 14**, final papers and presentations are due Paper discussions and questions

**Short response paper 3 is due**

Read Fairness and Effectiveness in policing 270-287 (Blackboard)

**Week 15**, this is the wrap up week. Police management organizations and think tanks, used to
inform police administration will be discussed as well as the value of applied and appreciative research in police organizational management. Final papers and presentations are due. Paper discussions and questions, general questions, research questions, wrap-up.

Read Chapter 9- Police Leaders in the new community problem solving era pages 181-196 Final Exam TBA

Requirements / course policies

A. Do not come to class late. No exceptions. Once the door is closed you are late.
B. Do not use electronics in the classroom except for note taking
C. If you are absent you will need a legitimate excuse.

A. Incomplete Grade Policy: Incompletes will be given only for valid medical/emergency reasons.
B. Extra Work during the Semester: If a student would like to bring up their grade point average, limited extra work can be assigned with the professor’s approval to the whole class.
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 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

Statement of the College Policy on Plagiarism

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

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

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

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
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)

Writing Assignments
It is easy to download from the internet, but that is not only morally dishonest but educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. See, also, Statement of College Policy on Plagiarism. All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate. APA guidelines can be found on the John Jay College Library website http://www.lib.jjay.cuny.edu/ under “Library publications.” The Writing Center – located in Room 01.68 NB, is a service that provides free tutoring in writing to students of John Jay College. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. If you are given a Referral Form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form: This is not optional. The Center's tutorial staff offers help in all stages of writing:

Prewriting – overcoming writing block, generating material, formulating a thesis, doing research

Writing – organizing, paragraphing, supporting one’s points, expressing one’s ideas clearly

Post-writing – revising, reorganizing, proofreading

Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing.

All papers will be submitted to Turnitin.com

Incomplete Grade Policy
An incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN. This policy does not apply to laboratory and studio courses, or
to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the Grade of INC through Makeup Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

Grade of FIN (Incomplete Changed to F)

The grade of FIN (Incomplete Changed to F) is given when an incomplete grade is turned into an F (FIN). Undergraduate students who receive an INC grade at the end of any semester must complete all outstanding work by the dates described in the section above. The Registrar’s Office will convert all INC grades to FIN if the INC is not resolved.


Academic Integrity

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at

http://www.cuny.edu/about/administration/offices/ia/Academic_Integrity_Policy.pdf

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

• Copying from another student during an examination or allowing another to copy your work
• Unauthorized collaboration on a take-home assignment or examination
• Using notes during a closed-book examination
• Taking an examination for another student, or asking or allowing another student to take an examination for you
• Changing a graded exam and returning it for more credit
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor
• Preparing answers or writing notes in a blue book (exam booklet) before an examination
• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services

• Giving assistance to acts of academic misconduct/dishonesty

• Fabricating data (all or in part)

• Submitting someone else’s work as your own

• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source

• Presenting another person’s ideas or theories in your own words without acknowledging the source

• Using information that is not common knowledge without acknowledging the sources

• Failing to acknowledge collaborators on homework and laboratory assignments

• Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

• Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials

• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them

• Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam

• Intentionally obstructing or interfering with another student’s work Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

• Forging signatures of authorization

• Falsifying information on an official academic record • Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
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 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)
New Course Proposal Form

Date Submitted October 22, 2015

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

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) Marie-Helen Maras

      Email address(es) mmaras@ijay.cuny.edu
      Phone number(s) 212-621-4168

2. a. Title of the course Security, Risk and Technology

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

   c. Level of this course 100 Level 200 Level 300 Level X 400 Level

Please provide a brief rationale for why the course is at the level: A course at this level assumes base knowledge about the security sector. Since it is highly specialized, dealing with technology used in the security industry, prior knowledge of that industry, from an operational perspective is essential. To fully comprehend this technology, students should have a strong foundational background in security studies. A 300 level offering is recommended.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEC 3XX

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

   A technology course in this major has been lacking since the inception of this program. Technology is an integral facet in the majority of private and public security related positions. Students without the basic knowledge of how to manage and operate technological systems are at a disadvantage at the time of hire. The lab has been populated with a wide variety of security surveillance systems including but not limited
to CCTVs, access control systems, hidden surveillance cameras, and various biometric technologies, all of which they will encounter in the workplace.

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

This course examines the security and surveillance technologies used in the private and public security sectors, looking in particular at: closed circuit television (CCTVs); workplace, home, and intimate partner surveillance technologies; police body cameras; and biometrics. Students will examine these technologies in a specially-configured security laboratory in order to learn how to use them in a multitude of settings. Special attention is also paid to the social, ethical, and legal implications of these technologies and new technologies, such as drones and Internet of Things devices.

5. **Course Prerequisites or co-requisites.**

ENG 201, SEC 101 and SEC 210

6. Number of:
   a. Class hours _3_
   b. Lab hours _0_
   c. Credits _3_

7. Has this course been taught on an experimental basis?
   
   _____ No   ___X__ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall 2014 & Fall 2015
   b. Teacher(s): Charles Schnabolk; Marie-Helen Maras
   c. Enrollment(s): app. 20
   d. Prerequisites(s): ENG 201, SEC 101, SEC 210

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

   Students will:
   
   • Discuss the purpose of security and surveillance
   • Identify various security and surveillance technologies
   • Assess the social, ethical and legal consequences of security and surveillance technologies
• Compare and contrast security and surveillance practices
• Utilize certain security and surveillance technologies

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

   _____ No   ___X__ Yes

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

   This course will be an elective for the Security Management major and minor

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

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

11. How will you assess student learning?

   Student learning will be assessed through three papers (app. 2-4 pages) and a presentation. Additionally, students will be assessed during class discussions.

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

   Yes_____   No X____

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

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

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

14. Date of **Department curriculum committee** approval **October 8, 2015**

15. **Faculty -** Who will be assigned to teach this course? **Marie-Helen Maras**

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

   ____ X No

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

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

   ____ X Not applicable

   ____ No

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

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

   ____ X No

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

19. Approvals:

   Charles Nemeth, Chair, Security, Fire and Emergency Management
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
899 10th Avenue  
New York, New York 10019  
T & TH 5:40 - 6:55 PM  
New Building L2.78  
Syllabus for Security, Risk and Technology (SEC 399)

Professor: Dr. Marie-Helen Maras  
Office Location: 445 W. 59th Street, Room 3405N  
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).  
Phone: 212-621-4168  
Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

This course examines the security and surveillance technologies used in the private and public security sectors, looking in particular at: closed circuit television (CCTVs); workplace, home, and intimate partner surveillance technologies; police body cameras; and biometrics. Students will examine these technologies in a specially-configured security laboratory in order to learn how to use them in a multitude of settings. Special attention is also paid to the social, ethical and legal implications of these technologies and new technologies, such as drones and Internet of Things devices.

LEARNING OUTCOMES

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

• Discuss the purpose of security and surveillance  
• Identify various security and surveillance technologies  
• Assess the social, ethical, and legal consequences of security and surveillance technologies  
• Compare and contrast security and surveillance practices  
• Utilize certain security and surveillance technologies

COURSE PREREQUISITES

ENG 201, SEC 101 and SEC 210

COURSE POLICIES

Attendance/Class Participation

If you have more than THREE unexcused absences, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. Your attendance in class is
expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You will not receive points just for showing up and taking up space in my classroom. You must be an active participant in every class.

If you show up to class late or leave before class finishes, participation points will also be reduced. What's more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.*

**Assignment Due Dates & Make-Up Work**

You must submit **all work no later than the due date for each assignment or NO points will be given. I do not accept** late assignments or make-up work, unless an emergency exists for which proof can be provided.

**Grades Policy**

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

**Academic Dishonesty**

**Plagiarism**

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else’s work as your own.

***IMPORTANT: My policy on plagiarism ~** Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

**Using Previously Submitted Coursework**

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

**Class Protocol**

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.
COURSE REQUIREMENTS

READ ME!

For Participation:

• You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Paper #1:

• Write a 4 to 5 page paper (12 font, double-spaced) on the intended and unintended consequences of police body cameras. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due by Thursday, October 29, 2015, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Paper #2:

• Write a 7 to 9 page paper (12 font, double-spaced) on the Next Big Thing in Surveillance. In your paper, you must answer the following questions: In your opinion, what type of surveillance technologies will security professionals be concerned with in 2016? Why do you think so?

• A first draft of the paper is due no later than Sunday, November 22, 2015, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

• Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). This assignment is due by Sunday, December 13, 2015, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Presentation:

• The oral presentations are worth 15% of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.

• You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The PPT slides or Prezi is worth 10% of the total grade.

• Your presentation must be submitted to Blackboard on the day of your presentation.

• Your topic will be selected on the first day of class. The due dates for the presentation are included in the Course Schedule section in this syllabus and will be posted on Blackboard.
• You will be required to write an outline for the Presentation by **Thursday, September 17, 2015**, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth 5% of the total grade. An example of the required format for the outline is posted on Blackboard.

**A GUIDE TO PERFORMING**

Your final grade is derived from your papers, as well as your participation in class and oral presentations (along with outline and presentation slides and Prezi). While some of you will naturally be shy and nervous about speaking, particularly when it is being assessed, there are a number of ways in which you can assist yourself. First of all, if you are worried about it, please tell me beforehand so we discuss options on how you can present the material. Secondly, and this goes for the braver among you too, be as creative as you can in your presentations—use music, videos, pictures, anything (as long as it is legal and is in conformity with college-wide policy). That way, we will be so busy being intrigued, we won’t notice if you stutter and blush. Presentations are your moment to hold forth about something. We will all get bored if you just read from a pre-prepared scrap of paper, or if you simply regurgitate what is on your PowerPoint slides. Additionally, and most importantly, such presentations are most likely to receive a low or failing grade.

**REQUIRED TEXTS**

None

**GRADING**

Attendance/Participation: 28%
Paper 1: 20%
Paper 2: 22%
Outline of Presentation: 5%
PowerPoint Slides or Prezi: 10%
Presentation: 15%

**COURSE DURATION**

August 27, 2015 – December 13, 2015

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Week 1 – August 27 (Thursday)</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Course</td>
<td>Review of syllabus and general introduction to the course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*What you need to read for the next class, Tuesday, September 1, 2015:</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 – September 1 (Tuesday) | The Concept of Security  
Students will examine objective and subjective security, the provision of security, the costs of pursuing security, and its prioritization over other political and social issues. | * What you need to do to read for the next class, Thursday, September 3, 2015:  
| Week 2 – September 3 (Thursday) | Surveillance  
Students will discuss the purpose of security and surveillance technologies and relevant theories. | * What you need to do to read for the next class, Tuesday, September 8, 2015:  
| Week 3 – September 8 (Tuesday) | Dangers of Surveillance  
Students will identify and evaluate the social, ethical, and legal implications of certain surveillance technologies. |  |
| Week 3 – September 10 (Thursday) | No class  
Classes follow Monday schedule. |  |
| Week 4 – September 15 (Tuesday) | No class  
* What you need to do to read for the next class, Thursday, September 17:  
| Week 4 – September 17 (Thursday) | CCTV & Effects on Crime  
Students will identify and discuss the effects of CCTV on crime. | * Outline for Presentation Due Today |
| Week 5 – September 22 (Tuesday) | No class | * What you need to read for the next class, Thursday, September 24, 2015:  
| Week 5 – September 24 (Thursday) | CCTV & Impact  
Students will discuss the social impact of CCTVs: looking in particular at how it adversely impacts certain communities. | *Classes follow Tuesday schedule.*  
* What you need to read for the next class, Tuesday, September 29, 2015:  
| Week 5 – September 25 (Friday) | CCTV Lab  
This lab demonstrates the use of CCTVs, and the monitoring and administration stations used with this technology. Students will take turns operating the CCTVS and panels. | *

* What you need to read for the next class, Tuesday, September 29, 2015:  
| Week 6 – September 29 (Tuesday) | Behind the Scenes of CCTV  
Students will discuss their experiences as operators and compare and contrast their experiences with those in the readings. | * What you need to read for the next class, Thursday, October 1, 2015:  
<table>
<thead>
<tr>
<th>Week 6 – October 1 (Thursday)</th>
<th>Workplace Surveillance</th>
<th>*Presentation</th>
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<tbody>
<tr>
<td></td>
<td>Students will identify various security and surveillance technologies in the workplace.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 7 – October 6 (Tuesday)</th>
<th>Workplace Surveillance Lab</th>
<th>* What you need to read for the next class, Tuesday, October 8, 2015:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 7 – October 8 (Thursday)</th>
<th>Home Surveillance</th>
<th>*Presentation</th>
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<tbody>
<tr>
<td></td>
<td>Students will identify various security and surveillance technologies in the home.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8 – October 13 (Tuesday)</th>
<th>Home Surveillance Lab 1</th>
<th>*Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This lab demonstrates the use of covert cameras in smoke detectors with wireless LCD receivers. Students will take turns operating this technology.</td>
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<table>
<thead>
<tr>
<th>Week 8 – October 15 (Thursday)</th>
<th>Home Surveillance Lab 2</th>
<th>* What you need to read for the next class, Tuesday, October 20, 2015:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This lab demonstrates the use of covert cameras in power supplies and coat hangers. Students will take turns operating these hidden cameras and retrieving and playing back recorded audio and video material.</td>
<td>Gregg, M. (2013). Spouse-busting: Intimacy, adultery, and surveillance technology. <em>Surveillance &amp; Society</em>, 11(3), 301-310.</td>
</tr>
<tr>
<td>Week 9 – October 20  (Tuesday)</td>
<td>Intimate Partner Surveillance</td>
<td>* What you need to read for the next class, Thursday, October 22, 2015:</td>
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<tr>
<td></td>
<td>Students will identify various technologies used in intimate partner surveillance. Students will also identify the social, ethical, and legal implications of these technologies.</td>
<td>Review User’s Guide: BrickHouse Security HD Water-Resistant Spy Watch.</td>
</tr>
<tr>
<td>Week 9 – October 22  (Thursday)</td>
<td>Hidden Cameras: Accessories ~ Part 1</td>
<td>* Presentation</td>
</tr>
<tr>
<td></td>
<td>This lab demonstrates the use of covert cameras in car keychains and watches. Students will take turns operating these hidden cameras.</td>
<td>* What you need to read for the next class, Tuesday, October 27, 2015:</td>
</tr>
<tr>
<td>Week 10 – October 27  (Tuesday)</td>
<td>Hidden Cameras: Accessories ~ Part 2</td>
<td>*Presentation</td>
</tr>
<tr>
<td></td>
<td>This lab demonstrates the use of covert cameras in pens. Students will take turns operating these hidden cameras and retrieving and playing back recorded audio and video material.</td>
<td>* What you need to read for the next class, Thursday, October 29, 2015:</td>
</tr>
<tr>
<td>Week 10 – October 29  (Thursday)</td>
<td>Police Body Cameras</td>
<td>*Paper #1 Due Today</td>
</tr>
<tr>
<td></td>
<td>Students will identify and discuss the pros and cons of police body cameras. Students will also describe the social, ethical, and legal implications of their use.</td>
<td></td>
</tr>
<tr>
<td>Week 11 – November 3  (Tuesday)</td>
<td>Police Body Cameras Lab</td>
<td>* What you need to read for the next class, Thursday, November 5, 2015:</td>
</tr>
<tr>
<td></td>
<td>This lab demonstrates the use of a police body camera with radio and night vision capabilities. Students will</td>
<td>Gad, C. and Hansen, L. K. (2013). A Closed Circuit Technological Vision: On Minority Report, event detection and enabling</td>
</tr>
<tr>
<td>Week 11 – November 5 (Thursday)</td>
<td>Preventive Technologies</td>
<td>*What you need to read for the next class, Tuesday, November 10, 2015:</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 12 – November 10 (Tuesday)</th>
<th>Biometrics ~ Fingerprints</th>
<th>*Presentation</th>
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<tbody>
<tr>
<td></td>
<td>Students will discuss fingerprint biometrics and identify the social, ethical and legal implications of the use of these biometrics in various settings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12 – November 12 (Thursday)</th>
<th>Biometrics ~ Fingerprints (Lab)</th>
<th>*What you need to read for the next class, Tuesday, November 17, 2015:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 13 – November 17 (Tuesday)</th>
<th>Biometrics ~ Palm Vein</th>
<th>*Presentation</th>
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<tbody>
<tr>
<td></td>
<td>Students will discuss palm vein biometrics, compare it with other biometrics, and</td>
<td></td>
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</table>
Week 13 – **November 19 (Thursday)**

<table>
<thead>
<tr>
<th>Biometrics ~ Palm Vein (Lab)</th>
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</thead>
<tbody>
<tr>
<td>This lab demonstrates the use of a palm vein access control system. Students will take turns registering biometrics and operating the system.</td>
</tr>
<tr>
<td><em>What you need to read for the next class, Tuesday, November 24, 2015:</em></td>
</tr>
<tr>
<td>2) Iris on the Move: <a href="http://www.sri.com/sites/default/files/brochures/iom_product_guide_0.pdf">http://www.sri.com/sites/default/files/brochures/iom_product_guide_0.pdf</a></td>
</tr>
</tbody>
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Week 14 – **November 24 (Tuesday)**

<table>
<thead>
<tr>
<th>Biometrics ~ Iris</th>
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</thead>
<tbody>
<tr>
<td>Students will discuss iris biometrics, compare it with other biometrics, and identify the social, ethical and legal implications of using this type of biometric in various settings.</td>
</tr>
<tr>
<td><em>Presentation</em></td>
</tr>
</tbody>
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Week 14 – **November 26 (Thursday)**

<table>
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<tr>
<th>No class</th>
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Week 15 – **December 1 (Tuesday)**

<table>
<thead>
<tr>
<th>Biometrics ~ Iris (Lab)</th>
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</thead>
<tbody>
<tr>
<td>This lab demonstrates the use of a portable iris scanner. Students will take turns registering biometrics and operating the portable scanner.</td>
</tr>
<tr>
<td><em>What you need to read for the next class, Thursday, December 3, 2015:</em></td>
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Week 15 – **December 3 (Thursday)**

<table>
<thead>
<tr>
<th>Drones</th>
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<tbody>
<tr>
<td>Students will discuss the pros and cons of drones and their use in the public and private sector.</td>
</tr>
<tr>
<td><em>Presentation</em></td>
</tr>
<tr>
<td><em>What you need to read for the next class, Tuesday, December 8, 2015:</em></td>
</tr>
</tbody>
</table>
| Week 16 – December 8 (Tuesday) | Internet of Things | *Presentation*
|-------------------------------|-------------------|---------------------|
|                               | Students will discuss the security and privacy implications of the Internet of Things. | *What you need to read to prepare for the next class, Thursday, December 10, 2015:*

| Week 15 – December 10 (Thursday) | Big Data | *Presentation*
<table>
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<tbody>
<tr>
<td></td>
<td>Students will discuss Big Data and the social, ethical and legal consequences of Big Data.</td>
<td>*Paper #2 Due on Sunday, December 13, 2015 by 11:59 p.m.</td>
</tr>
</tbody>
</table>

**COLLEGE-WIDE POLICIES**

**Plagiarism Policy**


**Americans with Disabilities Act Policy**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 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.

**Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy**

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining...
help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.edu), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blahblah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


Course Revision Form

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

Date Submitted: March 1, 2015

1. Name of Department or Program: ECONOMICS

2. Contact information of proposer(s):

   Name(s): Catherine P. Mulder, Jay Hamilton & Geert Dhondt & Ian Seda
   Email(s): cmulder@jjay.cuny.edu, jhamilton@jjay.cuny.edu &
             gdhondt@jjay.cuny.edu
   Phone number(s): x1309

3. Current number, title, and abbreviated title of course:

   ECO 330: Quantitative Methods for Decision Makers

4. Current course description:

   Economic Models for administrative decision making: Choice of objectives; optimizing and satisfying behavior; input-output analysis; choice under uncertainty; inferences from econometric models, cost-benefit analysis.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ECO 101, STA 250, ENG 201

5. Describe the nature of the revision: The course title, description and pre-requisites are to be changed. We have also added learning outcomes and how they will be assessed.

6. Rationale for the proposed change(s): This class has been hidden in the bowels of the economics curriculum for over ten years. The faculty members in the economics department believe that not offering a class in econometrics, which teaches students the quintessential tools used in economics, is a grave disservice to our students, whether they plan to go to graduate school, or go directly into the workforce. The current title and course description are outdated and quite frankly, uninteresting. Moreover, they do not give an accurate account of the primary focus of the class, which will be econometric modeling.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

   In this course students will learn the elements of (parametric) hypothesis testing and estimation. The course emphasizes econometric model building, including regression and correlation, analysis of variance, and time series. Misinterpreting or abusing results, in demonstrating relationships between variables, such as gender and inequality, or inflation and unemployment will be discussed. Students will use a computerized regression program to complete an original final paper.

b. Revised course title: Econometrics

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

d. Revised learning outcomes:
   • Students will understand and perform regression analyses by completing problem sets, quizzes and examinations.
   • Students will analyze how econometric models are used and often misused by law-makers and researchers by preparing written reports, presentations, and examinations.
   • Students will demonstrate econometrics and economic modeling, via writing a report using these tools in a thesis and in-class laboratory exercises.
   • Students will critically analyze economic jargon that is often hidden within econometric models via reports, presentations and examinations.
   • Students will write and present an econometric report that focuses on some part of the economy.

e. Revised assignments and activities related to the revised learning outcomes:
   • 5 problem sets
   • 2 in-class presentations
   • 1 original thesis (10-15 pages)
   • 1 midterm exam
   • 5 quizzes
   • 2 short reports (2-3) pages

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 201; ECO 255, or STA 250 or permission of instructor

8. Enrollment in past semesters: Course Has Not Been Offered in the past 10 years (or more)
9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)? NO

10. Does this change affect any other departments?

   ___X___ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:  
    February 27, 2015

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

   Jay Hamilton
Course Revision Form

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

Date Submitted: November 5, 2015

1. Name of Department or Program: English

2. Contact information of proposer(s):

   Name(s): Jeffrey Heiman, Adam Berlin, Jay Walitalo
   Email(s): jwalitalo@jjay.cuny.edu; aberlin@jjay.cuny.edu; jheiman@jjay.cuny.edu
   Phone number(s): ext 1192; ext 8697; ext 8564

3. Current number, title, and abbreviated title of course: English 218: The Writing Workshop

4. Current course description:

   Writers work in fiction, poetry, drama, journalism and first-person narrative, sometimes in all of these forms. What are your potentials? What forms are best for you? This course proposes to help you gain confidence in the major forms of written expression and to discover your own writing voices. Do you keep a journal? Do you write down ideas and remembered scenes? Do you like to rhyme? Or do you want to write but don't know how to start? Learn the skills here, as you share your original work with others and with your instructor in a workshop setting. Create a portfolio of all your revised work at the end of the semester. This course will prepare you for more specialized writing courses. It is also required for the Writing Minor.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: English 101 and English 201

5. Describe the nature of the revision:
   - Change course title from “The Writing Workshop” to “Introduction to Creative Writing.”
   - Change course number from Eng 218 to Eng 212.
   - Revise course description to reflect the more precise focus of the course (and of the revised Creative Writing Minor) on the three central creative writing genres: fiction, poetry and personal narrative. The original course description included journalism, legal and business writing, and professional writing courses and, in some instances, the formal interview.
6. Rationale for the proposed change(s):

- Change of title is necessary to clarify for students the exact nature of the course: creative writing. In the past, some students have enrolled in the course thinking it was an extension of the expository writing sequence.
- As this course is introductory, it should have a number lower than the 200-level courses that follow it: Eng 215 (Poetry Writing), Eng 216 (Fiction Writing) and Eng 245 (Creative Nonfiction Writing); Eng 221 (Screenwriting).
- The revision reflects the course as it is taught and as it meets the interests of our students. As originally conceived, the course was too loosely built around too many genres (see #5 above), all of which could not be included in a single semester, especially with classes fully enrolled in the last few years. With the narrower frame, this writing workshop course will better meet its promise to introduce students to the foundations of creative work and prepare them in a more targeted way to participate in the Creative Writing Minor. It’s important, as well, to distinguish this course from the lineup of journalism courses and professional writing courses.

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

a. Revised course description:

This course introduces students to the writing workshop format. In a workshop environment, students explore three principal genres of creative writing: first-person narrative, fiction, and poetry. We begin each section of the course with discussion of the genre’s structural guidelines and close reading of short published work, and follow with exercises to help students gain familiarity with a writer’s tools. Then students write and present their original creative work in class for constructive criticism from other workshop members and instructor. Writers then re-think and revise their work, essential steps in the writing process.

b. Revised course title: Introduction to Creative Writing

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

d. Revised learning outcomes. Students will:

- Discuss and critique writing by identifying the strengths and weaknesses of both published and student work.
- Analyze the choices that creative writers make.
- Make informed structural and stylistic choices in your own poetry, fiction, and creative non-fiction.
- Work through a series of drafts, toward finished, polished final versions.
o Develop a writing voice through intensive writing and revision.

e. Revised assignments and activities related to revised outcomes:

All writing exercises will focus on creative-writing techniques in prose and poetry. In a sample fiction exercise, students will recast a recent personal experience into a fictional scene. From this exercise, students will begin to learn the importance of character development and the emotional arc of a story. Workshop genres will be limited to original stories, poems and personal narratives. Critiques will examine structure, style, voice and thematic coherence.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:

For the past two or three years, we’ve run two sections of the course each semester with twenty-one students in each section, the limit for this writing intensive course.

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

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

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

10. Does this change affect any other departments?

____X__( No ) _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 5, 2015

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

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

Course Revision Form

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

Date Submitted: 5/18/2015

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Richard Ocejo
   Email(s): rocejo@jjay.cuny.edu
   Phone number(s): x8687

3. Current number, title, and abbreviated title of course:

   SSC 325: Research Methods in the Behavioral Sciences

4. Current course description:

   An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered with concern for elementary analysis of data.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, and PSY 101 or SOC 101, and junior standing or above.

5. Describe the nature of the revision: New title, new course description

6. Rationale for the proposed change(s): This course used to be a requirement for several majors and programs. Many of them have recently developed their own methods courses, and now it is only a requirement for the sociology and criminology majors. We would like to revise the title and course description so that they more directly reflect the curricular needs of these majors.

Approved by UCASC, Nov 13, prepared for College Council, Dec 14, 2015
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

      This course introduces students to the fundamental methods sociologists and criminologists use to conduct research and gather information about the social world. It discusses such topics and issues in research as conducting literature reviews, asking research questions, the importance of ethics, the distinctions between qualitative and quantitative approaches, and the implications of mixed methods research. The course will focus on key works in sociology and criminology to show students how scholars have used these issues in their own research. Students will demonstrate their understanding by designing their own research projects, collecting their own data, and writing either a research proposal or paper.

   b. Revised course title: **Research Methods in Sociology and Criminology**

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Research Meth in Soc & Crim**

   d. Revised learning outcomes

      During this course students will:
      
      • Understand the fundamental elements of social science research, such as choosing a problem, forming a research question, sampling, data collection and analysis, and ethics
      • Articulate the differences between several research approaches and methods sociologists and criminologists use
      • Know how to design a research project that uses an appropriately selected method
      • Conduct basic forms of data collection and data analysis
      • Synthesize methodological knowledge and literature on a social problem into a research proposal or research paper

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: N/A

8. Enrollment in past semesters: Approximately 10-12 full sections per semester.

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

   No __X__  Yes _____  If yes, please indicate the area:
10. Does this change affect any other departments?

_____ No  ___X__ Yes (if so what consultation has taken place)?

Several programs list SSC 325 as either an elective or as an option in their core. We will alert them about the change.

11. Date of Department or Program Curriculum Committee approval: 5/15/15

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Henry Pontell
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klaus von Lampe</td>
<td><a href="mailto:kvlampe@jjay.cuny.edu">kvlampe@jjay.cuny.edu</a></td>
<td>212-237-8249</td>
</tr>
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2. Course details:

<table>
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<tr>
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<th>International Crime and Justice</th>
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<tr>
<td>Course Prefix &amp; Number</td>
<td>ICJ 706</td>
</tr>
<tr>
<td>Course Title</td>
<td>Transnational Crime</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course examines current issues surrounding the topic of transnational crime and its prevention and control. The focus is on established and emerging phenomena with respect to illegal cross-border trade such as trafficking in drugs, counterfeit medicine, and humans; transnational predatory crimes such as cross-border serial burglary; networks of offenders involved in these crimes and their mobility; and factors that facilitate and shape transnational crime, including technology. The course also examines the public and private sector responses to crime that transcends international borders.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per)</td>
<td>3</td>
</tr>
</tbody>
</table>

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Office of Graduate Studies
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course fills a gap in the current course offerings of the International Crime and Justice program as there is no course to date that examines in-depth the transnational dimensions of crime. Students can take CRJ 784 (Organized and Transnational Crime) as an elective, however, this course focuses primarily on crime phenomena within national and local contexts. In contrast, the proposed course focuses specifically on the cross-border ramifications of criminal activities and criminal structures. As such, CRJ 784 and the proposed course draw on distinct lines of research.

4. **Degree requirements satisfied by the course:**

Elective for the ICJ MA program.

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

Yes ______ No ___X___

If yes, please provide the following:
I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

6. **Learning Outcomes:**

a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

Students will be able to

- explain the restraints and opportunities for crime provided by the current nature of international borders
- distinguish the various ways in which criminal activities and criminal structures transcend international borders
- critically assess the validity and reliability of data on transnational crime
- identify the major elements of the legal and institutional framework for international cooperation in combating transnational crime and assess their impact on the control of transnational crime
• describe private sector, public private and civil society responses to transnational crime and identify best practices in this field

b. How do the course outcomes relate to the program’s outcomes?

The learning outcomes of the proposed course correspond directly and comprehensively to the second of three disciplinary areas covered by the ICJ MA program. These areas are:
- comparative criminology and criminal justice
- transnational crime research
- international law and human rights

c. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

Students will produce a seminar paper in the course of the semester with which they will have to demonstrate the acquisition of knowledge with respect to the learning objectives. Students will also have to make at least one oral presentation during the semester.

7. Proposed texts and supplementary readings (including ISBNs):

There is currently no text available that would comprehensively and at the required level of sophistication cover the content of the course. However, the following peer-reviewed articles, books and open-source material are useful:


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World Customs Organization (2014). *Illicit Trade Report 2013*. Brussels, Belgium: WCO. (available online)


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**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

**Maria Kiriakova,** Collection Development Librarian  
Phone #: 212-237-8260  
Location: L 133 (Haaren Hall)  
Email: mkiriakova@jjay.cuny.edu

8. **Identify and assess the adequacy of available library resources**

   **a. Databases**

   The following databases in the area of international criminal justice are available through the John Jay library and allow students to identify and access relevant literature as well as media and official reports on transnational crime and transnational crime control:

   - Country Studies (LOC)
   - Criminal Justice Abstracts with Fulltext
   - Criminal Justice Periodical Index
   - International Security & Counter Terrorism Reference Center
   - LexisNexis Academic
   - Public Affairs Information Service PAIS International
   - Praeger Security International Online
   - ProQuest Social Sciences Premium Collection
   - SocINDEX with Full Text
   - World Constitutions Illustrated
   - World Health Organization Statistical Information System
   - World Legal Information Institute
   - World Scholar: Latin America and the Caribbean
   - Worldwide Political Science Abstracts

   **b. Books, Journals and eJournals**

   The following books are not currently available through the John Jay library:

   Otherwise, the key literature on transnational crime is available at the John Jay Library either in print or as an electronic resource, or both (see below).

   The journals relevant for the study of transnational crime and transnational crime control are also conveniently accessible as eJournals, namely:

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9. Identify recommended additional library resources


10. Estimate the cost of recommended additional library resources (For new courses and programs):

$ 130

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

Country Studies (LOC)
Criminal Justice Abstracts with Fulltext
Criminal Justice Periodical Index
International Security & Counter Terrorism Reference Center
LexisNexis Academic
Public Affairs Information Service PAIS International
Praeger Security International Online
ProQuest Social Sciences Premium Collection
SocINDEX with Full Text
World Constitutions Illustrated
World Health Organization Statistical Information System
World Legal Information Institute
World Scholar: Latin America and the Caribbean
Worldwide Political Science Abstracts

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____X______ No ________________

If no, what resources will be needed? With whom have these resource needs been discussed?
13. Proposed instructors:

Jana Arsovska
Mangai Natarajan
Klaus von Lampe
Yuliya Zabyelina

14. Other resources needed to offer this course:

none

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

There is potentially a partial thematic overlap with CRJ 784 (Organized and Transnational Crime). However, CRJ 784 focuses primarily on crime phenomena within national and local contexts. In contrast, the proposed course focuses specifically on the implications of criminal activities and criminal structures crossing international borders. In addition, CRJ 784 has the United States as the primary geographical focus whereas the proposed course is global in scope. As such, CRJ 784 and the proposed course draw on distinct lines of research and where the same subject matter is covered, it is examined from different angles and perspectives. The director of the Criminal Justice MA program, Prof. Avi Bornstein, has been consulted and he supports the proposed course.

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
ICJ 706 Syllabus
Thursday 6:15-8:15 pm
Klaus von Lampe
Department of Law, Police Science and Criminal Justice Administration
International Crime and Justice MA Program, John Jay College of Criminal Justice
Office: T 422-17
Email: kvlampe@jjay.cuny.edu
Office Hours: Thursday, 3-5 pm

Text: no textbooks are assigned - reading material assigned for specific dates (see course schedule) is accessible through the John Jay library and the internet

Transnational Crime

This course examines current issues surrounding the topic of transnational crime and its prevention and control. The focus is on established and emerging phenomena with respect to illegal cross-border trade such as the trafficking in drugs, arms, and humans; transnational predatory crimes such as cross-border serial burglary; networks of offenders involved in these crimes and their mobility; and factors that facilitate and shape transnational crime, including technology. The course also examines the public and private sector responses to crime that transcends international borders.

Learning Objectives
By the end of the semester students will be able to
  a. explain the restraints and opportunities for crime provided by the current nature of international borders
  b. distinguish the various ways in which criminal activities and criminal structures transcend international borders
  c. critically assess the validity and reliability of data on transnational crime
  d. identify the major elements of the legal and institutional framework for international cooperation in combating transnational crime and assess their impact on the control of transnational crime
  e. describe private sector, public private and civil society responses to transnational crime and identify best practices in this field

Attendance
Missing more than two sessions without sufficient excuse will result in a reduced grade. Coming late to class twice counts as one absence.

Grading
Final grades will be determined as follows:
  Literature review 25%
  Oral presentation 25%
  Research paper 50%
Assignments
By the second week of classes, students have to select one type of transnational crime to study in-depth throughout the semester and to produce the following assignments:

1. Literature review

Each student will prepare a concise 800 - 1,200 word literature summarizing the main lines of research on the chosen type of transnational crime in a two-step process:
- a bibliography (APA style) of pertinent academic literature (due in week 4)
- the literature review (due in week 8) formatted to be included as a part of the research paper

2. Oral presentation

Each student will give a 10-minute oral presentation. The schedule for the presentations will be finalized in week 2. The presentation is on the weekly topic of the scheduled day with respect to the chosen type of transnational crime (e.g., if the chosen topic is organ trafficking and the scheduled day of the presentation is in week 3, the presentation would be on the availability of data on and/or the scale of organ trafficking).

3. 3,500-4,500 word research paper

By the end of the semester, each student has to submit a 3,500-4,500 word research paper on the chosen type of crime and centering on one or more of the issues addressed in the course of the semester (e.g., the logistics of organ trafficking).

In addition, all the required reading as outlined in the course schedule for each week has to be done. All the texts have to be read closely so that you are able to answer questions about them and to discuss them critically.

Required Readings

  Chapter: Hiquan Zhou M. Global Sex Trafficking Overview: Facts, myths, and debates. (pp. 81-98).


  Chapter: Feingold DA. Trafficking in Numbers: The social construction of human trafficking data. (pp. 46-74).


Chapter: Picard J. Can We Estimate the Global Scale and Impact of Illicit Trade? (pp. 37-60).


Chapter: Joutsen M. International Instruments on Cooperation in Responding to Transnational Crime (pp. 303-322).


Chapter: Transnational Organized Crime (pp 293-333).


Library Resources

For your research, consider using the following databases available through the John Jay Library website:

Country Studies (LOC)
John Jay College’s Statement on Plagiarism

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

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.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)
Accessibility Services/ADA Policy
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

The Writing Center
The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and students are encouraged you to use it.
Schedule

Part I: Introduction/Overview

Students will learn about different notions of crime, transnational crime and transnational organized crime.

Week 1: Transnational crime and transnational organized crime

⇒ Preliminary scheduling of oral presentations

Required reading:

Further reading:

Part II: Background

Students will learn about the meaning and nature of borders and different border regimes against the backdrop of the notion of globalization.

Week 2: Borders and globalization

⇒ Finalization of schedule for oral presentations

Required reading:
Further reading:


Part III: Methodological Challenges in Studying Transnational Crime

Students will gain a basic understanding of the quality of data on transnational crime and the 'politics of numbers'.

Week 3: Availability and compatibility of valid and reliable data

Required reading:


Further reading:


Part IV: Transnational Criminal Activities
Students will gain a systematic understanding of international markets for illicit goods and cross-border predatory crimes.

Week 4: Transnational illicit trade - overview

Required reading:


Further reading:


Week 5: The forms and logistics of smuggling

Required reading:


Further reading:


Week 6: The geography of illicit cross-border trade

Required reading:

Further reading:

**Week 7: Cross-border predatory crime**

Required reading:

Further reading:

**Part V: Transnational Criminal Structures**

Cross-border networking of offenders (2 weeks)
*Students will gain an understanding of the nature and diversity of ties that link criminals across international borders.*

**Week 8: Cross-border networking of offenders**

Required reading:
Further reading:


**Week 9: Cross-border mobility of established criminal groups**

Required reading:


Further reading:


**Part VI: Explaining Key Patterns of Transnational Crime**

*Students will gain an understanding of why certain patterns of transnational crime are more prevalent than others.*

**Week 10: Explanations of transnational crime**

Required reading: 


Further reading:


**Week 11: Explanations of the geography of transnational crime**

Required reading:


Further reading:


**Part VII: Countermeasures**

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Students will gain a basic understanding of the legal and institutional framework and practice of public, private and civil society responses to transnational crime.

**Week 12: Modes of international law enforcement cooperation**

Required reading:

Further reading:

**Week 13: Institutions of international law enforcement cooperation**

Required reading:

Further reading:
Week 14: Policies and partnerships against transnational crime

Required reading:

Further reading:

Week 15: Wrap up
į Research paper due!
PROPOSAL TO ESTABLISH A PROGRAM IN ECONOMICS LEADING TO THE MASTER OF ARTS DEGREE

EFFECTIVE FALL 2017

SPONSORED BY THE DEPARTMENT OF ECONOMICS

APPROVED BY

JOHN JAY COLLEGE GOVERNANCE
Department Approval: November 10, 2015
Committee on Graduate Studies: November 17, 2015
College Council:

College Representative: Catherine P. Mulder, Associate Professor, Department of Economics
Telephone: (212) 484-1309
Email: cmulder@jjay.cuny.edu

Provost’s Signature: ____________________________
Provost’s Name: Dr. Jane Bowers
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Abstract

The Master of Arts degree in Economics at John Jay College of Criminal Justice will be an applied graduate program providing students with comprehensive and foundational knowledge required for either the workplace or pursuit of higher degrees. This program is distinct from other City University of New York (CUNY) and nearby MA programs in that it requires students to examine economic analysis and policy from a variety of perspectives with a focus on issues of economic justice. The curriculum of 36 credits requires students to take several quantitative courses as well as Political Economy and Community Development. The program’s learning objectives include: (1) conducting applied research suitable for government and nonprofit advocacy organizations, (2) critical evaluation of public polices from multiple economic perspectives and (3) producing effective communications. Within five years of launching in fall 2017 we anticipate total headcount enrollment of 131 students.
Purpose and Goals

The Master of Arts (MA) degree in Economics at John Jay College of Criminal Justice will be an applied graduate program providing students with comprehensive and foundational knowledge required for either the workplace or pursuit of higher degrees. This program is distinct from other City University of New York (CUNY) and nearby MA programs in that it requires students to examine economic analysis and policy from a variety of perspectives with a focus on issues of economic justice. The degree will provide students with a firm grasp of theories, skills, and tools used by practitioners and be able to apply these to economic analyses. Students who complete this degree will be eligible for new employment, promotion, or the pursuit of doctoral, juris doctorate, and other terminal degrees.

John Jay College’s international reputation for an unparalleled justice-based education will draw attention to the proposed MA. The program’s unique emphasis on justice-inspired applied economics will ensure the college’s attractions translate into a robust program serving local, national and international students. International and national students looking to relocate for their master’s education will be drawn to the college, our unique program and our location in one of the world’s great cities. New York City hosts the United Nations and numerous multinational advocacy organizations that this program is designed to serve. Most of the Economics MA programs in the immediate region focus on mainstream topics and approaches. Four CUNY colleges currently host master’s degree programs: Hunter, Brooklyn, Baruch and City College. The MA programs in Economics at Fordham and New York University also do not address alternative approaches to applied economics and issues of justice. Indeed, Fordham boasts on its website that there is a thin line between the university and the “powerhouse” financial investment and international banking firms. The MA at John Jay College will empower students to conduct research and craft policy that explicitly considers all the ramifications of their actions. These skills will become increasingly more valuable as industry and governments consider the economic justice dimensions of their actions. The only similar program in the area is at The New School for Social Research. The New School’s tuition is substantially more than CUNY’s tuition.

Faculty expertise and commitment

The Economics faculty members at John Jay College of Criminal Justice are dedicated to making the master’s degree a reality. The Economics Department was reconstituted in 2009 after a long absence from the college. The administration has made a commitment to redeveloping it as part of John Jay College’s transition to a senior college with an increased emphasis on liberal arts. In its recreation, the Economics Department faculty members have designed courses and programs around the concept of “Economics in Context” where students are simultaneously exposed to lessons from political economy, history, political science, sociology, anthropology and the humanities.

John Jay College has attracted talented and well-respected economists who share a commitment to teaching Economics in Context. Our economists come from some of the best schools that offer PhDs in Political Economy that focus on pluralist approaches. Our economics department has attracted these talented professionals because of their interest in developing not only this MA program, but our undergraduate program as well. The faculty commitment to pursuing transformative scholarship is evident by their professional activities such as leadership in the Left Forum, which brought in over 4500 conference attendees in May 2014 to John Jay College. Additionally, we developed the Economic Justice Speaker Series that has brought in many
economics luminaries from around the world to talk to our students. Our presence and two receptions at the recent Eastern Economics Association Conference has also given our department much notoriety, and we heard many positive comments from our colleges at other institutions about a possible MA program at John Jay College—most said it was desperately needed.

The department’s expertise resides in the area of Political Economy. This is evidenced by their research, including books, articles, short pieces, and the media (radio and press). Our faculty members have been published in prestigious peer-reviewed journals such as *American Economic Review: Macroeconomics, Rethinking Marxism and the Review of Radical Political Economy* and have published peer-reviewed books from Routledge and Palgrave-Macmillan. Their research has the common theme of challenging or critically analyzing the status quo of the dominant classes in the global economy.

Given that Political Economy is a broadly defined discipline has enabled the economics department to develop a challenging yet diverse curriculum. Our faculty members not only are astute in teaching the traditional economics course of Micro and Macroeconomics, Statistics, and Econometrics, they also cover a wide-range of “specialty” courses, such as Labor, Environmental, Gender, Criminal Justice, and Development economics among others. This versatility will enhance our proposed MA program given we should always have full-time faculty members teaching in the graduate program. The faculty members are also notable for their incredible versatility in teaching, meaning they have expertise in other disciplines as well, such as Labor Studies, Math, Writing, Languages, and Urban Studies. John Jay College’s central location also affords us with the luxury of having large a pool of award-winning economists within the New York metropolitan area and within CUNY itself to draw from for a special seminar class or to come speak. Most of our current faculty members have experience teaching at the graduate level either at John Jay College, CUNY’s Murphy Institute, or at other institutions.

**Effect of establishment of the proposed program at John Jay College and its relationship to the mission of the College.**

The proposed Master of Arts in Economics is uniquely designed to further the college’s justice-centered mission. It will also complement existing graduate programs by emphasizing justice, diversity, inclusion, and critical thinking.

Historically, economics is rooted in public policy; however, most programs have opted to make mathematical formulae their central focus and have disregarded critical analyses. They may analyze public policies, but without placing them in a social context and without an appreciation for justice. These programs focus on scarcity and efficiency with little consideration for other ideals such as equality, diversity, and fairness. Our program will emphasize critical analyses of the dominant economic paradigm and provide a formal understanding of the prevailing economic system’s inherent injustices by using various alternative approaches. The program’s commitment to placing “Economics in Context” is evidenced by the inclusion of a course in *Political Economy* in the first semester, coupled with more traditional courses such as *Macroeconomics* and *Mathematical Economics* which is necessary to appreciate and analyze economic models.

The proposed Economics degree will complement existing masters’ programs at John Jay College without creating competition. Indeed, two of John Jay College’s masters’ programs, the
Masters of Public Administration and the MA in International Crime and Justice, currently require economics in their curriculum. Thus, we expect a synergy to develop between the three disciplines. Economics will not overlap the existing programs because it will not emphasize public administration, management, crime or criminal justice, but will emphasize the economic impact of these other disciplines.

**Need and Justification**

Our proposed economics MA provides a curriculum that is unique to the other CUNY programs because our curriculum educates students in issues at the heart of economic justice. The program utilizes a heterodox/pluralist approach that focuses primarily upon issues of economic justice such as diversity, equality and sustainability. Target employers include government agencies and nonprofit advocacy organizations.

In June 2014, the college hosted a Community of Practice (COP) meeting bringing together potential employers, administrators, and faculty members to discuss the demand for program graduates and the qualities those employers desire. The COP meeting affirmed a demand for graduates from a Master of Arts in Economics program where the curriculum represents real world issues and phenomena with critical applications. The general sentiment from these potential employers is that non-profit advocacy organizations and government agencies need workers with advanced economics literacy who have clearly mastered writing, editing and data management.

These potential employers specifically highlighted these three areas of expertise and our faculty members designed the curriculum to reflect this. The three issues are:

1. The need to write well and clearly—not full of jargon and equations.
2. The ability to work in a team setting with a focus on peer review and editing.
3. The ability to work extensively with massive data sets.

As you will see in Appendix A, the course descriptions and degree requirements meet these three demands. Specifically, our research methods courses are designed for practical application as the employers described.

In exploring the creation of a Master of Arts program in Economics at John Jay College of Criminal Justice, we sought answers to the following questions: Does this program have market potential? And if so, how should the college position this program to maximize its market potential? Or if this program does not have sufficient market viability, what factors limit its potential, and how can the college address these factors to improve marketability? To answer these questions, we applied a supply-and-demand model. We first look at demand by (1) defining general demand for Economics graduates, (2) assessing whether this demand exists, and (3) assessing the outlook of this demand. It is assumed that demand for the specialized curriculum of the program will increase with a general increase in demand for all Economics graduates. We then considered supply by (1) defining our program as an offering, (2) identifying a set of potential competitors, (3) using that competitor set to make curricular comparisons and to identify concentration and patterns, and (4) identifying non-curricular relative advantage/disadvantage.

**Demand**
We assume that demand for this program reflects broader labor-market demand and that an increase in labor-market demand for a given set of occupations will drive demand for the corresponding specialized education. Demand for the proposed program will also increase if it can serve as an intermediary for obtaining a higher level of education required by the labor market experiencing increased demand.

We define our (labor/occupational) demand by reverse-look-up of Standard Occupational Classification (SOC) from the Bureau of Labor Statistics\(^1\) by Direct Match Occupational Titles.\(^2\) Data used in assessment on labor market potential are derived from labor statistics provided by the Bureau of Labor Statistics\(^3\) (U.S. Department of Labor).

Below is the list of occupations relevant to the present proposal. The occupations contain a mix of employers from the for-profit, not for profit and governmental sectors.

<table>
<thead>
<tr>
<th>2012 National Employment Matrix title and code</th>
<th>Median Pay</th>
<th>Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economists 19-3011</td>
<td>$ 91,860.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Survey researchers 19-3022</td>
<td>$ 45,050.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Urban and regional planners 19-3051</td>
<td>$ 65,230.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Economics teachers, postsecondary 25-1063</td>
<td>$ 87,950.00</td>
<td>Doctoral</td>
</tr>
<tr>
<td>Market research analysts and marketing specialists 13-1161</td>
<td>$ 60,300.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Social science research assistants 19-4061</td>
<td>$ 37,140.00</td>
<td>Associate's</td>
</tr>
<tr>
<td>Financial specialists 13-2000</td>
<td>$ 63,070.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Financial analysts 13-2051</td>
<td>$ 76,950.00</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>Social and community service managers 11-9151</td>
<td>$ 59,970.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Statisticians 15-2041</td>
<td>$ 75,560.00</td>
<td>Master's</td>
</tr>
<tr>
<td>Statistical assistants 43-9111</td>
<td>$ 39,840.00</td>
<td>Bachelor's</td>
</tr>
</tbody>
</table>

As the above table indicates, those with master’s-level preparation in economics will benefit from a steadily improving occupation outlook both nationally and in New York state (see employment projections below).

\(^1\) http://www.bls.gov/home.htm
\(^3\) http://www.bls.gov/ooh/
Moreover, the Bureau of Labor Statistics lists “Market research analyst and marketing specialists” (median pay $60,300) as one of the fastest growing occupations, with a projected 10-year growth rate of 31.6%. To enter this occupational track, graduates need to possess strong data-analysis skills. While market research and marketing are not specializations in the proposal, the skills required for these careers will be learned in the program. Our focus on justice-inspired economics will appeal to private sector employers who pursue sustainable and humane business practices. Conveniently, graduates strong in data analysis will have additional employment opportunities, and graduate programs that help develop those skills, such as the one proposed here, will be more in demand.

Supply
Demand for master’s-level preparation in Economics and for financial specialists with quantitative skills clearly exists and looks to grow in the coming decade. How, then, would an MA program in Economics compare with other higher-education institutions that provide similar preparation?

We investigated current competition by performing a reverse-look-up (through College Navigator4) to identify program categorizations (CIP Codes) that fit the profile of a master’s program in Economics for John Jay College of Criminal Justice. The relevant CIP codes are listed below:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>We queried the National Center for Education Statistics5 (NCES)’s IPEDS dataset6 using these codes to establish a list of potential competitor institutions. We further distinguished these potential competitors by setting: Proximity and Outside Proximity. Proximity is defined as the college’s current and desired area of influence. This segmentation allows us to focus our traditional/on-campus education offerings (due to our market positioning as a regional school) and to identify distance-education potentials based upon the norm of distance education7. Using this method we identified 66 competitors.</td>
</tr>
</tbody>
</table>

4 https://nces.ed.gov/collegenavigator/
5 https://nces.ed.gov/
6 https://nces.ed.gov/ipeds/datacenter/
7 Students seek distance education from institutions that are (a) local and (b) with a physical campus.
Curricular Comparison
We reviewed relevant program curricula as presented on competitor websites and transformed them into a meaningful data set. These topic-of-interest data were then plotted into what we call a Curriculum Matrix that allows us to observe any common areas of concentration or focus and patterns of interest.

Our topic data strongly indicates that nearly all competitors’ curricula include Microeconomic and Macroeconomic Theories, Econometrics, mathematics, and data analysis. Beyond these foundational requirements, dominant topics in the competitor group include labor, international, environmental, financial, political, public, and monetary.

The John Jay College keyword “justice” rarely appears in our records of curricula from the 66 institutions (14 counts, from a 293 page word document of all the available course descriptions, and mostly repeat references). The word “justice” appears only twice in curricular topics gathered from competitors—“Social Choice and Economic Justice,” and “Theories of Distributive Justice.” (See Appendix K.) This infrequency indicates that John Jay College’s justice-themed master’s program could distinguish itself significantly.

Non-curricular Comparison
Using IPEDS data, we compared John Jay with the competitor group in the following categories: (1) Price Point, (2) Distance Education, (3) Degree of Urbanization, (4) Ranking, (5) Part Time Percentage, and (6) Student-to-Faculty Ratio. We assume that these categories serve as contributing factors to enrollment decisions.

<table>
<thead>
<tr>
<th>Proximity</th>
<th>% OF ALLOW</th>
<th>IN STATE FULLTIME</th>
<th>IN STATE PARTTIME</th>
<th>OUTSTATE FULLTIME</th>
<th>OUTSTATE PARTTIME</th>
<th>GRAD TOTAL</th>
<th>% PART TIME</th>
<th>STU. TO FAC.</th>
<th>EXC. DE %</th>
<th>SOME DE %</th>
<th>NO DE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUNY John Jay College of Criminal Justice</td>
<td>44%</td>
<td>$8,690.00</td>
<td>$365.00</td>
<td>$16,200.00</td>
<td>$675.00</td>
<td>1829</td>
<td>80%</td>
<td>18</td>
<td>12%</td>
<td>6%</td>
<td>82%</td>
</tr>
<tr>
<td>Proximity Max</td>
<td>131%</td>
<td>$43,657.00</td>
<td>$1,680.00</td>
<td>$43,657.00</td>
<td>$1,680.00</td>
<td>18657</td>
<td>75%</td>
<td>24</td>
<td>63%</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td>Proximity Min</td>
<td>8%</td>
<td>$5,632.00</td>
<td>-</td>
<td>$13,680.00</td>
<td>-</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Proximity Mean</td>
<td>54%</td>
<td>$26,152.31</td>
<td>$949.81</td>
<td>$29,306.15</td>
<td>$1,094.46</td>
<td>4930.1</td>
<td>30%</td>
<td>12.4</td>
<td>8%</td>
<td>3%</td>
<td>89%</td>
</tr>
<tr>
<td>Proximity Median</td>
<td>52%</td>
<td>$27,470.00</td>
<td>$1,095.00</td>
<td>$29,295.00</td>
<td>$1,279.00</td>
<td>3194.5</td>
<td>31%</td>
<td>12%</td>
<td>4%</td>
<td>2%</td>
<td>93%</td>
</tr>
<tr>
<td>Outside Proximity Max</td>
<td>88.27%</td>
<td>$41,492.00</td>
<td>$1,712.00</td>
<td>$41,492.00</td>
<td>$2,121.00</td>
<td>21642</td>
<td>78%</td>
<td>27%</td>
<td>47%</td>
<td>23%</td>
<td>100%</td>
</tr>
<tr>
<td>Outside Proximity Min</td>
<td>10.17%</td>
<td>$4,009.00</td>
<td>-</td>
<td>$10,080.00</td>
<td>-</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td>Outside Proximity Mean</td>
<td>68.45%</td>
<td>$14,055.15</td>
<td>$643.73</td>
<td>$21,277.35</td>
<td>$976.08</td>
<td>4596.9</td>
<td>40%</td>
<td>15.8</td>
<td>15%</td>
<td>7%</td>
<td>79%</td>
</tr>
<tr>
<td>Outside Proximity Median</td>
<td>72.96%</td>
<td>$11,295.50</td>
<td>$479.00</td>
<td>$18,990.00</td>
<td>$927.00</td>
<td>3358</td>
<td>41%</td>
<td>17.5</td>
<td>14%</td>
<td>5%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Unsurprisingly, John Jay College’s low cost, coupled with an average percentage of allowance,\(^8\) gives the college a cost advantage over its competitors both inside and outside proximity. John Jay College also offers an above-average availability of distance-education delivery.

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\(^8\) The generalization of (Allowance)/(Allowance + After Allowance Tuition & Fees), where Allowance is defined as discounts + scholarships + any other deduction from payable tuition & fees.
Ranking\(^9\) (not shown above), however, can be a relative disadvantage for the college. The competitor group consists primarily of national schools, including some tier 1 and 2 institutions, whereas John Jay College is considered regional. We believe that the college can overcome this relative disadvantage through a unique, justice-themed master’s program consistent with our institutional mission and faculty strengths.

**Need and Justification Conclusion**

Our review of the general employment landscape and potential competitor institutions strongly suggests that demand exists for a master’s program in Economics at John Jay College. The occupation outlook may be narrow in terms of available choices of employment, but potential careers are expected to see above-average growth. And though John Jay College faces competition from other institutions of higher education, the college’s proposed program would provide a high-quality, relatively inexpensive option in New York City and could expand greatly in distance format. Perhaps most importantly, our analysis indicates that a justice-oriented curriculum built upon core skills would greatly distinguish the proposed program from other offerings and would provide a clear, rigorous option for those interested in careers in non-profit and governmental institutions.

**Students**

**Interest and Demand**

John Jay College currently has over 200 undergraduate economics majors and interest at the college has increased rapidly over the last six years. In 2012, the valedictorian was an economics major who subsequently pursued a law degree at the University of California-Berkeley. Our graduates have pursued master’s degrees in a variety of fields, but many of them wanted to pursue economics further and were disappointed to find that John Jay College offered no graduate economics program. This program will provide such an option.

Preparing John Jay College undergraduate students for advanced degrees in Economics has always been challenging due to the mathematics entrance requirements of graduate programs. The Economics Department has prepared undergraduates interested in pursuing graduate work in economics through intensive counseling and independent studies. Adoption of this MA will necessitate additional efforts by the Economics Department to prepare students for graduate education. Hosting an MA will aid that effort by providing undergraduates with immediate and tangible examples of the uses of mathematics in graduate school. The Economics Department is likely to develop an optional advanced curriculum for undergraduates desiring to enter the MA program as well as a BS/MA program.

**Enrollment Projections:**

Based upon our market analysis and current undergraduate student population and interest, we project the following enrollments for the first five years of the program:

\(^9\) Ranking data are derived from *US News and World Report* and other public information.
### New Student Cohort Size

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<tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
<td>35</td>
<td>50</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Year 2</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Year 3</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
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<tr>
<td>Year 5</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>8</td>
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### Existing Full Time In State

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<tr>
<td>Year 1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Year 2</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Year 3</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
<td>65</td>
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<tr>
<td>Year 4</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

### New Full Time In State

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Year 4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### Total Enrollment

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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>20</td>
<td>50</td>
<td>89</td>
<td>117</td>
<td>131</td>
</tr>
</tbody>
</table>

### Assumptions:
- Semester Retention Rate: 90.00%
- Full-Time Percentage: 20.00%
- Part-Time Percentage: 80.00%
- In-State Percentage: 88.40%
- Out-of-State Percentage: 11.60%
- Full-Time Average Yearly Credit Load: 24
- Part-Time Average Yearly Credit Load: 15
- Full-Time Years to Complete: 2
- Part-Time Years to Complete: 4

### Admission Requirements
- Calculus 1 and 2
- Undergraduate statistics
- Applicants who did not complete their undergraduate degree at an English-speaking institution are required to submit the Test of English as a Foreign Language (TOEFL) score report. John Jay College’s TOEFL code number is 2115-99. The required minimum TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test. Students can also take the International English Language Testing System (IELTS). A score of 7.0 is required on the IELTS.
Curriculum

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

1. conduct applied research suitable for government and nonprofit advocacy organizations
2. critically evaluate public policies from multiple economic perspectives
3. produce effective formal and informal communications

Learning objectives
1. Conduct applied economic research suitable for government and nonprofit advocacy organizations
   - demonstrate ability to find, evaluate and manage data sets
   - demonstrate ability to produce descriptive statistics
   - demonstrate ability to produce analytical statistics and regression analysis

2. Critically evaluate policies from multiple economic perspectives
   - determine the costs and benefits from a particular public policy from a perspective that includes implicit as well as explicit costs
   - determine the economic and social equity implications from policies
   - determine the effect of policy on demographic and other diversity issues
   - detect methodological errors in policy making and offering an alternative analysis

3. Produce effective communications
   - writing for the appropriate audience
   - peer review and editing
   - able to understand and incorporate editing advise on his/her own work
   - engage in sophisticated oral debate

All courses require their own learning objectives to meet the program learning objectives. Most courses will relate to all three program objectives. Special emphasis on program learning outcomes will be placed in certain courses to ensure a proper scaffolding of skills development. The mathematical and research methods course will build on the program objective to conduct applied research. The required field classes in Macroeconomics, Microeconomics and Development will emphasize the program learning objective to critically evaluate policies. The program objective to produce effective communication skills will be emphasize in the first semester Political Economy course and the subsequent elective courses. All three threads of the program learning objectives will weave into the objectives for the Seminar in Economics course in the final semester.

The curriculum is consistent with the college’s mission; nearly every course explores justice in multiple dimensions. The curriculum offers students both basic theoretical perspectives and the essential tools to practice economic justice in their professional lives. The curriculum is set apart by the required Political Economy course where students learn to critique and analyze the dominant economic paradigm. The application of economics to justice is most evident in the Community Development course. All courses emphasize the importance of examining economics from multiple viewpoints and justice is prevalent in all. While distinct, the curriculum is congruent to most Economics master’s degrees and should prepare students for furthering their education in PhD programs.
All courses will require students to learn professional writing skills as practiced by economists and other social scientists, but in particular: *Political Economy, Research Methods I and II, Community Economic Development, Sustainable Global Development and the Seminar in Economics.*

The program requires students to take 12 courses, each earning 3 credits for a total requirement of 36 credits for graduation. Eight of the courses are required leaving one third of the curriculum open for electives from a wide range of fields within Economics. Students will be required to take Mathematical Economics in their first semester unless otherwise approved by the graduate program director.

The *Seminar in Economics* class serves as the final showcase of what students have learned throughout the program. This course replaces both a formal thesis requirement and comprehensive exams. Student must complete Research Methods II before enrolling in this course. The course is dedicated to the refinement of research already conducted in the Research Methods and elective courses.

**Proposed Curriculum and those qualified to instruct such classes:**

*Semester 1*
ECO 713 Political Economy (Mulder, Dhondt, Rebello, Seda)
ECO 750 Mathematical Economics (Dufour, Holder, Dhondt, Seda, Mulder)
ECO 720 Macroeconomics (Mason, Dufour)

*Semester 2*
ECO 751 Research Methods I Quantitative Analysis (Holder, Seda, Dhondt)
ECO 725 Microeconomics (Holder, Hamilton, Dhondt)
Elective #1

*Semester 3*
ECO 752 Research Methods II Econometrics (Seda, Holder, Dhondt, Mason, Mulder)
Elective #2
ECO 740 Community Development (Holder, Mulder, Gordon-Nembhard)

*Semester 4*
799 Seminar in Economics (All faculty members)
Elective #3
Elective #4

*Possible (Selected) Electives*
Eco 710 History of Economic Thought
ECO 711 Economic History
ECO 715 Contending Economic Theories
ECO 724 Global Capitalism and Debt
ECO 745 International Trade
ECO 746 International Finance
ECO 760 Political Economy of the Environment
ECO 780 Global Political Economy of Work and Social Welfare
**Bulletin Entry for the MA in Economics**

**MASTER OF ARTS IN ECONOMICS**  
Program Director: Catherine P. Mulder

The Master of Arts in Economics provides students with a comprehensive and foundational knowledge of applied economics. The program is distinct in that it requires students to examine the unjust and just application of economic analysis and subsequent policies. The program utilizes a heterodox/pluralist approach that focuses primarily on issues of justice such as diversity, equality and sustainability. The degree will require students to have a firm understanding of the theory, skills, and tools used by practitioners in the field. Students who complete this degree will be prepared to seek employment and promotion in the public and non-profit sectors as economic analysts or to continue their education in PhD programs, law school, or other educational pursuits. Students will graduate with a distinct advantage by studying Economics from multiple perspectives.

**DEGREE REQUIREMENTS**
The Master of Arts in Economics requires 36 credits of coursework consisting of 8 required courses and 4 elective courses.

**CORE REQUIREMENTS**  
Subtotal: 24

- ECO 713 Political Economy
- ECO 750 Mathematical Economics
- ECO 720 Macroeconomics
- ECO 751 Research Methods I - Quantitative Analysis
- ECO 752 Research Methods II
- ECO 725 Microeconomics
- ECO 740 Community Development
- ECO 799 Seminar in Economics

**ELECTIVES**  
Subtotal: 12

- ECO 710 History of Economic Thought
- ECO 711 Economic History
- ECO 715 Contending Economic Theories
- ECO 724 Global Capitalism, Gender and Debt
- ECO 745 International Trade
- ECO 746 International Finance
- ECO 760 Political Economy of the Environment
- ECO 780 Global Political Economy of Work and Social Welfare

**TOTAL CREDITS: 36**
Cost Assessment

Faculty

There are currently 9 full-time faculty members in the Department of Economics and 1 full-time faculty member in Africana Studies Program at John Jay College who all hold PhDs. from the leading graduate programs in Political Economy. All 10 faculty members are qualified to teach the proposed courses. Moreover, given our central location in midtown Manhattan, many prominent Economists who reside in New York have indicated that they would be amenable to teaching as adjuncts in our graduate program.

All proposed classes can be covered by our current faculty members. Complete curriculum vitae are available from the Department of Economics at John Jay College of Criminal Justice upon request.

Facilities and Equipment

We expect that no new physical facilities and equipment will be needed in the first five years of the program.

Library and Instructional Materials

Given the plethora of academic peer-reviewed journals already available to us via CUNY and John Jay College’s libraries, at this time, we do not expect any additional materials will be needed.
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES
APPENDIX A: COURSE DESCRIPTIONS FOR REQUIRED COURSES

**Political Economy ECO 713**
This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non-neoclassical traditions, including Marxian, feminist, and institutionalist economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments. No prerequisites.

**Mathematical Economics ECO 750**
This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning. No prerequisites.

**Macroeconomics ECO 720**
This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study. No prerequisites

**Research Methods I- Quantitative Analysis ECO 751**
This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this data in a format appropriate for professional reports. Prerequisite: ECO 750 Mathematical Economics.

**Microeconomics ECO 725**
Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review
of the major research studies, techniques and empirical evidence will be undertaken. No prerequisites.

**Research Methods II (Econometrics) ECO 752**
The purpose of this course is to help students become comfortable and creative as quantitative economics researchers. Toward that end, it introduces a series of econometric techniques by observing life in the trenches, i.e., working through how practitioners have approached and solved econometric problems as a tool for conducting significant research on substantive questions. Students are required to communicate econometric results and in writing assignments ways that are illuminating, persuasive, professional and rigorous. Students will learn at least one major statistical software package. **Prerequisite: ECO 751 Research Methods I.**

**Community Economics Development ECO 740**
The term “community economic development” is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be economic development rather than any number of other important dimensions of development. While we’ll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use US examples, but will occasionally look at other countries to flesh out ideas or make comparisons. In the preparation of reports students will engage in peer-editing. **Prerequisite: ECO 713 Political Economy.**

**Seminar in Economics ECO 799**
Students will prepare original research for publication in peer reviewed journals. Students will draw upon research conducted in ECO 752 Research Methods II and their elective courses to craft a manuscript worthy of publication in a peer-reviewed journal. Students will engage in extensive and peer-editing and revision. Students will produce and deliver conference quality presentation of their research throughout the course. **Prerequisite: ECO 752 Research Methods II.**

**Selected Electives:**

**History of Economic Thought ECO 710**
The course covers the evolution of economic thought from Ancient Greece into the 20th century. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and its effects on economic thought and debates in the 20th century across the globe. Our readings of original texts and contemporary scholarship in the history of economic thought will highlight the ways in which the ideas of the long since dead relate to the world we live in today.

**Economic History ECO 711**
This course introduces broad themes in economic history by exploring a small number of topics in depth. Topics include the transition from feudalism to capitalism; U.S. slavery, the emergence of wage labor, and the southern regional economy; the rise of the large-scale firm; and instability, depression, and structural change in the twentieth-century world economy. Particular emphasis will be placed on the development of economic and political institutions.

**Contending Economic Theories ECO 715**
This course aims to provide students with a basic overview of the three main contending approaches to economics: neoclassical, Keynesian and Marxian. These are three very different
ways of understanding what economies are, how they work and develop, and what impacts they have on the societies in which they exist. They also lead to different conclusions about what social changes could or should be pursued by people and also what policies governments ought to consider.

**International Trade ECO 745**
The subject of this course is the theory, policy, political economy and history of the international organization of trade. Mainstream international trade theory is based mainly on microeconomic tools of analysis. The field of international trade ranges from abstract theoretical modeling to policy controversies. In this course we will examine both—we will take care to explore neoclassical and heterodox trade theory, while also paying attention to important empirical, political economy and policy issues.

**International Finance ECO 746**
One of the hallmark of globalisation has been the development of a global financial architecture with a very wide reach. The object of this course will be to study the dynamics of this financial system. To this end, we will first probe its historical inception and gradual development, eventually coming to study the system in its current form. We will then analyze the way it functions – the way it is enmeshed with national economies, its internal logic and dynamics, and how it sometimes experiences crises. In the process, we will discuss the working of various institutions that are central to the global financial architecture, such as central banks, private funds, private banks, etc.

**Political Economy of the Environment ECO 760**
This course is a one-semester introduction to the political economy of the environment – that is, the analysis of how scarce environmental and natural resources are allocated not only among competing ends, but also among competing individuals, groups, and classes.

**Global Political Economy Of Work And Social Welfare ECO 780**
This course is concerned with the international and comparative politics of work and social welfare. We will address the following questions: How has work been transformed by the fragmentation of the labor process and the dramatic increase in global labor supply over the last generation? What rights do employees have in the workplace and why do these rights vary so much across countries? What are the different forms in which societies solve the problems related to the reproduction of the labor force, including the nurture, education and training of the next generation of workers? Why do societies differ so much in their guarantees of employment and social security?

**Global Capitalism, Gender and Debt ECO 724**
This course uses economic anthropology to examine the nature of money and debt, global capitalism, the role of gender in structuring economies, and the human costs of the international debt crises.
APPENDIX B: SYLLABI FOR NEW COURSES
APPENDIX B: SYLLABI FOR NEW COURSES

ECONOMICS 713 - Political Economy
John Jay College of Criminal Justice - City University of New York

Joseph Rebello
Fall 20NN
Office: 3509 North Hall
E-mail: jrebello@jjay.cuny.edu
Phone: 212-393-6840
Office Hours: TBA

Course Description
This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non-neoclassical traditions, including Marxian, feminist, and Institutionalist Economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments.

Learning Objectives
Upon completion of this class, students should be proficient in:
1. Thinking critically about different economic paradigms
2. Understanding major debates on the nature of capitalist economies
3. Understanding the dynamics of a capitalist economy
4. Understanding the relationship between processes and structures related to race, gender, class, place, and nature
5. Reading academic literature, both empirical and theoretical, in the traditions of heterodox political economy
6. Approaching original research topics using traditions in heterodox political economy

Readings
You should buy a copy of Karl Marx's Capital, Volume I (Penguin).
Other readings will be made available electronically.

Assessment
Response Papers 30%
Take-home midterm 30%
Take-home final 40%
Your final grade will be based on the following grading scale: A: > 93%, A-: 90-93%, B+: 87-89%, B: 84-86%, B-: 80-83%, C+: 77-79%, C: 74-76%, C-: 70-73%, F: < 70%.

Response papers (30%)
A 1.5-2 page, typed, single-space response to the week's readings is due weekly. Due date and submission guidelines TBA. Your responses papers should be well-written and show a thoughtful, critical, and creative engagement with the week's readings. Do not summarize entire articles. Address their major arguments and contributions in relation to each other and broader class themes.

Midterm (30%)
There will be a take-home midterm exam due on TBA. This exam will consist of short essay questions. You are permitted to use any class readings when writing your answers. Your writing is expected to be accurate, clear, creative, and critical.

Final Exam (40%)
There will be a take-home final due on TBA. This exam will consist of a few short essay questions and one longer essay. You are permitted to use any class readings when writing your answers. The final will put some emphasis on material from the second part of the semester. However, since the material in this course is inherently cumulative a serious understanding of all topics covered throughout the semester is important for doing well on this exam.

Your writing is expected to be accurate, clear, creative, and critical.

Disability
Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

Writing Center
If you need help with written English, you may consider dropping by the writing center, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organizing and structuring a paper, to writing and proofreading it.

Late Work
Late work will only be in exceptional circumstances. It is your responsibility to make sure work can be done in time, or, when circumstances are beyond your control to let me know.

Academic Integrity and Plagiarism
For quick definitions of violations of academic integrity go to:
http://www.jjay.cuny.edu/academics/762.php
For the entire policy on academic integrity please the Graduate Bulletin:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf
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 students 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.
Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details:
http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. Students who want to pass the course are advised to do all of the required work with care.

Tentative Course Outline
(Asterisk denotes required reading)

1) Introduction (DATE TBA)
Topics
Introduction; method of political economy; totality; process; dialectics; economic vs. non-economic processes;

Readings
6. Mao, Z. On Contradiction
7. Althusser, L. Contradiction and Overdetermination
8. Lukacs, G. What is Orthodox Marxism?

2) The circuit of capital (DATE TBA)
Topics
Commodity; value, use value and exchange value; circuit(s) of capital; labor and labor power; surplus value; exploitation

Readings

3) Surplus value extraction (DATE TBA)
Topics
Absolute and relative surplus value; the working day; the labor process

Readings

4) The labor process (DATE TBA)
Topics
Workplace discipline; guard labor; Taylorism, Fordism, Post-Fordism

Readings

5) Accumulation and crisis (DATE TBA)
Topics
Capitalist Accumulation; Unemployment and the reserve army; Business Cycle; Crisis Theory

Readings

6) Accumulation by Dispossession (DATE TBA)
Topic
Primitive Accumulation; Enclosure of the Commons, past and present; Land Grabs;

Readings

7) Feminist Economics (DATE TBA)
Topics
Readings

8) Globalization (DATE TBA)
Topics
Globalization and international flows of goods and capital; global value chains

Readings

9) Financialization (DATE TBA)
Topics
Financialization; capital accumulation; source of financial profits; financialization and resources

Readings

10) Ecological economics (DATE TBA)
Topics
Consumption;
Readings

11) Inequality (DATE TBA)
Topics
Inequality, poverty and the welfare state
Readings

1)2 Race (DATE TBA)
Topics
Race and Immigration
Readings


13) Alternatives (DATE TBA)

Topics
Alternatives; cooperatives; redistribution; solidarity economy; financial trans-action tax; basic income guarantee

Readings


14) Conclusion
Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jjay.cuny.edu  
Telephone: 212-484-1309

**COURSE DESCRIPTION:**

This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning.

**PREREQUISITES:** Undergraduate Calculus 1 and 2.

**Instructional Objectives**
1. Students will master mathematical tools that are used for theoretical economic modeling.
2. Students will employ analytical and quantitative skills to further their economic research.
3. Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.
4. Students will be able to construct and critique mathematical models that are frequently used in economic analysis and policy recommendations.

**COURSE REQUIREMENTS**

**Texts:**
- Fundamental Methods of Mathematical Economics, 4th Edition  
  By Kevin Wainwright and Alpha Chiang. ISBN-13 9780070109100  
- Introduction to Mathematical Economics, 2nd Edition  

**Grading:**

Grades will be determined by a weighted average (weights given below) of the student's performance on two examinations and five problem sets. The dates for the problem sets and exams are listed on the Semester Agenda. Problem sets turned in late will be penalized for each day late.

All tests are closed book but a simple calculator (no scientific or programmable calculators) may be used in exams. No other electronic devices or any resources (electronic or paper) may be used during an exam.

**Grading Weights:**

<table>
<thead>
<tr>
<th>First exam</th>
<th>Second exam</th>
<th>Problem sets</th>
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<tbody>
<tr>
<td>25%</td>
<td>35%</td>
<td>40%</td>
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In the past a paperback edition of this book (sometimes referred to as the “International Edition” ISBN: 0071238239) has also been available at a significant discount to the hardcover. The paperback edition is identical to the hardcover version and can be substituted for it, but it no longer appears to be available in the U.S. Earlier editions of this book cannot be substituted for the 4th edition.

**BLACKBOARD:**

The lecture notes for each class period will be posted on the Blackboard site for this class.

All Problem Sets must be submitted on Blackboard.

Students are encouraged, but not required, to use LaTeX typesetting software to prepare your problem sets. There are many versions of this that can be downloaded freely online.


**HOW TO STUDY FOR THIS CLASS**

For each class period there will be sections of the textbook that are assigned. You should read this material before the class period. You may not understand the material on the first read, and it is the objective of the lectures to clarify and elaborate on the key points, as well as to answer the questions you may have after reading the assigned material. Lecture notes for each class will also be posted on Blackboard. Although the lecture notes will, to some degree, repeat material presented in the textbook, **they presume that you have already read the relevant sections of the book.** After class you may want to work on the problems in the book that have the answers provided (at the end). Finally, we will have problem sets periodically which give you the chance to have a “hands on” experience that your book and notes available to refer to. These four elements—the textbook, class lectures and lecture notes, practice problems, and the problem sets—are designed to work together to help you effectively learn the course material.

Students are encouraged to work on the problem sets in groups. However, each individual must submit their own problem set (no group submissions will be accepted) representing their own individual work. Collaboration is encouraged when working on the problem sets, but students must complete their own problem sets individually and not simply copy from other group members.

**POLICIES:**

**Academic Integrity Policy**
For quick definitions of violations of academic integrity go to: [http://www.jjay.cuny.edu/academics/762.php](http://www.jjay.cuny.edu/academics/762.php).
For the entire policy on academic integrity please the Graduate Bulletin: [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

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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. The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.

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 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.

Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

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<tr>
<th>ECO 7XX</th>
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<tr>
<td>Agenda</td>
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<td>(subject to revision)</td>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Economic Models and Analysis and Review</td>
<td>W&amp;C Chapters 2 &amp; 3 Dowling Chapter 1 &amp; 2</td>
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<tr>
<td>2</td>
<td>Linear Models and Matrix Algebra</td>
<td>W&amp;C Chapters 4 &amp; 5 Dowling Chapter 10-12</td>
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<td>3</td>
<td>Comparative Statics and the Derivative</td>
<td>W&amp;C Chapter 6 Dowling Chapter 3</td>
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<td>4</td>
<td>Rules of Differentiation and General-Function Models</td>
<td>W&amp;C Chapters 7 &amp; 8 Dowling Chapter 3 con’t Problem Set 1 due</td>
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<td>5</td>
<td>Optimization</td>
<td>W&amp;C Chapter 9 Dowling Chapter 4</td>
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<td>6</td>
<td>Exponential and Logarithmic Functions</td>
<td>W&amp;C Chapter 10 Problem Set 2 due</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters</td>
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<td>7</td>
<td><strong>FIRST EXAM</strong>: (in class)</td>
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<td>8</td>
<td>More than One Choice Variable</td>
<td>W&amp;C Chapter 11</td>
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<td>Dowling Chapter 5</td>
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<td>9</td>
<td>Optimization with Equality Constraints and other such topics</td>
<td>W&amp;C Chapter 12 &amp; 13</td>
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<td>Dowling Chapter 6</td>
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<td>10</td>
<td>Economic Analysis and Integral Calculus</td>
<td>W&amp;C Chapter 14</td>
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<td>Dowling Chapters 16 &amp; 17</td>
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<td><strong>Problem Set 3 due</strong></td>
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<td>11</td>
<td>Continuous Time: First Order and Higher Order Differential Equations</td>
<td>W&amp;C Chapters 15 &amp; 16</td>
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<td>Dowling Chapter 18</td>
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<tr>
<td>12</td>
<td>Discrete Time: First Order &amp; Higher Order Differential Equations</td>
<td>W&amp;C Chapters 17 &amp; 18</td>
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<td>Dowling Chapter 19</td>
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<tr>
<td>13</td>
<td>Simultaneous Differential and Difference Equations</td>
<td>W&amp;C Chapter 19</td>
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<td><strong>Problem Set 4 due</strong></td>
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<tr>
<td>14</td>
<td>Optimal Control Theory</td>
<td>W&amp;C Chapter 20</td>
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<td>Dowling Chapter 21</td>
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<tr>
<td>15</td>
<td>Introduction to Linear &amp; Nonlinear Programming</td>
<td>Handout</td>
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<td>Dowling Chapters 13-15</td>
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<td><strong>Problem Set 5 due</strong></td>
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Course Overview:
This course covers macroeconomics. Macroeconomics is the study of economic behavior in systems as a whole: regions, countries, the world. The focus is on economic aggregates rather than the behavior of individual households or firms. Macroeconomics is particularly concerned with the sources of instability and conflict in the economy. Why are some countries rich, while others are poor? Why does economic growth so often involve booms, crises and depressions rather than steady expansion? Why do people with the capacity and willingness to work remain unemployed? Why does the distribution of income change over time? Why are prices not stable, but subject to periods of inflation and deflation? Why are manias, panics, bubbles and crashes so common in financial markets? Why do some countries consistently sell more than they buy from the rest of the world, while other countries buy more than they sell and must borrow abroad? (And why does it matter?) What were the causes of the financial crisis of 2008, and the deep recession and slow recovery that followed? And what, if anything, can government do to improve the functioning of the macroeconomy?

Course Description:
This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study.

We will first examine the main economic aggregates and the ways they are measured, then we will explore analytic frameworks that describe the causal links between macroeconomic aggregates. The first half of the course develops the basic tools to understand the determination of output and the price level in a closed economy. The second half introduces international trade and financial flows, environmental issues, and macroeconomic fluctuations. The subject matter will always refer to concrete situations with a particular focus on the global financial and economic crisis that began in 2007. Controversies over macroeconomic theories and policies will be emphasized throughout the course.

Course Objectives:
Students who successfully complete this course will:

- understand the terminology used in discussions of economic policy, and to critically evaluate media stories on macroeconomic topics.
• understand the most widely used formal models of the macroeconomy, and be able to connect them to concrete developments in real economies.

• connect macroeconomic theory to concrete policy debates and current events.

• access and make use of the main sources of national international economic data, and have a clear idea of the meaning and limitation of the most widely used series.

• understand the main lines of debate within the economics profession, and have a sense of their historical evolution.

Readings
The required textbook for the course is Olivier Blanchard, *Macroeconomics*, 6th Edition. Additional required and recommended readings will be posted online or distributed in class.

Requirements
Students are expected to attend all classes, complete regular problem sets and one longer written assignment, make an in-class group presentation and complete a midterm and final exam. The grade for the course is a weighted average of problem sets (15%), writing assignment (10%), in-class presentation (10%), midterm (25%), and cumulative final (40%).

Academic Honesty
For John Jay College’s policy on academic integrity, including plagiarism, please go to: [http://www.jjay.cuny.edu/web_images/PolicyandProcedures.pdf](http://www.jjay.cuny.edu/web_images/PolicyandProcedures.pdf).

Disability Policy
Students with disabilities will be provided reasonable accommodations if they are 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 (phone # 212-237-8031). It is the student’s responsibility to initiate contact with that office and to follow the established procedures for having the accommodation notice sent to the instructor.

Course Outline

1 Overview and Background

Week 1: The State of Macroeconomics


Krugman (2009) "How Did Economists Get It So Wrong?"

Mason and Jayadev (2013), "Strange Defeat: How Austerity Economics Lost All the Battles and Still Won the War"

Week 2: Output and Prices

Blanchard chapter 2
Hobijn and Stendel. (2007.) "Do Alternative Measures of GDP Affect Its Interpretation?"

**Week 3: Balance Sheets**

Godley and Lavoie, *Monetary Economics*, chapter 2

**2 Aggregate Demand and the Short-Run Determination of Output**

**Week 4: The National Income Identity**

Blanchard chapter 3

Cynamon and Fazzari (2008), "Household Debt in the Consumer Age: Source of Growth, Risk of Collapse"

**Week 5: IS-LM**

Blanchard chapters 4-5

**Week 6: Monetary Policy and the Financial System**

Brad DeLong (2012), "The Republic of Central Bankers"

Bernanke and Gertler (1995), "Inside the Black Box: The Credit Channel of Monetary Policy Transmission"

Doug Henwood, *Wall Street* (chapter 6)

**3 Inflation and Unemployment**

**Week 7: Wage-Setting and the NAIRU**

Blanchard chapter 6

Michal Kalecki (1943), "Political aspects of full employment".

Robert Pollin (1998), "The 'reserve army of unemployed' and the natural rate of unemployment': can Marx, Kalecki, Friedman and Wall Street all be wrong?"

Robert J. Gordon, "The Time-Varying NAIRU and its Implications for Economic Policy"

**Week 8: Aggregate Supply and Inflation**

Blanchard chapters 8-9

4 The Open Economy

Week 9: Concepts and Measurement
Blanchard chapter 18
C. Marrewijk (2004), An Introduction to International Money and Foreign Exchange Markets(chapters 2-4)

Week 10: Trade and Capital Flows
Blanchard chapter 19-20
John Maynard Keynes (1933), "National Self-Sufficiency"
Dani Rodrik, The Globalization Paradox (chapter 3)

Week 11: Exchange Rate Regimes
Blanchard chapter 21
Robert Triffin (1964), "Myths and Realities of the So-Called Gold Standard"
Jane D’Arista (2009), "The Evolving International Monetary System"
Jorg Bibow (2010), "Bretton Woods II and Bretton Woods III"

Week 12: Exchange Rate Crises

5 Macroeconomics and the Environment

Week 13: Macroeconomics and the Environment
Tim Jackson (2010), Prosperity without Growth
Stiglitz, Sen and Fitoussi (2010), Mismeasuring Our Lives: Why GDP Doesn’t Add Up

6 Fluctuations

Week 14: Business Cycles
Peter Temin (1991), Lessons from the Great Depression
Edward Leamer (2007), "Housing IS the Business Cycle."
Week 15: The Great Recession and Aftermath

Steve Fazzari, Barry Cynamon and Mark Setterfield, *After the Great Recession*, chs. 1, 8 & 13
Instructor: Michelle Holder  
Office: Room 3500, North Hall  
Office Hours: TBD  
Class: TBD  
Phone:  
Email: mholder@jjay.cuny.edu

Course Description:  
This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this data in a format appropriate for professional reports.

Goals and Objectives:  
By the end of this course students should have gained a foundation of knowledge from which they:  
   (1) understand the measurement of economic variables  
   (2) know common sources of data  
   (3) organize, work with, and manipulate data  
   (4) the capacity to test hypotheses with empirical data  
   (5) know how to interpret the results of various statistical procedures  
   (6) develop a research question and source of data for their thesis

Prerequisites:  
It is expected that students have taken an undergraduate level statistics or econometrics class.

Required Text:  

Students are also encouraged to purchase their own version of Stata/IC 11.0 which is the statistical program we will be using throughout the class.

Grading:  
Problem Sets: 25%  
Midterm Exam: 20%  
Final Exam: 20%  
Research Proposal: 30%  
In-class Presentation of Research Proposal: 5%
Students are required to complete weekly problem set assignments (25%). They are due at the beginning of the class. They will not be accepted after the due date. There will be two exams (20% each), covering the material from class lectures and required readings. Exams can be made up only by prior arrangement with production of appropriate documentation.

A research proposal will be due at the end of term (30%). Particular emphasis will be on analytically sharp, well thought out proposals, with precisely defined concepts, testable hypotheses which demonstrate a grasp of the relationship between methodology and theory. Students will also present a 15 minute in-class presentation to summarize the main elements of their research proposal for their final thesis. Students will also be expected to provide written comments (positive feedback) on the proposals of their peers.

All class participants are expected to take an active part in all discussions and therefore attendance at all classes and lab sessions are expected.

**Labs and Statistical Software:**
Every week we will be conducting a lab session where you will do hands-on data work. The software package we will be using in this course (as well as in your other research method) course is Stata 11.0.

**Academic Honesty**
For John Jay College’s policy on academic integrity, including plagiarism, please go to: [http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

**Disability Policy**
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The course is broken into the following 6 topics with the following required readings:

### Topic 1: Introduction (Week 1 & 2)

i. Economic methods of investigation  
ii. Distinction between quantitative and qualitative research approaches and methods  
iii. Understanding methodology in economics  
iv. The politics of numbers  
v. What constitutes a test of an economic theory?  
vi. Student introductions and research interests

**Readings:**


**Topic 2: Research Design (Week 3, 4, & 5)**

i. Measurement of economic variables
ii. How to develop research questions
iii. Quantitative vs. Qualitative approaches
iv. Designing useful research
v. Successful research projects

*Readings:*


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**Topic 3: Data Types & Sources (Week 6 & 7)**

i. Data Types
ii. Data sources & availability
iii. Methods of data collection

*Readings:*


Mid-term Exam

**Topic 4: Working and Understanding Data (Week 8 & 9)**

1. Coding of data
2. Data editing
3. Missing values
4. Data transformation (index construction)
5. Weights
6. Describing data

**Readings:**

**Topic 5: Visual Display of Quantitative Information (Week 10 & 11)**

1. Capabilities and functions of charts and graphs
2. Spotting distortions and lies in graphs
3. Guidelines for creating effective graphs
4. Tools of graphical display

**Readings:**


**Topic 6: Common Measurements, Tests and Research Problems (Week 12, 13, 14 & 15)**

1. Statistics as relationships
2. Regression analysis
3. Detecting and correcting violations of regression assumptions
4. Measurement error
5. Presenting persuasive statistical analyses
6. Writing policy memos vs. technical reports

**Readings:**


*In-Class Presentation*

*Research Proposal Due*

*Final Exam*
ECO 725 Microeconomics
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Geert Dhondt
Syllabus
Fall XXX

Office: Room 3401, North Hall, 445 West 59th Street, New York, NY 10019
E-mail: gdhondt@jjay.cuny.edu
Phone: 646.557.4845
Office Hours: TBA
Class Meeting Time: XXX

Course Description:

Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques and empirical evidence will be undertaken.

Instructional Objectives:

Upon completion of this class, students should have a basic understanding of microeconomic theory. To this end, the following areas and concepts will be explored:

1 Neoclassical Microeconomic Theory.
2 Important Critiques of Neoclassical Microeconomic Theory.
3 Institutional and New Institutional Microeconomic Theories.
4 These theories will be applied to various urban issues such as wage policies, retirement savings, health care disparities, and unequal resource application.

Texts:

The Main text book we will use is by Nicholson and Snyder (in bold below). The other readings are available through the CUNY Library or will be provided.


**Grading:**
Homework 50%
Reading Responses 30%
Final Exam 20%

**Policies:**

**Academic Integrity Policy**
For quick definitions of violations of academic integrity go to: [http://www.jjay.cuny.edu/academics/762.php](http://www.jjay.cuny.edu/academics/762.php).
For the entire policy on academic integrity please the Graduate Bulletin: [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

**Plagiarism Policy**

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.

Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college's policies in the *John Jay College of Criminal Justice Graduate Bulletin*. If caught cheating or plagiarizing on any assignment, you will fail that particular assignment. If there is a second violation, you will fail the course. If you plagiarize the final research paper, you will fail the class. Plagiarism includes work you've completed for other classes, i.e., you are plagiarizing yourself. (See more below) [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

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

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**Incomplete Grade Policy**

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

**Extra Work Policy**

No extra credit assignments will be available to any student at any time during or after this course.
Course Agenda
Subject to Change

Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading (*required, otherwise suggested)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Consumer Theory</td>
<td>NS 3,4</td>
<td></td>
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<tr>
<td>2</td>
<td>Consumer Theory</td>
<td>NS 5,6</td>
<td>HW 1 Due</td>
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<tr>
<td>3</td>
<td>Consumer Theory</td>
<td>Frank (1985, 2005); Schor (1998)</td>
<td>HW 2 Due</td>
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<tr>
<td>4</td>
<td>Producer Theory</td>
<td>NS 9, 10</td>
<td>RR1 Due</td>
</tr>
<tr>
<td>5</td>
<td>Producer Theory</td>
<td>NS 11</td>
<td>HW 3 Due</td>
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<tr>
<td>6</td>
<td>Producer Theory</td>
<td>Gordon (1196); Mellizo et al (2011);</td>
<td>HW 4 Due</td>
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<td></td>
<td></td>
<td>Williamson (2003)</td>
<td></td>
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<tr>
<td>7</td>
<td>Competitive Markets</td>
<td>NS 12</td>
<td>RR 2 Due</td>
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<tr>
<td>8</td>
<td>Market Power</td>
<td>NS 14, 15</td>
<td>HW 5 Due</td>
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<tr>
<td>9</td>
<td>Market Power</td>
<td>Baker (2007); Balto (2011)</td>
<td>HW 6 Due</td>
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<tr>
<td>10</td>
<td>Labor Markets</td>
<td>NS 16</td>
<td>RR 3 Due</td>
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<tr>
<td>11</td>
<td>Labor Markets</td>
<td>Brenner and Luce (2005); Card and Krueger (1997); Springer et al. (2010)</td>
<td>HW 7 Due</td>
</tr>
<tr>
<td>12</td>
<td>Asymmetric Information</td>
<td>NS 18, Akerlof and Yellen (1990); Fehr et al. (1998)</td>
<td>RR 4 Due</td>
</tr>
<tr>
<td>13</td>
<td>Externalities and Public Goods</td>
<td>NS 19</td>
<td>HW 8 Due</td>
</tr>
<tr>
<td>14</td>
<td>Externalities and Public Goods</td>
<td>Bowles (2008); Gneezy and Rustichini (2000)</td>
<td>HW 9 Due</td>
</tr>
<tr>
<td>15</td>
<td>Externalities and Public Goods</td>
<td>Ostrom (1990)</td>
<td></td>
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</tbody>
</table>

The Agenda is subject to change with prior announcement from the instructor.
Course description
The term “community economic development” is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be economic development rather than any number of other important dimensions of development. While we’ll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use US examples, but will occasionally look at other countries to flesh out ideas or make comparisons. In the preparation of reports students will engage in peer-editing.

Course requirements
This course is built around informed discussion and independent work by students. Doing the readings on time, attending class, and participating in discussion on the readings are absolutely required, because students need to do these things to get value from the class.

As a way of encouraging critical thinking about the readings, each week an arbitrarily chosen group of students is assigned to do a presentation on that week's readings to kick off the class. Because the class is large, each student will just have to be in such a readings presentation group once. It is up to the group how to divide up the turf: have each person pick a reading and develop her/his own presentation, discuss presentations together, or something else.

There are also two take-home assignments:
1) Take-home test. Your chance to broadly discuss and apply the main concepts in the first half of the course. You must do the test individually.
2) Term paper on a current community economic development topic (more detail on the next page). This can be turned in by an individual student, or a group of up to 4. The paper assignment includes four checkpoints:
   a) Topic prospectus
   b) Outline and progress report
   c) Presentation in the final class meeting
   d) Turning in the finished paper

The final grade will be approximately based on the following:
25% Class participation (PLEASE NOTE THAT ONE-QUARTER OF THE GRADE IS CLASS PARTICIPATION)
30% Take home exam
45% Paper (grade composed of all 4 checkpoints)
Due dates of all assignments are given in the course schedule. Assignments turned in late will be graded down severely.

**PAPER ASSIGNMENT**

*The assignment* is to write a reflective paper on a community economic development topic of your choosing, within certain parameters. The parameters are:

The paper should speak to one of the Big Questions introduced in session 1 of the class: people vs. place, the problem of scale, politics vs. economics, internally driven vs. externally driven development. The Big Question involved does not have to be the main topic of the paper, but it should be clear how the paper connects to it.

You should draw on literature from the course reader and other relevant *analytical* literature. By analytical, I mean articles, books, or reports that do not simply report a series of facts or events, but try to explore or explain broader or deeper patterns. Not just newspaper articles, for example. But they do not have to be academic pieces—they could be directed at policy or practice.

You should also draw one at least one real-life example. The example can be in LA, elsewhere in the United States, or elsewhere in the world. You can learn about the example either by conducting one or more interviews, by consulting other sources (media accounts, case studies written up by researchers, etc.), or both. I will not give you more credit for doing an interview rather than a media search, but I will give you more credit for presenting a richer, more multi-dimensional picture of the example(s). If you are thinking of going the interview route, please be warned that if you do not already have contact with people involved in the example, it may be very hard for you to find them and convince them to give you an interview!

The paper should be 3750-5000 words (about 15-20 pages, double-spaced). If it is considerably longer or shorter, its length should justify itself: a short paper should pack a lot into few words; a long paper should make evident why you needed to present more evidence or arguments to make your point clearly.

Always be careful to cite all sources used, to put direct quotations in quotation marks, to use direct quotes rather than close paraphrases, etc. See the advice on using sources that starts at the bottom of p.2 of the syllabus. One added piece of advice: though when you are on a roll with writing it is tempting to not stop and note the sources you are using, it is *always* easier to put in sources while you are writing than to go back and try to find them later.

*Group papers* by groups of no more than 4 are OK. Not surprisingly, I expect a group paper to gather more information and cut deeper than an individual paper. This means a longer paper, but it should not be twice as long for two students, etc.

There are four *checkpoints* for the paper assignment, and your grade will be based on all four. Please post all assignments on the CCLE website. I prefer to get a hard copy as well, but this is not required.

**Topic prospectus, due October XX.** Your prospectus should identify your topic, explain how it links to one or more of the Big Questions, and say what example or examples you plan to use. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words.

**Outline and progress report, due November XX.** The *outline* should be an elaborated outline laying out the main topics and arguments you plan to explore, not just “introduction – findings – conclusion.” If you know what sources you will use or plan to use for particular sections, you can note those as well (I am not looking for full, correct references at this stage for writing). The *progress report* is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be
In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. My preferred form of citation is the author-date form. For example:

The data on firm size indicate that small business’s contributions to U.S. growth are actually relatively modest (Harrison 1994, Chapter 2).

Then at the end of the paper, have a complete list of references. For example:


**NOTE:** Using someone else’s information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people’s work to come up with your own ideas and conclusions). In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, “put it in quotation marks.” (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it’s close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people’s ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

**Readings**

Readings will be available via Blackboard under the headings “Week 1,” “Week 2,” etc. Some readings are also available online at URLs identified in the syllabus. A

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**SCHEDULE OF CLASSES AND ASSIGNMENTS**

**Week 1 (Sept. XX): Defining the problem, the goal, and a first look at solutions**

What is community economic development? What problem is it trying to solve? What are some of the limits and tradeoffs involved in CED?
READINGS:
- Gilda Haas, “Turning economic justice into economic development,” no date.
- Randall Crane and Michael Manville, “People or place? Revisiting the who vs. where of urban development,” Land Lines (Lincoln Land Institute), July 2008, 2-7.

ASSIGNMENTS:
- Assignments for presenting readings handed out
- Term paper assignment handed out

WEEKS 2-4: CONTEXTS FOR COMMUNITY DEVELOPMENT

Week 2 (Oct. XX): Focus on power: Community organizing
How do you figure out who has power in (or over) a community? What are different community organizing approaches to changing the balance of power? What is a planner’s role and responsibility in the face of power imbalances?

READINGS:
- Kristina Smock, Democracy in Action: Community Organizing and Urban Change. New York: Columbia 2004, Ch.2, “Models of community organizing: An overview” (10-33) and Ch.9, “Lessons learned” (248-255 only)
  http://sociology.ucsc.edu/whorulesamerica/theory/power_structure_research.html

Week 3 (Oct. XX) Focus on large-scale markets: Regional development theory
Why do economic activities locate where they do? What is agglomeration, and how does it affect where businesses locate? Why do rich regions stay rich and poor regions stay poor?

READINGS:
returns,” 145-169.

ASSIGNMENTS:
Paper topic prospectus due

Week 4 (Oct. XX): Cities and urban problems
What forces affect the economies of the cities? What approaches to urban revitalization have succeeded?

READINGS:
- Optional (this article has a lot of interesting ideas, but also assumes a lot of prior knowledge so parts of it may be hard to understand): Neil Brenner and Nik Theodore, “Cities and the geographies of ‘actually existing neoliberalism’,” Antipode, June 2002: 349-379.

WEEKS 5-10: CAPITAL INVESTMENT STRATEGIES

Week 5 (Oct. XX): Alternatives to disinvestment and displacement
Why does capital abandon some urban areas? Why does investment lead to displacement in other areas (or sometimes the same areas at another time)? What strategies can we use for reinvestment without displacement?

READINGS:

ASSIGNMENTS:
Take home test handed out

Week 6 (Nov. XX): Financial strategies
Can specialized financial institutions, tools, or programs help get capital flowing to businesses and households in poor neighborhoods? What are the prospects for more unconventional strategies?

READINGS:
- Lehn Benjamin, Julia Sass Rubin, and Sean Zielenbach, “Community Development Financial


ASSIGNMENTS:

- Work on take-home test

Week 7 (Nov. XX) : Making redevelopment benefit the community

Why does the normal, “neutral” process of redevelopment disadvantage communities of color? What are strategies for making development more accountable to lower income and minority communities and workers?

READINGS:


ASSIGNMENTS:

- Turn in take-home test

WEEKS 8-10: UPGRAADING SKILLS AND CAPACITIES: WORKERS, BUSINESSES, COMMUNITIES

Week 8 (Nov. XX): Workforce development strategies

Michael Teitz (Week 1) says that building up skills is one of the best ways to help poor neighborhoods. What approaches to skill upgrading and placement work? How do skill-building strategies fit in with other strategies such as strengthening career ladders, politically enhancing access to jobs, and/or improving the jobs people already have?
READINGS:


ASSIGNMENTS:

- Outline and progress report on term paper due

**Week 9 (Nov. XX, but I imagine we will reschedule): Small business strategies**
What are winning strategies for developing small businesses? Is it most helpful to provide supports, set standards, or simple not regulate them too much?

READINGS:


**Week 10 (Dec. XX): Social capital in economic development, and course wrap-up**
What is social capital, and does it matter? Also, let’s take some time to think back on what we have learned.

READINGS:

- **Flashback:** Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)

**Week 11 (To be scheduled during finals week): Student presentations**
The length of the presentations will depend on the number of students, but it will probably be about 3
minutes per student (!). For papers by groups of students, everybody should present, but you do not have to present "what you wrote"; you can divide up the presentation in any way you see fit.

ASSIGNMENTS:
   Paper due December XX
RESEARCH METHODS II  
John Jay College of Criminal Justice  
ECO752  

Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jay.cuny.edu  
Telephone: 212-484-1309  

COURSE SYLLABUS  

COURSE DESCRIPTION:  
The purpose of this course is to help you become comfortable and creative as empirical economic researchers. We will therefore introduce a series of econometric techniques and models by observing life in the trenches, i.e., working through how practitioners have approached econometric problems and built models as a vehicle for addressing substantive questions. Students are required to communicate econometric results and in writing assignments ways that are illuminating, persuasive, professional and rigorous. Students will learn at least one major statistical software package.  

PREREQUISITES: Research Methods I and Mathematical Economics  

Instructional Objectives  
• Students will master statistical and econometric tools that are used for practical and applied economic modeling.  
• Students will employ analytical and quantitative skills to further their economic research.  
• Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.  
• Students will be able to construct and critique econometric models that are frequently used in economic analysis and policy recommendations.  

TEXTBOOKS AND READINGS  
There are two required textbooks for the course: The Practice of Econometrics by Ernest M. Berndt; and Introduction to Econometrics by James Stock and Mark Watson. Please check used and online bookstores for the Berndt book. As additional references, we recommend A Guide to Econometrics by Peter Kennedy and Mostly Harmless Econometrics by Joshua Angrist and Jörn-Steffen Pischke. We also assign readings from the literature. Almost all are linked on the syllabus. Please bring the current readings, including textbooks, to class.  

REQUIREMENTS  
There are two sets of requirements for the course:  

1. Problem sets. We will assign six problem sets. You are required to complete all six, and the lowest grade will be dropped. We will not assign any exercises in the first week. After the first week, we will assign exercises every two weeks up to the last week of the course. The
six exercises you turn in will collectively count for 50 percent of your final grade.

2. **Term paper.** The term paper assignment can be in one of two forms: a replication of an empirical econometric paper that interests you, or an original piece of econometric research. Given other demands over the course of the semester, we *strongly recommend* that you opt for the replication option, which should generally be less demanding than estimating, and writing an original research paper. Replication can be an illuminating experience, especially, of course, if you choose a paper that really interests you. Having said that, we will not stop anyone who is just burning with an original idea to get it down on paper. The term paper will count for the other 50 percent of the grade. In addition, some of the homework assignments will involve providing us with preliminary materials and updates on the term paper. Finally, we require all students to make oral presentations of their term paper on the last week of class. *We emphasize now, and will continue to do so during the term, the need to work steadily throughout the semester on this project.*

**COMPUTER/DATA/SOFTWARE SUPPORT**

Throughout the term we will conduct lab sessions to assist people in getting comfortable using a text editor and statistical application to manage and analyze data; We will begin with sessions on Stata and R. Later in the term we will hold additional lab sessions to familiarize you with the use of EViews. The instructor will lead these lab sessions and will also hold regular office hours throughout the course to assist people further with their data and software needs and concerns.

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**COURSE STRUCTURE**

1. Methodological Issues and Descriptive Statistics (3 classes)

**Methodology**


Descriptive Statistics


Critical Replication (2 Classes)


Multiple Regression in Price Index Construction. (2 Classes)
Berndt, Ch. 4.
Stock and Watson, Chs. 4 and 5, as needed.


**Modeling Capital Accumulation/Investment Functions (3 Classes)**

Berndt, Ch. 6.

Stock and Watson, Chs. 8, 10 and 14 as needed.


**Identifying Economic Effects with Comparisons and Controls (3 Classes)**


Angrist and Pischke, Ch. 5.


Stock and Watson, Chapter 11, Regression with a Binary Dependent Variable

**Heteroskedasticity and clustered errors**

Angrist and Pischke, Ch. 8.


**VI. Causal Inference in Micro and Macro Settings (4 Classes)**

**Instrumental Variables**

Angrist and Pischke, Ch.5: pp.112-138 2SLS and the Wald Estimator; pp.150-158 IV as “Local Average Treatment Effect” (LATE); pp.188-192 Forbidden regressions and other common IV Mistakes; pp.205-216 Weak instruments and the bias in IV


**Regression Discontinuity**

Angrist and Pischke, Ch. 6.


**Macro: Granger Causality, Cointegration, and VAR**

Stock and Watson, Ch. 14 as needed and Chs. 12-13 passim.


**Nonparametric and Quantile Estimators (2 classes)**

Angrist and Pischke, Ch. 7, pp. 269-283.


Roger Koenker and Kevin Hallock, “Quantile Regression.”


Inflation, Unemployment and Aggregate Macroeconometric Models (4 Classes)
Berndt, Ch. 10, “Parameter Estimation in Structural and Reduced Form Equations of Small Macroeconometric Models: The Phillips Curve and NAIRU”


Student Oral Presentations of Course Term Papers (2 classes plus extra sessions)

Start thinking about it right away.
AGENDA

Methodological Issues and Descriptive Statistics (4 classes)
  Introductions
  Methodology
  Descriptive Statistics

Critical Replication (2 Classes)
  Problem Set 1 distributed

Multiple Regression in Price Index Construction. (2 Classes)

Distributed Lags and Autocorrelation in Aggregate Investment Functions (3 Classes)
  Problem Set 2 distributed

Identifying Economic Effects with Comparisons and Controls (3 Classes)
  Problem Set 3 distributed

Causal Inference in Micro and Macro Settings (4 Classes)
Nonparametric and Quantile Estimators (2 classes)
Macroeconometric Models (4 Classes)
  Problem Set 5 distributed

Student Oral Presentations of Course Term Papers (3 classes)
  Problem Set 6 distributed

Term Paper and Problem Set 6 Due
Seminar in Economics  
John Jay College of Criminal Justice  
ECO 799

Professor: Catherine P. Mulder  
Office: 3505 North Hall  
Office hours: TBA  
email: cmulder@jjay.cuny.edu  
Telephone: 212-484-1309

COURSE SYLLABUS

COURSE DESCRIPTION:

Students will prepare original research for publication in peer reviewed journals. Students will draw upon research conducted in ECO 752 Research Methods II and their elective courses to craft a manuscript worthy of publication in a peer-reviewed journal. Students will engage in extensive and peer-editing and revision. Students will produce and deliver conference quality presentation of their research throughout the course. Prerequisite: ECO 752 Research Methods II.

PREREQUISITES: Research Methods II

Instructional Objectives

- Students will engage in peer-editing.
- Students will produce and deliver conference quality presentations of their research.
- Students will produce publishable research.

Grade

100% of the course grade is determined by the final paper.

Academic Honesty

For John Jay College’s policy on academic integrity, including plagiarism, please go to: http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf.

Disability Policy

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Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Presentation of research conducted in previous classes.</td>
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<tr>
<td>2</td>
<td>Workshop on crafting a clear thesis.</td>
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<tr>
<td>3</td>
<td>Outlines due. Outlines presented in class.</td>
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<tr>
<td>Week</td>
<td>Event</td>
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<td>--------------------------------------------</td>
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<td>4</td>
<td>Outline presented in class.</td>
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<td>5</td>
<td>Workshop on peer-editing.</td>
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<td>6</td>
<td>Supervised peer-editing.</td>
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<td>7</td>
<td>Roundtable on progress.</td>
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<tr>
<td>8</td>
<td>Supervised peer-editing.</td>
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<td>9</td>
<td>Roundtable on progress.</td>
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<td>10</td>
<td>Workshop on presentation.</td>
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<td>11</td>
<td>Presentations.</td>
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<td>12</td>
<td>Presentations.</td>
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<td>13</td>
<td>Presentations.</td>
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<tr>
<td>14</td>
<td>Presentations. Final papers due.</td>
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</table>
The only reason, the only excuse, for the study of economic theory is to make this world a better place in which to live.

- Wesley Clair Mitchell

The difficulty lies, not in the new ideas, but in escaping from the old ones, which ramify, for those brought up as most of us have been, into every corner of our minds.

- John Maynard Keynes

**History of Economic Thought**

The course covers the evolution of economic thought from Ancient Greece into the 20th century. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and its effects on economic thought and debates in the 20th century across the globe. Our readings of original texts and contemporary scholarship in the history of economic thought will highlight the ways in which the ideas of the long since dead relate to the world we live in today.

**Instructional Objectives**

- Students will understand the intellectual origins of contemporary economic theories and debates.
- Students will understand different models accounting for the interaction and evolution of economic thought, economic practices, and economic policy.
- Students will further develop critical reading and writing skills that allow them to draw links between philosophical and theoretical controversies and real world politics and policies.

**Texts**

Any course reading not available in the following will be shared on blackboard.
Evaluation

Attendance/Participation 10%
Weekly Responses 30%
Midterm 30%
Final 30%

Thinking About the Components of the Course

Our texts, your careful reading of them, in-class lectures and discussion, office hours, etc. all work together to produce this course. The course is not simply the text, or, the lecture. This may seem obvious, but students often perform poorly by treating one part of the experience as the essence of the course, neglecting the other aspects as secondary. Do not make that mistake.

Attendance and Participation

You should come to class prepared to discuss readings. If you are not prepared, you will lose points on your participation grade. You should bring course readings to class. We will often refer to specific passages in our texts. If you can absolutely not print out a copy of an electronic reading, you should take detailed notes from your reading to class. Participation involves both answering and posing thoughtful questions as well as directed the rest of the class to important, interesting, and/or confusing passages from the text.

Response Papers

You are responsible for posting weekly responses to blackboard based on our current readings and discussions. Your response papers will be evaluated based on grammar, clarity, engagement with class texts, and the extent to which they creatively/critically linked different course themes and texts together. Further instructions on submissions are available on blackboard.

Late Work

You should hand in work on the appropriate due date. If you fail to do so, without a documented excuse, the work may not be accepted.
Exams

Our midterm and final exams will be take home. You will have a week to produce a number of short essays. You may use your notes and class texts, but not outside sources. Your final will be cumulative although there will be some emphasis on material from the second half of the semester.

Policies

Academic Integrity Policy

For quick definitions of violations of academic integrity go to: http://www.jjay.cuny.edu/academi For the entire policy on academic integrity please the Graduate Bulletin: http://johnjay.jjay.cuny.edu/bulletins/graduatebullet

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Incomplete Grade Policy

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Extra Work Policy

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Course Outline
This schedule is subject to minor changes based on our progress. You should have the relevant reading done by class. Other readings will be made available through BLACKBOARD.

**DATE** Course Structure and Expectations (syllabus)

**DATE** History of Economic Thought:
- Preface (HET)
- Introduction (TWP)

**DATE** Economic Methodology and Competing Theories:

**DATE** The Old Testament and Aristotle:
- Eric Roll. *A History of Economic Thought* pp.9-24
- Aristotle. “Politics” and “Nichomachean Ethics” (RDR)

**DATE** Medieval Thought:
- Eric Roll. *A History of Economic Thought* pp.24-42
- St. Thomas Aquinas from *Summa Theologica* (RDR)
- D. Wood. Introduction and Chapter 1 - “Private Property versus Communal Rights…”
- D. Wood. Chapter 3 - “What is Money?”
- S.M Ghazanfar. “Scholastic Economics and Arab scholars: the “Great Gap” thesis reconsidered”
- H. Hosseini. “Understanding the market mechanism before Adam Smith: economic thought in medieval Islam”

**DATE** Development Towards Capitalism and Mercantilism:
- Karl Polanyi. “Evolution of the Market Pattern”
- Ch.1 (HET)
- Ch.2 (HET)
- Ch.1 (ETR)

**DATE** Productive Labor and Self-Interest:
- Ch. 2 (HET)
- F. Quesnay. “Tableau Economique” (RDR)

**DATE** Adam Smith:
• selection from *The Theory of Moral Sentiments*
• E. Kuiper. “The construction of masculine identity in Adam Smith’s *The Theory of Moral Sentiments*”
  • pp.40-64 (HET)
  • pp. 156-179 (RDR)
• selection from *The Wealth of Nations*

**DATE** Malthus:
• Ch.3 (ETR)
• Ch.4 (HET)

**DATE** The Question of Gluts:
• J-B. Say “A Treatise on Political Economy.” (RDR)
• Malthus. “Principles of Political Economy.” (RDR)
• Ch.5 (ETR)

**DATE** Ricardo:
• selection from *On The Principles of Political Economy and Taxation*
• Ch.5 (HET)
• Ch.4 (ETR)

**DATE** Early Subjectivism and Responses to Capitalism:
• Ch. 6 (HET)
• Ch. 7 (HET)
• Ch. 8 (HET)
• selections from John Stuart Mill’s *Principles of Political Economy*
  • Ch. 6 (ETR)

**DATE** Marx’s Critique:
• selections from *Capital*
  • pp. 202-231 (HET)
  • Ch. 7 (ETR)

**DATE** Marginal Revolution:
• Ch.10 (HET)
• W.S. Jevons. “The Theory of Political Economy” (RDR)
• Ch. 8 (ETR)

**DATE** Neoclassical Economics:
• Ch.11 (HET)
DATE Institutionalism:

- John R. Commons “Institutional Economics” (RDR)
- T. Veblen “The Theory of the Leisure Class” (RDR)

DATE Keynes:

- J.M. Keynes. “The End of Laissez Faire” (RDR)
- selection from *The General Theory*

April 25 Counter-Keynesianisms 1:


April 30 HET and Contemporary Economics 1:

- TBA
ECO 711 Economic History
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Catherine P. Mulder
Syllabus

Office: North Hall, 445 West 59th Street, New York, NY 10019
E-mail: cmulder@jjay.cuny.edu
Phone: 212-484-1309
Office Hours: XXX
Class Meeting Time: XXX

Course Description:
This course introduces broad themes in economic history by exploring a small number of topics in depth. Topics include the transition from feudalism to capitalism; U.S. slavery, the emergence of wage labor, and the southern regional economy; the rise of the large-scale firm; and instability, depression, and structural change in the twentieth-century world economy. Particular emphasis will be placed on the development of economic and political institutions.

Prerequisites: There are no prerequisites required for this class.

Instructional Objectives:
1. Students will understand and critically evaluate how capitalism developed in the United States
2. Students will have a sophisticated grasp of other economic structures
3. Students will use the knowledge gained in this class to evaluate and critique various schools of economic thought and their differing analysis of Economic History.

Texts:
Karl Polanyi, *The Great Transformation*
Roger L. Ransom and Richard Sutch, *One Kind of Freedom: The Economic Consequences of Emancipation*
Gavin Wright, *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South*
Alfred D. Chandler, Jr., *The Visible Hand: The Managerial Revolution in American Business*
Alice Amsden, *Asia’s Next Giant: South Korea and Late Industrialization*
Peter Temin, *Did Monetary Forces Cause the Great Depression?*

Requirements and Grading: The course requirements are an in-class midterm exam, a take-home final exam, 2-page weekly response papers on the class readings, and contribution to class discussions. The midterm exam will be based in part upon study questions distributed in advance.

The response papers will be graded on a pass/fail basis. They must be sent prior to the lecture on the relevant readings in order for you to receive credit for that paper, except for the first response paper (on Polanyi), which is due no later than 11:15 a.m. on Monday, Sept. 9. A list of due dates for the response papers is provided at the beginning of the agenda. Students may omit any two of the twelve response papers without penalty.
Grading will be based approximately as follows:
Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

Late Assignments:
- The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it’s hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

Policies

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**Extra Work Policy**
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**Course Agenda**
Subject to Change

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

**RESPONSE PAPER DUE DATES:**
1. Monday, Sept. 9   Polanyi
2. Thursday, Sept. 12   Sweezy et al.
3. Thursday, Sept. 19   Pomeranz
4. Thursday, Sept. 26   Moore
5. Tuesday, Oct. 1   Ransom and Sutch
6. Tuesday, Oct. 8   Wright
7. Thursday, Oct. 24   Chandler, Sabel and Zeitlin, Schneiberg
8. Thursday, Oct. 31   Lamoreaux
9. Thursday, Nov. 7   Fishlow, Amsden
10. Thursday, Nov. 14   Temin
11. Thursday, Nov. 21   Bernstein, Kindleberger
12. Tuesday, Dec. 3   Diaz Alejandro, Brown, Owen

**READING ASSIGNMENTS**

**Introduction: Theory, History, and Economic Boundaries (Sept. 3)**

**I. The Transition from Feudalism to Capitalism (Sept. 5-24)**

**Sept. 5-10**

**Sept. 12-17**

**Sept. 19-24**

Recommended:


Asia in the Great Divergence, Special Issue of the *Economic History Review*, 64 (s1) (Feb. 2011), pp. 1-184.


II. U.S. Slavery, the Emergence of Wage Labor, and the Southern Regional Economy (Sept. 26-Oct. 10)

Sept. 26

Oct. 1-3

Oct. 8-10
*Gavin Wright, Sharing the Prize: The Economics of the Civil Rights Revolution in the American South* (Cambridge, Mass., 2013), ch. 2-4, 6-7, pp. 32-149, 183-257, 273-287, 292-301.

Recommended:


IN-CLASS MIDTERM EXAM (Thursday, Oct. 17)

III. The Rise of the Large-Scale Firm (Oct. 22-Nov. 12)
Oct. 22-24

Oct. 29

Oct. 31-Nov. 5

Nov. 7-12
*Alice Amsden, *Asia's Next Giant: South Korea and Late Industrialization* (New York, 1989), ch. 1, 4-6, pp. 3-23, 79-155.

Recommended:


IV. Instability, Depression, and Regimes of Accumulation in the Twentieth-Century World Economy (Nov. 14-Dec. 5)

Nov. 14-19
*Peter Temin, *Did Monetary Forces Cause the Great Depression?* (New York, 1976), ch. 3-4, pp. 62-137.

Nov. 21-26

Dec. 3-5

Recommended:


COURSE SYLLABUS

COURSE DESCRIPTION:

This course aims to provide students with a basic overview of the three main contending approaches to economics: neoclassical, Keynesian and Marxian. These are three very different ways of understanding what economies are, how they work and develop, and what impacts they have on the societies in which they exist. They also lead to different conclusions about what social changes could or should be pursued by people and also what policies governments ought to consider.

The course is organized in seminar format. Each student will be responsible for leading one discussion, participation, weekly reading response papers, and a term paper on a topic to be negotiated with the instructor.

PREREQUISITES: None

Instructional Objectives
Students will be able to understand the differences economic paradigms
Students will understand contending economic theories influence public policy
Students will understand that theories evolve and often taken out of context.

Texts: 


Richard D. Wolff, Capitalism’s Crisis Deepens: Essays on the Global Economic Meltdown, 2010-2014. This text will be referred to as CCD. You can order this book directly by clicking here (or copy this link to your browser: https://gumroad.com/l/RichardWolffCapitalismsCrisisDeepens). Once on the webpage scroll down and click the “Buy this!” button. You will be prompted to enter your email address and payment information, then click the “Pay” button. Shortly after the transaction is completed you will receive an email to the address you entered before paying. The email will have a “Download” button in the body of the text, click it and you will have downloaded the e-book in PDF format. The cost of this e-book is $10.
REQUIREMENTS AND GRADING
Discussion Leader 25%
Participation 20%
Weekly Response Papers 20%
Term Paper 35%

Late Assignments:
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Subject to Change

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Readings: Each Section will consist of 2 weeks

1. Introduction to the Analysis of Contending Economic Theories  
   CET, “To Our readers” and Chapter 1 (“Three Different Theories”)  
   Pages: xiii-50.  
   CCD, “Part I” and “Part IV, Section 1: “Harvard Students join the Movement”

2. The Mainstream or “Neoclassical” Theory  
   CET, Chapter 2 (“Neoclassical Theory”)  
   Pages: 51-104.

3. Keynesian Theory  
   CET, Chapter 3 (“Keynesian Theory”)  
   Pages: 105-132.  
   CCD, “Part III, Section 3: ‘Economic Policy Debates’”  
   Part III, Section 4”

4. Marxian Theory  
   CET, Chapter 4 (“Marxian Theory”)  
   Pages: 133-250.  
   CCD, “Part IV, Section 2: Debates on the Left”

5. Economic Theories and Social History  
   CET, Chapter 6 (“Oscillations in Capitalism and among Economic Theories”)  
   Pages: 311-346.  
   CCD, “Part IV, Section 4: Alternatives”

6. Why and How Theoretical Differences Matter  
   CET, Chapter 7 (“The Importance of Theoretical Differences”)  
   Pages: 347-378.

Student Presentations  
TBA Presentations continued and final paper is due at official scheduled final exam time.
Professor: Catherine P. Mulder
Office hours: XXX

This course uses economic anthropology to examine the nature of money and debt, global capitalism, the role of gender in structuring economies, and the human costs of the international debt crises.

**Learning Outcomes:**

Upon successful completion of this course students should be able to:

- Identify the major concepts in an anthropological/economical approach to the study of money and debt.
- Demonstrate an understanding of the relationship between international debt obligations and increasing income inequality.
- Explain the ways that gender and race ideologies inform international policies regarding debt, migration, and poverty.
- Evaluate the reasons why including gender as a category of analysis enriches our understanding of economies.

**Required Texts:**


Readings on Blackboard

**Assignments:**

One short paper (7-9 pages) 20%
Final Paper (15-20 pages) 60%
Reading Diary and Participation 20%

**Attendance Policy:**

One unexcused absence is permitted. Missing two classes will result in your grade being lowered by 10 percent. Missing three classes or more may result in a failing grade.

**Grading Scale**

A Excellent 94 – 100
B+ Very good 87 - 93
B Good 80 - 86
C+ Satisfactory plus 73 - 79
C Satisfactory 66 - 72
D Poor 60 – 71
Overview:
This is a graduate seminar in economic anthropology. The first half of the course covers some of the major concepts in the development of this field such as reciprocity and redistribution. It critiques the notion that women and children are the property of men and examines the lasting influence of this notion. The second half of the course covers the contemporary financial crises and the human costs the austerity measures accompanying them. It concludes with an ethnography of the workings of microfinance in Bangladesh. Throughout the course we will note the similarities and differences between economic anthropology and mainstream economics.

You will be expected to do the reading and keep a weekly reading journal. The reading journal does not have to summarize the readings, but rather it should articulate the major theoretical arguments and pose questions for discussion. Each journal should be about at least one and not more than two pages long, and it should be posted on Blackboard by 10 pm Monday evening. They will be available to the entire class and thus will help to shape the seminar on Tuesday.

A writing prompt will be provided for the short paper. The long paper needs to be on a topic of your choosing. The last seminar will be devoted to sharing your research questions with the class.

In addition to the usual ban on texting, checking email and so forth while in class, I would also ask that you not chew gum. But feel free to bring drinks or snacks.

Schedule (subject to change)
Debt the First 5,000 Years (DF)
Microfinance and its Discontents (MD)
Blackboard (BB)

Week
1 (BB) Chapter Four from *The Great Transformation*, Karl Polanyi
2 (DF) Experience of Moral Confusion, Myth of Barter, Primordial Debts 1-72
3 (BB) Introduction and Chapter one from *The Gift*, Marcel Mauss
4 (BB) Excerpts from *The Elementary Structures of Kinship*, Claude Lévi-Straus
5 (BB) “The Traffic in Women” Gayle Rubin
6 Paper 1 due. Film: *Life and Debt*
7 (DF) Capitalist Empires and The Beginning of Something 307-392
8 (BB) “Gender, Class and Location in the Global Economy,” D. Barker and E. Kuiper
9 (BB) “Situating Global Capitalisms,” Karen Ho
10 Film: *Inside Job*
11 (BB) Excerpts from *The Bubble and Beyond*, Mike Hudson
12 (MD) 1-99
13 (MD) 95-131
14 (MD) 163-206
15 First draft of final paper due. Presentations of research questions. Final paper due during Finals Week.

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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 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.

Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.
ECO 745 International Trade
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Catherine P. Mulder

Syllabus

Office: North Hall, 445 West 59th Street, New York, NY 10019
E-mail: cmulder@jjay.cuny.edu
Phone: 212-484-1309
Office Hours: XXX

Class Meeting Time: XXX

Course Description: The subject of this course is the theory, policy, political economy and history of the international organization of trade. Mainstream international trade theory is based mainly on microeconomic tools of analysis. The field of international trade ranges from abstract theoretical modeling to policy controversies. In this course we will examine both—we will take care to explore neoclassical and heterodox trade theory, while also paying attention to important empirical, political economy and policy issues.

Following the examination of trade theory we will explore four contemporary debates in international trade. I have provided readings for eight topics here, for your future reference. The four issues are: 1. the debate over free vs. fair trade; 2. trade and gender; 3. trade, growth, poverty and inequality; and one of the following: trade and the environment; wages and outsourcing; China and global trade; the political economy of the WTO; and terms of trade and unequal exchange vis-à-vis developing countries.

Prerequisites: Since microeconomics is used for mainstream international trade theories and models it is a prerequisite for this course. At the least, all students must have successfully completed at the undergraduate level a course in Introductory Microeconomics or International Economics.

Instructional Objectives:
1. Students should expect to be conversant in alternative theoretical perspectives on trade issues, have a good sense of their respective strengths and limitations, and be able to apply them to contemporary trade issues and controversies
2. Students should also understand how trade theory (and economics more broadly) has evolved over the past several decades—trending away from the parsimonious, elegant universal models that characterized economics during the 20th century toward far “messier” accounts that recognize the importance of history, geography, and a broad range of other “contingent” factors that bear on and contextualize trade flows and outcomes.
3. Students should have a sense of what has been gained and lost in the theoretical transition away from simple assumption sets and reductionist explanatory models.

Texts:
You can find the other required readings for the course in a few different venues. Most readings are in Blackboard (these are in the “Course Documents” folder and are marked on the syllabus with BB). You can also find many of the readings on your own by using Jstor, Google, or Google Scholar. Note that optional readings are not available through Blackboard.

**Grading:** Course grades will be determined as follows: two take-home exams (Exam 1, 40% of grade; Exam 2, 45%) and participation in class discussions (15% of grade). The exams will be distributed in class (see course outline below for dates). Extensions will not be given. You may use all course materials and your own notes in preparing this exam, but you may not talk with any of your colleagues (or anyone else) about the exam. Assessment of class participation will depend on your demonstrated preparation for class each week, and on the quality (and not primarily the quantity) of your contributions to class discussion.

**Criteria for Assessment of Exams:**
1. Complete answer to the question posed
2. Depth and breadth in knowledge of reading
3. Coherence, originality and persuasiveness of argument
4. Clarity in writing

**Data Sources on International Trade**

World Bank's World Development Indicators (import and export duties, trade volumes, other cross-national data).

NBER Data Sets, including detailed trade statistics
- http://www.nber.org/data/

The Center for International Data at UC Davis.
- http://cid.econ.ucdavis.edu/

World Bank Trade Data, including the international trade and production database.
- http://go.worldbank.org/K2LPHKB0M0

United Nations COMTRADE data base
- http://comtrade.un.org/

UNCTAD Trade Analysis and Information System (TRAINS):

US Census Bureau Foreign Trade Statistics:
- http://www.census.gov/foreign-trade/www/

Detailed US and Canada imports by source (6-digit HS) from Industry Canada:

Jon Haveman’s International Trade Data:
- http://www.macalester.edu/research/economics/page/haveman/trade.resources/tradedata.html

Office of the United States Trade Representative National Trade Estimate Report on Foreign Trade Barriers:

Inter-American Development Bank’s Trade and Integration Databases:

U.S. Department of State Country Commercial Guides:
  Link: www.state.gov/r/pa/ei/bgn/
World Trade Organization’s Trade Policy Reviews. These are up-to-date reviews of commercial policies in member countries.
- [http://www.wto.org/english/tratop_E/tpr_e/tpr_e.htm](http://www.wto.org/english/tratop_E/tpr_e/tpr_e.htm)

Tuck Trade Agreements Data Base. Comprehensive, searchable collection of the text of RTAs.

Trade polls. Conveniently collected results from recent polls covering globalization-related questions.
- [http://www.pollingreport.com/trade.htm](http://www.pollingreport.com/trade.htm)

WorldTradeLaw.net. An online source for world trade law, including WTO dispute settlement.
- [http://www.worldtradelaw.net/](http://www.worldtradelaw.net/)

## Policies

### Academic Integrity Policy
For quick definitions of violations of academic integrity go to: [http://www.jjay.cuny.edu/academics/762.php](http://www.jjay.cuny.edu/academics/762.php).
For the entire policy on academic integrity please the Graduate Bulletin: [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)

### Plagiarism Policy
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.
The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard's SafeAssign.

### 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 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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### Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.
**Course Agenda**
*Subject to Change*

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

**INTRODUCTION TO THE GLOBAL TRADE SYSTEM: AN OVERVIEW OF THE KEY ISSUES, DEBATES, AND PROBLEMS**

*Week 1*

There are no required readings for the first meeting of the course. In order to set the context for our study this term, I will present an overview of the key challenges confronting the global trade system. *The Coughlin piece listed below presents a wonderful summary of many of the themes that will appear in this course. Also some interesting global trade empirics are presented graphically in World Maps #10-13 & 21.*

**Optional:**


Krugman, Paul. 1993. “What Do Undergrads Need to Know About Trade?” *The American Economic Review*, Papers and Proceedings 83(2): 23-26. (Don’t worry: this is also relevant to graduate students, though the reading is nevertheless optional.)


**I. THE EVOLUTION OF THE INTERNATIONAL TRADE SYSTEM: AN HISTORICAL OVERVIEW**

*Week 2*

**Lots of reading this week,** which raises many important themes that will recur throughout the course.

**A. The Pre-GATT World**

**Required:**


   (Note: focus on the historical discussion rather than on the prescriptions that are discussed toward the end of the article. This article draws from Chang’s book, *Kicking away the ladder*—see optional readings below for full citation.)

3. Arthur Stein, “The Hegemon’s Dilemma: Great Britain, the United States, and the

**Optional:**
Williamson, Jeffrey, "Winners and Losers Over Two Centuries of Globalization," *WIDER Annual Lecture* 6, World Institute for Development Economics Research, 2002. (This paper is also relevant to the discussion of unequal exchange theory in part III of the course.)

**B. The Post-GATT World: The WTO and the Rise of Bi- and Multilateral Trade Regimes**

**Required:**

**Optional:**
II. CORE TRADE THEORIES AND EMPIRICAL TESTS (4 sessions)

REVIEW SESSION:

In week 2 or 3 of the course I will hold an optional review session that will explore some of the basic ideas that inform neoclassical economics, and which are relevant to neoclassical trade theory. I'll poll the class to find the best time to hold the session. If you think you don't really understand microeconomic theory, you should come. If you think you do understand microeconomic theory, you should definitely come.

A. Ricardian/Classical Model of Trade

Week 3

Required:
Ricardo, David. 1821. Chapter 7 “On Foreign Trade” in On the Principles of Political Economy and Taxation. London: John Murray, Third Edition. Focus only on paragraphs 7.11-7.19 (the rest of the chapter is optional, but may be of interest to those of you who have already studied IMR).

Krugman and Obstfeld, International Economics, read chapters 2-3 (8th or 9th ed), read chapters 3-4 (10th edition). (Note: SKIP any discussion of the gravity model—we will discuss that in a few weeks.)


Prasch, Robert. 1996. “Reassessing the Theory of Comparative Advantage,” Review of Political Economy 8(1): 37-55. NB: we have not yet studied the Heckscher-Ohlin model of trade (we do that next week), which he discusses in section 9 of the paper. But I think you can begin to make sense of his critique based on what you see here. This section will make more sense to you after
next week’s readings. For the rest, keep Krugman’s arguments in mind as you read Prasch. Is Prasch susceptible to Krugman’s critique?

Optional:

B. Factor Endowments, Heckscher-Ohlin, & Empirical Tests

Week 4

Required:
Krugman and Obstfeld: 9th and 10th ed., chapter 5 (skip appendix); OR 8th ed., chapter 4 (skip appendix)

Optional:

C. New Trade Theories #1: Strategic Trade Theory: Does it Matter What You Export?

Week 5

Required:


Optional:


**D. New Trade Theories, #2: Increasing Returns, Geography, Intra-industry Trade, Monopolistic Competition, Technology Gaps & the Gravity Model**

Week 6

**Required:**

*Krugman & Obstfeld, 10th ed.*: Chs. 7 and (parts of) ch. 8; and section of chapter 1 on the gravity model, pp. 10-13.

**NB:** In ch. 8, read pp. 164-168 (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.
**Then:** Read the section “The Significance of Intra-Industry Trade,” pp. 178-181. Then skip ahead to the section on “Dumping,” pp. 188 – 190.

**Then:** If you’re using the 10th or the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

**OR:**

**Krugman & Obstfeld, 9th ed.:** Chs. 7 and (parts of) ch. 8; and section of chapter 2 on the gravity model, pp. 11-15.

**NB:** In ch. 8, read pp. 155-159 (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.


**Then:** If you’re using the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

**OR:**

**Krugman & Obstfeld, 8th ed.:**

Ch. 6 (just parts; see below) and sub-section of chapter 2 on the gravity model, pp. 15-18.

**NB:** In ch. 6, read pp. 114-120 top (stopping at "Monopolistic Competition"). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

**Then:** Resume reading on p. 129, at the heading "Economies of Scale and Comparative Advantage." Pay close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages. Read the rest of the chapter (129-149).

**IN THIS WEEK’S READINGS:** Please pay close attention to the intuition behind “external economies” and “internal economies” (quick quiz: Is the clustering of firms in one industry--say, software development in Silicon Valley, an example of the former or the latter?); external economies and trade, and interregional trade and geography. All of this is intuitively accessible, thankfully, but also important in understanding how economists make sense of contemporary trade patterns.

We also turn here to “internal economies” which yield monopolies (and other corporate forms that diverge from the perfectly competitive firm).
THEN READ:

Palley, Tom. 2006. “Rethinking Trade and Trade Policy: Gomory, Baumol, and Samuelson on Comparative Advantage.” Levy Economics Institute Public Policy Brief No. 86. (As you read the Palley essay I want to draw your attention to one particularly important argument: it concerns the DYNAMIC and ENDURING effects of strategic trade policy (such as currency devaluation). The relevant arguments appear from about p. 17 through pp. 20-21. Emphasis is placed on the long-run effects of even temporary strategic trade policy. In Palley's view, the arguments relate directly to the situation facing US-China conflict today.


Optional:

EXAM 1: Distributed on Weds, Feb. 11th. Exam (hard copy) is due in my office on Monday, February 16th, at noon. No Exceptions.

III. CONTEMPORARY DEBATES IN TRADE THEORY AND POLICY

EXAM 2: Exam questions will be distributed weekly, beginning in week 7, immediately following class. Exam (hard copy or email) is due on Friday, March 13, at Noon. No Exceptions.

The Debate over Free Trade versus Fair Trade
Week 7
Required:
Krugman, Paul. “In Praise of Cheap Labor.” (If you’d like to read more Krugman on this topic, see the Blackboard for list of articles and links. To see how his thinking has evolved, see his 2007 piece).
DeMartino, George. 2011. “Free Trade or Social Tariffs.”
Optional:

OR

DeMartino, 2000. Global Economy, Global Justice, London: Routledge. Chapter 6. (This is a more extensive treatment of the issues that are raised in the previous article. I will lecture in class on the conflict between moral objectivism and cultural relativism that arises in the context of this debate.)
Optional:
Gitterman, Daniel P. A race to the bottom, a race to the top or the march to a minimum floor? 2002. UCIAS Edited volume 1, Dynamics of regulatory change.
Trade and Gender
Week 8

Required:

Elson, Diane, Caren Grown, and Nilufer Cagatay. 2007. “Mainstream, heterodox and feminist trade theory,” in Irene van Staveren, Diane Elson, Caren Grown and Nilufer Cagatay (eds.) The Feminist Economics of Trade. London and New York: Routledge, pp. 33-52. (NB: the section entitled 'Heterodox Trade Theories: Absolute Advantage and Capital Accumulation' draws on literatures that we’ve not studied in this course—post-Keynesian and Marxian theory. My sense is that this section doesn’t provide enough detail to be accessible to those of you who haven’t studied these theoretical traditions. So you can skip this section (or skim it). More important to focus on the section that follows: 'Feminist-heterodox theories of trade,' which begins on page 44. Pages 44-48 are most important, in fact.


Optional:


Trade Liberalization, Growth, Poverty and Inequality

Week 9

Required:
Rodrik, Dani. 2001. The Global Governance of Trade as if Development Really Mattered. UNDP Background Paper. (Rodrik provides a very nice Executive Summary at the beginning of this article. Read that first, and then re-read it as you move from section to section of the paper since he provides a nice summary in the ES of each section of the paper.)

Koujianou Goldberg, Pinelopi and Nina Pavcnik, “Distributional Effects of Globalization in Developing Countries,” Journal of Economic Literature 45, no. 1 (March 2007), pp. 39-82. (You can skip section 2 entirely—it focuses on definitional and measurement issues which, though important, are not directly relevant for this course. Focus in particular on section 3 (the empirical findings on the connection between trade and inequality); and sections 5-6 (you can just skim section 4). Section 5 includes the authors’ attempts to explain the empirical findings of section 3. And in a magnanimous gesture, the authors then summarize the central points of the paper in section 6.

Bivens, Josh, 2014 (Dec. 15), “New Trade Agreements Will Take Center Stage in 2015-So Will Bad Arguments on Their Behalf,” blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).

Optional:


**OTHER ISSUES (We’ll choose one of the following for Week 10):**

**China and Global Trade**
First, read these two short academic articles:

1. Rodrik, Dani. 2006. “What’s so special about China’s exports?”

Rodrik argues (and try to demonstrate) that China has achieved a much higher level of sophistication in its exports than one would expect of a country at its level of GDP/capita. He then claims that this is very important for its economic development; and he then tries to explain how it has managed this achievement. Pay closest attention to the latter two points. (For an alternative view, see Daniel Lederman and William F. Maloney of the World Bank, “Does What You Export matter? In search of empirical guidance for industrial policies,” Sept. 27, 2010. In particular, see the introduction and section 2.)


A year ago during a trade class I interviewed via conference call a recent Korbel alum who was then working in trade for the Jamaican government. When asked about the challenges facing Jamaica in its efforts to develop, she answered “CHINA!” She explained that Jamaica was losing its comparative advantage in low-skilled manufacturing, and was being forced to return to primary good exports.

The piece by Gallagher, Moreno-Bird and Porzecanski explores this matter systematically, focusing on the case of Mexico. Mexico is far more industrialized than Jamaica, and would seem by virtue of its level of development and proximity to the US (remember the gravity model) to be insulated from competition with China. This article suggests that this is not true—that Mexican exports are under threat from China. Think about the implications for developing countries more generally as you weigh the arguments and evidence.
3. Then read the collection of articles that I've also placed on the Blackboard, in the China folder (or as many of these as you have time for):

3. Naturally, we need to read some Krugman. Read “Chinese New Year,” (1/1/2010) and “Taking on China,” (Sept. 30, 2010), both from the NYT.

These next three articles give a glimpse of the complicated relationship between US businesses and China.

10. Listen to this (depressing?) NPR story (July 2011) about a US company that has broken into the Chinese market:

Optional:
Here is the link to the video (about 7 mins) on China's development and trade strategies, and its effects on other countries. "How China is shaping the world":
http://video.ft.com/v/753437010001/How-China-is-shaping-the-world

**Trade, Wages & Outsourcing: Empirical Evidence. Is Outsourcing Different From Regular Trade?**

Required:


Bivens, Josh, 2014 (Dec. 15), “New Trade Agreements Will Take Center Stage in 2015-So Will Bad Arguments on Their Behalf,” blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).


Optional:


**Trade and the Environment**


Bhagwati, Jagdish. 1993 (November). “The case for free trade.” Scientific American. pp. 41-57 (these pages include the Daly article below).


The Political Economy of the WTO


Optional:

Terms of Trade and Unequal Exchange vis-à-vis Developing Countries

Required:

Optional:
Prebisch, R. 1962. “The Economic Development of Latin America and Its Principal Problems.” Economic Bulletin for Latin America. (This is a “classic” article.)

Trade and Capital Controls

Council on Foreign Relations, “U.S. Trade and Investment Policy,” Washington, at http://www.cfr.org/trade/us-trade-investment-policy/p25737 See the additional view by Nancy Birdsall, James W. Owens and Laura D'Andrea Tyson, stating that “in any future bilateral trade agreements with developing countries, the United States ought to recognize, as has the International Monetary Fund, that complete and immediate opening of capital markets is not necessarily in the interest of all countries all the time.” Ilge, Burghard and Kavaljit Singh, “European Union: Protecting The "Rights of Investors" at the Expense of Democracy,” Centre for Research on Globalization, Canada.
The Trans-Pacific and Trans-Atlantic Partnerships


Optional:

Kevin Gallagher, Fast track to financial instability.; http://triplecrisis.com/fast-track-to-financial-instability/#more-11625

Maier, Jurgen, “Trade Ministers Beg Brussels to Remove More National Sovereignty,” October 27 2014, Open Democracy blog post. (also on TTIP)

These issues are unfolding, and there is not much in the way of good analyses of them to date. I will likely add materials to this topic if you select it.

The WTO and Food Security


Optional:


There is a not a great deal of analysis of this issue to this point. But we’ll keep an eye out for it as the quarter unfolds.
1. **Description**

One of the hallmark of globalisation has been the development of a global financial architecture with a very wide reach. The object of this course will be to study the dynamics of this financial system. To this end, we will first probe its historical inception and gradual development, eventually coming to study the system in its current form. We will then analyze the way it functions – the way it is enmeshed with national economies, its internal logic and dynamics, and how it sometimes experiences crises. In the process, we will discuss the working of various institutions that are central to the global financial architecture, such as central banks, private funds, private banks, etc.

2. **Prerequisites**

There is no prerequisite for this course.

3. **Learning Objectives**

Upon completion of this class, students should have a basic understanding of the nature, role, and dynamics of international finance on a global scale. To this end, the following areas and concepts will be explored:

- **Balance of Payment Accounting**: Students should have a basic knowledge of the way balance of payment accounting is done. In particular, they should be able to differentiate different components of the balance sheets and identify how different flows are measured and relate to each other.

- **Foreign Investment**: Students should have an understanding of the nature, dynamics, and impacts of different types of investment flows, such as foreign direct investment and portfolio flows.

- **Debt**: Students should understand the importance of private and public debt flows and assets in the functioning of the international financial system.

- **International Treaties and Policies**: While most international treaties dealing with international finance will not be studied in great details, students should have an idea of the basic policy framework under which it operates. Particular attention will be given to the framework designed after World War II at Bretton Woods and, more recently, to the Basel accords.
- **International Financial Crises**: Students should have a good idea of the causes, dynamics, and consequences of international financial crises. Several financial crises will be studied, including crisis in emerging markets and the latest major financial crisis in the US and the EU.

- **Colonialism and Imperialism**: Students should understand the impacts of colonialism and imperialism, both on the imperial power and its targets, as well as its enduring role in shaping the current financial system.

4. **Format of the Course and Workload**

The course will consist mostly of lectures. As one of the main objectives of the course is to hone your ability to think critically about issues pertaining to international finance, however, I will try to foster debates and discussions in a seminar-like atmosphere. For each of the themes we will study, I will bring forward various perspectives and submit them to your judgement.

For this to work well, you will need to have generally done the required readings before the course. I will assign the equivalent of about 100-150 pages to read per week, sometimes a bit less if the readings are more difficult. Readings will be taken largely from articles, which I will make available either online or through library reserve. There will be weekly response papers to foster reflection about the content of the readings.

The course will not be heavy on math. We will review various mathematical models as we go along, when issues at hand warrant their use or have been analysed with the help of such models, but the presentation will be very literary and I will not ask you to be able to derive them anew.

5. **Evaluation**

a) Short Response papers (3*10=30%) *(best 10)* *(weekly)*
b) A take-home mid-term examination (20 %) *(date to be determined)*;
c) A take-home final examination (30 %) *(date to be determined)*;
d) Term paper (20%) *(end of class)*

If you don’t think you can meet a deadline, you have to discuss it with me at least two days in advance, barring any major late minute problems. Otherwise, a penalty may be applied.

**Short response papers:**

Every week you will be required to answer some simple questions related to the readings. Each will be worth 3% and I will take the best 10.

**Take-Home Exams:**

As a general rule, the exams will cover anything we have discussed up to the moment when they are handed out. Most questions will revolve around what we discuss in class, though some might be related to the mandatory readings. There will always be a choice of questions, though I may require you to answer questions from different themes amongst those we will have explored in class. Needless to say, the answers you provide should be your own. Finally, you will have about a week to write the exams. The date of the midterm remains to be determined, but the final will be handed out on the last day of classes and be due at the end of the exam period.
Term Paper:

This can be on any topic related to international finance or international macro-economics, subject to my approval. Papers are due at the end of the semester. We’ll discuss the specifics in class.

6. Grading

The grading scale will be the following (grades rounded to the nearest whole number):

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93 %</td>
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<td>A-</td>
<td>92-90 %</td>
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<td>B+</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>F</td>
<td>Less than 60 %</td>
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7. Disability Policy

Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

8. Writing Center

If you need help with written English, you may consider dropping by the writing centre, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organising and structuring a paper, to writing and proofreading it. Being able to write well is a useful skill in many situations, a skill definitely worth honing while you have the wherewithal to do it.

9. Textbook

There is no textbook for this course.

10. Tentative Plan

The readings will be based on material from the bibliographic list at the end and others to be announced throughout the semester in class. I will make them available on blackboard or on library reserve as we proceed.

a. PROLOGUE – Current issues in international finance (1 weeks)

b. TECHNICAL TOOLS (2-3 week)

   i. Balance of Payments accounting;
   ii. financial accounting;
   iii. Exchange rates.
   iv. Basic open economy macro relations

c. THE HISTORICAL SET UP – How we got where we are (3 weeks)
i. Precursors to the current system
ii. Bretton woods and the gold standard;
iii. The era of flexible exchange rates and deregulation
iv. The debt crisis of the early 1980s
v. The rise of global banking and private funds;
vi. The Asian crisis

d. FINANCIAL FLOWS (3 weeks)
i. FDI
ii. Portfolio flows
iii. Sovereign funds
iv. Hedge funds
v. global banks

e. POLICY FRAMEWORK (1-2 week(s))
i. NAFTA
ii. European Union (Maastricht et al.)
iii. Basel accords
iv. Capital controls
v. IMF

f. CAPITAL FLIGHT (1 week)
i. Off-shore banking
ii. Case studies

g. FINANCIAL CRISES (2 week)
i. Causes, consequences, and dynamics of debt and currency crises.
ii. Case studies:
   1. Latin American debt crisis
   2. 1990s Mexican crisis
   3. Asian crisis
   4. Sub-prime crisis

BIBLIOGRAPHY


Fourçans, André and Raphaël Franck (2003). Currency Crises: A Theoretical and Empirical Perspective. Northampton: Edward Elgar. – This is a very good review of the literature on that topic.


ECO 760 Political Economy of the Environment
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Catherine P. Mulder

Syllabus

Office: North Hall, 445 West 59th Street, New York, NY 10019
E-mail: cmulder@jjay.cuny.edu
Phone: 212-484-1309
Office Hours: Class Meeting Time: XXX

Course Description:
This course is a one-semester introduction to the political economy of the environment – that is, the analysis of how scarce environmental and natural resources are allocated not only among competing ends, but also among competing individuals, groups, and classes.

Prerequisites: There are no prerequisites required for this class.

Instructional Objectives:
1 Students will understand and critically evaluate the intersection of the economy and the environment
2 Students will learn policy debates over costs/profits and “clean” production technologies.
3 Students will use the knowledge gained in this class to evaluate and critique various schools of economic thought and their differing analysis of a sustainable environment.

Texts:


All other readings will be available on Blackboard.
**Requirements and Grading:** The course requirements are an in-class midterm exam, a take-home final exam, 2-page weekly response papers on the class readings, and contribution to class discussions. The midterm exam will be based in part upon study questions distributed in advance.

The response papers will be graded on a pass/fail basis. They must be sent prior to the lecture on the relevant readings in order for you to receive credit for that paper, except for the first response paper, which is due no later than 11:15 a.m. on Monday, Sept. 9. A list of due dates for the response papers is provided on the last page of this syllabus. Students may omit any two of the twelve response papers without penalty.

Grading will be based approximately as follows:
Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

**Late Assignments:**
- The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it’s hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

**Policies**

**Academic Integrity Policy**
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**The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard's SafeAssign.**
**Americans with Disabilities Act (ADA) Policies**

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**Incomplete Grade Policy**

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**Extra Work Policy**

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**Course Agenda**

Subject to Change

*Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>List</td>
</tr>
<tr>
<td>2</td>
<td>Power and Environmental Protection</td>
<td>I(a)</td>
</tr>
<tr>
<td>3</td>
<td>Environmental Justice and Disaster Vulnerability</td>
<td>I(b&amp;c)</td>
</tr>
<tr>
<td>4</td>
<td>The Environmental Kuznets Curve</td>
<td>I (d)</td>
</tr>
<tr>
<td>5</td>
<td>Benefits and Costs &amp; Commensurability</td>
<td>II (a&amp;b)</td>
</tr>
<tr>
<td>6</td>
<td>Property as a Social Process: Theory</td>
<td>III (a)</td>
</tr>
<tr>
<td>7</td>
<td>Property as a Social Process: The US History &amp; Free Market Environmentalism</td>
<td>III (b&amp;c)</td>
</tr>
<tr>
<td>8</td>
<td>Common Property and Building Natural Assets</td>
<td>III (d&amp;e)</td>
</tr>
<tr>
<td>9</td>
<td>Globalization: Markets and Governance</td>
<td>IV (a&amp;b)</td>
</tr>
<tr>
<td>10</td>
<td>Precautionary Principle and Polluter Pays Principle</td>
<td>V (a&amp;b)</td>
</tr>
<tr>
<td>11</td>
<td>Certification &amp; Cultivated biodiversity</td>
<td>V (c&amp;d)</td>
</tr>
<tr>
<td>12</td>
<td>Resilience &amp; Economics of Climate Change</td>
<td>V(e) &amp; VI(a)</td>
</tr>
<tr>
<td>13</td>
<td>U.S. Climate Policy &amp; Political Economy of International Climate Accords</td>
<td>VI (b&amp;c)</td>
</tr>
</tbody>
</table>

**RESPONSE PAPER DUE DATES:**

1. Monday, Sept. 9
2. Thursday, Sept. 12
3. Thursday, Sept. 19
4. Thursday, Sept. 26
I. DISTRIBUTION

(a) Power and environmental protection


(b) Environmental Justice


Szasz, Andrew and Meuser, Michael (1997) 'Environmental Inequalities: Literature Review and Proposals for New Directions in Research and Theory,' *Current Sociology,* 45(3), 99-120.


(c) **Disaster vulnerability**


(d) **The ‘environmental Kuznets curve’**


II. VALUATION

(a) Benefits and costs


(b) Commensurability


### III. PROPERTY

(a) **Property as social process: theory**


(b) **Property as social process: illustrations from US history**


(c) **Free-market environmentalism**


(d) *Common property*


(e) **Building natural assets**


**IV. GLOBALIZATION**

(a) **Markets**


(b) **Governance**


V. **POLICY: SELECTED ISSUES**

(a) **The precautionary principle**


(b) The polluter pays principle


(c) Certification


(d) Cultivated biodiversity


(e) Resilience


VI. GLOBAL CLIMATE CHANGE
(a) **Economics of climate change**


(b) **U.S. climate policy**


(c) **Political economy of international climate accords**


COURSE SYLLABUS

COURSE DESCRIPTION:

This course is concerned with the international and comparative politics of work and social welfare. We will address the following questions: How has work been transformed by the fragmentation of the labor process and the dramatic increase in global labor supply over the last generation? What rights do employees have in the workplace and why do these rights vary so much across countries? What are the different forms in which societies solve the problems related to the reproduction of the labor force, including the nurture, education and training of the next generation of workers? Why do societies differ so much in their guarantees of employment and social security?

The course is organized in seminar format. Each student will be responsible for leading one discussion, participation, weekly reading response papers, and a term paper on a topic to be negotiated with the instructor.

PREREQUISITES: None

Instructional Objectives

5. Students will be able to understand the differences in working relationships across nations
6. Students will understand how culture, policies, and natural resources affect how work is done in various countries
7. Students will understand how work and the labor force have changed through time and across nations.

TEXTBOOKS AND READINGS

Most of the readings are in Frege and Kelly, eds. Comparative Employment Relations in the Global Economy and McIntyre, Are Worker Rights Human Rights? Other items are generally available online or on the SAKAI site. Another text that might be worth looking at is Hauptmeier and Vidal, Comparative Political Economy of Work.

All other readings will be place on Blackboard or on reserve at the library.

REQUIREMENTS AND GRADING

Discussion Leader 25%
Participation 20%
Weekly Response Papers 20%
Term Paper 35%
**Late Assignments:**
The will be very few if any excused late assignments—so please PLAN AHEAD. Since most of your assignment will be submitted online, either on BlackBoard they will be time and date stamped—thus if you miss the deadline, for the first day (24 hours) you will be penalized 10%, the 2nd and 3rd days, an extra 5% each. You will receive no credit for assignments handed in after Day 3—you still should probably do the assignment this this class is cumulative, but you will receive no credit for it. So please, I know it’s hard, but try to anticipate feeling ill, having to work late, your computer crashing, losing internet service or whatever and get the assignment done early—leaving it to the last minute could have serious consequences.

**Friendly Expectations**

- Students are expected to have read all the required assignments PRIOR to class. Footnotes typically have helpful information in them, so please read them.
- Class participation is strongly encouraged and may help to raise your grade.
- Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.
- Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class and you will be asked to leave and be counted absent for the class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom.
- If you should have a documented learning disability, please get me the paperwork as soon as possible. Please go to the Office of Accessibility Services. (See more below)
- Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Graduate Bulletin. If caught cheating or plagiarizing on any assignment, you will fail that particular assignment. If there is a second violation, you will fail the course. If you plagiarize the final research paper, you will fail the class. Plagiarism includes work you’ve completed for other classes, i.e., you are plagiarizing yourself. (See more below) [http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf](http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf)
- Students are expected to come prepared for any presentation, and/or assignment. There will be NO MAKE-UPS FOR MISSED WORK unless approved by me.
- Any assignments should be typed and submitted to Blackboard in the appropriate place.
- Students are expected to come to my office and to seek help from the writing center and/or classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.
- My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are
having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

- Please be respectful of other people’s opinions. This class will address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that’s great!! However, while we do not have to agree with each other, let’s use this as a time to have an intellectual discussion/debate.

- Good Luck and let’s have a wonderful semester.

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1/27 **General Introduction**


Divergent corporate responses to factory collapse in Bangladesh at [http://www.nytimes.com/2013/05/01/world/asia/retailers-split-on-bangladesh-factory-collapse.html?r=0](http://www.nytimes.com/2013/05/01/world/asia/retailers-split-on-bangladesh-factory-collapse.html?r=0)


2/3 **Some Basic Concepts and Trends**


*R. McIntyre *Are Worker Rights Human Rights*, preface, ch.1, 3*

McIntyre, ch.2

B. Kaufman, “The Definition and Intellectual Boundaries of Industrial Relations” (3 pages, for beginners)

*Spend some time with at least one of the following:

OECD Employment Outlook, [http://www.oecd.org/els/emp/oecdemploymentoutlook.htm](http://www.oecd.org/els/emp/oecdemploymentoutlook.htm)
International Labour Organization, [www.ilo.org](http://www.ilo.org)
Global HR resources, [http://www.shrm.org/hrdisciplines/global/Pages/default.aspx](http://www.shrm.org/hrdisciplines/global/Pages/default.aspx)


**2/10. Employment Rights, the Experience of Work, and Employee Involvement**

*Frege and Kelly, ch.3, 5, 6 (89-92, 102-104 only)

Film: *The Take*, [http://topdocumentaryfilms.com/the-take/](http://topdocumentaryfilms.com/the-take/), available at [https://www.youtube.com/watch?v=dkI6Fzag4fc&list=PLa4yO0nGp_o3RBgi0y5pwchbGZ8aWhFz6&index=5](https://www.youtube.com/watch?v=dkI6Fzag4fc&list=PLa4yO0nGp_o3RBgi0y5pwchbGZ8aWhFz6&index=5)

D. Dirocco, “Types of Unionism,” (one powerpoint slide)


R. Wolff, *Democracy at Work: A Cure for Capitalism*, introduction, ch.4, 11

**2/17 Collective Representation, Economic Performance, Welfare and Politics**

*Frege and Kelly, ch.4, 7-8

Film: *Ressources Humaines*, excerpts: [http://www.youtube.com/watch?v=b3X0OBVQWFE](http://www.youtube.com/watch?v=b3X0OBVQWFE), [http://www.youtube.com/watch?v=tbb4-UWMSPs](http://www.youtube.com/watch?v=tbb4-UWMSPs)

### 2/24 Continental Europe

* Frege and Kelly, ch.11-14

McIntyre, “The French and American New Deals,” working paper

Film: *Ressources Humaines* is also relevant to this week’s discussion

### 3/3 Anglo-America

* Frege and Kelly, ch.8-9


### 3/10 International and Comparative Aspects of Inequality and Democracy


Film: Robert Reich, *Inequality for All*


### Spring Break/Reading Week

### 3/24 Developing and Transitional Societies

* Frege and Kelly, ch.15-17, 19


### 3/31 Japan and China

* Frege and Kelly, ch.14, 18

* Film: *Last Train Home*

http://boss.blogs.nytimes.com/category/capitalizing-on-china/

4/7 Globalization

* Frege and Kelly, ch.20


* Film: *This is What Democracy Looks Like*,
  http://www.youtube.com/watch?v=yBUZH2vCD_k

McIntyre, ch.4

R. McIntyre, “The labor process and global capitalism” working paper

4/14 International Regulation, US and EU Foreign Labor Policy

* McIntyre, ch.5-6

* Frege and Kelly, ch.23, 22

Film: *Maquilopolis*

In addition to the USILB and ILO sites listed on p. 2 see also the employment and social affairs bureau of the EU at [http://europa.eu/pol/socio/index_en.htm](http://europa.eu/pol/socio/index_en.htm) and the US State Department’s Bureau of Democracy, Human Rights, and Labor at [http://www.state.gov/j/drl/](http://www.state.gov/j/drl/)

4/21 Codes of Conduct, CSR, and Factory Inspection

* Frege and Kelly, ch.21

* McIntyre, ch.7-8


Review Nova testimony under 1/27 and WRC and FLA websites under 2/3

4/28 Conclusions

Student Presentations

TBA Presentations continued and final paper is due at official scheduled final exam time.
APPENDIX C: PROGRAM SCHEDULING
Graduate Program Schedule

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

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>713 Political Economy</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>750 Mathematical Economics</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>720 Macroeconomics</td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
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<tr>
<td>751 Research Methods I – Quantitative Analysis</td>
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<tr>
<td>725 Microeconomics</td>
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<tr>
<td>7XX Elective #1</td>
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<td>X</td>
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<table>
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<th>Term: Fall 2</th>
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<th>Credits</th>
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<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>752 Research Methods II - Econometrics</td>
<td>3</td>
<td>X</td>
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<tr>
<td>7XX Elective #2</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>740 Community Development OR 731 Sustainable Global Development</td>
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<table>
<thead>
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<td>7XX Elective #3</td>
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<tr>
<td>7XX Elective #4</td>
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<table>
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<tr>
<th>Program Totals:</th>
<th>Credits: 36</th>
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</thead>
<tbody>
<tr>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: Seminar in Economics.</td>
<td></td>
</tr>
</tbody>
</table>

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted courses
Table 2: Full-Time Faculty

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

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director Catherine P. Mulder</td>
<td>Political Economy Seminar in Economics Global Political Economy of Work and Social Welfare Community Development</td>
<td>30</td>
<td>University of Massachusetts, Ph.D. Temple University, MA</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Jay Hamilton Department Chair</td>
<td>Microeconomics Global capitalism and debt Contending Economic Theories Sustainable Global Development</td>
<td>15</td>
<td>University of California-Riverside, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Geert Dhondt</td>
<td>Research Methods I Research Methods II Mathematical Economics Political Economy</td>
<td>30</td>
<td>University of Massachusetts, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Mathieu Dufour</td>
<td>Seminar in Economics International Trade International Finance Macroeconomics</td>
<td>15</td>
<td>University of Massachusetts, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Ian Seda</td>
<td>Political Economy Seminar in Economics History of Economic Thought Mathematical Economics</td>
<td>15</td>
<td>University of Massachusetts, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Michelle Holder</td>
<td>Research Methods I Research Methods II Community Development Seminar in Economics</td>
<td>15</td>
<td>New School of Social Research, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Joshua Mason</td>
<td>Macroeconomics International Trade International Finance Seminar in Economics</td>
<td>30</td>
<td>University of Massachusetts, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Joan Hoffman</td>
<td>Seminar in Economics Sustainable Global Development Political Economy of the Environment</td>
<td>15</td>
<td>New School of Social Research, Ph.D.</td>
<td>(See CV attached)</td>
</tr>
<tr>
<td>Joseph Rebello</td>
<td>Political Economy Seminar in Economics Research Methods II History of Thought Research Methods I</td>
<td>15</td>
<td>University of Massachusetts, Ph.D.</td>
<td>(See CV attached)</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>Jessica Gordon-Nembhart</td>
<td>Community Development</td>
<td>University of Massachusetts, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Political Economy of Work and Social Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: FACULTY TO BE HIRED
Table 4: Faculty to be Hired

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

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable. No new faculty will be required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: NEW RESOURCES AND EXPENSES REQUIRED
APPENDIX F: NEW RESOURCES AND EXPENSES REQUIRED

Summary of Projected New Resources and Expenses for the MA Program in Economics

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>$8,226</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part-Time Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>(Other than Personal Services)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,226</strong></td>
<td><strong>$20,565</strong></td>
<td><strong>$37,018</strong></td>
<td><strong>$49,357</strong></td>
<td><strong>$65,809</strong></td>
</tr>
</tbody>
</table>

**Assumptions:**

No new faculty or staff will be required in the first five years of the program. Part-time faculty costs are calculated according to the following formula: Projected enrollment/20 x 6 (average number of classes per year) x $3,309 (adjunct rate) x 62.3% (assumed percentage of sections taught by part-time faculty).
APPENDIX G: SUPPORTING MATERIALS FOR PROJECTED NEW RESOURCES AND EXPENSES
Appendix G: Supporting Materials for Projected New Resources and Expenses

<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>$6,618</td>
<td>$16,545</td>
<td>$29,781</td>
<td>$39,708</td>
<td>$52,944</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>$1,608</td>
<td>$4,020</td>
<td>$7,237</td>
<td>$9,649</td>
<td>$12,865</td>
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<tr>
<td>Total</td>
<td>$32,905</td>
<td>$20,565</td>
<td>$37,018</td>
<td>$49,357</td>
<td>$65,809</td>
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<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
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</tr>
<tr>
<td>Total</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>PART-TIME STAFF</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>(do not include library staff in this section)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
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<tr>
<td>Student Hourly</td>
<td></td>
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<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Total</td>
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<tr>
<td>Library Resources</td>
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<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
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</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>EQUIPMENT</td>
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<td></td>
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<tr>
<td>Computer Hardware</td>
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<td></td>
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</tbody>
</table>
**Office Furniture**

<table>
<thead>
<tr>
<th>Other (Specify)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

**Laboratories**

<table>
<thead>
<tr>
<th>Laboratory Equipment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

**SUPPLIES AND EXPENSES (OTPS)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Membership Fees</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Advertising and Promotion</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Accreditation</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Computer Software</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Computer License Fees</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**CAPITAL EXPENDITURES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (list separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

| **TOTAL** | $ - | $ - | $ - | $ - | $ - |
APPENDIX H: PROJECTED REVENUES
APPENDIX H: PROJECTED REVENUES

Summary of Projected Revenues for the MA Program in Economics

<table>
<thead>
<tr>
<th></th>
<th>Year 1 AY 2017-2018</th>
<th>Year 2 AY 2018-2019</th>
<th>Year 3 AY 2019-2020</th>
<th>Year 4 AY 2020-2021</th>
<th>Year 5 AY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$110,894</td>
<td>$286,859</td>
<td>$496,194</td>
<td>$608,489</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$132,910</td>
<td>$445,138</td>
<td>$694,264</td>
<td>$708,149</td>
<td>$722,312</td>
</tr>
<tr>
<td>Total</td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,204,344</td>
<td>$1,330,802</td>
</tr>
<tr>
<td><strong>State Appropriation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$132,910</td>
<td>$556,033</td>
<td>$981,123</td>
<td>$1,204,344</td>
<td>$1,330,802</td>
</tr>
</tbody>
</table>

Assumptions:

- Full-time In-State Tuition: $5,065/yr
- Part-time In-State Tuition: $6,375/yr ($425/cr x 15 cr/yr)
- Full-time Out-of-State Tuition: $18,720/yr ($780/cr x 24 cr/yr)
- Part-time Out-of-State Tuition: $11,700/yr ($780/cr x 15 cr/yr)

Tuition revenue includes 2% increase per year after year 1.
APPENDIX I: SUPPORTING MATERIALS FOR PROJECTED REVENUES
## Appendix I: Five-Year Revenue Projections for the MA in Human Rights Program

### Existing Full-Time Students

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td># of EXISTING FULL-TIME, In-State Students</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$38,378</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$15,499</td>
<td>$26,348</td>
<td>$37,625</td>
<td>$38,378</td>
</tr>
</tbody>
</table>

### Existing Part-Time Students

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td># of EXISTING PART-TIME, In-State Students</td>
<td>0</td>
<td>11</td>
<td>29</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>Total Enrolled Credits (per student per year)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income (per credit; includes 2% increase per year after Year 1)</td>
<td>$425</td>
<td>$434</td>
<td>$442</td>
<td>$451</td>
<td>$460</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$448,533</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$71,528</td>
<td>$192,344</td>
<td>$351,790</td>
<td>$448,533</td>
</tr>
</tbody>
</table>

### Total Existing Full-Time Tuition Revenue

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL EXISTING FULL-TIME TUITION REVENUE</td>
<td>$0</td>
<td>$15,499</td>
<td>$45,824</td>
<td>$57,491</td>
<td>$58,641</td>
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## NEW FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>4</td>
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<td>9</td>
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<tr>
<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
<td>$5,483</td>
</tr>
<tr>
<td>Total Tuition</td>
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<td>$30,998</td>
<td>$47,427</td>
<td>$48,375</td>
<td>$49,343</td>
</tr>
<tr>
<td>Student Fees (ANNUAL program fees other than standard CUNY fees)</td>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$20,260</td>
<td>$30,998</td>
<td>$47,427</td>
<td>$48,375</td>
<td>$49,343</td>
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## NEW PART-TIME STUDENTS

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<th>Year 3</th>
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<th>Year 5</th>
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### Increase per year after Year 1

| Total Tuition | $0 | $23,868 | $48,691 | $86,913 | $113,980 |
| Student Fees (ANNUAL program fees other than standard CUNY fees) |        |        |        |        |        |
| Total Fees | 0 | 0 | 0 | 0 | 0 |
| Total Out-of-State Tuition & Fees | $0 | $23,868 | $48,691 | $86,913 | $101,316 |

## Total Existing Part Time Revenue

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<td>Tuition Income (includes 2% increase per year after Year 1)</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
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<tr>
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<tr>
<td>Total In-State Tuition &amp; Fees</td>
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<td>$47,427</td>
<td>$48,375</td>
<td>$49,343</td>
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## Total Existing Revenue (Links to Revenue Spreadsheet Row 5)

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</tr>
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<tr>
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<td>$49,343</td>
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## Total In-State Tuition & Fees

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<td>Tuition Income (includes 2% increase per year after Year 1)</td>
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<td>0</td>
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<td>$241,518</td>
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APPENDIX J: EXTERNAL EVALUATION
Evaluation Report Form for Program Proposals

Institution: University of Massachusetts Boston
Evaluator(s): Randy Albelda
Program title: MA in Economics
Degree title:
Date of evaluation: June 30, 2015

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposal clearly lays out the general purpose, structure and requirements of the program. These conform well to those expected of a master’s degree program in economics. There is one area concerning requirements that could be more clearly specified, however. That area is the culminating requirement of master’s students that indicates their proficiency in the field. Often there are qualifying exams or a paper/thesis requirement. Although some programs substitute courses for this requirement, which may be the case in this proposal. There is a required seminar in the second year and this course may result in such a culminating experience. It was not clear if there would be a thesis paper option for students that might want to pursue that option.

In terms of administration and monitoring, the proposal mentions having a graduate program director that would oversee the program. There was no mention of any additional administrative support that might be needed or forthcoming nor any additional faculty input (e.g. admissions decisions) to run the program.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The Economic Department is well situated to offer the special focus on applied economics and political economy that it proposes. The faculty are exceptionally well-trained in this area. This is clearly a strength of the proposed program.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The proposal indicated growth in enrollment, but did not provide any specific information on continued program development or self-assessment.
4. Assess available support from related programs.

The offerings are all within the economics department so there are no plans to rely on or need for support from other programs.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposal presents compelling empirical evidence for the demand for those with master’s degrees in economics. It also demonstrates that the proposed program is sufficiently different in focus from other offerings locally and in the state. There are very few programs nationally with the same focus. The projected cohort size 50. I do not know enough about the demand in NYC to know if this is a feasible target enrollment each year.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty are very well trained to provide the curriculum. I do not have faculty CVs, so do not have a complete view of the breadth and depth of their publications. But, I know some of the work of some of the faculty. The department is relatively young (by economics faculty standards) and many faculty are considered to be up and coming political economists. The program will be staffed by a vibrant faculty that is well-connected to the discipline and the relevant research (as demonstrated in the course syllabi).

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

There is no doubt that the faculty have the qualifications to design and teach in this master’s program. I do not now the size of the undergraduate program, so it is hard to assess if nine full-time faculty and two part-time faculty is enough to effectively carry both a large graduate program and an undergraduate program. There is no indication of new full-time staff.

8. Evaluate credentials and involvement of adjunct and support faculty.

I do not have access to these.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

There was no request for additional resources or facilities. In my experience as Graduate Program Director of a master’s program, there will be a need for more administrative assistance and possibly space needs. There was no mention of any resources for graduate students (e.g. teaching assistantships).
10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

I did not see any information that would allow me to assess this.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The major strength of the proposal is the curriculum and the faculty. The program will provide excellent training for doing applied economics work. Most economics program focus on one particular economic theory and providing theoretical based courses on economic technique. This program provides students with theory in more well rounded way and economic research tools that will allow them to be sophisticated consumers of economic knowledge and solid producers of it as well. There is a pressing need for this in government, non-profit, and private sectors. The faculty are committed and particularly well qualified to teach in the program.

The weaknesses are associated with topics not discussed. The seminar seems to be the course associated with the culminating experience, but what this is and how completion and assessment of that will take place was not discussed. There was nothing about advising or student placement services mentioned. Yet, students will need and want these. There was no mention of the availability of graduate assistantships.

Launch a successful new large graduate program with no new resources may prove difficult. Once fully operational (with 50 students in each cohort), the program will need at a minimum 11-12 courses offered each semester (about 3 different courses for each cohort which should be offered for a total of about 6). Presumably there will be two sections of 25 students each, for a total of 11-12 courses. At 25 students per class, this is large for graduate courses given the amount of writing that is assigned in each class based on the syllabi provided. I do not know what the teaching load is a John Jay, but if it is 4-4, the program will require the equivalent of 3 full-time faculty a year (not counting administrative faculty time). If the teaching load is less, that obviously it will require more. With no new resources, unless there is already existing surplus faculty, this implies fewer full-time faculty in the undergraduate program. Also as indicated earlier it is hard to imagine running a large program without additional administrative support.
APPENDIX K: COMPETITOR CURRICULA TOPICS
### APPENDIX I: COMPETITOR CURRICULA TOPICS

<table>
<thead>
<tr>
<th>Count</th>
<th>Topics</th>
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</thead>
</table>

Advanced Certificate in
Transnational Organized Crime Studies
(ACTOCS)

The Master of Arts in International Crime and Justice Program offers the Advanced Certificate in Transnational Organized Crime Studies (ACTOCS). This is an interdisciplinary program that offers advanced instruction on the nature, dynamics, causes, and control of those crime phenomena that pose a challenge to more than one country and call for international cooperation. It examines the nature and etiology of established as well as emerging transnational organized criminal groups and criminal activities.

The focus is on illegal cross-border trade such as the trafficking in drugs, counterfeit medicine, and humans; transnational predatory crimes such as cross-border serial burglary; international environmental crimes; money laundering, corruption, and cybercrime; networks of offenders involved in these crimes and their terrestrial and virtual mobility; and factors that facilitate and shape transnational crime, including technology, international travel, trade, and migration. The certificate program also examines the public and private sector responses to transnational crimes.

The two required courses are: (1) CRJ 784 (Organized Crime) and (2) ICJ 7xx (Transnational Crime). Students need two more courses from a list of possible electives to complete this program: ICJ 810 (Human Trafficking); CRJ 713 (White Collar Crime); ICJ/PAD 762 (Corruption and Global Economy); CRJ/FCM 727 (Cyber Criminology) and ICJ 804 (Environmental crime).

The Advanced Certificate in Transnational Organized Crime Studies is appropriate for students who wish to engage in research, join law enforcement agencies at national or international levels, or seek employment at public or private international organizations.

This is a stand-alone certificate at the graduate level. A student may pursue the advanced certificate independent of a master’s program or while pursuing a John Jay master’s degree. Students who successfully complete the program are awarded a New York State Education Department certificate.
<table>
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<tr>
<th>Title</th>
<th>Stand-alone (Y/N)</th>
<th>Certificate Program Coordinator</th>
<th>Admission requirements and how to apply</th>
<th>Credits</th>
<th>Required Courses</th>
<th>Electives</th>
<th>How to apply for Graduation and Obtain Certificate</th>
</tr>
</thead>
</table>
| Advanced Certificate in Transnational Organized Crime (ACTOCS) | Yes | TBC | Perspective students:  
(a) Must have completed an undergraduate degree  
(b) Must have satisfactory letters of reference  
(c) Must submit an online application  
Current John Jay Master Students:  
(a) Student must be in good academic standing (MA students must have a 3.0 GPA and BA students must have a 3.5 GPA)  
(b) Student must fill out the Declaration of Enrollment in Advanced Certificate Program Application and submit it to the Registrar’s Office or Jay Express.  
Application Deadlines:  
Fall Semester: Same as MA Program  
Spring Semester: Same as MA Program | 12 | CRJ 784: Organized Crime  
ICJ 706: Transnational Crime | Three (2) Electives are required.  
Please select two of the following courses:  
ICJ810: Human Trafficking  
CRJ713: White Collar Crime  
CRJ727/FCM 727: Cyber Criminology  
ICJ 804: Environmental crime  
ICJ/PAD762: Corruption and Global Economy | Upon successful completion of the 4 required transnational crime courses, students must submit the Advanced Certificate Completion Application to the Registrar’s Office (Rm 1280 North Hall). The form is available online or in person from Jay Express Center. Registrar’s Office will award all state certified certificates. |
**ICJ 706 (new course): Transnational Crime**

**3 CREDITS**

This course examines current issues surrounding the topic of transnational crime and its prevention and control. The focus is on established and emerging phenomena with respect to illegal cross-border trade such as the trafficking in drugs, counterfeit medicine, and humans; transnational predatory crimes such as cross-border serial burglary; networks of offenders involved in these crimes and their mobility; and factors that facilitate and shape transnational crime, including technology. The course also examines the public and private sector responses to crime that transcends international borders.

Prerequisites: None

**CRJ 784: Organized Crime**

**3 CREDITS**

Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses—both past and present—of American organized crime as well as more recent forms of transnational crime. Also examines the connection between organized crime and terrorism.

Prerequisites: None

**ICJ 810: Human Trafficking**

**3 CREDITS**

The purpose of this course is to explore human trafficking – 21st century slavery – in terms of its causes, manifestations and control in an international context. This course will examine the definition of human trafficking and study a number of legal instruments to come to a full understanding of how human trafficking is defined. It will then discuss how we measure the prevalence of human trafficking and the methodological problems inherent in the study of this phenomenon. The course takes an interdisciplinary look at trafficking, exploring it as a criminal justice and organized crime problem, but also from the perspective of supply and demand, human rights, immigration, poverty and gender inequality. It will examine victim characteristics as well as perpetrators and their modus operandi. Global terms of trafficking and new forms of trafficking will be discussed. The course ends with a discussion of organizations that are active in the fight against human trafficking and what measures – from prevention, victim protection, prosecution and partnerships – are necessary to eradicate human trafficking.

Prerequisites: None

**CRJ 713: White Collar Crime**

**3 CREDITS**

Employs both the social science and legal approaches to examine crime committed by corporations as well as by individuals who wear white collars; covers how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them and how society responds to them.

Prerequisites: None

**ICJ/PAD762 Corruption and Global Economy**
This course provides an overview of the conduct and effects of corruption on the private and public sectors of governance and international relations. It presents the evident challenges to the measurement of corruption and the global attempts to eradicate the growing threat of corruption to human well-being. The contending perspectives of corruption and the criminal dimensions of corruption in the global economy are explored. Students will also have a chance to examine several anti-corruption efforts put forth by international organizations, individual states, and non-governmental organizations. Special attention will be given to anti-corruption movements and their potential to fight against corruption by enhancing global accountability, transparency, and integrity. Students will also learn about the formation and impact of the anti-corruption regime that followed after the adoption of the 2005 United Nations Conventions against Corruption (UNCAC).

Prerequisites: None

**CRJ 727/FCM 727: Cyber Criminology**
3 CREDITS
An exploration of the links between computers, deviance and social control. This will include analysis of the technological, social and geo-political context from which cybercrime and information warfare have emerged, and the nature, extent and causes of digital deviance such as hacking and cyber-terrorism. Societal and political reactions to cybercrime are considered, as are social policy questions of privacy and freedom on the Internet.

Prerequisites: None

**ICJ 804: Environmental Crime**
3 CREDITS
This course critically examines the definitions, causes, and extent of the global problem of environmental crime. The course covers theories of social, political and economic drivers of environmental crime and explores how local, national, and international legal frameworks criminalize harmful environmental practices. Case studies explore environmental crime in particular times and places. It explores solutions including non-deterrence-based prevention, rehabilitation of individual and institutional offenders, restorative justice, and treatment for victims (whether animals, plants, or communities).

Prerequisites: None
Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.

*Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.*

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<th>Item</th>
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| Check program type | __ Certificate  
X Advanced Certificate  |
| **Institution name and address** |  |
| | John Jay College, CUNY  
524 West 59th Street  
New York, NY 10019  |
| Additional information: |  |
| | • Specify campus where program will be offered, if other than the main campus:  
• If any courses will be offered off campus, indicate the location and number of courses and credits:  |
| **Program title, credits, and proposed HEGIS code** |  |
| Program title: Advanced Certificate in Transnational Organized Crime Studies  
Credits: 12  
Proposed HEGIS code: 2105 |  |
| **Program format** | Check all program scheduling and format features that apply: (See definitions)  |
| i) Format: _Day _Evening _Weekend X Evening/Weekend _Not Full-Time  |
| ii) Mode: _Standard _Independent Study _External _Accelerated  
X Distance Education*  |
| iii) Other: _Bilingual _Language Other Than English  |
If distance education, please also see www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm.

Related degree program(s)

Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: Master of Arts degree in International Crime and Justice; Program Code: 33083

Contact person for this proposal

Name and title: Professor Jana Arsovska
Telephone: (646) 557-4436 Fax: E-mail: jarsovska@jjay.cuny.edu

CEO (or designee) approval

Name and title: Jane Bowers, PhD, Provost
Signature and date:

Signature affirms the institution’s commitment to support the proposed program.

If the program will be registered jointly¹ with another institution, provide the following information:

Partner institution’s name:
Name and title of partner institution’s CEO:
Signature of partner institution’s CEO:

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

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

The Master of Arts in International Crime and Justice Program offers the Advanced Certificate in Transnational Organized Crime Studies (ACTOCS). This is an interdisciplinary program (12 credits) on transnational organized crime and its control and prevention. It examines the nature and etiology of transnational organized crime activities, including but not limited to trafficking of humans, drugs, weapons, endangered species and counterfeit medicine; money laundering; corruption; and cybercrime. It covers current issues and policy developments in the field of transnational crime as well as a number of special topics: security implications related to measuring and researching transnational crime; cooperative law enforcement efforts; and the role played by non-government agencies in controlling transnational crime. There are two required courses and two electives. The two required courses are: CRJ 784 Organized and ICJ 7XX Transnational Crime. Students need two more courses from a list of possible electives to complete this program: ICJ 810 (Human Trafficking); CRJ 713 (White Collar Crime); ICI/PAD 762 (Corruption and Global Economy); CRJ/FCM 727 (Cyber Criminology) and ICJ 804 (Environmental crime). The Advanced Certificate in Transnational Organized Crime Studies is appropriate for students who wish to engage in research, become public or private security professionals, join government and non-government agencies concerned with crime control at an international level and homeland security. This is a stand-alone certificate at the post-baccalaureate level. A student may pursue the advanced certificate independent of a master’s program or while pursuing a John Jay master’s degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

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

Students will
(1) demonstrate knowledge of how criminal structures and illegal activities transcend international borders;
(2) be familiar with international legal and institutional frameworks for responding to transnational organized crime;
(3) think critically about potential solutions to the problem with transnational crime and develop theoretically grounded

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
and evidence-based policy solutions that integrate interdisciplinary knowledge;
(4) be able to classify and analyze transnational organized crime phenomena;
(5) be able to critically assess the validity and reliability of data on transnational crime;
(6) demonstrate knowledge of private sector, public private and civil society responses to transnational crime and identify best practices in this field;
(7) gain knowledge about less common forms, as well as emerging new forms of transnational crime;

c) How does the program relate to the institution’s mission and/or master plan?

John Jay College of Criminal Justice of The City University of New York is a “liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service.” It is committed to preparing its students for “global citizenship.” An Advanced Certificate in Transnational Organized Crime Studies is directly related to John Jay’s mission of providing higher educational offerings related to criminal justice in global perspective.

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

Most of the courses for this program were developed by faculty over time and have been part of the CJ MA and ICJ MA programs for many years. One course, ICJ 7XX, has been developed by faculty specifically for this program. After an extensive discussion the faculty of the International Crime & Justice MA program voted to create this four-course advanced certificate to provide a focused study on the transnational aspects of crime and crime control.

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

Answer: N/A

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

Year 1: 20 students; Year 2: 20 students; Year 3: 30 students; Year 4: 30 students; Year 5: 30 students.

2. Sample Program Schedule

Complete the sample program schedule (Table 1) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only on request.

b) What is the institution’s definition of “full-time” faculty?

Full-time faculty are professors in tenured or tenure-track positions and lecturers in lines that receive Certificates of Continuing Employment after 5 years.

4. Financial Resources and Instructional Facilities

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
No new financial resources will be needed for this program. In particular, the college library collection is well suited for a transnational organized crime certificate program.

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

5. Admissions

   a) List all program admission requirements (or note if identical to the institution’s admission requirements).

   Applicants must meet the following admissions requirements: (1) baccalaureate degree, and (2) satisfactory letters of reference. Students currently enrolled in any of John Jay’s graduate programs are eligible to take courses toward this certificate.

   b) Describe the process for evaluating exceptions to those requirements.

   (1) Initial screening by officials of the John Jay Office of Graduate Admissions, (2) admit/reject decision by the faculty members who evaluate graduate applications.

   c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

   John Jay has long been committed to attracting students from traditionally underrepresented minorities. Our graduate admissions office engages in outreach at colleges with concentrations of traditionally underrepresented students.

6. Academic Support Services

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

   (1) Faculty members hold regular office hours to confer with students. (2) John Jay’s Writing Center offers support for students who have difficulty writing English prose. (3) The MA Program in International Crime and Justice has a dedicated peer advisor who helps students succeed in the program. The advisor could also assist the Certificate students.

7. Credit for Experience

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

   No credits granted for experience.

8. Program Assessment and Improvement

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

   The International Crime & Justice MA program is subject to sustained five-year review by outside observers. Statistics about this certificate program will be evaluated by these observers. The next evaluation will be conducted in 2015. Program reviews are data-based. In anticipation of this five-year review, the program will begin to maintain data on (1) enrollment in the certificate program, (2) the relationship between applicants’ records and their performance in the program, and (3) certificate completion/graduation rates.
9. Transfer Programs

If the program will be promoted as preparing students for transfer to a program at another institution, provide a copy of an articulation agreement with the institution.
### Table 1: Program Schedule

- **Indicate academic calendar type:** _X_Semester __Quarter ___Trimester __Other (describe)
- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Copy/expand the table as needed to show additional terms**

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICJ 706 Transnational Crime (CORE)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>CRJ 764 Organized Crime (CORE)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

| Term credit total: | 6 |

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICJ 810 Human Trafficking (elective)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>ICJ/PAD 762 Corruption and the Global Economy (elective)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

| Term credit total: | 6 |

| Program Totals: | Credits: 12 |

**New:** indicate if new course  
**Prerequisite(s):** list prerequisite(s) for the noted courses
Table 2: Full-Time Faculty

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

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana Arsovska, M.A. International Crime &amp; Justice Program Director, Sociology</td>
<td>ICJ 706</td>
<td>One course per semester 2/7</td>
<td>PhD, University of Leuven, Belgium</td>
<td>Author of book and numerous articles on transnational organized crime.</td>
</tr>
<tr>
<td></td>
<td>CRJ 784</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ICJ 810</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICJ 804</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mangai Natarajan, Full Professor, Criminal Justice</td>
<td>ICJ 706</td>
<td>One course per year 1/7</td>
<td>PhD, Rutgers University, United States</td>
<td>Author of book and numerous articles on transnational organized crime.</td>
</tr>
<tr>
<td></td>
<td>CRJ 784</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Klaus von Lampe, Associate Professor, Law and Police Science</td>
<td>ICJ 706</td>
<td>One course per semester 2/7</td>
<td>PhD, Goethe University, Frankfurt/M., Germany</td>
<td>Author, co-author and co-editor of numerous books and author and co-author of numerous articles on organized crime and transnational crime. Editor-in-Chief of the journal Trends in Organized Crime.</td>
</tr>
<tr>
<td></td>
<td>CRJ 784</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yuliya Zabyelina, Assistant Professor,</td>
<td>ICJ 762</td>
<td>One course per</td>
<td>PhD, University of Milano, Italy</td>
<td>Author of numerous articles on</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>ICJ 706</td>
<td>semester 2/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRJ 784</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICJ 804</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Lovely, Full Professor, Sociology</td>
<td>CRJ 727/ FCM727</td>
<td>One course per year 1/7</td>
<td>PhD</td>
<td>Author of book and numerous articles on transnational organized crime and cybercrime.</td>
</tr>
<tr>
<td>Maria Heberfeld, Law and Police Science</td>
<td>ICJ 706</td>
<td>One course per year 1/7</td>
<td>PhD</td>
<td>Author of numerous articles on transnational organized crime and international police cooperation.</td>
</tr>
<tr>
<td></td>
<td>CRJ 784</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Jay Kenney, Associate Professor, Criminal Justice</td>
<td>CRJ 784</td>
<td>One course per year 1/7</td>
<td>PhD</td>
<td>Author of numerous articles on transnational organized crime.</td>
</tr>
<tr>
<td>Henry Pontell, Full Professor, Sociology</td>
<td>CRJ 713</td>
<td>One course per year 1/7 (tbc)</td>
<td>PhD</td>
<td>Author of book and numerous articles on transnational organized crime and white collar crime.</td>
</tr>
<tr>
<td>Joanne Hoffman, Full Professor, Economics</td>
<td>ICJ 804</td>
<td>One course per year 1/7 (tbc)</td>
<td>PhD</td>
<td>Author of numerous articles on environmental crime.</td>
</tr>
<tr>
<td>Rosemary Barberet, Full Professor, Sociology</td>
<td>ICJ 810</td>
<td>One course per year 1/7</td>
<td>PhD</td>
<td>Author of books and numerous articles on transnational crime, human trafficking, and gender and</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Andreopoulos, Full Professor, Political Science</td>
<td>ICJ 810</td>
<td>One course a year</td>
<td>PhD</td>
<td>Author of books and numerous articles on transnational crime, human trafficking and human rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Javier Osorio, Assistant Professor, Political Science</td>
<td>ICJ 706 CRJ 784</td>
<td>One course a year</td>
<td>PhD, University of Notre Dame</td>
<td>Author on drug violence in Latin America, political violence, quantitative methods and national language processing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gohar Petrossian, Assistant Professor, Criminal Justice</td>
<td>ICJ 804</td>
<td>One course a year</td>
<td>PhD</td>
<td>Author of numerous articles on transnational organized crime and wild life trafficking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/7</td>
<td></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.

<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>Natalie Jesionika (adjunct)</td>
<td>ICJ 810</td>
<td>M.A/Ph.D Candidate, Sociology, The New School, New York, NY</td>
<td>Paul and Daisy Soros Fellow for New Americans (2014); Fulbright Scholar, Bangkok, Thailand (2010-2011); Board of Directors Member, Amnesty International (2013-Present)</td>
</tr>
<tr>
<td>Joseph D. Salavarria (adjunct)</td>
<td>ICJ 810</td>
<td>Master of Arts in Human Resources Training and Development with a focus on Adult Education, Seton Hall University College of Education and Human Services, South Orange, NJ</td>
<td>Special Agent Human Smuggling/ Human Trafficking Group ICE- Homeland Security Investigations SAC Newark, New Jersey</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

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

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Table 5: New Resources

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

No new resources are required for this program.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Library</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Laboratories and Equipment</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information

New York State Education Department
Office of Higher Education
Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234
(518) 474-2593    Fax: (518) 486-2779
EXPEDITEDCERTS@mail.nysed.gov
Check all changes that apply and provide the requested information.

NEW YORK STATE EDUCATION DEPARTMENT
Office of Higher Education—Office of College and University Evaluation
89 Washington Avenue, Albany, NY 12234
(518) 474-1551 Fax: (518) 486-2779
http://www.highered.nysed.gov/ocue/
OCUERevAdmin@mail.nysed.gov

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution name and address</td>
<td>CUNY John Jay College of Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Additional information:</td>
</tr>
<tr>
<td></td>
<td>• Specify campus where program is offered, if other than the main campus:</td>
</tr>
<tr>
<td>Identify the program you wish to change</td>
<td>Program title: Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Award (e.g., B.A., M.S.): MA</td>
</tr>
<tr>
<td></td>
<td>Credits: 30-36</td>
</tr>
<tr>
<td></td>
<td>HEGIS code: 2105</td>
</tr>
<tr>
<td></td>
<td>Program code: 02538</td>
</tr>
<tr>
<td>Contact person for this proposal</td>
<td>Name and title: Professor Avram Bornstein, Director of the Graduate Program in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Telephone: 212-237-8287 E-mail: <a href="mailto:abornstein@jjay.cuny.edu">abornstein@jjay.cuny.edu</a></td>
</tr>
<tr>
<td>CEO (or designee) approval</td>
<td>Name and title: Jane Bowers, PhD, Provost</td>
</tr>
<tr>
<td></td>
<td>Signature and date:</td>
</tr>
<tr>
<td></td>
<td>If the program will be registered jointly with another institution, provide the following information:</td>
</tr>
<tr>
<td></td>
<td>Partner institution’s name:</td>
</tr>
<tr>
<td></td>
<td>Name and title of partner institution’s CEO:</td>
</tr>
<tr>
<td></td>
<td>Signature of partner institution’s CEO:</td>
</tr>
</tbody>
</table>

- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.

1 If the partner institution is non-degree-granting, see CEO Memo 94-04 at http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf

June 2014
Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

[ ] Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ] Changes in a program's focus or design

[ ] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of *Regents Rules*

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes *(describe and explain all proposed changes)*

[ ] Program title

[ ] Program award

[ ] Mode of Delivery *(Note: if the change includes adding a distance education format to a registered program, please complete the Application to Add the Distance Education Format To a New or Registered Program.)*

[ ] Discontinuing a program: indicate the date by which the program will be discontinued.²

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
[ X ] Format change addition (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

a) Indicate proposed format:

John Jay College of Criminal Justice will expand its partnership with the New York Police Department to offer an immersive Executive Master of Arts Police Leadership program in Criminal Justice. The program will admit two cohorts of 20 officers per year who will complete the program in four terms. Students will pursue the Police Administration specialization for the degree, and study will culminate in a thesis.

b) Describe availability of courses and any change in faculty, resources, or support services:

John Jay is a recognized leader in criminal justice, and the college currently possess sufficient faculty, library, and student-support resources to support the program.

c) Use the Sample Program Schedule in the Application for Registration of a New Program to show the sequencing and scheduling of courses in the program.

This cohort program will be completed in two years. See attached schedule.

d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

All courses will be offered during the Fall, Spring, and Summer terms.

e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Students earning the MA in Criminal Justice through this format will be assessed according to the learning outcomes for the courses composing the curriculum and for the program as a whole. Accordingly, students will receive at minimum 15 hours of instruction per credit per term and 30 hours of supplementary assignments.
Table 1: Graduate Program Schedule

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

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 710 Issues in Criminal Justice I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 711 Issues in Criminal Justice II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 715 Research and Design Methods</td>
<td>3</td>
<td></td>
<td>UG statistics</td>
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Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 716 Using Computers in Social Research</td>
<td>3</td>
<td></td>
<td>CRJ 715</td>
<td></td>
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<tr>
<td>CRJ 738 Perspectives on Race and Crime in America</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Comprehensive Exam</td>
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Term credit total: 6

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<tr>
<th>Term: Summer 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CRJ 756 Problems in Police Administration</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 717 Readings in Research</td>
<td>3</td>
<td></td>
<td>A- or better average in CRJ 715 and 716</td>
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<td>CRJ 757 The Police and the Community</td>
<td>3</td>
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Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CRJ 730 Policy Analysis in Criminal Justice</td>
<td>3</td>
<td></td>
<td>CRJ 710, 711, 715, 716, and comprehensive exam</td>
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<tr>
<td>CRJ 791 Criminal Justice Thesis Prospectus</td>
<td>3</td>
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<td>A- average in CRJ 715, 716, 717</td>
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Term credit total: 6

Program Totals: Credits: 30

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: Comprehensive Examination and Thesis

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted course
Proposed Change to Admissions Requirements for the Master of Science in Forensic Science

Date of Program Approval: 11/16/2015
Date of CGS Approval:

Contact information of proposer:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechthild Prinz</td>
<td><a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a></td>
<td>212-621-3751</td>
</tr>
</tbody>
</table>

FROM

Program Special Admissions Requirements (in addition to General Requirements for Admission)


**MASTER OF SCIENCE IN FORENSIC SCIENCE**

The typical admitted student has a grade point average of 3.0 or higher, a combined GRE score of 297 or higher (147 + Quantitative Reasoning; 150+ Verbal Reasoning) and a score of 3.0 or higher on the Analytical Writing section.

In addition, applicants should have successfully completed at a minimum the following undergraduate STEM coursework: one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, one year of calculus-based physics, one semester of biochemistry, one semester of physical chemistry and one semester of statistics. Students may be conditionally admitted but must complete the required courses within the first year of the program. Students who are deficient in several courses should contact the Program Director, Mechthild Prinz (mprinz@jjay.cuny.edu or 212.621.3751), to discuss the option of taking courses as a non-degree or second-degree undergraduate student.

TO

Program Special Admissions Requirements (in addition to General Requirements for Admission):

**MASTER OF SCIENCE IN FORENSIC SCIENCE**

The typical admitted student has a grade point average of 3.0 or higher, a combined GRE score of 297 or higher (147 + Quantitative Reasoning; 150+ Verbal Reasoning) and a score of 3.0 or higher on the Analytical Writing section.

GRE scores are only one component of the application profile.

The Graduate Record Examination (GRE), or other standardized test, is required for all applicants to the MS program in Forensic Science except when the Graduate Admissions Committee elects to waive the requirement based on special circumstances, such as:

(a) the applicant is a graduate of the major in Forensic Science at John Jay College of Criminal Justice and has a GPA of 3.5 or more;

(b) the applicant already has another graduate degree in a scientific discipline;

(c) the applicant is a foreign student. Foreign students are defined as students who are enrolled in institutions of higher education who
**Proposed Change to Admissions Requirements for the Master of Science in Forensic Science**

Date of Program Approval: 11/16/2015
Date of CGS Approval:

Contact information of proposer:

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</table>

FROM TO

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</thead>
<tbody>
<tr>
<td>Program Special Admissions Requirements (in addition to General Requirements for Admission)</td>
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</tr>
<tr>
<td><strong>Graduate Bulletin (2014-2015)</strong></td>
<td><strong>MASTER OF SCIENCE IN FORENSIC SCIENCE</strong></td>
</tr>
<tr>
<td><strong>MASTER OF SCIENCE IN FORENSIC SCIENCE</strong></td>
<td></td>
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<tr>
<td>(c) the applicant is a foreign student. Foreign students are defined as students who are enrolled in institutions of higher education who</td>
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</tr>
</tbody>
</table>
are not citizens of United States of America, immigrants, or refugees. These may include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange - visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.

In addition, applicants should have successfully completed at a minimum the following undergraduate STEM coursework: one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, one year of calculus-based physics, one semester of biochemistry, one semester of physical chemistry and one semester of statistics. Students may be conditionally admitted but must complete the required courses within the first year of the program. Students who are deficient in several courses should contact the Program Director, Mechthild Prinz (mprinz@jjay.cuny.edu or 212.621.3751), to discuss the option of taking courses as a non-degree or second-degree undergraduate student.

<table>
<thead>
<tr>
<th>Rationale (GREs):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There has been an increase in requests for program information from international candidates. Forensic Science is increasingly being promoted as a way to improve a countries criminal justice system and scientists are interested in being educated to support this effort.</td>
</tr>
<tr>
<td>• Foreign students residing in foreign countries often have practical difficulties of obtaining GRE exam in their countries of origin. It is time consuming and expensive and sometime it requires travel to neighboring countries. European Universities do not require GREs and in a competitive market they are often more attractive to international students.</td>
</tr>
<tr>
<td>• The research on the importance of GRE scores is mixed. GRE score is not necessarily a good predictor of long-term success, and in general majority of the faculty does not feel that this will affect the quality of our program. The admission committee will still make the final decisions on the basis of a holistic approach.</td>
</tr>
</tbody>
</table>
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College Council Membership

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

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

Faculty:
  a. Full-time faculty elected from each academic department:
  9. Africana Studies        Charlotte Walker Said
  10. Anthropology            Terry Furst
  11. Art and Music           Lisa Farrington
  12. Communication and Theater Arts   Marsha Clowers
  13. Counseling              Mickey Melendez
  14. Criminal Justice        Frank Pezzella
  15. Economics               Jay Hamilton
  16. English                 Jonathan Gray
  17. Health and Physical Education   Vincent Maiorino
  18. History                 David Munns
  19. Interdisciplinary Studies Department   Amy Green
  20. Latin America and Latina/o Studies   John Gutierrez
  21. Law, Police Science, and Criminal Justice Administration Yue Ma
  22. Library                 Maria Kiriakova
  23. Mathematics and Computer Science   Dante Tawfeeq
  24. Modern Languages and Literatures   Raul Romero
  25. Philosophy              James DiGiovanna
  26. Political Science       Roger McDonald
  27. Psychology              Tom Kucharski
  28. Public Management       Ned Benton
  30. Sciences                Artem Domashevskiy
  31. SEEK                    Carmen Solis
  32. Sociology               Rosemary Barberet

2015-2016
Revised: November 24, 2015
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. SEEK

Schevaletta (Chevy) Alford

34. Library

Ellen Belcher

35. Mathematics & Computer Science

Sven Dietrich

36. Library

Janice Dunham

37. Psychology

Jennifer Dysart

38. English

Jay Gates

39. Public Management

Joel Freiser

40. Law, Police Science, and Criminal Justice Administration

Lior Gideon

41. Law, Police Science, and Criminal Justice Administration

Maki Haberfeld

42. English

Karen Kaplowitz

43. Sociology

Louis Kontos

44. Psychology

Rebecca Weiss

45. Latin American/Latina/o Studies & English

Belinda Rincon

46. Public Management

David Shapiro

47. Sciences

Francis Sheehan

48. Psychology

Charles Stone

49. History

Fritz Umbach

50. Sciences

Daniel Yaverbaum

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

<table>
<thead>
<tr>
<th>Andrea Balis, History</th>
<th>Avram Bornstein, Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Corbett, SFEM</td>
<td>Ric Curtis, Anthropology</td>
</tr>
<tr>
<td>Diana (DeeDee) Falkenbach, Psychology</td>
<td>Robert Garot, Sociology</td>
</tr>
<tr>
<td>Chuck Nemeth, SFEM</td>
<td>Victoria Perez-Rios, Political Science</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Nancy Marshall
52. Naomi Nwosu
53. Katherine Outlaw
54. Janet Winter
55. Sandrine Dikambi

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

- Betty Taylor
Students:
56. President of the Student Council: Faika Kabir
57. Vice President of the Student Council: Kyle Roberts
58. Treasurer of the Student Council: Muhammad Rehman
59. Secretary of the Student Council: Anthony Forbez
60. Elected At-Large Representative: Maria Plata
61. Elected graduate student representative: Antoan Peychev
62. Elected graduate student representative: Marline Wright
63. Elected senior class representative: Arturo Urena
64. Elected senior class representative: Trushal Pandhi
65. Elected junior class representative: Seonae Byeon
66. Elected junior class representative: Valentina Usma
67. Elected sophomore class representative: Kaniz Fatima
68. Elected sophomore class representative: Kadeem Robinson
69. Freshman representative designated according to a method duly adopted by the Student Council: **VACANT**

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

| 1. Ming Feng | 2. Jacob Kleinberg |
College Council Interim Executive Committee

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

- President (chairperson)      Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- Senior Vice President for Finance and Administration  Robert Pignatello
- Vice President for Student Affairs  Lynette Cook-Francis
- President of the Faculty Senate  Karen Kaplowitz
- Vice-President of the Faculty Senate  David Munns
- Two (2) other members of the Faculty Senate
  1. Warren Benton
  2. Francis Sheehan
- President of the Higher Education Officers Council  Sandrine Dikambi
- Vice-President of the Higher Education Officers Council  Nikki Hancock-Nicholson
- President of the Student Council  Faika Kabir
- Vice-President of the Student Council  Kyle Roberts

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

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

The Executive Committee shall consist of the following members:

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

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Schevaletta (Chevy) Alford
  2. Andrea Balis
  3. Ned Benton
  4. Janice Dunham
  5. Jennifer Dysart
  6. Karen Kaplowitz
  7. Francis Sheehan

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

- Three (3) students
  1. Faika Kabir
  2. Kyle Roberts
  3. Maria Plata
Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions. The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

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

1. Africana Studies C. Jama Adams
2. Anthropology Emily McDonald
3. Art and Music Erin Thompson
4. Communication and Theater Arts Bettina Murray
5. Counseling Ma’at Lewis
6. Criminal Justice Chongmin Na
7. Economics Ian Seda
8. English Bettina Carbonell
9. Health and Physical Education Sue Larkin
10. History Anissa Helie-Lucas
11. Interdisciplinary Studies Department Susannah Crowder
12. Latin American and Latina/o Studies Lisandro Perez
13. Law, Police Science, and Criminal Justice Administration Heath Grant
14. Library Ellen Sexton
15. Mathematics and Computer Science Michael Puls
16. Modern Languages and Literatures Aida Martinez-Gomez
17. Philosophy Jonathan Jacobs
18. Political Science Veronica Michel
19. Psychology Michelle Galietta
20. Public Management Judy-Lynne Peters
21. Sciences Sandra Swenson
23. SEEK Monika Son
24. Sociology Barry Spunt

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Thamanna Hussain
  2. Leslie Smith
  3. Kadeem Robinson

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Revised: November 24, 2015
Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (chairperson)  
  Kenneth Holmes
- Director of Athletics  
  Carol Kashow
- Director of The Center for Student Involvement and Leadership  
  Danielle Officer
- Two (2) members of the faculty
  1. Alexa Capeloto
  2. Nicolas Elias
- Six (6) students
  1. Kenny Gonzalez
  2. Paul Mun
  3. Lydia Moulahoum
  4. Melinda Yam
  5. Monica Murillo
  6. VACANT
Faculty-Student Disciplinary Committee

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

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

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

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Seonae Byeon
  2. George Bang
  3. Thamanna Hussain
  4. David Antigua
  5. Ruben Huetero
  6. VACANT

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.
Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson)       Jeremy Travis
- Provost and Senior Vice President for Academic Affairs        Jane P. Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies        Anne Lopes
- Associate Provost and Dean of Undergraduate Studies        Scott Stoddart
- Associate Provost and Dean of Research        Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies   C. Jama Adams
  2. Anthropology       Anthony Marcus
  3. Art and Music       Roberto Visani
  4. Communication and Theater Arts    Seth Baumrin
  5. Counseling        Caridad Sanchez
  6. Criminal Justice    Evan Mandery
  7. Economics        Jay Hamilton
  8. English        Allison Pease
  9. Health and Physical Education     Davidson Umeh
 10. History        Allison Kavey
 11. Interdisciplinary Studies Department        Richard Haw
 12. Latin American and Latino/a Studies        Lisandro Perez
 13. Law, Police Science and Criminal Justice Administration Ric Curtis (Interim)
 14. Library        Larry Sullivan
 15. Mathematics and Computer Science        Douglas Salane
 16. Modern Languages and Literatures        Silvia Dapia
 17. Philosophy        Jonathan Jacobs
 18. Political Science       James Cauthen
 19. Psychology        Angela Crossman
 20. Public Management        Warren Benton
 21. Sciences        Larry Kobilinsky

2015-2016
Revised: November 24, 2015
23. SEEK  
24. Sociology

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Rosemary Barberet
  2. Kathleen Collins
  3. Gail Garfield

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Peter Shenkin
  2. Carmen Kynard
  3. Michael Pfeifer

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. VACANT
  2. VACANT
Budget and Planning Committee

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

- President (chairperson)              Jeremy Travis
- Provost and Senior Vice President for Academic Affairs          Jane P. Bowers
- Senior Vice President for Finance and Administration          Robert Pignatello
- Vice President for Student Affairs          Lynette Cook-Francis
- Vice President for Enrollment Management          Robert Troy
- Associate Provost for Institutional Effectiveness          James Llana
- Executive Director for Human Resources          Raj Singh (Interim)
- Associate Provost for Strategic Initiatives and
  Dean of Graduate Studies          Anne Lopes
- Associate Provost and Dean of Undergraduate Studies          Scott Stoddart
- Associate Provost and Dean of Research          Anthony Carpi
- Assistant Vice President for Financial and Business Services          Patricia Ketterer
- President of the Faculty Senate          Karen Kaplowitz
- Vice President of the Faculty Senate          David Munns
- Chair of the Faculty Senate Fiscal Affairs Committee          Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee          Charles Stone
- Chairperson of each academic department
  1. Africana Studies                                                   C. Jama Adams
  2. Anthropology                                      Anthony Marcus
  3. Art and Music                                                                       Roberto Visani
  4. Communication and Theater Arts                                              Seth Baumrin
  5. Counseling                                                                 Caridad Sanchez
  6. Criminal Justice                                                                 Evan Mandery
  7. Economics                                                         Allison Pease
  8. English                                                                                   Jay Hamilton
  9. Health and Physical Education                                              Davidon Umeh
 10. History                                                                                   Allison Kavey
 11. Interdisciplinary Studies Department                   Richard Haw
 12. Latin American and Latina/o Studies            Lisandro Perez
 13. Law, Police Science, and Criminal Justice Administration          Ric Curtis (Interim)
 14. Library                                                      Larry Sullivan
 15. Mathematics and Computer Science          Douglas Salane
 16. Modern Languages and Literatures          Silvia Dapia
 17. Philosophy                                                                                     Jonathan Jacobs
 18. Political Science                                      James Cauthen
 19. Psychology                                                                                     Angela Crossman
 20. Public Management                                      Warren Benton
 21. Sciences                                                   Larry Kobilinsky
 23. SEEK                                                      Nancy Velasquez-Torres
 24. Sociology                                                                                     Henry Pontell
- Chairperson of the Higher Education Officers Council          Sandrine Dikambi
• Two (2) higher education officer representative
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
• President of the Student Council or designee Faika Kabir
• Treasurer of the Student Council or designee Muhammad Rehman
• One (1) additional student representative Kyle Roberts
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. Betsy Gonzalez

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

• Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
• Provost and Senior Vice President for Academic Affairs Jane P. Bowers
• President of the Faculty Senate Karen Kaplowitz
• Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
• Vice Chair of the Faculty Senate Fiscal Affairs Committee Charles Stone
• Chair of the Council of Chairs Jay Hamilton
• Vice Chair of the Council of Chairs Warren Benton
• One (1) representative chosen by the Council of Chairs Doug Salane
• Chair of the Higher Education Officers Council Sandrine Dikambi

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost’s Senior Director for Academic Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

• Associate Provost for Institutional Effectiveness (chairperson) James Llana
• Senior Vice President of Finance and Administration Robert Pignatello
• Provost and Senior Vice President for Academic Affairs Jane P. Bowers
• President of the Faculty Senate Karen Kaplowitz
• Two (2) representatives chosen by the Faculty Senate
  1. Thomas Kucharski
  2. Janice Dunham
• Chair of the Council of Chairs Jay Hamilton
• Two (2) representatives chosen by the Council of Chairs
  1. Ned Benton
  2. Doug Salane
• Chair of the Higher Education Officers Council Sandrine Dikambi
• One (1) student representative
  1. Muhammad Rehman
The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- Vice President for Enrollment Management    Robert Troy
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies (chairperson)     Anne Lopes
- Assistant Vice President and Dean of Students    Kenneth Holmes
- Chief Librarian        Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice           Avram Bornstein
  2. Digital Forensics and Cybersecurity     Richard Lovely
  3. Forensic Mental Health Counseling MA/JD James Wulach
  4. Forensic Psychology        Diana Falkenbach
  5. Forensic Science           Mechthild Prinz
  6. International Crime and Justice    Jana Arsovska
  8. Protection Management       Charles Nemeth
  9. MPA: Public Policy and Administration  Marilyn Rubin
  10. MPA: Inspection and Oversight     Warren Benton
- BA/MA Director          Chitra Raghavan

- Two (2) graduate students
  1. Gabrele Trupp
  2. Sara Hartigan
Committee on Student Evaluation of the Faculty

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
  1. Joshua Clegg
  2. Keith Markus
  3. Daniel Marten Yaverbaum
  4. VACANT
- Two (2) students
  1. Emely Dickens
  2. VACANT

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Provost and Senior Vice President for Academic Affairs (chairperson) Jane P. Bowers
- Senior Director of Academic Operations, Office of the Provost Kinya Chandler
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate David Munns
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Caridad Sanchez
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Health and Physical Education Davidson Umeh
  10. History Allison Kavey
  11. Interdisciplinary Studies Department Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  13. Law, Police Science, and Criminal Justice Administration Ric Curtis (Interim)
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
  20. Public Management Warren Benton
  21. Sciences Larry Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology Henry Pontell
# Council of Undergraduate Program Coordinators

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

- **Associate Provost and Dean of Undergraduate Studies**
  (Chairperson)  
  Scott Stoddart

- **Coordinators of Undergraduate Majors**
  
  - Anthropology  
    Johanna Lessinger
  - Computer Science and Information Security  
    Evan Misshula
  - Criminal Justice (B.A.)  
    Evan Mandery
  - Criminal Justice (B.S.)  
    Christopher Hermann
  - Criminal Justice Management  
    Salomon Guajardo
  - Criminology  
    Louis Kontos
  - Culture and Deviance Studies  
    Ed Snadjr
  - Dispute Resolution  
    Maria Volpe
  - Economics Concentration A  
    Catherine Mulder
  - Economics Concentration C  
    Jonathan Childerley
  - English  
    John Staines
  - Fire and Emergency Services  
    Robert Till
  - Fire Science  
    Robert Till
  - Forensic Psychology  
    Angela Crossman
  - Forensic Science  
    Lawrence Kobilinsky
  - Fraud Examination and Financial Forensics  
    Jonathan Chinderley
  - Gender Studies  
    Katie Gentile
  - Global History  
    Matthew Perry
  - Humanities and Justice  
    David Munns
  - International Criminal Justice  
    Maria Haberfeld
  - Latin American and Latina/o Studies  
    Jose Luis Morin
  - Law and Society  
    Jean Carmalt
  - Legal Studies  
    Michael Yarbrough (co-chair)
  - Library  
    James Cauthen
  - Philosophy  
    Kathleen Collins
  - Police Studies  
    Mary Ann McClure
  - Political Science  
    Joe Pollini
  - Public Administration  
    Jennifer Rutledge
  - Security Management  
    Samantha Majic (co-chair)
  - Sociology  
    Peter Mameli
  - Spanish Concentration A  
    Robert McCrie
  - Spanish Concentration B  
    Robert Garot
  - Aida Martinez-Gomez
  - Maria Julia Rossi
**Committee on Honors, Prizes and Awards**

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Victoria Bond
  2. Sanjair Nair
  3. Violet Yu
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Emely Dickens
  2. Danielle Edinboro
  3. VACANT

**College-Wide Grade Appeals Committee**

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Thurai Kugan
2. Toy-Fung Tung
3. VACANT
4. VACANT
5. VACANT

**College-Wide Assessment Committee**

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

- (Chair)
- Director of Assessment Virginia Moreno
- (ex officio)
- Associate Provost for Institutional Effectiveness James Llana
(ex officio)

• Seven (7) Full-time Faculty Members
  1. Marie-Helen Mares
  2. Mechthild (Mecki) Prinz
  3. Maureen Richards
  4. Lauren Shapiro
  5. Denise Thompson
  6. VACANT
  7. VACANT

• Three (3) Higher Education Officers
  1. Anila Duro
  2. Deborah Washington
  3. Rosann Santos-Elliott

**Special Committee of the College Council**

**Committee on Faculty Elections**

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. Schevaletta (Chevy) Alford
2. Maria Kiriakova
3. Samantha Majic
4. Alexandra Moffet-Bateau
5. **VACANT**