COLLEGE COUNCIL
AGENDA & ATTACHMENTS
THURSDAY, APRIL 19, 2018
I. Adoption of the Agenda

II. Approval of the Minutes of the March 19, 2018 College Council (attachment A), Pg. 3

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

- Susan Pickman was nominated as a full-time faculty member on the Committee on Honors, Prizes and Awards, Pg. 20
- Ekaterina Korobkova replaced Chelsea Binns as a full-time faculty member on the Committee on Faculty Elections, Pg. 21
- Andrew Candia resigned as the freshman representative on the College Council designated according to a method duly adopted by the Student Council, Pg. 10
- Bianca Hayles resigned as the elected sophomore class representative on the College Council, Pg. 10
- Masarrant Lamia was nominated by the Student Council to serve on the Committee on Honors, Prizes and Awards, Pg. 20
- Bianca Hayles was nominated by the Student Council to serve on the Committee on Honors, Prizes and Awards, Pg. 20

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C5) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

C1. Proposal for New BA in International Criminal Justice/ MA in International Crime and Justice (also approved by the Committee on Graduate Studies, 2/21/18), Pg. 22
C2. Proposal to Revise the Minor in Humanities and Justice, Pg. 55

New Courses

C3. AFR 2XX (241) Poetic Justice: Spoken Word Poetry and Performance (Creative Expression), Pg. 60
C4. MAT 3YY (365) Multivariate Analysis, Pg. 75

Course Revisions

C5. AFR 270 History of African-American Social and Intellectual Thought, Pg. 84
V. Report from the Committee on Graduate Studies (attachment D1 – D6) – Interim Dean of Graduate Studies, Avram Bornstein

Programs

D1. Revisions to the Master of Arts program in Criminal Justice, Pg. 87
D2. Revisions to the Master of Arts program in Human Rights, Pg. 91

New Courses

D3. ECO 711 Economic History, Pg. 94
D4. ECO 740 Community Economic Development, Pg. 103
D5. ECO 752 Research Methods II, Pg. 123
D6. ECO 760 Political Economy of the Environment, Pg. 134

VI. Proposal to amend the Bylaws for the Faculty Personnel Committee to designate appeal panel member as members of the FPC when hearing appeals (attachment E) – President Karol Mason, Pg. 148

VII. Update on the Proposal to Evaluate All Courses Online (attachment F) – Provost Anne Lopes, Pg. 151

VIII. New Business

IX. Administrative Announcements – President Karol Mason

X. Announcements from the Student Council – President Fatime Uruci

XI. Announcements from the Faculty Senate – President Warren (Ned) Benton

XII. Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its sixth meeting of the 2017-2018 academic year on Monday, March 19, 2018. The meeting was called to order at 1:53 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad*, Wanda Baldera, Andrea Balis, Andrew Bandini, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Micheal Brownstein, Dara Byrne, Anthony Carpi, Helen Cedeno, Katarzyna Celinska, Diana Chacon, Kinya Chandler, Jean-Marie Col, Lynette Cook-Francis, Sandrine Dikambi, Jarrett Foster, Joel Freiser, Robert Garot*, Katie Gentile, Heath Grant, Jill Grose-Fifer, Vanessa Gutierrez, Maki Haberfeld, Sheeba John-Johnson*, Karen Kaplowitz, Erica King-Toler, Maria Kiriakova, Louis Kontos, Thurai Kugan*, Anru Lee, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Aida Martinez-Gomez, Karol Mason, Roblin Meeks, Mickey Melendez, Brian Montes, Steven Pacheco, Frank Pezzella, Stephen Russell, Lauren Shapiro, Francis Sheehan, Charles Stone, Dante Tawfeeq, Steven Titan, Fatime Uruci, Rebecca Weiss, Janet Winter, and Melinda Yam.


* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda with following changes. The motion was seconded and approved unanimously.

- Paula Caceres is to be removed because she was approved at the February 13th College Council meeting.
- Remove C1. Proposal to New BA in International Criminal Justice / MA in International Crime and Justice (also approved by the Committee on Graduate Studies, 2/21/18).
- Remove D3. Proposal for Excellence Funding for the Criminal Justice Master of Arts Program and Programs.

II. Minutes of the February 13, 2018 College Council

A motion was made to adopt the minutes. The motion was seconded and approved.

III. Approval of the Membership for the College Council Committees

A motion was made to amend the membership list with the following change. The motion was seconded and approved.
Brent Stoudt was nominated as the fourth full-time member of the faculty on the Committee on Student Evaluation of the Faculty.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C2-C9)

A motion was made to adopt a program marked “C2. Proposal to Revise Learning Outcomes for the College Option: Justice-Core II area of the Gen Ed Program.” The motion was seconded and approved.

A motion was made to adopt the new courses marked C3 – C4 as a slate. The motion was seconded and approved.

A motion was made to adopt the new courses marked C3 – C4.

C3. AFR 2XX (243) Africana Youth and Social Justice Struggles (Ind & Soc)
C4. MAT 4YY Data Analysis

The motion was seconded and approved.

A motion was made to adopt the course revisions marked C5 – C7 as a slate. The motion was seconded and approved.

A motion was made to adopt the course revisions marked C5 – C7.

C5. CSCI 271 Introduction to Computer Science
C6. HIS 240 Historiography
C7. ISP 160 The Twentieth Century: A Decade in Depth (already appd: Learn fr Past)

The motion was seconded and approved.

A motion was made to adopt the academic standard marked “C8. Revision to the Bulletin Language on Baccalaureate Majors.” The motion was seconded and approved.

A motion was made to adopt the academic standard marked “C9. Revision to the Bulletin Language on Double Majors.” The motion was seconded and approved.

A motion was made to adopt the cleanup marked “Procedural vote to approve and ratify vote on New Courses E4 – E7 as a slate to be effective for the February 13, 2018 Agenda.” The motion was seconded and approved.

V. Report from the Committee on Graduate Studies (attachments D1-D2)

A motion was made to adopt new course marked “D1. PSY 770 Positive Psychology: The Science of Well-Being & Flourishing.” The motion was seconded and approved.

A motion was made to adopt a program revision marked “D2. Proposal for Budgeting and Development of Special Funds.” The motion was seconded and approved.
A motion was made to amend the policy with the following change:

- There shall be an advisory group consisting of a representative from each program with special funds, along with a student who is enrolled in one of the special fund programs and appointed by the student council, to review and monitor the administration of the funds to assure compliance with fund principles and budgets, and to purpose and refine reporting of revenues and expenditures to assure timely and transparent fund administration.

The motion was seconded and approved.

A motion was made to further amend the policy with the following change:

- The Office of Graduate Studies is allocated up to 4% of all special funds revenues, or a lesser amount sufficient to support the cost of the salary for a Higher Education Officer series position to support the administration of these funds.

In Favor: 52   Oppose: 0   Abstentions: 2

The motion was seconded and approved.

The meeting was adjourned at 2:57 p.m.
College Council
Membership
&
College Council
Committees
2017-2018
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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)  
   Karol Mason
2. Interim Provost and Senior Vice President for Academic Affairs  
   Anne Lopes
3. Vice President for Finance and Administration  
   Steven Titan
4. Vice President for Enrollment Management and Student Affairs  
   Lynette Cook-Francis
5. Interim Dean of Graduate Studies  
   Avram Bornstein
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
   Dara Byrne
7. Associate Provost and Dean of Research  
   Anthony Carpi
8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies  
   Roblin Meeks

**Faculty:**
   a. Full-time faculty elected from each academic department:
9. Africana Studies  
   Xerxes Malki
10. Anthropology  
    Johanna Lessinger
11. Art and Music  
    Lisa Farrington
12. Communication and Theater Arts  
    Elton Beckett
13. Counseling  
    Mickey Melendez
14. Criminal Justice  
    Frank Pezzella
15. Economics  
    Joseph Rebbello
16. English  
    Jonathan Gray
17. Health and Physical Education  
    Vincent Maiorino
18. History  
    Andrea Balis
19. Interdisciplinary Studies Department  
    Katie Gentile
20. Latin America and Latina/o Studies  
    Brian Montes
21. Law, Police Science, and Criminal Justice Administration  
    Yue Ma
22. Library  
    Maria Kiriatkova
23. Mathematics  
    Dante Tawfeeq
24. Modern Languages and Literatures  
    Aida Martinez-Gomez
25. Philosophy  
    Michael Brownstein
26. Political Science  
    Jim Cauthen
27. Psychology  
    Jill Grose-Fifer
28. Public Management  
    Jean-Marie Col
    Lauren Shapiro
30. Sciences  
    Guoqi Zhang
31. SEEK  
    Erica King-Toler
32. Sociology  
    Rosemary Barberet (Fall)
    Lucia Trimbur (Spring)
   b. At-Large Adjunct representative of the Faculty Senate:
33. Public Management  
    Joel Freiser
   c. Faculty allotted according to any method duly adopted by the Faculty Senate:
34. Anthropology  
    Anru Lee
35. English
36. English
37. History
38. Latin American/Latina/o Studies & English
39. Law, Police Science, and Criminal Justice Administration
40. Law, Police Science, and Criminal Justice Administration
41. Law, Police Science, and Criminal Justice Administration
42. Library
43. Mathematics & Computer Science
44. Psychology
45. Psychology
46. Public Management
47. Security, Fire and Emergency Management
48. Sciences
49. SEEK
50. Sociology

- 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>Robert Garot</th>
<th>VACANT</th>
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<tr>
<td>Glenn Corbett</td>
<td>VACANT</td>
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<tr>
<td>Sheeba John-Johnson</td>
<td>VACANT</td>
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<tr>
<td>Thurai Kugan</td>
<td>VACANT</td>
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Higher Education Officers elected by Higher Education Officers Council:
51. Sandrine Dikambi (ex officio)
52. Kinya Chandler
53. Helen Cedeno
54. Jarrett Foster
55. Janet Winter

- 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.

| Anila Duro |

Students:
56. President of the Student Council
57. Vice President of the Student Council
58. Treasurer of the Student Council
59. Secretary of the Student Council
60. Elected At-Large Representative
61. Elected graduate student representative

<table>
<thead>
<tr>
<th>Fatime Uruci</th>
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<tr>
<td>Steven Pacheco</td>
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<td>Melinda Yam</td>
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<td>Maria Jose Martinez</td>
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<td>Asia M. Johnson</td>
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<td>Wanda Balderas</td>
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62. Elected graduate student representative  Vanessa Gutierrez
63. Elected senior class representative  Diana Chacon
64. Elected senior class representative  Brian Carvajal
65. Elected junior class representative  Andrew Bandini
66. Elected junior class representative  Catherine Alvarado
67. Elected sophomore class representative  Paula Caceres
68. Elected sophomore class representative  VACANT
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. Jasmine Awad | 2. Andreina Avalos |

**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)  Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs  Anne Lopes
- Vice President for Finance and Administration  Steven Titan
- Vice President for Enrollment Management and Student Affairs  Lynette Cook-Francis
- President of the Faculty Senate  Warren (Ned) Benton
- Vice-President of the Faculty Senate  Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Michael Brownstein
  2. Schevaletta (Chevy) Alford
- 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  Fatime Uruci
- Vice-President of the Student Council  Steven Pacheco

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)  
  Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs  
  Anne Lopes
- Vice President for Finance and Administration  
  Steven Titan
- Vice President for Enrollment Management and Student Affairs  
  Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Ned Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Andrea Balis
  6. Stephen Russell
  7. Sven Dietrich
- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson
- Three (3) students
  1. Fatime Uruci
  2. Steven Pacheco
  3. Asia M. Johnson

**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 for Undergraduate Retention  
  and Dean of Undergraduate Studies (Chairperson)  
  Dara Byrne
- Registrar  
  Daniel Matos
- Executive Director of Undergraduate Studies  
  Katherine 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  
     Crystal Endsley
  2. Anthropology  
     Ed Snajdr
  3. Art and Music  
     Erin Thompson
  4. Communication & Theater Arts  
     Bettina Murray
  5. Counseling  
     Ma’at Lewis
  6. Criminal Justice  
     Gohar Petrossian
  7. Economics  
     Michelle Holder
  8. English  
     Jay Gates
  9. Health & Physical Education  
     Jane Katz
  10. History  
     Andrea Balis
11. Interdisciplinary Studies Program (ISP)  
   Susannah Crowder
12. Library  
   Ellen Sexton
13. Latin American & Latina/o Studies  
   Suzanne Oboler
14. Law, Police Science & CJA  
   Maria Haberfeld
15. Mathematics & Computer Science  
   Michael Puls
16. Modern languages & Literature  
   Maria Julia Rossi
17. Philosophy  
   John Pittman
18. Political Science  
   Alex Moffett-Bateau
19. Psychology  
   Demis Glassford
20. Public Management  
   Judy-Lynne Peters
21. Sciences  
   Sandra Swenson
   Robert Till
23. SEEK  
   Virginia Diaz-Mendoza
24. Sociology  
   Barry Spunt

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Paula Caceres
  2. Jasmine Awad
  3. Christopher Cazares

**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)  
  Michael Sachs
- Director of Athletics  
  Carol Kashow
- Director, Center for Student Involvement and Leadership  
  Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Brian Carvajal
  2. Nicholas Smith
  3. Tomas Garita
  4. Megan L. Rajkumar
  5. Leslie Rodriguez
  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. Robert McCrie
2. Thurai Kugan
3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in 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. Heath Grant
  2. Liliana Soto-Fernandez
  3. Jaime Cory
  4. VACANT
  5. VACANT
  6. VACANT

- 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. Raveeta Jagnandan
  2. Asia M. Johnson
  3. Andreina Avalos
  4. Yasmeen Adams
  5. Alyssa Wooden
  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) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention
and Dean of Undergraduate Studies
- Associate Provost and Dean of Research
- Chairperson of each academic department
  1. Africana Studies
  2. Anthropology
  3. Art and Music
  4. Communication and Theater Arts
  5. Counseling
  6. Criminal Justice
  7. Economics
  8. English
  9. Health and Physical Education
  10. History
  11. Interdisciplinary Studies Department
  12. Latin American and Latino/a Studies
  13. Law, Police Science, and Criminal Justice Administration
  14. Library
  15. Mathematics and Computer Science
  16. Modern Languages and Literatures
  17. Philosophy
  18. Political Science
  19. Psychology
  20. Public Management
  21. Sciences
  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, Professor, Sociology
    2. Elise Champeil, Associate Professor, Sciences
    3. Gail Garfield, Professor, Sociology

  - 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. Mangai Natarajan, Professor, Criminal Justice
    2. Nicholas Petraco, Associate Professor, Sciences
    3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science

  - 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. Vanessa Gutierrez
    2. Wanda Baldera
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) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Vice President for Finance and Administration Steven Titan
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Associate Provost for Institutional Effectiveness VACANT
- Assistant Vice President for Administration Raj Singh
- Interim, Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Financial and Business Services Mark Flower
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Michael Brownstein
- Chair of the Faculty Senate Fiscal Affairs Committee Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Charles Stone
- Chairperson of each academic department
  1. Africana Studies Jessica Nembhard
  2. Anthropology Anthony Marcus
  3. Art and Music Ben Lapidus
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Cary Sanchez
  6. Criminal Justice Brian Lawton
  7. Economics Jay Hamilton
  8. English Jay Gates
  9. Health and Physical Education Davidson Umeh
  10. History Matthew Perry
  11. Interdisciplinary Studies Department Katie Gentile (Interim)
  12. Latin American and Latino/a Studies Jose L. Morin
  13. Law, Police Science, and Criminal Justice Administration Richard Curtis
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy John Pittman
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
  20. Public Management Maria D’Agostino
  21. Sciences Shu Yuan Cheng
  23. SEEK Carmen Solis (Interim)
  24. Sociology Henry Pontell
• Chairperson of the Higher Education Officers Council Sandrine DiKambi
• Two (2) higher education officer representative
  1. Nikki Hancock-Nicholson
  2. VACANT
• President of the Student Council or designee Fatime Uruci
• Treasurer of the Student Council or designee Melinda Yam
• One (1) additional student representative VACANT
• 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. Anthony Chambers
  2. VACANT

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

• Vice President of Finance and Administration (Chairperson) Steven Titan
• Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
• President of the Faculty Senate Warren (Ned) Benton
• Chair of the Faculty Senate Fiscal Affairs Committee Karen Kaplowitz
• Vice Chair of the Faculty Senate Fiscal Affairs Committee Charles Stone
• Chair of the Council of Chairs Angela Crossman
• Vice Chair of the Council of Chairs James Cauthen
• One (1) representative chosen by the Council of Chairs Jay Hamilton
• Chair of the Higher Education Officers Council Sandrine Dikambi
• One (1) student representative VACANT

The Assistant Vice President for Financial and Business Services Mark Flower 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:

• Interim Provost and Senior Vice President for Academic Affairs (Chairperson) Anne Lopes
• Associate Provost for Institutional Effectiveness VACANT
• Vice President of Finance and Administration Steven Titan
• Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
• President of the Faculty Senate Warren (Ned) Benton
• Two (2) representatives chosen by the Faculty Senate
  1. Karen Kaplowitz
  2. Maki Haberfeld
• Chair of the Council of Chairs Angela Crossman
• Two (2) representatives chosen by the Council of Chairs
  1. VACANT
  2. VACANT
• Chair of the Higher Education Officers Council Sandrine Dikambi
• One (1) student representative
  1. Fatime Uruci
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 and Student Affairs Lynette Cook-Francis
- Interim Dean of Graduate Studies (Chairperson) Avram Bornstein
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice Jeff Mellow
  2. Digital Forensics and Cybersecurity Doug Salane
  3. Economics Jay Hamilton
  4. Emergency Management MS Charles Jennings
  5. Forensic Mental Health Counseling Chitra Rayhavan
  6. Forensic Psychology Diana Falkenbach
  7. Forensic Psychology BA/MA Program Jennifer Dysart
  8. Forensic Science Mechthild Prinz
  10. Protection Management Charles Nemeth
  11. MPA: Public Policy and Administration William Pammer, Jr.
  12. MPA: Inspection and Oversight Ned Benton
  13. Security Management MS program Marie-Helen Maras
- Two (2) graduate students
  1. Olivia Aveson
  2. Tyresa Jackson

**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. Keith Markus
  2. Aida Martinez-Gomez
3. Daniel Yaverbaum
4. Brett Stoudt

- Two (2) students
  1. Brian Carvajal
  2. Alejandro Almonte

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

**Provost Advisory Council**

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Interim Provost and Senior Vice President for Academic Affairs (Chairperson)  
  Anne Lopes
- Senior Director of Academic Operations, Office of the Provost  
  Kinya Chandler
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Michael Brownstein
- Chairperson of each academic department
  1. Africana Studies  
     Jessica Nembhard
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Seth Baumrin
  5. Counseling  
     Cary Sanchez
  6. Criminal Justice  
     Brian Lawton
  7. Economics  
     Jay Hamilton
  8. English  
     Jay Gates
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Matthew Perry
  11. Interdisciplinary Studies Department  
     Katie Gentile (Interim)
  12. Latin American and Latino/a Studies  
     Jose L. Morin
  13. Law, Police Science, and Criminal Justice Administration  
     Richard Curtis
  14. Library  
     Larry Sullivan
  15. Mathematics and Computer Science  
     Douglas Salane
  16. Modern Languages and Literatures  
     Silvia Dapia
  17. Philosophy  
     John Pittman
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D'Agostino
  21. Sciences  
     Shu Yuan Cheng
     Charles Nemeth
  23. SEEK  
     Carmen Solis (Interim)
  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 for Undergraduate Retention
  and Dean of Undergraduate Studies (Chairperson)  Dara Byrne

• Coordinators of Undergraduate Majors
  1. Anthropology        Johanna Lessinger
  2. Applied Mathematics: Data Science & Cryptography  Samuel Graff
  3. Cell & Molecular Biology     Jason Rauceo
  4. Computer Science and Information Security  Sven Dietrich
  5. Criminal Justice (B.A.)       Brian Lawton
  6. Criminal Justice (B.S.)       Serguei Cheloukhine
  7. Criminal Justice Management  Yi Lu
  8. Criminology (B.A.)           Barry Spunt
  9. Culture and Deviance Studies  Ed Snadjr
 10. Dispute Resolution          Maria R. Volpe
 11. Economics                   Geert Dhondt
 12. English                     John Staines
 13. Fire and Emergency Services  Robert Till
 14. Fire Science                Robert Till
 15. Forensic Psychology (B.A.)   Silvia Mazzula
 16. Forensic Science (B.S.)     Nicholas Petraco
 17. Fraud Examination and Financial Forensics  Jon Childerley
 18. Gender Studies              Antonio Jay Pastrana
 20. Humanities and Justice

  21. International Criminal Justice  Mangai Natarajan
  22. Latin American and Latina/o Studies  Isabel Martinez
  23. Law and Society             Veronica Michel*
                                 Monica Varsanyi*

  24. Library

  25. Philosophy
  26. Police Studies
  27. Political Science

  28. Public Administration
  29. Security Management
  30. Sociology

  31. Spanish
  32. Toxicology

*Co-coordinators

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 Enrollment Management and Student Affairs (Chairperson)  Lynnette Cook-Francis
• Assistant Vice President and Dean of Students          Michael Sachs
- Director, Center for Student Involvement and Leadership: Danielle Officer

- Three (3) full-time members of the faculty:
  1. Vijay Sampath
  2. Marta Concheiro-Guisan
  3. Susan Pickman

- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors:
  1. Jasmine Awad
  2. Masarrant Lamia
  3. Bianca Hayles

**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. Toy-Fung Tung
2. Thurai Kugan
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.

- Chairperson: Marie-Helen Maras
- Co-Chairperson: Denise Thompson
- Director of Assessment: Virginia Moreno (ex officio)
- Associate Provost for Institutional Effectiveness: VACANT
- Seven (7) Full-time Faculty Members:
  1. Lisette Delgado-Cruzata
  2. Jennifer Rutledge (Fall)
  3. Maureen Richards
  4. Lucia Velotti
  5. Dante Tawfeeq
  6. VACANT
  7. VACANT
- Three (3) Higher Education Officers:
  1. Alison Orlando
  2. Kelly Greene
3. Janice Carrington

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. Maria Kiriakova
2. Ekaterina Korobkova
3. Schevaletta (Chevy) Alford
4. VACANT
5. VACANT
BACCALAUREATE/MASTER’S DEGREE IN INTERNATIONAL CRIMINAL JUSTICE

PROPOSAL

Prepared by
Prof. Mangai Natarajan
Director ICJ BA

Approved by ICJ BA and IC& J MA Governance Committees

(Criminal Justice, Law, Police Science and Criminal Justice Administration, Political Science and Sociology Departments AND IC&J MA Governance committee and the Director Prof. Jana Arsovska)

Fall 2017
BACCALAUREATE/MASTER’S DEGREE IN INTERNATIONAL CRIMINAL JUSTICE

PROPOSAL

Introduction and overview

This proposal is for establishing a BA/MA program based on two of our existing programs namely International Criminal Justice BA (ICJ BA) and International Crime and Justice (IC&J MA), which will enable our ICJ majors to pursue undergraduate and graduate education concurrently within a five-year time frame. This dual degree program is intended to provide an opportunity for outstanding and determined ICJ undergraduate majors not only to obtain advanced knowledge and skills, but to accelerate obtaining their graduate degree and to advance their career goals.

John Jay College introduced the International Criminal Justice BA major in 2001, the only one of its kind in the United States and possibly in the world. Building on the success of the ICJ BA, including increased faculty numbers and expertise, John Jay introduced its IC&J MA in 2010. International criminal justice is an evolving field and the “newness” of the field demands graduates for academia and careers in international criminal justice.

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1 The BA program in International Criminal Justice introduces students to the nature and causes of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in dealing with globalized nature of crimes and justice systems. Also it is designed to prepare students for advanced work in graduate or professional school.

2 The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. It aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.
The mission of the ICJ BA Major is to “advance students’ knowledge of crime and crime control from a global and comparative perspective and provide them with necessary skills, including foreign language, research, and oral and written communication skills in order to pursue an advanced degree in the ICJ field. The IC&J Master’s program prepares the students with critical thinking and independent research skills for a variety of doctoral programs, and job applicants or candidates for promotion in many professions (managerial, policy, research). The master’s program prepares them for internship assignments (including overseas) and fosters an environment for active participation in policy-relevant research and writing for publication with faculty members. Apart from the required courses, the MA students are provided with a choice of options in (1) writing a thesis (6 credits) which involves undertaking an original small-scale research project that could lead to a PhD dissertation; (2) obtaining internship experience in international agencies (6 credits) in organizations with an international focus; or (3) taking special topics courses to enhance knowledge and investigation skills. Because of the international reputation built over the years through ICJ faculty (who teach at both the bachelor’s and master’s level) research and publications, JJ’s ICJ graduates, both BA and MA, are desirable candidates for internships and careers in international criminal justice.

The international criminal justice field demands high quality, determined and outstanding candidates for jobs and internships. Many local, state, federal, government jobs or non-governmental jobs seek candidates that hold a MA degree. Most agencies with an international focus such as the FBI and DEA prefer only graduate students. Most international agencies require proficiency in one or more foreign languages and ICJ BA students are prepared for that need by taking a course at the intermediate-level or proving proficiency. This proposed dual degree program is designed to prepare such candidates.

John Jay’s 2017 Fall ICJ enrollment data shows a total of 389 baccalaureate majors of which, 80 students have a 3.5 or above overall GPA.3 With the foreign language proficiency and advanced standing in the program the graduate-level brings, BA/MA students will be well prepared with knowledge and skills to work in the ICJ field.

---

3 About 20 students have 3.9 or above GPA.
Since the inception of the ICJ MA program at John Jay, ICJ BA students have asked repeatedly about doing the dual degree. Now that the ICJ&J program is well-established (94 students - including the online program to be launched in Fall 2018), the proposed joint BA and MA program is timely and will meet the needs of students, our academic programs and the ICJ field. There is no doubt that the ICJ BA students with their background knowledge on international crime and justice issues would be an asset to the IC&J MA program. John Jay must encourage and direct motivated students to take a fast track in seeking jobs or academic careers.

In sum, while the undergraduate program develops skills and ability to work independently, the graduate program improves job prospects and enhances promotion. Therefore, this Baccalaureate/Master’s Degree Program (BA/MA) in International Criminal Justice provides the opportunity for academically advanced students to pursue, simultaneously, their baccalaureate and master’s degrees. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of the major. Graduate courses fulfill certain similar disciplinary area which makes some undergraduate courses not necessary.

Key post graduate outcomes

Upon completion of this dual program students will be able to:

- Integrate interdisciplinary knowledge to explain the causes and consequences of international crime, and to analyze and assess the workings of institutions, mechanisms and processes of international criminal justice, as well as related developments in law and policy worldwide. This will enhance the students’ ability to meet intellectual challenges whatever path they choose.
- Critically analyze and apply research techniques in international crime and justice to the planning and execution of research projects. This will promote the students’ independent thinking and help them to meet the personal and professional challenges ahead.
• Develop the necessary multicultural communication skills to advance their arguments effectively in academic and professional settings in the United States and abroad. This will enable students to face the future with confidence.

Apply the internship experience to their academic work which will not only deepen their knowledge of the ICJ field but also sharpen their skills and teach them the reality of competition in the jobs in the ICJ field (See APPENDIX A for a list of undergraduate and graduate internship placements). For example, some recent IC&J MA graduates had internships with the U.S. State Department, Facebook, Background Investigations Unit (BIU) of the NYC Business Integrity Commission, Amnesty International (NGO) that have turned into jobs as intelligence analyst and program assistants. For more details see IC&J student profiles on our website: http://www.jjay.cuny.edu/icj-student-alumni-profiles and http://www.jjay.cuny.edu/icj-news-events.

• Seek jobs in: international organizations, NGOs and civil society in general; research and policy; the private sector; private legal practice; and the civil service and pursue academic careers (See APPENDIX B for a list of jobs). In sum, this dual degree program will fully prepare students to be competent to enter into academic or practitioner careers. Specifically, they will be able to obtain their MA degree in 5 years instead of 6 years enhancing career opportunities sooner rather than later.

Degree Requirements and Eligibility Criteria

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is a minimum requirement for eligibility (a standard requirement for BA/MA programs at JJ) and does not guarantee acceptance into the program. Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, and

4 While the ICJ BA program recommends students take an internship course (ICJ 381) which does not count towards their major requirement credits, the IC&J MA program gives an option of internship course credits to fulfill its elective requirements. The ICJ BA program introduced ICJ 381 – Internship course in 2007. To date we have 136 students who made use of this course, see placement list to date is listed in Appendix A.
and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Transfer students must first establish the 3.5 GPA, with 12 credits of BA courses for one semester at John Jay College prior to applying to the ICJ BA/MA Program. However, students transferring from colleges with an articulation agreement with John Jay College will be considered for admission to the ICJ BA/MA Program based on their GPA at the home college.

Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. It should be noted that students whose GPAs fall below the 3.5 level will not be able to receive the graduate degree even if they have completed sufficient credits. Those students can complete the ICJ BA major and use completed graduate courses in lieu of undergraduate major requirements in consultation with the major coordinator.

**Anticipated enrollment**

We anticipate that fifteen to twenty students will be accepted to the BA/MA each year for a total enrollment after five years of between 75 and 100 students.

**Resources needed for the program**

Due to extra seat capacity in the graduate portion of the program we do not anticipate this program will cause an impact on the section demand at this time. Though more faculty capacity is needed for both programs, we are working with the Provost to address these needs. A few years in the future, the proposed dual degree program anticipates the need for a dedicated faculty adviser (who should receive course release time to make it successful) to assist in screening the students for admission, monitoring their progress and providing advisement. Recently, a part-time professional advisor has been added to assist the major coordinator at the undergraduate level.

**Curriculum Summary**

Students receive both the bachelor’s and master’s degrees upon completion of the requirements that are proposed for this program. The dual degree BA/MA Program in International Criminal
Justice will require the completion of 134 credits which is in keeping with the majority of the existing BA/MA programs at the college. This includes: 30-39 credits of ICJ BA\textsuperscript{5}, 36 credits of ICJ MA degree requirements, 42 general education credits and 17-26 credits in general electives\textsuperscript{6} (See the credits required below).

The decrease in credits for the undergraduate major is due to courses that are similar in scope and topic given at the graduate-level. The similar courses are: SOC 341 (International Criminology), ECO 231 (Global Economic Development), ANT 230 (Culture and Crime)\textsuperscript{7}, GOV 250 (Internal Law and Justice) which are foundation courses for ICJ BA\textsuperscript{8}. At the Masters level, the courses are (ICJ 700 -International Crime and Justice Theory, ICJ 701 -Illegal Markets and Economic Justice, ICJ 703 -International Criminal Law, ICJ 704 –Crime, Justice and Cultural Struggles) taught at advanced level with higher order requirements (see APPENDIX C for description of all courses). Therefore, for the BA/MA program it is proposed to not to require these at the undergraduate-level but keep these courses as elective choices.

Though ICJ MA’s Comparative Criminal Justice (ICJ 702) and ICJ BA ‘s POL/LAW 259 courses may have similar content, we require that course for the dual degree since it is a prerequisite for ICJ 310 (Foundations of Scholarship In ICJ), which is required for ICJ BA credits. Please note that content overlap of some courses of ICJ BA and ICJ MA is inevitable, but some redundancy is not problematic because both programs attract different levels of students at different stages in their study levels.

\textsuperscript{5} Normally, the credits required for the bachelor’s in ICJ is 45-56 credits including prerequisites.
\textsuperscript{6} The Gen Ed requirements will make up 42 total credits, and are broken into three parts: the Required Core (4 courses/12 credits), the Flexible Core (6 courses/18 credits), and the College Option Requirement (6-12 credits, depending on whether the student came to John Jay as a freshman or entered as a transfer student). ECO 101 fulfills the general education requirements in the Flexible Core: Individual and Society area and POL 101 fulfills the Flexible Core: U.S Experience in its Diversity area. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. The 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program.
\textsuperscript{7} Most ICJ major students take the following courses to full fill General education requirements: ANT 230 Culture and Crime Course under the category: World Cultures and Global Issues Courses; POL 101 American Government & Politics under the category: US Experience in Its Diversity Courses and ECO 101 Intro to Sociology under the category Individual and Society Courses
\textsuperscript{8} This was discussed with the ICJ MA program director.
A model program of study plan is attached to the end of this proposal. The required courses and associated credit details are listed below:
# International Criminal Justice BA/MA Program

## Undergraduate Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics &amp; Global Capitalism</td>
<td>3</td>
</tr>
<tr>
<td>(Transfer students can use ECO 120 or 125 in lieu of 101)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 108/ MAT 141</td>
<td>Social Science Math or Pre-Calculus (prereq for STA 250)</td>
<td>0-3</td>
</tr>
<tr>
<td>FLN 102</td>
<td>Foreign Language 102 depending on placement</td>
<td>0-3</td>
</tr>
<tr>
<td>ICJ 101</td>
<td>Introduction to International Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL/LAW 259</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>FLN 200-Level</td>
<td>Foreign Language Intermediate level (or proficiency)</td>
<td>0-3</td>
</tr>
<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 310</td>
<td>Foundations of Scholarship in International Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 401</td>
<td>Capstone Seminar in International Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

### Foundations Courses (B)

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 245</td>
<td>International Economics</td>
</tr>
<tr>
<td>PAD 260</td>
<td>International Public Administration</td>
</tr>
<tr>
<td>POL 257</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>POL 260</td>
<td>International Relations</td>
</tr>
</tbody>
</table>

### Major Electives

Select two courses from Area Studies (Part A and B of ICJ BA major) – courses listed below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 700</td>
<td>International Crime and Justice Theory</td>
</tr>
<tr>
<td>ICJ 701</td>
<td>Illegal Markets and Economic Justice</td>
</tr>
<tr>
<td>ICJ 702</td>
<td>Comparative CRJ Systems</td>
</tr>
<tr>
<td>ICJ 703</td>
<td>International Criminal Law</td>
</tr>
<tr>
<td>ICJ 704</td>
<td>Culture and Identity in a Global Context</td>
</tr>
<tr>
<td>ICJ 706</td>
<td>Transnational Crime</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
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<tr>
<td></td>
<td>ICJ BA Requirements</td>
<td>30-39</td>
</tr>
</tbody>
</table>

## General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education</td>
<td>42</td>
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</tbody>
</table>

## Undergraduate Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate Electives</td>
<td>17-26</td>
</tr>
</tbody>
</table>

## Masters Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 700</td>
<td>International Crime and Justice Theory</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 701</td>
<td>Illegal Markets and Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 702</td>
<td>Comparative CRJ Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 703</td>
<td>International Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 704</td>
<td>Culture and Identity in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 706</td>
<td>Transnational Crime</td>
<td>3</td>
</tr>
</tbody>
</table>
Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, April 19, 2018

<table>
<thead>
<tr>
<th>ICJ 715</th>
<th>Applied Research Methods in International Crime and Justice</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 770</td>
<td>Capstone Course in International Crime and Justice</td>
<td>3</td>
</tr>
<tr>
<td>Thesis or Internship</td>
<td>Students complete four electives or a thesis or internship</td>
<td>12</td>
</tr>
<tr>
<td>and Electives</td>
<td>plus two electives</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>ICJ MA Credits</td>
<td>36</td>
</tr>
<tr>
<td>TOTAL</td>
<td>ICJ BA-MA Degree Credits</td>
<td>134</td>
</tr>
</tbody>
</table>

*The graduate portion of the program is contingent on NYSED registration for changes submitted in June 2017

List of ICJ BA Electives
(Students select two, one course in Cat. A and one course in Cat. B.)

Category A. Global Perspectives on Crime

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 303</td>
<td>Comparative Correction Systems</td>
</tr>
<tr>
<td>ECO 260</td>
<td>Environmental Economics, Regulation and Policy</td>
</tr>
<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
<tr>
<td>HIS 352</td>
<td>History &amp; Justice in Wider World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
<tr>
<td>ICJ 380</td>
<td>Selected Topics in International Criminal Justice</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
</tr>
<tr>
<td>POL 246</td>
<td>Politics of Global Inequality</td>
</tr>
<tr>
<td>POL 320</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>POL 325</td>
<td>The Politics of Transnational Crime</td>
</tr>
<tr>
<td>POL 328</td>
<td>Politics of International Security</td>
</tr>
<tr>
<td>POL 362</td>
<td>Terrorism and International Relations</td>
</tr>
<tr>
<td>PSC 309</td>
<td>Comparative Police Systems</td>
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</table>
Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, April 19, 2018

<table>
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<tr>
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<tr>
<td>SOC 251</td>
<td>Sociology of Human Rights</td>
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<tr>
<td>SOC 275</td>
<td>Political Imprisonment</td>
</tr>
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<td>POL 322</td>
<td>International Organizations</td>
</tr>
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<td>SOC 333</td>
<td>Gender Issues in International Criminal Justice</td>
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<tr>
<td>SOC 335</td>
<td>Migration and Crime</td>
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<tr>
<td>SUS 240</td>
<td>Environmental Crime</td>
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<td>SUS 300</td>
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Category B. Area/Regional Studies  
(Select at least one)

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<tr>
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<td>Drugs and Crime in Africa</td>
</tr>
<tr>
<td>AFR 220</td>
<td>Law and Justice in Africa</td>
</tr>
<tr>
<td>AFR 229</td>
<td>Restoring Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
</tr>
<tr>
<td>HIS 380</td>
<td>The Secret Police in Western Society</td>
</tr>
<tr>
<td>LLS 220</td>
<td>Human Rights and Law in Latin America</td>
</tr>
<tr>
<td>LLS /AFR 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
</tr>
<tr>
<td>LLS/POL /HIS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>LLS 250</td>
<td>Drugs, Crime and Law in Latin America</td>
</tr>
<tr>
<td>LLS 356</td>
<td>Terror and Transitional Justice in Latin America</td>
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<tr>
<td>LLS 401</td>
<td>Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System</td>
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<tr>
<td>POL 331</td>
<td>Government and Politics in the Middle East and North Africa</td>
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<td>PSC 250</td>
<td>Criminal Justice in Eastern Europe</td>
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<td>SOC 351</td>
<td>Crime and Delinquency in Asia</td>
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<td>SOC 354</td>
<td>Gangs and Transnationalism</td>
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**List of ICJ MA Electives**

<table>
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<tr>
<td>ICJ 780</td>
<td>Internship Course</td>
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<tr>
<td>ICJ 791</td>
<td>International Crime and Justice Thesis I</td>
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<tr>
<td>ICJ 792</td>
<td>International Crime and Justice Thesis II</td>
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**International Criminology**

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<tr>
<td>ICJ 705</td>
<td>Human Rights and Counterterrorism</td>
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<tr>
<td>ICJ 720</td>
<td>Crime and Justice in the Balkans</td>
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<tr>
<td>ICJ 721</td>
<td>International Perspectives on Women in Criminal Justice</td>
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<tr>
<td>ICJ 725</td>
<td>Environmental Crime</td>
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<tr>
<td>ICJ 730</td>
<td>Human Trafficking</td>
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<tr>
<td>ICJ 762/ PAD 762</td>
<td>Corruption and the Global Economy</td>
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<tr>
<td>CRJ 713</td>
<td>White Collar Crime</td>
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<tr>
<td>CRJ 727/ FCM 727</td>
<td>Cyber criminology</td>
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<tr>
<td>CRJ 744</td>
<td>Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 746</td>
<td>Terrorism and Apocalyptic Violence</td>
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Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, April 19, 2018

<table>
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<tr>
<td>CRJ 784</td>
<td>Organized Crime</td>
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<td>CRJ 789</td>
<td>Violence Across the Globe</td>
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<td>PSY 705</td>
<td>Victimology</td>
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<td>PSY 729</td>
<td>Terrorism</td>
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<td>PSY 746</td>
<td>Empirical Profiling Methods</td>
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*International Law Enforcement and Crime Control*

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<tbody>
<tr>
<td>CRJ 739</td>
<td>Crime Mapping</td>
</tr>
<tr>
<td>CRJ 759</td>
<td>Comparative Police Administration</td>
</tr>
<tr>
<td>CRJ 797</td>
<td>Homeland Security and International Relations</td>
</tr>
<tr>
<td>CRJ 798</td>
<td>Homeland Security and Terrorism</td>
</tr>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
</tr>
<tr>
<td>PAD 746</td>
<td>Comparative Public Administration</td>
</tr>
<tr>
<td>PAD 772</td>
<td>International Inspection and Oversight</td>
</tr>
</tbody>
</table>
APENDIX A

Undergraduate ICJ BA INTERNSHIP PLACEMENT 2007-PRESENT

- Asian America legal Defense Fund
- 9/11 Museum
- 60th Annual UN DPI/NGO Conference Planning Committee
- ACLU
- Alliance of NGO’S on Crime Prevention and Criminal Justice, New York
- Amnesty International
- Arab American Association of NY
- Bellevue Hospital (Security)
- Berger Hirschberg Strategies
- Center for International Human Rights (John Jay)
- Center for UN Reform Education
- Coalition for the International Criminal Court
- Correctional Association of New York
- DEA
- ECPAC (child trafficking)
- Forum of African Immigrant Association (FAIA).
- Global Policy Forum
- Her Justice
- Historical Memory Project (John Jay)
- Homeland Security (ICE)
- Housing Court Navigator Program
- Human Rights First
- Human Rights Watch
- The Huairou Commission
- Intersections International
- International Rescue Committee
- International Sociological Association
- Kings County District Attorney’s Office
- Law Offices of John D. Famulari
- Manhattan Borough President's Office
- MediaGlobal (poverty, hunger, earth changes)
- National Network of Safe Communities (John Jay)
- New York City Council Member Benjamin Kallos
- New York City District Attorney's Office
- NYC Department of Investigation
- New York City Probation
- New York State Court Navigator Program
- No Peace Without Justice
- NYC Office of Emergency Management
- NYC Medical Examiner's Office
• NYPD
• NYS Attorney General’s Office
• NYS Division of Human Rights
• Office of Assemblyman Rory Lancman in 2010
• Office of Council Member Julissa Ferreras-Copeland
• Office of Chief Counsel, IRS
• Office of the District Attorney Crime Strategies Unit
• Open Society Institute
• National Principals Leadership Institute
• Network of NGO's for the Advancement of Women, Trinidad
• PEN American Center
• Permanent Missions to the United Nations: Gambia, Bulgaria, United States, Pakistan
• Pulvers, Pulvers, Thompson & Friedman, LLP
• RAPP, Release of Aging People in Prison
• Rising Stars Outreach Center Inc
• Rockland County Police Academy
• Safe Horizon
• Sakhi for South Asian Women
• US Secret Service
• Senator Gillibrand’s Office
• Steven Adam Rubin & Associates
• Supreme Court of Lithuania
• Sustainability Council of John Jay College of CJ
• The Consulate General of Haiti
• The Legal Aid Society
• The New York City Commission for the United Nations, Consular Corps and Protocol
• Tikhomirov & Associates, PLLC Personal Injury Law Firm
• U.S. Fund for UNICEF
• U.S. Marshals
• U.S. Probation
• US Immigration Services
• US Customs
• Unified Court System
• US Pre-Trial Services
• Unitarian Universalist
• United Nations Association
• United Nations Yearbook
• Voices of September 11th
• WATCH GUARD 24/7
• Women’s International League for Peace and Freedom
• World Information Transfer (climate change and the environment)
• World Policy Institute
• World Tourism Organization
APPENDIX B
Graduate EMPLOYMENT & INTERNSHIPS - UNDERTAKEN BY MASTER OF ARTS INTERNATIONAL CRIME & JUSTICE STUDENTS

- American Red Cross – Emergency Preparedness Unit
- American Society of Criminology – National White-Collar Crime Center
- Amnesty International - Individuals at Risk Program
- BronxConnect
- Brooklyn District Attorney’s Office
- City of New York Business Integrity Commission – Background Investigations Unit
- Correctional Association of New York
- Credit Suisse – Anti-Money Laundering Division
- CUNY Flushing Immigration Center – Major’s Office of Immigration Affairs NYC
- Entergy
- Facebook
- Federal Bureau of Investigation
- Global Action to Prevent War – UN Based NGO
- Gryphon Strategies
- Historical Memory Project
- HSBC Bank
- Human Rights Watch
- International Federation for Human Rights – Africa Desk (Paris, France)
- International Justice Project
- International Rescue Committee
- International Sociological Association
- INTERPOL
- Joseph Breham Avocat (Human Rights Law Firm in Paris, France)
- K2 Intelligence
- Legal Aid Society
- Lemire LLC
- Manhattan District Attorney’s Office
- Monmouth County Superior Court – Pretrial Services
- National Network for Safe Communities
- New York Attorney General Office
- New York County District Attorney’s Office – Cybercrime and Identity Theft Bureau
- New York County District Attorney’s Office – Spanish Language Unit
- Newark Police Department
- New York Asian Women’s Center
- New York City Department of Investigation
- New York City Department of Probation
- New York Police Department
- New York State Division of Human Rights - Housing Investigation Unit
• New York State Office of Temporary and Disability Assistance – Bureau of Refugee and Immigrant Assistance
• Office of the Inspector General for the New York Police Department – Policy Unit
• RTVi Overseas Media Inc.
• Safe Center LI
• Sakhi for South Asian Women
• Sirleaf Market Women’s Fund
• Standard Chartered Bank
• United Nations Department of Peacekeeping Operations
• United Nations Development Programme
• United Nations Entity for Gender Equality and the Empowerment of Women
• United Nations High Commissioner for Refugees
• United Nations Office on Drugs and Crime
• United Nations Office of Internal Oversight Services – Investigations Division
• United Nations Security Council Counter-Terrorism Committee Executive Directorate
• United Nations US Mission- Host Country Affairs
• US Capitol Police
• US Department of State
• US Drug Enforcement Agency
• US Equal Employment Opportunity Commission
• US Marshalls
• US Securities and Exchange Commission
• Vera Institute of Justice
• Waterfront Commission of New York Harbor
• Westchester County District Attorney’s Office
• Wild and Free (Anti-Poaching/Animal Conservation NGO)
APPENDIX C

Descriptions of ICJ BA Required Courses

**ECO 101 Introduction to Economics and Global Capitalism:** This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives. (Transfer students can use ECO 120 Introduction to Macroeconomics or ECO 125 Introduction to Microeconomics in lieu of ECO 101)

**ICJ 101 Introduction to International Criminal Justice:** This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements and on the bilateral, regional, and international structures created for crime prevention, punishment and control.

**POL 101 American Government and Politics:** A study of American politics - its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.

**POL 259/LAW 259: Comparative Criminal Justice Systems:** Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

**STA 250 Principles and Methods of Statistics:** Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers. (Registration is through the Department of Psychology.)

**ICJ 310 Foundations of Scholarship in International Criminal Justice:** This course aims to provide a set of skills that are essential to conducting and disseminating empirical research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss research methods (both qualitative and quantitative), their underlying epistemologies and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.
ICJ 410 Capstone Seminar in International Criminal Justice: This capstone course is a synthesis of key issues, trends and topics within the emerging field of international criminal justice. Topics to be considered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing cases of international and transnational crime; prevention and control strategies; the evolving jurisprudence.

ECO 245: International Economics: Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system, and balance of payments accounting are introduced. The role of multi-national corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over "free trade" versus "fair trade," international financial system reform, and the impact of globalization on national sovereignty and democratic governance. Lastly, the economies of selected developed, developing and transitional nations are surveyed. of the tribunals and the world court; and ethical and human rights concerns.

PAD 260: International Public Administration: Review of the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

POL 257: Comparative Politics: The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the relationship of political institutions to key cultural, economic and historical variables.


ECO 231: Global Economic Development and Crime: This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering.
Description of ICJ MA Required Courses

**ICJ 700: International Crime and Justice Theory:** International Crime and Justice examines the multicultural/cross-cultural nature and etiology of international and transnational crimes, including genocide, war crimes, terrorism, money laundering, drug and human trafficking and weapons dealing. The course will review various perspectives, approaches, and theories of crime and criminality that assist in understanding the development of new forms of crimes worldwide and in developing international crime prevention policies. A critical examination will be made of various methodologies in collecting empirical data, and the problems of cross-cultural research will be discussed. The course will commence with grounding in theories developed in the cultural context of the United States, and expand to embrace theories from and applying to other regions of the world.

**ICJ 701 Illegal Markets and Economic Justice:** This course examines economic issues important to the study of international crime and justice. Students will learn to use tools of analysis necessary for understanding market based crimes including black markets, narcotics, prostitution, money laundering, and trade violations. Students will critically evaluate the justness of the global economic system by examining national macroeconomic objectives and international economics institutions such as the World Bank, International Monetary Fund and World Trade Organization. Emphasis is placed on poverty, inequality, globalization and environmental sustainability.

**ICJ 702: Comparative CRJ Systems:** This course will use as a baseline the CRJ system of the United States, and initial lectures will provide an overview of our system as a basis for comparison. Afterwards, beginning with a contextualization of world cultures, legal families and systems of government, this course will study the commonalities and variations in CRJ systems around the world, including law enforcement, adjudication and post-sentencing measures. Special attention will be paid to the impact of the growth of private security, victim assistance and corruption. Examples are drawn from a variety of political systems.

**ICJ 703: International criminal Law:** The course is an introduction to the study of international criminal law. It will survey the basic tenets of public international law and the evolution of the international legal process and explore-through the study of specific issues and incidents - the principal challenges facing the international community. It will then proceed to an examination of substantive international criminal law and of the fundamentals of international criminal responsibility and offer an overview of key features of the international criminal justice regime. More specifically, it will examine the political and legal dimensions of the work of the International Criminal Court, of the ad hoc international tribunals -International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR)- and of the hybrid tribunals, such as the Special Court for Sierra Leone, the Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon. The course will conclude with an assessment of the role of these mechanisms and corresponding processes in advancing accountability.
ICJ 704 Culture and Identity in a Global Context: This course examines research on culture, power and identity in international CRJ. Students will be introduced to the concept of culture and how it has been related to contemporary problems and struggles in justice systems between local groups and larger, sometimes global forces. These have included concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place and behavior. Particular attention will be given to the issues emerging from local confrontations with and responses to international CRJ initiatives around domestic violence, human trafficking, copyright piracy, indigenous rights, governmental corruption, and war crimes. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches and rhetorical skills of research in the discipline.

Revised title: Crime, Justice and Cultural Struggles

ICJ 706 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, 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.

ICJ 715: Research Methods in International Crime and Justice: The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.


ICJ 770: Capstone Course in International Crime and Justice: This course will synthesize the knowledge and perfect the skills gained throughout master's coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course will consist of a series of in-depth case studies of research, legal cases, or crime events, viewed from various disciplinary perspectives.
APPENDIX D – Undergraduate Bulletin Listing, 2017-18

International Criminal Justice, Bachelor of Arts

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Learning Outcomes. Students will:

• Define international and transnational crimes.
• Summarize national, bilateral and multilateral responses to such crimes.
• Describe theories for understanding crime and crime control from a global and comparative perspective.
• Use theory to interpret and explain empirical developments in the fields of international criminal justice.
• Critically evaluate the use of such methods by others
• Elaborate informed opinions about issues and ideas in the fields of international criminal justice.

Credits Required.

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<th>Credits Required</th>
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<tr>
<td>General Education</td>
<td>42</td>
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<tr>
<td>Electives</td>
<td>22-33</td>
</tr>
<tr>
<td><strong>Total Credits Required for B.A. Degree</strong></td>
<td><strong>120</strong></td>
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Coordinator. Professor Mangai Natarajan, Department of Criminal Justice (212.237.8673, mnatarajan@jjay.cuny.edu)

Advisor. Ms. Yaritma Cabral, Academic Advisement Center (ycabral@jjay.cuny.edu)

Advising resources. Sample Four-year Program of Study. Course Checklist. International Criminal Justice Advising Resources.

Foreign Language Requirement. Students who have expertise in other languages besides those available at John Jay College can explore taking the NYU Foreign Language Proficiency
Exam or CLEP tests to demonstrate their language proficiency. Native speakers of a foreign language should see the Major Coordinator.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2017 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at 2016–2017 Undergraduate Bulletin.

**Foundational Courses**
(subtotal: 9-15 cr.)

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<tr>
<th>Required</th>
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<tbody>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics and Global Capitalism</td>
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<tr>
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<tr>
<td>ECO 120</td>
<td>Introduction to Macroeconomics</td>
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<td>ECO 125</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>POL 101</td>
<td>American Government &amp; Politics</td>
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<tr>
<td>SOC 101</td>
<td>Intro to Sociology</td>
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**Mathematics**
(subtotal: 0-3 cr.)

May be required depending on math placement

| MAT 108     | Social Science Math                                            |
| Or          |                                                                 |
| MAT 141     | Pre-Calculus                                                   |

Students who have taken higher level math, should see the Major Coordinator

**Foreign Language**
(subtotal: 0-3 cr.)

May be required depending on language placement or proficiency

FLN 102 Beginning Level II Foreign Language

**Advisor recommendation:** POL 101 fulfills the Flexible Core: U.S. Experience in its Diversity area and SOC 101 fulfills the Flexible Core: Individual and Society area of the Gen Ed program. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. For students that begin at John Jay as lower freshmen, the 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program. MAT 108 or MAT 141 also fulfill the Required Core: Math and Quantitative Reasoning area depending on students’ placement scores.
Part One. Core Courses  (subtotal: 9 cr.)
Required

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<tr>
<td>ECO 231</td>
<td>Global Economic Development and Crime</td>
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<tr>
<td>POL/ LAW 259</td>
<td>Comparative Criminal Justice Systems</td>
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Part Two. Foundation Courses  (subtotal: 9 cr.)
Select one in each category

Category A (Select one)

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<td>POL 250</td>
<td>International Law and Justice</td>
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Category B (Select one)

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<td>PAD 260</td>
<td>International Public Administration</td>
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<tr>
<td>POL 257</td>
<td>Comparative Politics</td>
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<tr>
<td>POL 260</td>
<td>International Relations</td>
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Category C
Required

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<tbody>
<tr>
<td>SOC 341</td>
<td>International Criminology</td>
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</tbody>
</table>

Part Three. Skills Courses  (subtotal: 6-9 cr.)

Category A. Language Skills (0-3 cr.)
Depending on placement

One 200-level foreign language course in any language other than English

Students who have prior knowledge of a foreign language can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu) to place out of this language requirement. Placement tests are available in: Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish.
Please note: The FLN 201 courses are typically offered in the Fall semesters
Please note: SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.
Category B. Research Methods (6 cr.)
Required

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
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<tr>
<td>ICJ 310</td>
<td>Foundations of Scholarship in International Criminal Justice</td>
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</table>

Part Four. Specialized Areas (subtotal: 9 cr.)
Students select three courses, with at least one in each category.

Category A. Global Perspectives on Crime
Select at least one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COR 303</td>
<td>Comparative Correction Systems</td>
</tr>
<tr>
<td>ECO 260</td>
<td>Environmental Economics, Regulation and Policy</td>
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<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
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<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
<tr>
<td>EJS 240</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>EJS 300</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>HIS 352</td>
<td>History &amp; Justice in Wider World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
<tr>
<td>ICJ 380</td>
<td>Selected Topics in International Criminal Justice</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
</tr>
<tr>
<td>POL 246</td>
<td>Politics of Global Inequality</td>
</tr>
<tr>
<td>POL 320</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>POL 325</td>
<td>The Politics of Transnational Crime</td>
</tr>
<tr>
<td>POL 328</td>
<td>Politics of International Security</td>
</tr>
<tr>
<td>POL 362</td>
<td>Terrorism and International Relations</td>
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<tr>
<td>PSC 309</td>
<td>Comparative Police Systems</td>
</tr>
<tr>
<td>PSC 415</td>
<td>Seminar on Terrorism</td>
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<tr>
<td>SOC 251</td>
<td>Sociology of Human Rights</td>
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<tr>
<td>SOC 275</td>
<td>Political Imprisonment</td>
</tr>
<tr>
<td>POL 322</td>
<td>International Organizations</td>
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<td>SOC 333</td>
<td>Gender Issues in International Criminal Justice</td>
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<td>SOC 335</td>
<td>Migration and Crime</td>
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<td>SUS 240</td>
<td>Environmental Crime</td>
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<td>SUS 300</td>
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Category B. Area/Regional Studies
Select at least one

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AFR 210</td>
<td>Drugs and Crime in Africa</td>
</tr>
<tr>
<td>AFR 220</td>
<td>Law and Justice in Africa</td>
</tr>
<tr>
<td>AFR 229</td>
<td>Restoring Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
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<tr>
<td>HIS 380</td>
<td>The Secret Police in Western Society</td>
</tr>
<tr>
<td>LLS 220</td>
<td>Human Rights and Law in Latin America</td>
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Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, April 19, 2018

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>LLS /AFR 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
</tr>
<tr>
<td>LLS /POL /HIS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>LLS 250</td>
<td>Drugs, Crime and Law in Latin America</td>
</tr>
<tr>
<td>LLS 356</td>
<td>Terror and Transitional Justice in Latin America</td>
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<tr>
<td>LLS 401</td>
<td>Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System</td>
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<tr>
<td>POL 331</td>
<td>Government and Politics in the Middle East and North Africa</td>
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<tr>
<td>PSC 250</td>
<td>Criminal Justice in Eastern Europe</td>
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<tr>
<td>SOC 351</td>
<td>Crime and Delinquency in Asia</td>
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<tr>
<td>SOC 354</td>
<td>Gangs and Transnationalism</td>
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**Part Five. Optional Internship**  
A highly recommended elective  
(subtotal: 0-3)

<table>
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<td>ICJ 381</td>
<td>Internship in International Criminal Justice</td>
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**Part Six. Capstone Course**  
(subtotal: 3 cr.)

Required

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<tbody>
<tr>
<td>ICJ 401</td>
<td>Capstone Seminar in International Criminal Justice</td>
</tr>
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</table>

**TOTAL CREDIT HOURS:** 45-56
November 9, 2017

Mangai Natarajan, Ph.D.
Director International Criminal Justice BA Program

John Jay College of Criminal Justice
524 West 59th Street
New York City, NY 10019

RE: BA/MA Dual Degree Program

Dear Professor Natarajan,

The IC&J MA faculty had an opportunity to review and discuss the proposal for ICJ BA/MA dual degree between October 16th and November 7th, 2017. Then the ICJ MA faculty had an opportunity to vote on this proposal on November 7th, 2017. With a majority support of 13 core teaching faculty members, the ICJ MA program is delighted to support the proposal for ICJ BA/MA dual degree program.

If you have any further questions please do not hesitate to contact me at any time.

Yours sincerely,

Jana Arsovska, Ph.D.
Director, Master of Arts Degree in International Crime & Justice
Associate Professor, Sociology Department
Table 1a: Undergraduate/Graduate Program Schedule – Using Internship Option for MA

### Term: Fall 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>Req Core: ENG 101 English Comp I</td>
<td>3</td>
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<td>Req Core: MAT 105 College Algebra</td>
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<tr>
<td>Flex Core: First Year Seminar</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Flex Core: Creative Expression</td>
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### Term: Spring 1

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<td>ENG 101</td>
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<tr>
<td>Flex Core: US Exp in Its Diversity POL 101</td>
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<tr>
<td>Flex Core: Academic Career</td>
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### Term: Fall 2

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<tbody>
<tr>
<td>Flex Core: Scientific World</td>
<td>3</td>
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<td>Flex Core: World Cultures</td>
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<tr>
<td>Flex Core: Learning From the Past</td>
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<tr>
<td>Flex Core: International Criminal Justice</td>
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### Term: Spring 2

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<th>Prerequisite(s)</th>
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<tr>
<td>Foundation Course: POL 250 of ECO 245</td>
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<tr>
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<td>IC 300 Found of Scholarship in CL</td>
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<td>IC 101, POL/LAW</td>
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### Term: Spring 3

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<td>ICJ 502, POL/LAW 259</td>
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Use the table to show how a typical student may progress through the program. Copy/explain the table as needed. Indicate academic calendar type. X Semester, Quarter, Other (describe).
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS Maj</th>
<th>New Pre requisites</th>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS Maj</th>
<th>New Pre requisites</th>
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<tbody>
<tr>
<td>Fall 4</td>
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<td>ICJ 702 Comparative CJ Systems</td>
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<td>ICJ 702 Comparative CJ Systems</td>
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<tr>
<td>Term</td>
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<td>LAS</td>
<td>Maj</td>
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<td>Prerequisite(s)</td>
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<td>ICJ 700 - ICJ 704</td>
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Program Totals: Credits: 134
- Liberal Arts & Sciences: 120
- BA-MA Major: 69-75
- Elective & Other: 26
Table 1a: Undergraduate/Graduate Program Schedule – Using Thesis Option for MA

<table>
<thead>
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<th>Term: Fall 1</th>
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<td>Req Core: ENG 101 English Comp I</td>
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<td>Pol 101 or ECO 101</td>
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<tr>
<td>Fl 101 or Placement Exam</td>
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<tr>
<td>Foundation Core: Pol 250 or ECO 245</td>
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<tr>
<td>Flex Core: World Cultures – For Lang 101</td>
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<td>Flex Core: Scientific World</td>
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<table>
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<table>
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<td>IC 310, Pol 101</td>
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<td>Fl 101</td>
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<td>Fl 101 or Placement Exam</td>
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<td>Flex Core: World Cultures – For Lang 102</td>
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<tr>
<td>Flex Core: Global Citizenship</td>
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<tr>
<td>IC 101 Intro to International Criminal Justice</td>
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<td>MAT 105 Social Science Math</td>
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<td>Global Citizenship</td>
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<td>Fl 101 or Placement Exam</td>
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<tr>
<td>Flex Core: World Cultures – For Lang 103</td>
<td>3</td>
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<tr>
<td>Foundation Core: POL 260 or ECO 245</td>
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<td>ICJ 700: Legal Theory</td>
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<tbody>
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<td>Cr</td>
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</tr>
<tr>
<td>ICJ 700: Legal Theory</td>
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<td>ICJ 201: Legal Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>Flex Core: World Cultures</td>
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Use the table to show how a Typical Student May Progress through the Program. Copy/expand the table as needed.

- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring I, Fall 2).
- Indicate academic calendar type: X-Semester-Quarter—Summer—Other (describe).
### Part B UG Major Elective

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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<th>LAS</th>
<th>Maj</th>
<th>New</th>
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<tr>
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<td>Maj</td>
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<tr>
<td>ICJ 706 Transnational Crime</td>
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<td>Term: Fall 5</td>
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</tbody>
</table>

Program Totals: Credits: 134
Liberal Arts & Sciences: 123
BA-MA Major: 69-75
Elective & Other: 26

Term credit total: 12, 9, 6
Proposal to Revise the Minor in Humanities and Justice

Dear colleagues at the UCASC,

On December 1, 2016, Allison Kavey, Chair of History and Hyunhee Park, Major Coordinator, submitted a proposal to revise the BA in Humanities and Justice.

The proposed changes included: 1) Eliminate Prerequisites to the Major, 2) Remove Part III, Topics in Political or Legal Theory, and 3) a revision of the Humanities and Justice Electives. With your cooperation, the revision was approved by the college and the HJS major bulletin is updated with the changes.

Yet when we proposed the changes last year, we did not specify by mistake that there would be changes (particularly the revision of the HJS Electives) to the minor elective courses as well, and therefore the minor course list is not updated in the bulletin.

I would like to ask you to approve the change in the electives list in the HJS minor bulletin so that it can match with that in the HJS major bulletin as soon as possible.

Thank you for your help in advance.

Best,

Prof. Hyunhee Park
Major Coordinator, Humanities and Justice
UG Bulletin Info with Revisions for 2018-19

Humanities and Justice Minor

Description. The Humanities and Justice minor offers students the opportunity to explore fundamental questions about justice from a humanistic and interdisciplinary perspective. Embedded in history, literature, and philosophy, the minor engages students in the study of constructions of justice that underlie social policy and criminal justice as well as in broader issues of morality and equity.

Rationale. The Humanities and Justice minor will provide students who are majoring in the social sciences and sciences with an important supplementary perspective for their study of issues, policies, and laws concerned with justice. With its interdisciplinary focus, the minor will also enrich the curriculum of students majoring in one of the humanities. Its courses are designed to help students develop the skills of careful reading, critical thinking, and clear writing that are necessary for careers in law, public policy, civil service and teaching.

Minor coordinator. Professor Hyunhee Park, Department of History (212.237.8291, hpark@jjay.cuny.edu)

Requirements. The minor in Humanities and Justice requires a total of 18 credits of which 6 credits are required and 12 credits are electives. A maximum of two courses can overlap with a student’s major, other minor or program.

Part One. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HJS 250</td>
<td>Justice in the Western Traditions</td>
<td>3</td>
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<tr>
<td>HJS 310</td>
<td>Comparative Perspectives on Justice</td>
<td>3</td>
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</tbody>
</table>

This two-course sequence provides an introduction to a consideration of “justice” as a personal, social, and political construction. Selected texts from history, literature and philosophy introduce students to the complexities attending the meanings of justice from ancient to modern times. Issues under study may include retribution and revenge; justice as political and social equity; determinism, free will, and the “unjust” act; divinity, hierarchy, and community as perceived sources of justice (or injustice); the social construction of justice, injustice, and crime; and law as a structure of rules representing, defining and shaping justice. The sequence will explore how understandings of justice clarify the ethical and legal frameworks defining religion, the state, colonialism and national identity, race and ethnicity, gender, ruling, class, the family and similar structures.

Students in HJS 250 study works concerned with justice in the western tradition (primarily historical, literary, and philosophical texts of Europe, Britain, and North America). With its focus on works from the Mideast, Africa, Asia, and the other Americas, HJS 310 expands student understandings of justice. It encourages comparative assessments between western and nonwestern forms of justice by studying
contacts resulting from war and conquest, trade, and cultural exchange. HJS 310 also develops and extends the skills students have gained in HJS 250 by its comparative tasks, by supplementing primary texts with theoretical readings, and by more complex and lengthy writing assignments.

Subtotal: 6

**Part Two. Electives**

Students must take four courses selected from the list of humanities electives listed below that count toward the Humanities and Justice major. At least two of these courses must be at the 300-level or above. Students will select their electives in consultation with the minor coordinator.

The electives listed below are supplemented every semester by new or experimental courses that are pertinent to Humanities and Justice as identified and approved by the minor coordinator.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 214</td>
<td>Immigration and Ethnicity in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 217</td>
<td>History of NYC (was Three Hundred Years of NYC)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 219</td>
<td>Violence and Social Change in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 224</td>
<td>A History of Crime in New York City</td>
<td>3</td>
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<tr>
<td>HIS 240</td>
<td>Historiography</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 242/POL 242/LLS 242</strong></td>
<td>U.S. Foreign Policy in Latin America</td>
<td>3</td>
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<tr>
<td>HIS 252</td>
<td>Warfare in the Ancient Near East and Egypt</td>
<td>3</td>
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<tr>
<td>HIS 254</td>
<td>History of Ancient Greece and Rome</td>
<td>3</td>
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<tr>
<td>HIS 256</td>
<td>History of Muslim Societies and Communities</td>
<td>3</td>
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<tr>
<td>HIS 260/LLS 260</td>
<td>History of Contemporary Cuba</td>
<td>3</td>
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<tr>
<td>HIS 264</td>
<td>China to 1650</td>
<td>3</td>
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<tr>
<td>HIS 265/LLS 265</td>
<td>Class, Race and Family in Latin American History</td>
<td>3</td>
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<tr>
<td>HIS 270</td>
<td>Marriage in Medieval Europe</td>
<td>3</td>
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<tr>
<td>HIS 274</td>
<td>China: 1650-Present</td>
<td>3</td>
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<tr>
<td>HIS 277</td>
<td>American Legal History</td>
<td>3</td>
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<tr>
<td><strong>HIS 281</strong></td>
<td>Imperialism in Africa, South Asia, and the Middle East</td>
<td>3</td>
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<tr>
<td>HIS 282</td>
<td>Selected Topics in History</td>
<td>3</td>
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<tr>
<td><strong>HIS 320</strong></td>
<td>Topics in the History of Crime &amp; Punishment in U.S (was History of Crime &amp; Punishment in U.S.)</td>
<td>3</td>
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<tr>
<td>HIS 323</td>
<td>History of Lynching and Collective Violence</td>
<td>3</td>
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<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
<td>3</td>
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<tr>
<td>HIS 340</td>
<td>Modern Military History from the Eighteenth Century to the Present</td>
<td>3</td>
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<tr>
<td>HIS 354</td>
<td>Law and Society in Ancient Athens and Rome</td>
<td>3</td>
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<tr>
<td>HIS 356/GEN 356</td>
<td>Sexuality, Gender, and Culture in Muslim Societies</td>
<td>3</td>
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<tr>
<td>HIS 364/GEN 364</td>
<td>History of Gender and Sexuality: Prehistory to 1650</td>
<td>3</td>
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<tr>
<td>HIS 368</td>
<td>Law and Society in the Ancient Near East</td>
<td>3</td>
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<tr>
<td><strong>HIS 374</strong></td>
<td>Premodern Punishment</td>
<td>3</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HIS 375</td>
<td>Female Felons in the Premodern World (was Female Felons in Premodern Europe &amp; Americas)</td>
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<tr>
<td>HIS 381</td>
<td>Social History of Catholicism in the Modern World</td>
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<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
<td>3</td>
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<tr>
<td>HJS 380</td>
<td>Selected Topics in Humanities and Justice</td>
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<tr>
<td>HUM 378</td>
<td>Internship in the Humanities</td>
<td>3</td>
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<tr>
<td>ISP 273</td>
<td>The Stories We Tell</td>
<td>3</td>
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<tr>
<td>ISP 321</td>
<td>Moral, Legal and Ethical Dilemmas that Shape the U.S.A.</td>
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<tr>
<td>ISP 322</td>
<td>Making Waves: Troublemakers, Gadflies and Whistleblowers</td>
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<tr>
<td>ISP 335</td>
<td>Violence in the Pursuit of Justice</td>
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<tr>
<td>LIT 219</td>
<td>The Word as Weapon</td>
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<td>LIT 223/AFR 223</td>
<td>African-American Literature</td>
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<td>LIT 265</td>
<td>Foundations of U.S. Latino/a Literature</td>
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<td>LIT 287</td>
<td>Selected Topics in Literature</td>
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<tr>
<td>LIT 300</td>
<td>Text and Context</td>
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<tr>
<td>LIT 305</td>
<td>Foundations of Literature and Law</td>
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<td>LIT 311</td>
<td>Literature and Ethics</td>
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<td>LIT 313</td>
<td>Shakespeare</td>
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<td>LIT 314</td>
<td>Shakespeare and Justice</td>
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<td>LIT 315</td>
<td>American Literature and the Law</td>
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<td>LIT 316</td>
<td>Gender and Identity in Literary Traditions</td>
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<tr>
<td>LIT 326</td>
<td>Crime, Punishment and Justice in the U.S. Literature</td>
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<tr>
<td>LIT 327</td>
<td>Crime, Punishment and Justice in World Literature</td>
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<tr>
<td>LIT 340/AFR 340</td>
<td>The African-American Experience in America: Comparative Racial Perspectives</td>
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<td>LIT 342</td>
<td>Perspectives on Literature and Human Rights</td>
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<td>LIT 346</td>
<td>Cultures in Conflict</td>
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<td>LIT 348</td>
<td>Native American Literature</td>
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<td>LIT 366</td>
<td>Writing Nature: Literature and Ecology</td>
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<td>LIT 380</td>
<td>Advanced Selected Topics in Literature</td>
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<td>LIT 383</td>
<td>Gender and Sexuality in U.S. Latino/a Literature</td>
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<td>LLS 322</td>
<td>Latina/o Stuggles for Civil Rights &amp; Social Justice</td>
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<td>PHI 203</td>
<td>Political Philosophy</td>
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<td>Philosophy of Religion</td>
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<td>PHI 210</td>
<td>Ethical Theory</td>
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<td>The Philosophy of Rights</td>
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<td>PHI 304</td>
<td>Philosophy of the Mind</td>
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<td>PHI 310/LAW 310</td>
<td>Ethics and Law</td>
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<td>Philosophy of the Rule of Law: Theory and Practice</td>
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<td>PHI 317</td>
<td>Philosophy of Law in Global Perspective</td>
<td>3</td>
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<tr>
<td>PHI 322/CRJ 322</td>
<td>Judicial and Correctional Ethics</td>
<td>3</td>
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<tr>
<td>PHI 326</td>
<td>Topics in the History of Modern Thought</td>
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</table>
HIS 282 Selected Topics in History, LIT 287 Selected Topics in Literature, LIT 380 Advanced
Selected Topics in Literature and LIT 401 Special Topics may be used to satisfy the seven-course
requirement of the Disciplinary Component when the topic is applicable to the Humanities and
Justice major. ISP courses should be handled similarly. To get approval for these courses to count
in the minor, students and/or faculty must petition the minor coordinator.

TOTAL CREDIT HOURS: 18
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: February 21, 2018

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

1. a. Department(s) or program(s) proposing this course___Africana Studies___

       b. Name and contact information of proposer(s)__Crystal Endsley____

           Email address(es)_____cendsley@jjay.cuny.edu_______
           Phone number(s)_____212-393-6402_______________

2. a. Title of the course ___Poetic Justice: Spoken Word Poetry and Performance___

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

       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 builds on concepts and practices taught in AFR 132, and includes Learning Goals appropriate for 200-level students. Students will be introduced to the history of spoken word poetry, and will examine the contemporary impacts of spoken word poetry performance on social justice in the 21st century. Assignments throughout the semester will develop in complexity and will require interdisciplinary research and writing. The course is also designed to engage sophomore students by incorporating a variety of methods for teaching and learning including performances outside of the classroom, in-depth analyses of texts and videos, and collaborative projects.

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

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

       This course is designed to fulfill the Gen Ed course requirement for Creative Expression and fills a gap in the GE curriculum by scaffolding the 100 level introductory courses to the 300 advanced courses. The course makes explicit connections between creative
expression and social justice thus providing students with a deeper understanding of how cultural production both informs and is influenced by social issues. In a pursuit of social justice, many of our students are seeking to develop creative approaches to issues that impact their lives and this course offers one opportunity to examine how the oral traditions embedded in the diaspora continue to be applied in contemporary times.

Designed so that students are exposed to interdisciplinary content from areas such as Women and Gender Studies, Africana Studies, Performance Studies, and Cultural Studies, the course will provide opportunities for students to interrogate and reflect on broader social contexts that construct their identities in relation to race, class, language, representation, etc. Students will be asked to explain and demonstrate the aesthetic techniques involved in a spoken word poetry performance, as well as analyze the historic and social factors that pertain to its content. Doing so will challenge students to make theoretical and creative connections to issues of social justice they are facing. This course also extends the introductory level Africana Studies course Arts and Culture in the Diaspora by specifically focusing on the historical and contemporary practice of spoken word poetry and performance. Students have requested that a course such as this one be offered to follow up and focus on the broader introductory themes from the 100 level Arts & Culture class.

Finally, the course is unique in its significant performance related assignments. Students will learn how to develop spoken word poetry and performances and then share them during a public showcase on campus. They will also be asked to utilize online tools to communicate and create various outlets for their work. These skill sets will strengthen their abilities to communicate with clarity and depth, and teach them to better manage their fears of public speaking which will enhance their professional viability and academic success.

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 will explore the powerful genre of contemporary spoken word poetry as it developed in the late 20th and early 21st centuries. Through study of the craft, students will understand spoken word poetry as an Africana discourse and will examine its position in relation to justice and to its social contexts in the diaspora. Students will analyze video, texts, and live performances to assess how meaning is made and experience is interpreted through spoken word poetry. Students will develop their own poetic voice and sculpt their performance style through weekly writing exercises, in-class open mics, visiting artists, and a performance showcase.

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

ENG 101
6. Number of:
   a. Class hours __3__
   b. Lab hours ______
   c. Credits ____3_

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

8. **Learning Outcomes** (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?

   This course will fulfill the requirements of the Flexible Core in the area of Creative Expression. By the end of the course students will be able to:

   1. Gather, interpret, and assess information from a variety of sources and points of view.
   2. Evaluate evidence and arguments critically or analytically.
   3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   4. Articulate how meaning is created in the art of spoken word poetry and how experience is interpreted and conveyed through performance.
   5. Demonstrate knowledge of the skills involved in the creative process of composing and performing spoken word poetry.
   6. Identify and apply the fundamental concepts and methods of Africana Studies exploring creative expression.

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

   This course will qualify as an elective in the Africana Studies 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 _____ Yes __x__ If yes, please indicate the area:
Flexible Core:

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

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

This course focuses on the intersection of justice and creative performance which aligns most closely to the Creative Expression Core outcomes. The learning outcomes and materials covered by the course constitute a deep dive into the practice of spoken word poetry as an art and as a tool for social change.

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

- Every semester __x__   Number of sections: ____
- Fall semesters only ______ Number of sections: _____
- Spring semesters only ______ Number of sections: _1____

11. How will you assess student learning?

Students will have a variety of opportunities to demonstrate they have grasped the materials and skills utilized in the creation and performance of spoken word poetry as well as the social, cultural, and historic forces which shape its audience.

1. Analysis Papers:
   Students will write TWO written summaries and critical analyses of the readings, viewings, and class discussions. Students will bring in a hard copy to class to workshop, and then upload their final draft onto the class Blackboard site in the Discussion Board corresponding with each paper due date. Analysis papers must be a minimum of 650 words and must include a minimum of TWO direct quotes (properly cited) from course readings and ONE link to a related online reading or video.

2. Class Facilitation:
   Working in pairs, students will be responsible for leading class discussion on a selected date. Students will present at least three major themes/ideas from the assigned readings, and will highlight a spoken word artist whose performance relates to the topic. Facilitations must include information about the artist(s), examples on PowerPoint/display, and five discussion questions for the class. Students will sign-up for dates to facilitate during the second week of class. Further details will be given in class and posted on Blackboard.

3. Connecting with the Community:
   Over the course of the semester, students will attend and participate in at least ONE event (on or off campus) that incorporate a performance of spoken word poetry or otherwise relate to course materials. I
will provide a list of suggestions in class and further instructions will be given. Students will complete a
two page written assessment of the performances, their participation, the effectiveness of the event, and
a reflection on what they learned from attending.

4. Annotated Bibliography:
Students will research a social issue that currently impacts members of the Diaspora. After a workshop
with the Writing Center and the Library, students will complete an annotated bibliography with at least
four sources. This annotated bibliography will serve as the background research for the topic of the
spoken word poem that will be performed during the final showcase.

5. Poetry Portfolio:
Over the course of the semester students will complete weekly writing prompts and will select 10 of
these rough drafts to develop into final poems which will be turned in as part of their poetry portfolio.
This portfolio should be the best representation of the students’ creative work over the course of the
semester. All drafts of each poem should be included in the portfolio. Detailed instructions will be
provided in class.

6. Final Showcase Performance:
Each student will compose a poem directly related to a social issue that currently impacts members of
the Diaspora. This poem will be performed in public during the final class showcase. The topic of the
poem must be clearly related to the social justice issues and/or methods of activism we have discussed.
Students will complete a reflective self-assessment based on their showcase performance and their final
draft of the poem as part of the evaluation for this project. The lyrics of the poem will be turned in as a
part of the poetry portfolio.

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

Yes ___ No ___

• If yes, please state the librarian’s name: Maria Kiriakova

• Are there adequate resources in the library to support students’ work in the course

Yes ___ No ___

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

- The library catalog, CUNY+ ___
- 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 _2/20/2018_________________

15. Faculty - Who will be assigned to teach this course? __Crystal Endsley _____

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:
   Jessica Gordon-Nembhard Africana Studies 2/20/2017
   Chair, Africana Studies Department
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
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<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>AFR 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Poetic Justice: Spoken Word Poetry and Performance</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
</tbody>
</table>

**Catalogue Description**
This course will explore the powerful genre of contemporary spoken word poetry as it developed in the late 20th and early 21st centuries. Through study of the craft, students will understand spoken word poetry as an Africana discourse with orienting values and practices, and will examine its position in relation to justice and to its social contexts in the diaspora. Students will analyze video, texts, and live performances to assess how meaning is made and experience is interpreted through spoken word poetry. Students will develop their own poetic voice and sculpt their performance style through weekly writing exercises, in-class open mics, visiting artists, and a performance showcase.

**Special Features (e.g., linked courses)**

**Sample Syllabus**
Syllabus must be included with submission, 5 pages max recommended

---

**CUNY COMMON CORE Location**

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

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

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

---

Approved by UCASC, March 23, 2018
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Creative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will engage in a Library workshop followed by a workshop at the Writing Center to collect, review, and evaluate sources of information around a social issue impacting the Diaspora. Students will be asked to review, evaluate and identify trustworthy sources. During Week 8 students will complete an Annotated Bibliography which builds on the earlier exercise taking place during Week 4 in the Library and Writing Center. Using 4-6 sources, students will research a social issue of their choosing and assess the scholarly sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As part of the weekly readings, students will also be asked to interpret live and recorded performances, scholarly articles, films, and creative writing. Building on the annotated bibliography assignment, students will analyze the sources, evaluate their arguments, and compare/contrast the sources in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During Week 3 and again in Week 6 students will write Analysis Papers which will critique and compare the readings by incorporating a minimum of two quotes. In addition, these analysis papers must include one example of a performance which responds to the critique. As such, students will be required to find scholarly and artistic evidence to support the claims made in their analysis papers. During class, students will share their papers and receive feedback. They will then revise or adjust each one as needed, and publish their final paper on the class Blackboard site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop familiarity with the fundamental concepts of Africana Studies as a discipline, as well as creative writing and performance through spoken</td>
</tr>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
</tr>
</tbody>
</table>
word poetry.

Each week, students will work in pairs to facilitate class discussion around the class readings and viewings, applying Africana Studies concepts and methods to better understand spoken word poetry by locating it within its specific social and historical context.

Each week in class students will be asked to complete a writing prompt. These low-stakes assignments will be revised through small group exercises which will require students to evaluate their peers based on understanding spoken word poetry and performance through the concepts and methods of Africana Studies.

- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

Students will be required to attend one arts-related event outside of class during the semester. This assignment is Connecting with Community. They will be required to analyze the performance event and what they interpret the meaning of the performance to represent in a written reflection. Finally, students will assess the quality of the performance and to make connections with the course materials.

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Students will develop and demonstrate knowledge of the skills involved in the creative process by identifying and applying the components of an effective spoken word poem. Students will work together as a community to create a rubric for an effective spoken word poem. During Week 15 students will perform a spoken word poem they have developed and revised in class over the semester. Students will thereby have the opportunity to analyze and assess the creative process firsthand.

- Demonstrate knowledge of the skills involved in the creative process.

Also during Week 15, students will turn in their Poetry Portfolio. Over the course of the semester students will complete weekly writing prompts and will select 10 of these rough drafts to develop into final poems which will be turned in as part of their poetry portfolio. During the selection and revision process, students will analyze their own work in order to better understand the creative process.

- Use appropriate technologies to conduct research and to communicate.
Instructor: Dr. Crystal Leigh Endsley  
Office Hours: M 1:40-3pm or by appt.  
Office: 9.63.02 NB  
Email: cendsley@jjay.cuny.edu  
Phone: 212-393-6402

Course Description:
This course will explore the powerful genre of contemporary spoken word poetry as it developed in the late 20th and early 21st centuries. Through study of the craft, students will understand spoken word poetry as an Africana discourse with orienting values and practices, and will examine its position in relation to justice and to its social contexts in the diaspora. Students will analyze video, texts, and live performances to assess how meaning is made and experience is interpreted through spoken word poetry. Students will develop their own poetic voice and sculpt their performance style through weekly writing exercises, in-class open mics, visiting artists, and a performance showcase.

LEARNING OUTCOMES

Students in this course are expected to:
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically as it relates to the writing and performance of spoken word poetry.
- Produce well-reasoned written or oral arguments about the interpretation, content, and impact of spoken word poetry as it relates to issues of social justice using evidence to support conclusions.
- Articulate how meaning is created in the art of spoken word poetry and how experience is interpreted and conveyed through performance.
- Demonstrate knowledge of the skills involved in the creative process of composing, revising, and performing spoken word poetry.
- Identify and apply the fundamental concepts and methods of the interdisciplinary field of Africana Studies exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

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

Approved by UCASC, March 23, 2018

**COURSE REQUIREMENTS AND GRADING:**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Poetry Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>10%</td>
</tr>
<tr>
<td>Connecting with Community</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Final Showcase Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This course will require extensive writing and reading assignments. All written assignments must be typed, double-spaced, and in 12-pt Times New Roman font unless otherwise designated.

Written assignments, presentations, and scheduled performances are due on the date scheduled, no exceptions. Late assignments will drop one letter grade for each day they are not turned in. I will not accept assignments more than five days late. Being absent from class does not excuse you from having your assignments turned in on time. Being absent from class on the date of a scheduled performance will require a meeting during office hours with the professor in order to re-schedule. If you do not meet with the professor, the performance cannot be made up.

1. **Analysis Papers: 10% (650 word minimum)**
   Students will write TWO written summaries and critical analyses of the readings, viewings, and class discussions. Students will bring in a hard copy to class to workshop, and then upload their final draft onto the class Blackboard site in the Discussion Board corresponding with each paper due date. Analysis papers must be a minimum of 650 words and must include a minimum of TWO direct quotes (properly cited) from course readings and ONE link to a related online reading or video.

2. **Class Facilitation: 10%**
   Working in pairs, students will be responsible for leading class discussion on a selected date. Students will present at least three major themes/ideas from the assigned readings, and will highlight a spoken word artist whose performance relates to the topic. Facilitations must include information about the artist(s), examples on PowerPoint/display, and five discussion questions for the class. Students will sign-up for dates to facilitate during the second week of class. Further details will be given in class and posted on Blackboard.

3. **Connecting with the Community: 10% (500 word minimum)**
   Over the course of the semester, students will attend and participate in at least ONE event (on or off campus) that incorporate a performance of spoken word poetry or otherwise relate to course materials. I will provide a list of suggestions in class and further instructions will be given. Students will complete a two page written assessment of the performances, their participation, the effectiveness of the event, and a reflection on what they learned from attending.

4. **Annotated Bibliography: 10%**
Students will research a social issue that currently impacts members of the Diaspora. After a workshop with the Writing Center and the Library, students will complete an annotated bibliography with at least four sources. This annotated bibliography will serve as the background research for the topic of the spoken word poem that will be performed during the final showcase.

5. Poetry Portfolio: 20%
Over the course of the semester students will complete weekly writing prompts and will select 10 of these rough drafts to develop into final poems which will be turned in as part of their poetry portfolio. This portfolio should be the best representation of the students’ creative work over the course of the semester. All drafts of each poem should be included in the portfolio. Detailed instructions will be provided in class.

6. Final Showcase Performance: 20%
Each student will compose a poem directly related to a social issue that currently impacts members of the Diaspora. This poem will be performed in public during the final class showcase. The topic of the poem must be clearly related to the social justice issues and/or methods of activism we have discussed. Students will complete a reflective self-assessment based on their showcase performance and their final draft of the poem as part of the evaluation for this project. The lyrics of the poem will be turned in as a part of the poetry portfolio.
Further details and the outline for the self-assessment will be given in class.

7. Attendance & Class Participation: 20%
Maximum of 4 absences per semester permitted. No other absences are permitted.

**IMPORTANT:** One full semester grade drop for each absence over 4
**IMPORTANT:** Absence for scheduled presentations/performances will result in failing grade for that assignment. Make-ups are granted in EXTREME, DOCUMENTED cases only and must be verified by the Office of Student Services.

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. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (John Jay College Undergraduate Bulletin, p. 43).

- Pop quizzes will be given on readings and films, etc., at the professor’s discretion.

- Lateness, early departures, absences, and any other form of disruptive behavior will negatively affect your final grade. Students who are more than 15 minutes late to class will be marked absent.

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

Approved by UCASC, March 23, 2018
**Academic Integrity:** For the complete policy on Academic Integrity, see [www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf)

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

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

### Course Outline and Reading Assignments

*schedule is subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introductions</td>
<td>Syllabus, Course expectations</td>
<td>In Class Practice: Close Reading &amp; Note Taking for Scholarly Articles</td>
</tr>
</tbody>
</table>
(OL) Listen to “Drawl” podcast episodes #3 (Sha’Condria iCon Sibley) and #17 (Neil Hilborn) | |
Watch: Gil Scot-Heron [https://www.youtube.com/watch?v=78tTKTzk778](https://www.youtube.com/watch?v=78tTKTzk778)  
StacyAnn Chin [https://www.youtube.com/watch?v=8t-ajU2defo](https://www.youtube.com/watch?v=8t-ajU2defo)  
Watch: Roger Bonair Gard [https://www.youtube.com/watch?v=rT3pqdhJx8o](https://www.youtube.com/watch?v=rT3pqdhJx8o) | In Class Practice: Literary Analysis For Poetry and Writing a Good Analysis Paper |
| 2.2 | | | |
Watch: Joshua Bennett [https://www.youtube.com/watch?v=FqEJXLUblroc](https://www.youtube.com/watch?v=FqEJXLUblroc)  
(BB) Endsley, C.L. “Started From the Bottom, Now We Here: College | |
| 5.1 | **Creative Discipline**  (BB) Sanchez, Sonia, and Susan Kelly. "Discipline and Craft: An Interview with Sonia Sanchez."  *African American Review* 34.4 (2000): 679-687.  **Library Visit:** Annotated Bibliography workshop  **Writing Center:** Annotated Bibliography  **Analysis Paper #2 Due**  |
| 5.2 | **Nuyorican History continued**    **Watch:** Season 2: HBO Studios. (2005). *Russell Simmons presents, Def Poetry Jam, Season 2.*  **Watch:** Melissa Lozada-Oliva:  [https://www.youtube.com/watch?v=me4_QwmaNoQ](https://www.youtube.com/watch?v=me4_QwmaNoQ)  |
| 7.1 | **Sweat the Technique**   **Watch:** Season 3: HBO Studios. (2005). *Russell Simmons presents, Def Poetry Jam, Season 3.*  |
| 8.1 | **SPW & Performances of Love** Planning session for Showcase event: apply for funding, publicity and marketing assignments, tasks for run of show assigned.  **Connecting with the Community paper due**  |
| 8.2 |  |

Approved by UCASC, March 23, 2018
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</thead>
</table>
**Watch:** Jared Singer  
[https://www.youtube.com/watch?v=JwNiYFIHmWs](https://www.youtube.com/watch?v=JwNiYFIHmWs) |   |
**Watch:** Tonya Ingram: [https://www.youtube.com/watch?v=zbS9yNSQyAA](https://www.youtube.com/watch?v=zbS9yNSQyAA) | **(RT) Shange, Ntozake.** *For colored girls who have considered suicide/when the rainbow is enuf*. Simon and Schuster, 2010.  
In class film: *For colored girls who have considered suicide/when the rainbow is enuf* |
**Watch:** Rudy Francisco: [https://www.youtube.com/watch?v=BTL1yA2XJYI](https://www.youtube.com/watch?v=BTL1yA2XJYI) |   |
| 12.1 | **SPW & Knowledge Production**  
Workshop for Performance poem  
**Watch:** Darius Simpson & Scout Bosley [https://www.youtube.com/watch?v=lpPASWlnZlA](https://www.youtube.com/watch?v=lpPASWlnZlA) | Draft of Showcase Poem due; bring hard copy to class |
| 12.2 | **Publicity check in; review logistics for Showcase**  
**Watch:** Anis Mojgani: [https://www.youtube.com/watch?v=0qDtHdloK44](https://www.youtube.com/watch?v=0qDtHdloK44) |   |
**Watch:** Imani Cezanne: [https://www.youtube.com/watch?v=v3VJ0xnsfM](https://www.youtube.com/watch?v=v3VJ0xnsfM) | Rehearsal for Showcase  
Finish Acevedo’s book  
**Watch** Elizabeth Acevedo: [https://www.youtube.com/watch?v=tP8cSGW4k8](https://www.youtube.com/watch?v=tP8cSGW4k8) |
| 13.2 | **(BB) SPW & Collaboration**  
Rehearsal for Showcase  
Performance Showcase! |   |
| 14.1 | **SPW & the Self**  
Rehearsal for Showcase |   |
| 14.2 |   | Performances |
| 15.1 |   | De-brief of Showcase and performances. Outline of rubric, checklist for Poetry Portfolio.  
**Draft of Self Assessment** |
| 15.2 |   | Poetry Portfolio due in class  
**Poetry Portfolio** |
|   |   | **Final Exam Meeting - TBD** |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 2/22/2018

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

1. a. **Department(s) or program(s) proposing this course**: Mathematics and Computer Science

   b. **Name and contact information of proposer(s)**: Leslie Chandrakantha

      Email address(es): lchandra@jjay.cuny.edu

      Phone number(s): (212) 237-8835

2. a. **Title of the course**: Multivariate Analysis

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

   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 multivariate analysis course covers concepts and techniques that are beyond those addressed in an introductory level statistics course. The course provides the skills of analyzing multivariate data, which requires knowledge of statistical inferences, regression analysis, matrix algebra, and some linear algebra concepts. These prerequisite courses are offered at the lower 300 level. For this reason, it is appropriate that this course be offered at the upper 300 level.

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

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 will offer a B.S. in Applied Mathematics degree program that is scheduled to start in the Fall 2018 semester. This program offers two tracks, namely data science and cryptography. In the data science track, students will learn principles of data...
representation, big data management, and statistical modeling. Some of the learning objectives of the data science track are gaining a broad understanding of multivariate techniques, implementing analyses of multivariate methods using statistical software, and using suitable models e.g. linear regression, logistic regression, etc. to analyze data and predict probability distributions.

Multivariate Analysis refers to statistical techniques used to analyze data that arises from more than one variable. It introduces mathematical tools that study multiple variables and their interrelationships. A multivariate analysis course will enable students in this degree program to gain the necessary skills of analyzing multivariate data which are learning objectives of the degree program. Furthermore, these skills are essential in achieving expertise in data analysis. This proposed MAT 3YY course will have all the required topics such as multivariate normal distribution, MANOVA, principal component analysis, factor analysis, and cluster analysis. This course will have a required software component using the statistical software package R, which is essential in data analysis. This course will help students achieve the data science track learning objectives.

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.)

Multivariate statistical analysis refers to techniques for examining relationships among multiple variables at the same time. In this course students will study a variety of standard statistical methods used to analyze multivariate data, emphasizing the implementation and interpretations of these methods. Topics covered include matrix computation of summary statistics, graphical techniques, the multivariate normal distribution, MANOVA, principal component analysis, factor analysis, and other topics such as canonical correlation and cluster analysis. Students will use the R statistical computing package for data analysis.

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, MAT 302 – Probability and Mathematical Statistics 2, MAT 310 – Linear Algebra

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

7. Has this course been taught on an **experimental basis**?
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students will:

1. Evaluate the relevant aspects of a proposed multivariate data analysis situation and choose an appropriate type of analysis.
2. Distinguish the various assumptions needed for the different methodologies covered in the class as well as their implementations.
3. Implement analyses of multivariate methods using a statistical software package such as R.
4. Develop problem solving skills in an interdisciplinary team environment through projects.
5. Use and interpret information obtained from data analysis techniques to write reports describing results and methods used.

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

___ No

_ X_ Yes

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

**Major: Applied Mathematics, Data Science concentration. Required Core.**

10. How will you **assess student learning**?

Student learning will be assessed on the basis of homework assignments, a data analysis project, a midterm exam, and a final exam. The homework assignments consist of five assignments that cover all multivariate techniques introduced in the class. The data analysis project will require performing a complete data analysis based on multivariate techniques learned in the class for a given practical research problem and submitting a professional report with the conclusions. In doing this project, students should be able to translate a research question into more precise hypotheses that could effectively be tested by multivariate techniques.

Approved by UCASC, March 23, 2018
Each of these assignments and the final project includes a writing component. Students will be required to submit a written report of their work which must include a clearly defined statement of objectives, a summary of the methodology employed, a concise statement of the results of their analysis, and any further conclusions. A one paragraph abstract summary is also part of the writing assignment. These assignments are intended to provide a practicum of the writing skills that are expected of contemporary mathematicians whether they be employed in the public or private sectors. Individuals today are expected to communicate their endeavors with precision and clarity. These written reports are an important way of inculcating the necessary style and logic of scientific exposition.

The midterm and the final exams are in class assessments that assess students’ knowledge of multivariate analysis techniques learned in the class. The exams consist of technical questions, applying multivariate techniques using R software to multivariate data and making conclusions, and short answer questions.

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

   Yes____ No____

   • If yes, please state the librarian’s name___Maureen Richards____
   • Are there adequate resources in the library to support students’ work in the course
     Yes____ No____

   • Will your students be expected to use any of the following library resources? Check all that apply.
     - The library catalog, CUNY+_X____
     - EBSCOhost Academic Search Complete ____
     - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford University Press) ____
     - LexisNexis Universe ____
     - Criminal Justice Abstracts ____
     - PsycINFO ____
     - Sociological Abstracts ____
     - JSTOR __X__
     - SCOPUS _X____
     - Other (please name) __STATSnetBASE____

12. Syllabus - See attached

13. Date of Department curriculum committee approval ___2/21/2018__
14. **Faculty** - Who will be assigned to teach this course? Leslie Chandrakantha, Peter Shenkin, and Nick Petraco

15. 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.

16. 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.

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

   ____X_No

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

18. Signature/s of Endorsement

   Douglas Salane
   Chair, Math and Computer Science Department
Multivariate statistical analysis refers to techniques for examining relationships among multiple variables at the same time. In this course students will study a variety of standard statistical methods used to analyze multivariate data, emphasizing the implementation and interpretations of these methods. Topics covered include matrix computation of summary statistics, graphical techniques, the multivariate normal distribution, MANOVA, principal component analysis, factor analysis, and other topics such as canonical correlation and cluster analysis. Students will use the R statistical computing package for data analysis.

Learning Outcomes: The goal of this course is to develop conceptual and practical understanding that includes a range of procedures and programs for multivariate data analysis. After completing the course, the student should be able to satisfactorily meet the following challenges:

- Evaluate the relevant aspects of a proposed multivariate data analysis situation and choose an appropriate type of analysis.
- Distinguish the various assumptions needed for the different methodologies covered in the class as well as their implementations.
- Implement analyses of multivariate methods using a statistical software package such as R.
- Develop problem solving skills in an interdisciplinary team environment through projects.
- Use and interpret information obtained from data analysis techniques to write reports describing results and methods used.

Means of Assessment: Course grade in this course will be based on their performance on the following:

<table>
<thead>
<tr>
<th>Class Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>Data Analysis Project</td>
<td>30%</td>
</tr>
</tbody>
</table>
Midterm Exam  20%
Final Exam   20%

Five homework assignments will be scheduled for the semester. Timely completion of all homework assignments is required. These homework assignments will cover all the multivariate analysis techniques covered in the class. Each student will perform a complete data analysis and prepare and submit a professional report for the Data Analysis Project. Specific requirements for the final project will be made available during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall percentage at least needed</th>
<th>Up to overall percentage needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1</td>
<td>89.9</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>B-</td>
<td>80.1</td>
<td>82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1</td>
<td>79.9</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72.9</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59.9</td>
</tr>
</tbody>
</table>

**Course Prerequisite(s):**
- ENG 201
- MAT 302 – Probability and Mathematical Statistics 2
- MAT 310 – Linear Algebra


**Supplementary Tests:**

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

Approved by UCASC, March 23, 2018
Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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 in the New Building, Room 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.” (Undergraduate Bulletin 2012-2013, p.260)
(A Faculty Guide to Teaching College Students with Disabilities 4th ed., p.3)

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 creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotations are acceptable forms of restatement, as long as the source is cited.

Students are advised to consult with their instructors when they are unsure about how and when to provide documentation. 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 Undergraduate Bulletin 2013-2013: Chapter 6 Academic Standards)
### Reading Outline

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
<th>Chapter &amp; Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multivariate Analysis Introduction.</td>
<td>1, pp. 1-23</td>
</tr>
<tr>
<td>2</td>
<td>Linear Algebra Review and Matrix Algebra.</td>
<td>2, pp. 49-81</td>
</tr>
<tr>
<td>3</td>
<td>R- Matrix Computations.</td>
<td>Handout</td>
</tr>
<tr>
<td>3</td>
<td>Random Samples and Expected Values of Sample Mean and Covariance matrix. (Assignment one assigned)</td>
<td>3, pp. 111-140</td>
</tr>
<tr>
<td>4</td>
<td>Multivariate Normal Distribution.</td>
<td>4, pp. 149-175</td>
</tr>
<tr>
<td>5</td>
<td>Inferences about Mean Vector.</td>
<td>5, pp. 210-238</td>
</tr>
<tr>
<td>6</td>
<td>Comparison of Several Multivariate Means. (Assignment one due, Assignment two assigned)</td>
<td>6, pp. 273-295</td>
</tr>
<tr>
<td>7</td>
<td>Comparison of Several Multivariate Means Cont. (ANOVA &amp; MANOVA)</td>
<td>6, pp. 296-312</td>
</tr>
<tr>
<td>8</td>
<td>MANOVA via R</td>
<td>Handout</td>
</tr>
<tr>
<td>9</td>
<td>The Classical Linear Regression Model. (Assignment two due, Assignment three assigned)</td>
<td>7, pp. 360-378</td>
</tr>
<tr>
<td>10</td>
<td>Multivariate Linear Regression, Regression Assumptions.</td>
<td>7, pp. 379-400</td>
</tr>
<tr>
<td>11</td>
<td>Regression Topics: Multicollinearity, Dummy Variables, etc.</td>
<td>7, pp. 401-416</td>
</tr>
<tr>
<td>12</td>
<td>Principal Components: Population Principal Components.</td>
<td>8, pp. 430-441</td>
</tr>
<tr>
<td>13</td>
<td>Principal Components: Sample Variation, Graphing the Principal Components.</td>
<td>8, pp. 442-455</td>
</tr>
<tr>
<td>14</td>
<td>Principal Components: Large Sample Inferences. (Assignment three due, Assignment four assigned)</td>
<td>8, pp. 456-470</td>
</tr>
<tr>
<td>15</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Factor Analysis: Introduction, Orthogonal Model.</td>
<td>9, pp. 481-488</td>
</tr>
<tr>
<td>17</td>
<td>Factor Analysis: Methods of Estimation.</td>
<td>9, pp. 489-503</td>
</tr>
<tr>
<td>18</td>
<td>Factor Analysis: Tests for Common Factors. (Data Analysis Project assigned)</td>
<td>9, pp. 504-530</td>
</tr>
<tr>
<td>19</td>
<td>Canonical Correlation Analysis: Canonical Variates &amp; Canonical Correlation.</td>
<td>10, pp. 539-549</td>
</tr>
<tr>
<td>20</td>
<td>Canonical Correlation Analysis: Interpreting Canonical Variables.</td>
<td>10, pp. 550-558</td>
</tr>
<tr>
<td>21</td>
<td>Canonical Correlation Analysis: Sample Canonical Variates &amp; Correlation.</td>
<td>10, pp. 559-570</td>
</tr>
<tr>
<td>22</td>
<td>Discrimination &amp; Classification; Separation &amp; Classification for Two populations. (Assignment four due, Assignment five assigned)</td>
<td>11, pp. 575-595</td>
</tr>
<tr>
<td>23</td>
<td>Classification with Multivariate Normal Populations.</td>
<td>11, pp. 596-620</td>
</tr>
<tr>
<td>24</td>
<td>Cluster Analysis: Similarity Measures &amp; Clustering Methods.</td>
<td>12, pp. 671-680</td>
</tr>
<tr>
<td>25</td>
<td>Cluster Analysis: Clustering Based on Statistical Methods.</td>
<td>12, pp. 681-696</td>
</tr>
<tr>
<td>26</td>
<td>Cluster Analysis: Multidimensional Scaling.</td>
<td>12, pp. 703-715</td>
</tr>
<tr>
<td>27</td>
<td>Data Analysis Project Presentations. (Assignment five due)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Data Analysis Project Presentations &amp; Review for Final Exam.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
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: 3/6/18

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

   Name(s): C. Jama Adams
   Email(s): cadams@jjay.cuny.edu
   Phone number(s): 212-237-8761

3. Current number and title of course:

   AFR 270, History of African-American Social & Intellectual Thought

4. Current course description:

   An historical survey of the principal ideas, ideologies and intellectual currents in the African-American community, including the shifting emphases on assimilation, Pan-Africanism and nationalism, major organizations and movements and key individuals who have shaped African-American thought and examination of the impact of these ideas on American thought and culture.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101 and AFR 123 Justice, the Individual & Struggle in African American Experience

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

   • Change the course name to: Africana Social and Intellectual Thought

Approved by UCASC, March 23, 2018
• Dropping the AFR 123 pre-requisite, ENG 101 only
• Change word African-American in course description to “Africana” and re-cast in full sentences

6. Rationale for the proposed change(s):

• We meant to change the course name and update the description when we changed our department name to Africana Studies from African American Studies.
• AFR 123 has been repositioned as a freshmen orientation course with restricted access. As such it is no longer appropriate as a general pre-requisite.

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

a. Revised course description:

   This course is an historical survey of the principal ideas, ideologies and intellectual currents in the Africana community, including the shifting emphases on assimilation, Pan-Africanism and nationalism. Major organizations, movements and key individuals who have shaped Africana thought will be examined as well as the impact of these ideas on American thought and culture.

b. Revised course title: Africana Social and Intellectual Thought

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

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: Not offered

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

   No _____ x _____  Yes _____  If yes, please indicate the area:
10. Does this change affect any other departments?
   ___X___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 2-20-18

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

   Jessica Gordon-Nembhard, Chair
The following is the revised curriculum for Criminal Justice leading to the MA Degree.

Program Name and Degree Awarded: Criminal Justice MA
HEGIS Code: 2105
NY State Program Code: 02538
Effective term: Fall 2018

Date of Program Approval: March 7, 2018
Date of CGS approval:

Rationale for proposed changes:

The rationale for the proposed change is that students in different sections of CRJ 710 and 711 often times receive different course topics, content, and instructional activities which puts them at a disadvantage depending on which professors are developing and grading the qualifying exam questions. Each course section is different depending on the professor teaching the class, whether the professor is full- or part-time, and if the student is taking the class on-campus or online. In spring 2018, for example, we are offering four sections each of CRJ 710 and 711. Sixteen different professors teach these courses, with 6 of them being part-time.

The CJ MA program will spend our time and resources on curriculum guidance; identifying foundational knowledge and readings all students should learn in CRJ 710 and 711, and develop an online location so faculty can access model syllabi, course readings, and other course materials for these courses. This should accomplish better controls than qualifying exams, and we should be able to rely on course grades themselves as a measure of learning outcomes. Last semester, we began this process after speaking with Dr. Henry Pontell in Sociology and seeing their Sociology syllabi bank, and course outline sheets constructed by full-time faculty who teach their courses.

We also want to ensure students admitted to the program have the foundational math skills required to succeed in CRJ 716. The CJ MA program is also changing its admissions requirements for all incoming students who do not have a minimum of a “B” in undergraduate statistics must take an undergrad statistics class and receive a “B” or higher prior to enrolling in CRJ 715.
### Degree Requirements

The Master of Arts in Criminal Justice requires 36 credits consisting of five required core courses, three courses in a specialization, and four elective courses. Students must also pass a two-part qualifying examination. Students meeting certain conditions may complete the degree in 30 credits plus a thesis. A student must pass both parts of the Qualifying Exam before entering the final required core class, CRJ 730.

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 710</td>
<td>Issues in Criminal Justice I</td>
</tr>
<tr>
<td>CRJ 711</td>
<td>Issues in Criminal Justice II: Policing and Corrections</td>
</tr>
<tr>
<td>CRJ 715</td>
<td>Research Design and Methods</td>
</tr>
<tr>
<td>CRJ 716</td>
<td>Statistical Software in Criminal Justice</td>
</tr>
<tr>
<td>CRJ 730</td>
<td>Policy Analysis in Criminal Justice</td>
</tr>
</tbody>
</table>

#### Qualifying Exam Prerequisites:

The Qualifying Exam must be taken after CRJ 715 and CRJ 716 and before taking CRJ 730, and before completing 24 credits of coursework. A student must have an overall GPA of 3.0 or higher to be eligible to take the exam. A student who is not registered for the Qualifying Exam prior to the exam date will not be allowed to take the exam. A student must pass both parts of the Qualifying Exam before entering the final required core class, CRJ 730.

### List of Course (Prefix, Number, and Name)

<table>
<thead>
<tr>
<th>Crs.</th>
<th>List of Course (Prefix, Number, and Name)</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>FROM</td>
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<tr>
<td>TO</td>
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</tr>
</tbody>
</table>
A student is allowed a second attempt at passing each part of the Qualifying Exam. Any student who fails a part of the Qualifying Exam twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take a part of the examination a third time, provided that a plan of study has been approved by the CRJ program director. Students taking the Qualifying Exam in a semester in which they are not registered for classes must register for Maintenance of Matriculation (MAM) in order to sit for the exam.

Program Specific Admissions Requirements

Criminal Justice, Master of Arts

Program Specific Admission Requirements

<table>
<thead>
<tr>
<th>List of Course (Prefix, Number, and Name)</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
</table>

Credits: 30-36

30.56

Electives

Sub-total

6-12

Total credits required

30-36

Student

Program

Maintenance of Matriculation (MAM) in order to sit for the exam.

Application of transfer credit would not be approved by the CRJ program director unless the student is enrolled in a degree program and has completed the course or is enrolled in a degree program and has completed the course or is enrolled in a degree program and has completed the course.

A student is allowed a second attempt at passing each part of the Qualifying Exam.
If yes, what consultation has taken place?

Does this change affect any other program?

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.
PROGRAM IN INTERNATIONAL CRIME AND JUSTICE

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Human Rights leading to the Master of Arts Degree.

Program Name and Degree Awarded: Master of Arts Human Rights
HEGIS: 2299
NY State Program Code: 38851
Effective term: Fall 2018

Date of Program Approval: 3/8/2017
Date of CGS approval:

Rationale for proposed changes:

Removal of GRE admission requirement:

When the HR program was originally conceived, several master's programs at JJC required GRE scores for admission. Recently, several programs, including the CRJ MA and ICJ MA, have removed the GRE requirement and have not seen a decrease in the quality of applicants or in student success. While the HR program waived the GRE requirement for John Jay alumni and international students, this change will harmonize the requirements for all students seeking admission.

Removal of Human Rights experience: research, internship, work, volunteer: As some applicants may not come from undergraduate institutions with as many human rights experience opportunities as others, we would like to replace this requirement with a personal statement and writing sample. Students can explain why they want to apply to this program and demonstrate their potential for future human rights research.

Clarification of required letters of recommendations

The program states that letters of recommendation are required for admission but does not state the number. We would like to clarify this to two letters of recommendation, as a way to encourage a diverse pool of applicants, including those who have been away from higher education for some time.
### Admission Requirements

This program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

- Baccalaureate degree from an accredited institution (or its international equivalent)
- Undergraduate GPA of at least 3.0
- Letters of recommendation from three professional references

**Note:** Applicants whose first language is not English and who were educated in a country where English is not the official language in a language institute must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.

The Graduate Record Examination (GRE) is not required. A personal statement of approximately 500 words giving reasons for wanting to pursue graduate study at John Jay College is recommended.

The program will seek students from diverse social science (and even STEM) backgrounds with an interest in human rights professional development. Admission to the program will be competitive based on the following criteria:

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### Requirements for the Degree Program

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>10</td>
<td>TO</td>
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</tr>
</tbody>
</table>

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- Undergraduate GPA of at least 3.0
- Letters of recommendation from three professional references

**Note:** Applicants whose first language is not English and who were educated in a country where English is not the official language in a language institute must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 for the paper-based test, 213 for the computer-based test, and 79-80 for the Internet-based test.

The Graduate Record Examination (GRE) is not required. A personal statement of approximately 500 words giving reasons for wanting to pursue graduate study at John Jay College is recommended.
higher education who are not citizens of the 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.

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

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>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>212-237-8093</td>
</tr>
<tr>
<td>Geert Dhondt</td>
<td><a href="mailto:gdhondt@jjay.cuny.edu">gdhondt@jjay.cuny.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Master of Arts in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ECO 711</td>
</tr>
<tr>
<td>Course Title</td>
<td>Economic History</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>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.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>None</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

**Economic history provides the context behind today’s current economic situation. As such, some students may elect to include this course on economic history to complement their other courses in contemporary policy.**

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

   An elective in the Economics MA program; one of four electives.

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

   Yes ______ No ___XX____

   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?

   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.

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

   These course learning objectives fall under the program’s second and third learning objectives:

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

Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

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

- 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?*

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

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

   a. **Databases**
   Acceptable

   b. **Books, Journals and eJournals**
   Acceptable

9. **Identify recommended additional library resources**

   None

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

    None

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

    None

Rev. Spring 2014
Office of Graduate Studies
12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____XX_____ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Geert Dhondt

14. Other resources needed to offer this course:

None

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

No Conflict

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
ECO 711 Economic History
John Jay College of Criminal Justice-City University of New York
Syllabus

Office: E-mail:
Phone: 212-484-1309
Office Hours:
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

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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
For quick definitions of violations of academic integrity go to:
For the entire policy on academic integrity please the Graduate Bulletin:
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.

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.

Course Agenda
Subject to Change

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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

I. The Transition from Feudalism to Capitalism (Sept. 5-24)
Sept. 5-10

Sept. 12-17

Sept. 19-24
Recommended:
Eric Wolf, Europe and the People Without History (Berkeley, 1982).
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)

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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:
Gavin Wright, Slavery and American Economic Development (Baton Rouge, 2006).

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:
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>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>212-237-8093</td>
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2. Course details:

<table>
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<th>Program Name</th>
<th>Master of Arts in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ECO 740</td>
</tr>
<tr>
<td>Course Title</td>
<td>Community Economic Development</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>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. Special emphasis is placed on marginalized communities.</td>
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Pre- and/or Corequisites (specify which are pre, co,)

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<thead>
<tr>
<th>Pre- and/or Corequisites</th>
<th>ECO 713 Political Economy</th>
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Rev. Spring 2014
Office of Graduate Studies
or both)  

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>None</td>
</tr>
</tbody>
</table>

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

As stated in the program’s catalog description, the MA in Economics “provides students with a comprehensive and foundational knowledge of applied economics.” This required course provides a central point for all students to engage in the application of economics. Community Economic Development is featured because of its relevancy for many government agencies and non-profit organizations, it matches the subject matter expertise of the faculty and it is a subfield that makes this program unique among competing programs. The special emphasis on marginalized communities supports the college’s goal to embrace and improve its standing as an Hispanic serving institution and minority serving institution.

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

This is a required core course in the MA in Economics.

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

   Yes _____  No ___XX___

   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?

   Production of relevant analysis pertaining to the relative developmental level of marginalized communities
   Production of problem solving community development planning documents suitable for government or non-profit advocacy organizations

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

   The emphasis on analysis and problem solving ties directly to the program’s learning objective that students “Conduct applied economic research suitable for government and nonprofit advocacy organizations.”

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The emphasis on producing planning documents ties into the program’s learning objective that students “Produce effective communications.”

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

The final grade will be approximately based on the following:
- 25% Class participation
- 30% Take home exam
- 45% Paper

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


• 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.


• 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)

• Marie Kennedy, ”Transformative community planning: Empowerment through community development,” New Solutions, Summer 1996, 93-100


• 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.
• 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.
• Tom Angotti, “The real estate market in the United States: Progressive strategies,” Graduate Center for Planning and Environment, Pratt Institute, 1999.
• 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.
• *Flashback*: Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)

**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.

I communicated with Kathleen Collins on February 22, 2017 regarding all the new Economics MA courses. She recommended placing a copy of required texts on reserve, which we will do.

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

   a. **Databases**
   
The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students. https://www.lib.jjay.cuny.edu/database-subjects

   b. **Books, Journals and eJournals**
   
The library electronic journals holdings are sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. **Identify recommended additional library resources**

   The Economics Resource Guide available at the library, see: http://guides.lib.jjay.cuny.edu/economics

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

   NA
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).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are sufficient.

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

Yes ______XX____ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Jessica Gordon-Nembhart
Cathy Mulder
Michelle Holder

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:

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.
Professor X
ProfX@jjay.cuny.edu
Office hours: TBD

Course meeting time and location
TBD

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. Special emphasis is placed on marginalized communities.

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.

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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 point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.

Presentation in front of the class, Week 11 (date to be set). We will allot 3 minutes per student (I), maybe a bit more if the class enrollment shrinks. For papers by groups of students, everybody

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should present, but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit.

**Finished paper, December XX.**

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.

**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**

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.

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Office of Graduate Studies
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)
- Marie Kennedy, "Transformative community planning: Empowerment through community development," New Solutions 1996, 93-100
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:


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.

Gentrification

Available at: http://www.brookings.edu/~/media/Files/rc/reports/2001/04metropolitanpolicy_maureen%20kennedy%20and%20paul%20leonard/gentrification.pdf


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:
- Mark A. Willis, “Community reinvestment: The broader agenda.” The American Prospect, August 11, 2009,
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: UPGRADING 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)

Weeks 11-14 (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

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Office of Graduate Studies
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>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>212-237-9093</td>
</tr>
<tr>
<td>Josh Mason</td>
<td><a href="mailto:jomason@jjay.cuny.edu">jomason@jjay.cuny.edu</a></td>
<td>917-513-1058</td>
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2. Course details:

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<tr>
<td>Course Prefix &amp; Number</td>
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<tr>
<td>Catalog Description</td>
<td>The purpose of this course is to help students become comfortable and creative as empirical economic researchers. It will introduce a series of statistical techniques and models by observing life in the trenches, i.e., working through how practitioners have approached various quantitative problems and used econometric techniques to address substantive questions. In addition to regression-based approaches, we will explore other techniques such as variance decomposition and principle component analysis. Throughout the course, the focus is on real-world data, and on the kind of concrete questions that arise in policy, businesses, journalistic and similar contexts. A major focus of the class is on communicating statistical results in ways that are illuminating, persuasive, professional and rigorous. Coursework will make use of a major statistical package, which students will learn.</td>
</tr>
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</table>
### Pre- and/or Corequisites

<table>
<thead>
<tr>
<th>Pre- and/or Corequisites (specify which are pre, co, or both)</th>
<th>Prerequisite: ECO 751 Research Methods I</th>
</tr>
</thead>
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<table>
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<tr>
<th>Credits</th>
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<th>Contact Hours (per week)</th>
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<tr>
<th>Lab Hours</th>
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<tr>
<td>None</td>
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</table>

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

This course is standard for all Economics Masters programs. Potential employers expect graduates to master the statistical techniques taught in this course. A central goal of the MA program in Economics is to prepare students for policy, advocacy and public-sector jobs where an ability to work with and present statistical data will be essential. Familiarity with statistical software is also important for students who will pursue more advanced graduate work in economics or related fields.

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

This is a required core course in the MA in Economics.

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

Yes ______ No ___XX___

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 master statistical and econometric tools that are used for practical and applied economic analysis.**
   - **Students will become informed and critical consumers of empirical research, able to accurately summarize the key finding and methodologies of published studies and identify any weaknesses or limitations.**
   - **Students will employ analytical and quantitative skills in their own writing and 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.
· Students will be familiar with major datasets used in economic research and policy discussions.

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

These course outcomes directly serve the program’s first learning outcome:
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

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

Half of the course grade will be determined by problem sets and other short assignments.
Half of the course grade will be determined by a term paper requiring proper communication of appropriate methodologies and findings.

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

*The Practice of Econometrics* by Ernest M. Berndt. ISBN: 978-0201176285
*Introduction to Econometrics* by James Stock and Mark Watson. ISBN: 978-9352863501
*Mostly Harmless Econometrics* by Joshua Angrist and Jörn-Steffen Pischke. ISBN: 978-0691120355

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.

I communicated with Kathleen Collins on February 22, 2017 regarding all the new Economics MA courses. She recommended placing a copy of required texts on reserve, which we will do.

8. Identify and assess the adequacy of available library resources

a. Databases

The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students. https://www.lib.jjay.cuny.edu/database-subjects

b. Books, Journals and eJournals

The library electronic journals holdings are sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and
journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see:
http://guides.lib.jjay.cuny.edu/economics

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

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).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are sufficient.

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

Yes _____ XX ______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

Provided the college has sufficient computer lab space.

13. Proposed instructors:
Joshua W. Mason
Geert Dhondt
Michelle Holder

14. Other resources needed to offer this course:
NA

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

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.
RESEARCH METHODS II
John Jay College of Criminal Justice
ECO752

Professor: J. W. Mason
Office: New Building 9.63.09
Office hours: TBA
Email: jomason@jjay.cuny.edu

COURSE SYLLABUS

COURSE DESCRIPTION:
The purpose of this course is to help students become comfortable and creative as empirical economic researchers. It will introduce a series of statistical techniques and models by observing life in the trenches, i.e., working through how practitioners have approached various quantitative problems and used econometric techniques to address substantive questions. In addition to regression-based approaches, we will explore other techniques such as variance decomposition and principle component analysis. Throughout the course, the focus is on real-world data, and on the kind of concrete questions that arise in policy, businesses, journalistic and similar contexts. A major focus of the class is on communicating statistical results in ways that are illuminating, persuasive, professional and rigorous. Coursework will make use of R or a comparable statistical package, which students will learn.

PREREQUISITES: ECO 751 Research Methods I

Instructional Objectives
· Students will master statistical and econometric tools that are used for practical and applied economic analysis.
· Students will become informed and critical consumers of empirical research, able to accurately summarize the key finding and methodologies of published studies and identify any weaknesses or limitations.
· Students will employ analytical and quantitative skills in their own writing and 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.
· Students will be familiar with major datasets used in economic research and policy discussions.

TEXTBOOKS AND READINGS
There are three required textbooks for the course: The Practice of Econometrics by Ernest M. Berndt; Mostly Harmless Econometrics by Joshua Angrist and Jörn-Steffen Pischke; and Introduction to Econometrics by James Stock and Mark Watson. As additional references, we recommend A Guide to Econometrics by Peter Kennedy, and The R Cookbook by Paul Teetor. We also assign readings from the literature.

REQUIREMENTS
The grade for the course will be be based on the following:

1. Assignments. Thirteen short assignments will be given over the course of the semester, generally one in each class. These assignments will be of two kinds — either problem sets to practice specific quantitative techniques, or short responses to the academic papers we will read over the semester as
examples of the techniques we are studying. The problem sets will make use of R, with students submitting both code and results. The response papers will ask students to summarize the key results of the paper, explain how they were derived, and make some assessment of their usefulness. The two lowest scores on the assignments over the semester will be dropped. Together, the assignments count for 55 percent of the 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 paper making an argument with quantitative evidence. Given other demands over the course of the semester, we recommend that you opt for the replication option, which should generally be less demanding than an original research paper. The term paper will count for 40 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.*

3. **Attendance and participation.** Participation counts for 5 percent of the grade. Students are expected to attend class consistently and to actively take part in class discussions. This may include leading the discussion on certain topics, or presenting relevant work from their term paper in progress. Students who fail to attend class consistently, or who fail to contribute to the discussion, will see their grade reduced. In addition, it will be very difficult to fulfill the other requirements of the course without consistent attendance.

**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. This semester, the course will make use of R; in future semesters other packages may be adopted instead or in addition. All problem sets, as well as the final paper, must be submitted as R Markdown documents unless explicit permission is given to use a different format. The instructor will lead lab sessions and will also hold regular office hours throughout the course to assist people further with their data and software needs and concerns.

**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**
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 # 212-237-031). 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 STRUCTURE
The course is organized as follows:

I. Methodological Issues and Descriptive Statistics (2 weeks)
II. Critical Replication (1 week)
III. Case Study: Multiple Regression in Price Index Construction (1 week)
IV. Time Series Econometrics (1 Week)
V. Case Study: Estimating Aggregate Investment Functions (1 Week)
VI. Identifying Economic Effects with Comparisons and Controls (2 Weeks)
VII. Causal Inference in Micro and Macro Settings (3 Weeks)
VIII. Nonparametric and Quantile Estimators (1 Week)
IX. Macroeconometric Models (1 Week)
X. Student Oral Presentations of Course Term Papers (1 Week)

Each week, we will explore a specific set of statistical techniques and discuss one or more papers or reports using those techniques. In general, the textbook readings cover a general approach and the articles give examples of it.

I. Methodological Issues and Descriptive Statistics

Methodology (Week 1)


Descriptive Statistics (Week 2)


III. Multiple Regression in Price Index Construction (Week 4)

Berndt, Ch. 4.

Stock and Watson, Chs. 4 and 5


IV. Time Series Econometrics (Week 5)

Berndt, Ch. 6.

Stock and Watson, Chs. 8 and 10


V. Case Study: Modeling Investment Functions (Week 6)

Stock and Watson, Ch. 14.


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VI. Identifying Economic Effects with Comparisons and Controls

Dummies, Controls and Border Discontinuities (Week 7)

Berndt, Chapter 5,

Angrist and Pischke, Ch. 5.


Heteroskedasticity and clustered errors (Week 8)

Angrist and Pischke, Ch. 8.

Stock and Watson, Chapter 11,


VII. Causal Inference in Micro and Macro Settings

Instrumental Variables (Week 9)

Angrist and Pischke, Ch.5


**Regression Discontinuity (Week 10)**

Angrist and Pischke, Ch. 6.


**Macro: Granger Causality, Cointegration, and VAR (Week 11)**

Stock and Watson, Ch. 14


VIII. Nonparametric and Quantile Estimators (Week 12)

Angrist and Pischke, Ch. 7


Roger Koenker and Kevin Hallock, “Quantile Regression.”


IX. Macroeconometric Models (Week 13)

Berndt, Ch. 10


X. Student Oral Presentations of Course Term Papers (Week 14)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

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>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>212-237-8093</td>
</tr>
<tr>
<td>Christian Parenti</td>
<td><a href="mailto:cparenti@jjay.cuny.edu">cparenti@jjay.cuny.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Master of Arts in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ECO 760</td>
</tr>
<tr>
<td>Course Title</td>
<td>Political Economy of the Environment</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>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.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>None</td>
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<td>(specify which are pre, co,</td>
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<tr>
<td>or both)</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>None</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Environmental issues are incredibly important in society and economics contributes to the policy discussion at the highest levels. The MA in Economics seeks to provide students with an applied education and would not be complete without affording the students the option of studying the environment through the lens of political economy.

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

Elective in the Master of Arts in Economics

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

Yes ___XX___ No ______

If yes, please provide the following:

I. Semester(s) and Year(s): **Spring 2018**
II. Teacher(s): **Christian Parenti**
III. Enrollment(s): **11**
IV. Prerequisite(s): **None**

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?

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.

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

These course learning objectives fall under the program’s second learning objective:

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

c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
Class Discussion and Response Papers 35%
Midterm 25%
Final exam 40%

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


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.
I communicated with Kathleen Collins on February 22, 2017 regarding all the new Economics MA courses. She recommended placing a copy of required texts on reserve, which we will do.

8. Identify and assess the adequacy of available library resources

a. Databases

The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students. [https://www.lib.jjay.cuny.edu/database-subjects](https://www.lib.jjay.cuny.edu/database-subjects)

b. Books, Journals and eJournals

The library electronic journals holdings are sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see: http://guides.lib.jjay.cuny.edu/economics

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

NA
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).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are sufficient.

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

   Yes _______XX_____ No _____________

   If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

   Christian Parenti

14. Other resources needed to offer this course:

   NA

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

   NA

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.
ECO 760 Political Economy of the Environment
John Jay College of Criminal Justice-City University of New York
Course Syllabus

Instructor: X
Office: New Building
E-mail: prof X@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%

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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
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.

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.

Course Agenda

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Office of Graduate Studies
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.

Week Topic Readings
List
1 Introduction
2 Power and Environmental Protection I(a)
3 Environmental Justice and Disaster Vulnerability I(b&c)
4 The Environmental Kuznets Curve I (d)
5 Benefits and Costs & Commensurability II (a&b)
6 Property as a Social Process: Theory III (a)
7 Property as a Social Process: The US History & Free Market Environmentalism
III (b&c)
8 Common Property and Building Natural Assets III (d&e)
9 Globalization: Markets and Governance IV (a&b)
10 Precautionary Principle and Polluter Pays Principle V (a&b)
11 Certification & Cultivated biodiversity V (c&d)
12 Resilience & Economics of Climate Change V(e) & VI(a)
13 U.S. Climate Policy & Political Economy of International Climate Accords VI (b&c)

RESPONSE PAPER DUE DATES:
1. Monday, Sept. 9
2. Thursday, Sept. 12
3. Thursday, Sept. 19
4. Thursday, Sept. 26
112
5. Tuesday, Oct. 1
6. Tuesday, Oct. 8
7. Thursday, Oct. 24
8. Thursday, Oct. 31
9. Thursday, Nov. 7
10. Thursday, Nov. 14
11. Thursday, Nov. 21
12. Tuesday, Dec. 3

I. DISTRIBUTION
(a) Power and environmental protection

(b) Environmental Justice
(c) Disaster vulnerability
(d) The ‘environmental Kuznets curve’
1419-1439.

**II. VALUATION**

(a) Benefits and costs

(b) Commensurability

**III. PROPERTY**

(a) Property as social process: theory
[Print Reserve; eBook]

(b) Property as social process: illustrations from US history

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(c) Free-market environmentalism
116


(d) Common property


(e) Building natural assets

D6

Press, ch. 1.


**IV. GLOBALIZATION**

(a) Markets


(b) Governance


**V. POLICY: SELECTED ISSUES**

(a) The precautionary principle

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Office of Graduate Studies


(b) The polluter pays principle


(c) Certification


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Office of Graduate Studies
(d) Cultivated biodiversity


(e) Resilience


VI. GLOBAL CLIMATE CHANGE
(a) Economics of climate change


(b) U.S. climate policy


Economic and Allocation Advisory Committee (2010) *Allocating Emissions Allowances Under a California Cap-and-Trade Program: Recommendations to the California Air Resources Board and

(c) Political economy of international climate accords


GLOBAL POLITICAL ECONOMY OF WORK AND SOCIAL WELFARE
MEMORANDUM

FROM: Karol V. Mason

TO: Faculty Personnel Committee

DATE: March 12, 2018

SUBJECT: Appeals process

At its December meeting, the FPC voted to retain the current appeals process through this academic year. This decision avoided changing a process that has been in place since Fall 2015 and thereby not disadvantaging candidates for reappointment and promotion who were midstream in the process. This decision allowed me the opportunity to work within the existing system for a year before considering changes.

While I supported retaining the current appeals process during this year, I expressed a concern regarding the practice of including non-FPC members in the appeals process. This seems inconsistent with the charter and bylaws, which assign to the Committee on Faculty Personnel the power and authority to make appointment and promotion recommendations to the President. Because some participants in the appeals process are not members of the FPC, this practice raised the concern that the FPC was acting beyond its permitted (constitutional) authority. No one, however, has been negatively impacted because every appellant has a right to appeal all FPC appeals decisions to the President for a de novo review.

To address this concern I am suggesting a solution that will formally bring those faculty members who are voted to act as members of the appeals panel into the FPC, including those currently serving on the appeals panel. This solution will resolve the concern regarding authority and will retain the current appeal rights.

The proposed language appears below. If you approve this amendment to the College bylaws, it will be presented to the Executive Committee of the College Council at its April 9th meeting, followed by a first reading by the College Council at its April 19th meeting. If no issues are raised by the College Council, this amendment will be voted on at the May 9th College Council meeting and will become effective before the end of the academic year.
There may be other issues to discuss regarding the process for considering appeals, for example who participates in each appeal. These issues do not implicate the charter and bylaws but are procedural and, if necessary, can be resolved by changes to the Faculty Personnel Process Guidelines, which were last amended effective March 1, 2017. At our April 13th meeting, we can discuss any proposed changes and those can be finalized at our meeting on May 4th.

The proposed solution would amend Article I.2 e, Committee on Faculty Personnel, to add language similar to that pertaining to the six at large members of the FPC. When acting as members of the appeals panel, faculty members would be members of the FPC, just as the at large members are members of the FPC.

The election process for the appeals panel would not change; the members would be elected by the full-time faculty, just as they are now, in accordance with the Guidelines. Thus the Appeals Panel will be comprised of 12 faculty members who are elected by the faculty to staggered three-year terms. (One-third of the panel will be up for reelection each year.) The President will decide which members of the Appeals Panel serve for each appeal.

Here is the proposed language for addition to Article I.2 e of the Bylaws.

There shall be an appeals panel whose members, when participating in appeals, shall be members of the committee. The appeals panel shall consist of twelve full-time faculty, as defined in Article I, section 3.a.i of the Charter, who are elected in a general faculty election to staggered three-year terms.
RESOLUTIONS OF THE COLLEGE COUNCIL

APRIL 19, 2018

AMENDING SECTION I.2.e OF THE BYLAWS

WHEREAS, the John Jay College Charter, Article I, Section 9.e, and the College Council Bylaws, Article I, Section 2.e, establish the Committee on Faculty Personnel (“Committee”) and mandate the Committee to receive and consider appeals, and

WHEREAS, the Committee’s Guidelines for the faculty personnel process, most recently amended effective March 1, 2017, provide in Section II.E.J for an appeals process, which includes twelve faculty members who are not members of the Committee, and

WHEREAS, the Committee has determined that these faculty members, namely those who participate in the appeals process, should act as members of the Committee, thereby formally incorporating these faculty into the Committee when hearing appeals, and

WHEREAS, at its March 16, 2018 meeting, the Committee voted unanimously in favor of an amendment to the Bylaws that would provide for members of the appeals panel, when participating in appeals, to act as members of the Committee, and

WHEREAS, procedures pertaining to appeals will continue to be determined by the Committee and will be incorporated into the Faculty Personnel Process Guidelines, it is hereby

RESOLVED, Article I, Section 2.e of the John Jay College Council Bylaws is hereby amended to include the following language as the second paragraph of the section:

There shall be an appeals panel whose members, when participating in appeals, shall be members of the committee. The appeals panel shall consist of twelve full-time faculty, as defined in Article I, section 3.a.i of the Charter, who are elected in a general faculty election to staggered three-year terms.

And it is further

RESOLVED, the Committee is hereby authorized to take actions needed to implement this amendment, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to incorporate this amendment into the Bylaws.
To: The College Council

From: Anne Lopes, Interim Provost

Subject: Update on the Proposal to Evaluate All Courses Online

Date: March 2018

Background

In November 2014 the College Council voted to evaluate all online courses for a period of two years from spring 2015 through spring 2017, after which time the College Council would consider the trial period and vote on whether or not to conduct the student evaluation of faculty exclusively online. This document is intended to update the Council on the trial period in accordance with the memorandum submitted to the College Council on November 25, 2014 (the College Council Memo) by the Provost’s Taskforce on the Student Evaluation of Faculty (SEOF) Online.

The Student Evaluation of Faculty was administered online using My Class Evaluation (a product of the vendor IOTA) from spring 2015 through spring 2017. During this period many of the goals specified in the fall 2014 proposal to the College Council were accomplished.

Results of the Trial Period

Optimal Response Rate: The College Council Memo stipulates that a response rate of 50% or greater is considered optimal for minimizing nonresponse bias and the pull of outliers. In the five semesters measured the response rate average is 56.5%, with a variance of only 1.17 (SP15=55.9%, F15=56.7%, SP16=57.1%, F16=57.9%, SP17=55.1%). To achieve this average Faculty Services has orchestrated general announcements from Student Affairs, five reminders per semester from Iota, posters mounted in each building of the college, postcards distributed to students 3 days per week during evaluation period, JMail, Facebook and Twitter campaigns, Student Government announcements, as well as kiosk and media wall announcements.

Rapid Access to Results: Faculty are given access to their evaluations within 6 weeks of the last grade submitted each semester.

Cost, Time, and Labor Effective: The total cost to administer online evaluations per year is $52,060: $16,000 to pay for the Iota evaluation platform and support, approximately $35,360 in labor costs for two PT College Assistants in Faculty Services who work with all John Jay
offices and Iota to administer the evaluations, and $700 of Metrocards and dining cards as incentives for student participation.

We cannot specify the total cost to the college of paper evaluations because there were at least 10 people from different offices for whose time we would need to account. From start to finish, the paper process involved staff from the Provost’s Office, the Print Shop, the Testing Office, the Registrar, Facilities Management, and DoIT. The hourly costs of each of these individuals was far higher than that of a part-time college assistant, and the processing of paper evaluations took approximately 18 months. There was no one at the college whose job was solely dedicated to SEOF, thus the time for each of these individuals took them away from their primary job function and cost the college more per hour. There also is currently no one in the provost’s office who can coordinate this undertaking given the scope of everyone’s job responsibilities.

Specific Responses to Taskforce Memo of November 2014
Please refer to the College Council Memo, Appendix A, for a line by line account of the requested information to which this memo responds.

Courses

- Non-traditional courses evaluated: courses offered in non-traditional time frames (e.g. Any 8 week fall, spring, and summer sessions) were evaluated online. Faculty received reports from such courses, but these reports were not accessible to members of the personnel review committees.
- Online evaluations used in personnel process: the results of the online evaluation of all courses (online, hybrid, and face-to-face) offered in the traditional 15-week academic sessions were included in the personnel process.
- Separate evaluations for instructors in team-taught courses: for team taught courses, based on information provided by the registrar, separate evaluations were created for each professor identified by the department in the course schedule as teaching the course.
- Multi-component courses evaluated for each component: for courses with multiple components (such as science courses), separate evaluations were created for each component (e.g. Science of the 21st Century Lab, Science of the 21st Century Lecture, and Science of the 21st Century Recitation), based on information provided by the Registrar.

Process of Evaluation

- Spigot Feature: faculty have the ability to choose the time frame in which they wish to administer the evaluations by selecting an on/off feature (spigot). IOTA specifically created this feature for the college, and it is operable during the fall and spring semesters. The following percentage/number of sections used the spigot in each semester of administration:

**Spring 2015**
The Spigot feature was not available

**Fall 2015**
Sections in which spigot feature was used
Spigot range 60 minutes – 10 days
Spigot range set to the full evaluation period

4.5% (114/2535)  
3.8% (97/2535)  
0.7% (17/2535)
Spring 2016
Sections in which spigot feature was used: 3.5% (84/2403)
Spigot range 60 mins – 10 days: 2.9% (69/2403)
Spigot range set to the full evaluation period: 0.6% (15/2403)

Fall 2016
Sections in which spigot feature was used: 3.1% (72/2317)
Spigot range 40 hours – 11 days: 2.7% (62/2317)
Spigot range set to the full evaluation period: .4% (10/2317)

Spring 2017
Sections in which spigot feature was used: 2.8% (64/2315)
Spigot range 60 minutes – 11 days: 2.6% (61/2317)
Spigot range set to the full evaluation period: .1% (3/2317)

- No spigot feature in courses less than 8 weeks: during summer 2016, the spigot feature was disabled. Implementation of the spigot is not practical for summer courses due to the brevity of the session and the concentration of class meetings during the weeks of the session. A uniform period during which evaluations are administered ensures that students experience as much of the course and the instructor as possible before providing feedback. In fall 2016 the Taskforce agreed the spigot feature would be used for any 8-week and full semester course, including summer 8-week courses.

- Evaluations completed in class: Faculty are required to provide time in class for students to complete and submit the online evaluation.

- Non-classroom venues for evaluation: During the administration period chosen by the faculty member, students have access to evaluating courses outside of class through the J-Stop, My Class Evaluation, email links, and Blackboard.

- Quick Guide provided to faculty: Faculty Services provides faculty with a Quick Guide for the online administration of the evaluations

- Only enrolled students evaluate: Students who officially withdraw from a course are removed from the final class list of students. These students are not given the opportunity to evaluate that course.

- Wi-fi available: Students have access to Wi-Fi, 3G and 4G in class as needed during the evaluation period.

- Blackboard Integration: Blackboard administrators ensure seamless functionality for faculty who choose to integrate the evaluation tool into their course shells.

Receipt of Results

- Acknowledge results: Faculty are asked to acknowledge receipt of their evaluation data within 90 days of results release. Acknowledgement in no way implies agreement with the results.

- Opportunity to respond: As with prior paper administration, faculty have the option to respond to the data and/or student comments. This feature is displayed on the member results reporting page, with the label “Add Comments.” These comments are only visible to the faculty member him/herself and any administrator, dean, chair or others allowed in the security matrix to see that individual’s results. No student will ever see any of the faculty rebuttals/responses.

Interpretation and Presentation of Results
Mean scores of departments collected each semester: The college adopts a new mean score each semester for each academic department as we have always done with paper evaluations, and a new mean score for the college (overall) based on the data generated by the online administration.

Graph and Text reports: Evaluation data reports are represented graphically and textually to allow for more meaningful interpretation.

Image-based files are available to faculty and department chairs by logging into the IOTA system.

Encouraging Participation

We incentivize student participation by the following:
- Requiring faculty to conduct the evaluation in class with guided instructions for raising response rates.
- Sending frequent reminders to students via social media and John Jay resources that they use widely (JayStop was the primary location spring 2015-17).
- Organizing an iPad or unlimited Metrocard raffle, along with periodic raffles for John Jay merchandise.

We support the faculty by the following:
- Providing clear and concise instructions for online administration with guidance for raising rates of student participation.
- Providing access to evaluation data and comments within one month of the release of all student grades for the semester.
- Naming a tree in honor of the department with the highest rates of student participation. [Tree naming with plaques has yet to occur. Departments were selected for plaques; however, orders are dependent on the Marketing department’s order placement process – a certain number of plaques are required before they place an order from the campus.]

Implementation Goals as Specified in 2014 Memo That Were Not Accomplished

Explanations for failure to reach goal are in bold

Courses

Courses offered in 4-week time frames and winter sessions were not evaluated online.

Explanation: There is an additional fee for each evaluation period added to the six the college is allotted.

Interpretation and Presentation of Results

It was stipulated that the data for each course, including any rebuttal by the faculty member, will be contained in a single image-based file, and the image-based files for individual faculty members may be stored in the personnel file and/or the Faculty Internet Document Organizer (FIDO), a password protected system. 

Explanation: Single image-based files are available for viewing by logging on to My Class Evaluation. Currently, IOTA does not have a mechanism to download and save. However, an individual faculty member may use the internet search engine (e.g. Google Chrome, FireFox) printer options to save and download in PDF format.
IOTA will store and maintain the raw data while in its possession as a file permanently anonymized by random codes, and transmit such file for statistical research purposes to John Jay along with the image-based file for each evaluation, accessible only to Office of the Provost staff and authorized research personnel in password protected form. *Explanation:* Work has not begun on this item. IOTA does not recommend this approach. Presently, the raw data includes identifying information as it is the only way authorized staff in the Office of the Provost can conduct spot checks. Only authorized personnel in the Office of the Provost have access to all raw data. An individual faculty member has access to his/her raw data.

In our workshops with faculty up for personnel actions, we will include a segment on accessing, interpreting, and presenting the data so as to communicate the quality and effectiveness of their teaching. *Explanation:* there has been no apparent demand for this service.

**Encouraging Participation**

- Rebranding the tool with the help of the Student Council to invite enthusiastic participation by connecting the process to iconic, spirited symbols such as “L’il Jay” and the Bloodhound. *Explanation:* Collaboration with Student Council to create a rebranding tool has not been addressed. A second SEOF Coordinator was hired in August 2016 to liaise with the Student Council to increase student participation in the online evaluation of faculty through rebranding and whatever else the students may recommend.
- By fall 2015, allowing faculty to send out a midterm evaluation/assessment so that they receive feedback on their teaching during the course of a semester. The resultant data will be available only to the faculty member and will not be accessed or used by the personnel committee or department chairs. *Explanation:* Midterm evaluations are not currently part of the contract with IOTA. There is an additional fee for each evaluation period added to the six the college is allotted. Faculty can administer mid-term evaluations in their courses whenever they wish using paper, SurveyMonkey, or other means.

**Assessment Goals as Specified in 2014 Memo That Were Not Accomplished**

**Response Rate/Rate of Participation**

- Generalizable surveys will be administered to faculty with high rates of participation (75% and above) to learn about their promising and best practices. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys. Generalizable surveys will be administered to faculty with low rates of participation (25% and below) to learn about the obstacles to obtaining high rates of participation. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys. *Explanation:* Data file created with list of faculty with high and low rates of participation. Survey not designed or administered.
- For a limited number of courses suggested by the Provost’s Taskforce, we will test whether our experience accords with the research findings that quality of written comments stays the same or increases online. We will designate test sections of the same course taught by the same professor during one or more semesters of the online pilot. One section will use paper; one will use online evaluation. We will then compare word count and sentence length.
(Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of the Faculty Committee) **Explanation: no faculty member has agreed to take on this task and Faculty Services does not have the expertise.**

- After year one of the pilot, the Provost’s Taskforce on the SEOF Online will meet to examine and determine if setting a reliable/valid response rate is necessary, and if so, to set that rate. **Explanation: The Provost and Manager of Faculty Services met with several members of the Taskforce in fall 2016; no rate was targeted.**

**Responder Outlier Potential**

- To determine whether online produces more outlier responses than paper, we will compare online to paper in a limited number of courses in which we will match sections of the same course taught by the same professor. One section will use paper; one will use online. We will compare the percent of “1” responses and the percent of “5” responses out of all the responses. We will compare the percent of students responding all “1” or all “5” across questions. We will compare the percent of students responding all “1” or all “5” across questions. We will compare 1 and 5 response distributions across paper and online. **Explanation: The Office of the Provost is unable to conduct this research given limited staff and the amount of labor involved in the project. If this is a critical matter, we welcome suggestions on how to accomplish it.**

**Recommendation**

Based on the above report, I recommend that we continue the online student evaluation of faculty. John Jay College of Criminal Justice’s experience, timely reports, cost, and national best practice information underscore this assessment. I also recommend that the Provost’s Taskforce for SEOF Online work further with IOTA to customize the system further to meet the faculty’s information needs, especially with regard to review.
APPENDIX A – The College Council Memo November 2014

To:        The College Council  
From:      Professor Jay Hamilton on Behalf of the Members of the Provost’s Taskforce on the Student Evaluation of Faculty (SEOF) Online
Date:      November 25, 2014

Proposal to Evaluate All Courses Online for a Period of Two Years

Effective: Spring 2015

Be it resolved to conduct the student evaluation of faculty exclusively online for a period of two years using the current questionnaire and the current online vendor, IOTA, beginning in spring 2015 and continuing through spring 2017.

Be it further resolved that the College Council will consider and vote at its October 2017 meeting whether to continue to conduct the student evaluation of faculty exclusively online or whether to revert to an all paper administration, except for online and hybrid courses where online administration is necessary.

Be it further resolved that the proposal will be implemented as follows:

Courses:
- Courses offered in non-traditional time frames (e.g. 8 weeks, 4 weeks) and courses offered in the summer and winter sessions will be evaluated online, but the results of these evaluations will not be included in the personnel process. Faculty will, however, receive reports from such courses, but these reports will not be accessible to members of the personnel review committees.
- The results of the online evaluation of all courses (online, hybrid, and face-to-face) offered in the traditional 15-week academic sessions will be included in the personnel process.
- For team taught courses, based on information provided by the registrar, we will create a separate evaluation for each professor identified by the department in the course schedule as teaching the course.
- For courses with multiple components (such as science courses), we will create a separate evaluation for each component (e.g. Science of the 21st Century Lab, Science of the 21st Century Lecture, and Science of the 21st Century Recitation), based on information provided by the Registrar.

1 Current members of the Provost’s Task Force, inclusive of members of the Faculty Senate Task Force*: Katarzyna Celinska* (Faculty, Law & Police Science), Shuki Cohen (Faculty, Psychology), Jay Hamilton (Chair, Economics), Allison Kavey (Chair, History), Anthony Marcus (Chair, Anthropology), Aida Martinez-Gomez (Faculty, Modern Languages), David Munns* (Faculty, History), Adam Stone (Registrar), Gregory Umbach* (Faculty, History), Roberto Visani (Chair, Art & Music), Ying Wang (Staff, Enrollment Management), and Faika Kabir (Student Council).

Leaders of various governance groups also provided information that shaped the proposal: Sandrine Dikambi (HEO Council), Jonathan Jacobs (Council of Chairs), Karen Kaplowitz (Faculty Senate), Jane Katz (Council of Chairs) and Francis Sheehan (Faculty Senate).
Process of Evaluation:

- We will continue to administer the student evaluation of faculty during a two week period. However, faculty will be able to choose the week in which they wish to administer the evaluations by selecting an on/off feature (spigot). Once a selection is made and the data provided to the vendor, no more changes can be permitted.
- Faculty will be required to provide time in class for students to complete and submit the online evaluation.
- During the administration period chosen by the faculty member, students will continue to have access to evaluating courses outside of class through the J-Stop, My Class Evaluation, email links, and Blackboard.
- We will continue to provide faculty with a Quick Guide for the online administration of the evaluations, and expect that they will read the Quick Guide instructions to students on the day of the administration.
- Students who officially withdraw from a course will not be given the opportunity to evaluate that course.
- IT will ensure that students have access to Wi-Fi, 3G and 4G in class as needed during the evaluation period.
- Blackboard administrators will ensure seamless functionality for faculty who choose to integrate the evaluation tool into their course shells.

Receipt of Results:

- Faculty will have the option to acknowledge receipt of their evaluation data. When faculty sign into “My Class Evaluation” (IOTA) they will see a button on their member results reporting page that will ask them to acknowledge receipt of results. Acknowledgement in no way implies agreement with the results.
- As with prior paper administration, faculty will have the option to respond to the data and/or student comments. This feature will also be displayed on the member results reporting page, with the label “Add Comments.” These comments will only be visible to the faculty member him/herself and any administrator, dean, chair or others allowed in the security matrix to see that individual’s results. No student will ever see any of the faculty rebuttals/responses.

Interpretation and Presentation of Results:

- The college will continue to adopt a new mean score each semester for each academic department as we have always done with paper evaluations, and a new mean score for the college (overall) based on the data generated by the online administration. The overall college and department mean scores are used as a context for understanding individual scores. Computing this anew each semester protects the faculty and takes account of the ups and downs in overall scores and trends during a particular semester.
- Evaluation data reports will be represented graphically and textually to allow for more meaningful interpretation. We will provide the numerical data in the form of bar graphs, with the mean score marked on the graphs. We will run reports using scatterplots to track comments and highlight outliers. This augmented representation of data will be instructive for both faculty and the personnel review committees by offering a more comprehensible and transparent narrative of teaching over time.
- The data for each course evaluated online, including any rebuttal by the faculty member, will be contained in a single image-based file. The image-based files for individual faculty members may be stored in the personnel file and/or the Faculty Internet Document Organizer (FIDO), a password protected system.
- Faculty will access their image-based files by logging into the IOTA system. Chairs will also access the files for their faculty by logging into the IOTA system.
IOTA will store and maintain the raw data while in its possession as a file permanently anonymized by random codes, and transmit such file for statistical research purposes to John Jay along with the image-based file for each evaluation, accessible only to Office of the Provost staff and authorized research personnel in password protected form. In our workshops with faculty up for personnel actions, we will include a segment on accessing, interpreting, and presenting the data so as to communicate the quality and effectiveness of their teaching.

Encouraging Participation:
Looking at the experience of Brooklyn College, our own experience with the pilot programs, the literature on the implementation of online systems in other institutions, we believe that in the two years of full implementation, we will achieve response rates that satisfy our faculty. Our current response rate, when compared to other institutions, suggests that we are moving in that direction:

<table>
<thead>
<tr>
<th>Institution</th>
<th>All Paper Administration</th>
<th>All Online Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon</td>
<td>Did not collect response rates of paper, but “volume of evaluations collected has skyrocketed since going online” from 32,000 Scantron forms in Winter 2007 to 84,728 evaluations completed on line in Winter 2013</td>
<td>Average online response rate 78.79%</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>67.63% in fall 2004</td>
<td>77.2% in fall 2011</td>
</tr>
<tr>
<td>College of Staten Island²</td>
<td>Average of 60%</td>
<td>43% in spring 2014 (second semester of all online administration)</td>
</tr>
<tr>
<td>John Jay College</td>
<td>67.2% in spring 2012</td>
<td>50% in spring 2014</td>
</tr>
</tbody>
</table>

- We will incentivize student participation by the following:
  - Requiring faculty to conduct the evaluation in class with guided instructions for raising response rates.
  - Reserving a row in various computer labs for submission of student evaluations during the evaluation period.
  - Sending frequent reminders to students via social media and John Jay resources that they use widely (Twitter, Facebook, email, and prime real estate on the John Jay website).
  - Organizing an iPad raffle, along with periodic raffles for bookstore vouchers and John Jay merchandise.
  - Rebranding the tool with the help of the Student Council to invite enthusiastic participation by connecting the process to iconic, spirited symbols such as “Li’l Jay” and the Bloodhound.

² The College of Staten Island (CSI) transitioned from paper to online in fall 2013, with no pilot period. While participation rates were lower than on paper, CSI saw a 6% increase in the student rate of participation in its second semester of online evaluation implementation.
We will support the faculty by the following:

- Providing clear and concise instructions for online administration with guidance for raising rates of student participation.
- Providing access to evaluation data and comments within one month of the release of all student grades for the semester.
- By fall 2015, allowing faculty to send out a midterm evaluation/assessment so that they receive feedback on their teaching during the course of a semester. The resultant data will be available only to the faculty member and will not be accessed or used by the personnel committee or department chairs.
- Midterm assessments accustom students to offering faculty feedback; this translates to higher rates of student participation during the end of term administration of student evaluations.
- Continuing to name a tree in honor of the department with the highest rates of student participation.

After year one of this implementation plan, it will be revised in consultation with the Provost’s Taskforce on the SEOF Online, based on our experience with the process and information derived from our assessment activities.

Be it further resolved that the implementation of the proposal will be assessed as follows:

In consultation with the Provost’s Taskforce on the SEOF Online each fall of the all-online pilot, the Office of the Provost will present an assessment report to College Council. This report will be given at a fall 2015 and a fall 2016 meeting of the College Council and shared with other governance bodies at their request (Faculty Senate, Council of Chairs, HEO Council, & Student Council). A final report will be issued after the spring 2017 administration as a basis for the College Council consideration at its October 2017 meeting of whether to convert to an entirely online evaluation or revert to all paper (except for online and hybrid courses).

Response Rate/Rate of Participation

A response rate of 50% or greater is considered optimal for minimizing nonresponse bias and the pull of outliers (see Draugalis & Plaza, 2009). In spring 2014, we achieved a 50% response rate in classes evaluated online. We will work to achieve and surpass this response rate throughout the two-year pilot.

- We will track response rates by instructor and course, and we will provide the overall response rate each semester of the pilot.
- Generalizable surveys will be administered to faculty with high rates of participation (75% and above) to learn about their promising and best practices. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys. Generalizable surveys will be administered to faculty with low rates of participation (25% and below) to learn about the obstacles to obtaining high rates of participation. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys.
- For a limited number of courses suggested by the Provost’s Taskforce, we will test whether our experience accords with the research findings that quality of written comments stays the same or increases online. We will designate test sections of the same course taught by the same professor during one or more semesters of the online pilot. One section will use paper; one will use online evaluation. We will then compare word count and sentence length. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of the Faculty Committee)
- After year one of the pilot, the Provost’s Taskforce on the SEOF Online will meet to examine and determine if setting a reliable/valid response rate is necessary, and if so, to set that rate.
Responder Outlier Potential

To determine whether online produces more outlier responses than paper, we will compare online to paper in a limited number of courses in which we will match sections of the same course taught by the same professor. One section will use paper; one will use online. We will compare the percent of “1” responses and the percent of “5” responses out of all the responses. We will compare the percent of students responding all “1” or all “5” across questions. We will compare 1 and 5 response distributions across paper and online. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of Faculty Committee)

Technology

- Academic Affairs and IT will keep track of access issues. Academic Affairs and IOTA will provide data on the nature of all technical difficulties, so that they can be addressed in the subsequent administration.
- The Provost’s Taskforce on the SEOF Online will assess two technologically based implementation goals:
  o the functionality and security of the single, image-based file
  o the functionality of the on/off feature (spigot) that allows faculty to select the period (date range) during which they offer and administer online student evaluations.

After year one of this assessment plan, the plan will be reviewed and revised in consultation with the Provost’s Taskforce on the SEOF Online, based on our experience during the year and the usefulness of the data collected. Additional assessment measures will be developed, as needed, for year two of the program.

Rationale:

The college has evaluated the pros and cons of using paper and online questionnaires to review courses during a four-year pilot of online evaluations. We have identified the following advantages of using an online tool:

For Students:
1. Ability to complete their questionnaires in a secure online environment that authenticates respondent identities, prevents duplicate submissions, and generally guards against misuse.
2. Convenience of completing their questionnaires through the J-Stop with direct access to the evaluation questionnaire through single sign-on, or directly from links within emails sent by IOTA.
3. Much like paper, the ability to submit their questionnaires during class time, using their own mobile devices, a provision that raises response rates.

For Faculty and Chairs:
1. More timely feedback; on average one year for paper versus one month for online evaluation feedback.
2. Presentation of the responses and comments in ways that are useful to faculty and allow for more meaningful interpretation of data through various graphic aids. This will be instructive for personnel process reviews, offering a more comprehensible and transparent narrative for standard deviations and outliers.
3. Ability to keep track of teaching effectiveness over time, allowing faculty to have a long view of how their student evaluations intersect with their self-assessments of progress in improving teaching and learning.

4. The ability to review statistical data and commentary remotely, providing e-signature and submission to the personnel file without onsite appointments with the Office of the Provost.

**For the College:**

1. Cost effective. We will be able to reduce the number of vendors required to support the process from three to one. We will contract with the current online vendor, IOTA, and continue to use its product, My Class Evaluation, since it is reasonably priced and has proven very effective, and has accommodated all of our faculty and committee design requests in an effort to support our personnel process and faculty teaching improvement. The college will save approximately $16,000 a year in direct costs by going online.

2. Reduction of the burden on staff. Presently there are 7 offices required to manage the paper process: Testing, Registrar, Provost’s Office, Facilities, Information Technology, Security, and Student Affairs, with some staff spending hundreds of hours on their part of the process. Online administration and data collection will require little to no involvement of most of the aforementioned offices.

3. Support of our school-wide efforts to go-green.