

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**THURSDAY, DECEMBER 8, 2022**

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

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

December 8, 2022 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 17, 2022 College Council (Attachment A), **Pg. 4**
- III. Approval of Members of the College Council Committees (Attachment B), **Pg. 6**

College Council

- Hazel Ortega will serve as a junior class representative
- Andy Rafael Veras will serve as a sophomore class representative

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee  
(Attachments C1-C3) – Interim Dean of Academic Programs Andrew Sidman

**Program Revisions**

- C1. Proposal to Revise the Minor in Addiction Studies, **Pg. 22**
- C2. Proposal to Revise the Program in Addiction Studies (CASCAC), **Pg. 27**

**Course Revision**

- C3. SOC 240 Social Deviance, **Pg. 31**

- V. Report from the Committee on Graduate Studies (Attachments D1-D14) – Interim Dean of Academic Programs Andrew Sidman

**New Course Proposal**

- D1. FCM 773 Information Privacy, Governance & Cybersecurity, **Pg. 33**

**Course Revisions**

**International Crime and Justice M.A.**

- D2. ICJ 700 International Crime and Justice Theory, **Pg. 45**
- D3. ICJ 701 Illicit Markets and Economic Justice, **Pg. 49**
- D4. ICJ 702 Comparative Criminal Justice Systems, **Pg. 53**
- D5. ICJ 703 International Criminal Law, **Pg. 55**
- D6. ICJ 706 Transnational Crime, **Pg. 59**
- D7. ICJ 715 Applied Research Methods in International Crime and Justice, **Pg. 62**
- D8. ICJ 770 Capstone Seminar in International Criminal Justice, **Pg. 66**

**Human Rights M.A.**

- D9. HR 700 Introduction to Human Rights, **Pg. 69**

**Degree Program Revisions**

- D10. Human Rights M.A., **Pg. 76**
- D11. Forensic Science M.S., **Pg. 98**
- D12. International Crime and Justice M.A., **Pg. 103**

D13. Security Management M.S., **Pg. 107**

D14. Advanced Certificate in Corrections Management, **Pg. 119**

**VI.** New Business

**VII.** Announcements:

- Student Council (Interim President Kelvin Pineda)
- Faculty Senate (President Ned Benton)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

November 17, 2022

The College Council held its third meeting of the 2022-2023 academic year on Thursday, November 17, 2022. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Anru Lee, Brian Montes, Elton Beckett, Frank Chen, Heath Grant, Janice Bockmeyer, Jonathan Epstein, Joseph Maldonado, Maureen Richards, Ned Benton, Peter Diaczuk, Raisa Castillo, Ray Patton, Silvia Dapia, Susan Pickman, Tarun Banerjee, Kelvin Pineda, Shania Roseborough, Yarik Munoz, Alisa Thomas, Catherine Alves, Janet Winter, Rulisa Galloway-Perry, Andrew Sidman, Brian Kerr, Karol Mason, Mark Flower, Anthony Carpi\*, Angela Crossman\*, Helen Keier\*, Emily Haney-Caron\*, Mohammed Islam\*.

Remotely: Francis Sheehan, Jessica Gordon-Nembhard, Robert Robinson, Thalia Vrachopoulos, Zhun Xu, Edward Kennedy\*, Jennifer Lorenzo\*.

Absent: Adam Wandt, Amy Green, Catherine Kemp, Jonathan Gray, Karen Kaplowitz, Maki Haberfeld, Serguei Cheloukhine, Sung-Suk Violet Yu, Veronica Johnson, Yusuf Khaled, Gavallia Beauvais, Janice Johnson-Dias, Allison Pease, Marie-Helen Maras\*.

Guests: Tony Balkissoon, Jill Maxwell, Ayishah Ferrer-Lang, Kathy Killoran, Folu Adeoti, Teresa Booker.

\* Alternates

#### I. Adoption of the Agenda

The motion was assumed by the chair and approved unanimously.

#### II. Approval of the Minutes of the October 18, 2022 College Council

The motion was assumed by the chair and approved unanimously.

#### III. Approval of Members of the College Council Committees

The motion was assumed by the chair and approved unanimously.

#### IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C5) – Interim Dean of Academic Programs Andrew Sidman

##### **Course Revisions**

The motion was assumed by the chair and approved unanimously to adopt a course revision marked C1. AFR 255 Community Innovation and Social Entrepreneurship (being added to Flex Core: US Experience in its Diversity Area of Gen Ed).

The motion was assumed by the chair and approved unanimously to adopt a course revision marked C2. CHS 235 Theories of Assessment and Intervention in Human Services.

The motion was assumed by the chair and approved unanimously to adopt a course revision marked C3. CHS 310 Advanced Interpersonal Counseling Skills.

The motion was assumed by the chair and approved unanimously to adopt a course revision marked C4. CSCI 362 Databases and Data Mining.

The motion was assumed by the chair and approved unanimously to adopt a course revision marked C5. PED 300 Community Programs for Health, Wellness and Physical Activity.

V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Interim Dean of Academic Programs Andrew Sidman

**Course Revisions**

The motion was assumed by the chair and approved unanimously to adopt a course revision marked D1. FCM 740 Data Communication.

The motion was assumed by the chair and approved unanimously to adopt a course revision marked D2. FCM 742 Network Security.

The motion was assumed by the chair and approved unanimously to adopt a course revision marked D3. ICJ 704 Crime Justice and Cultural Struggles.

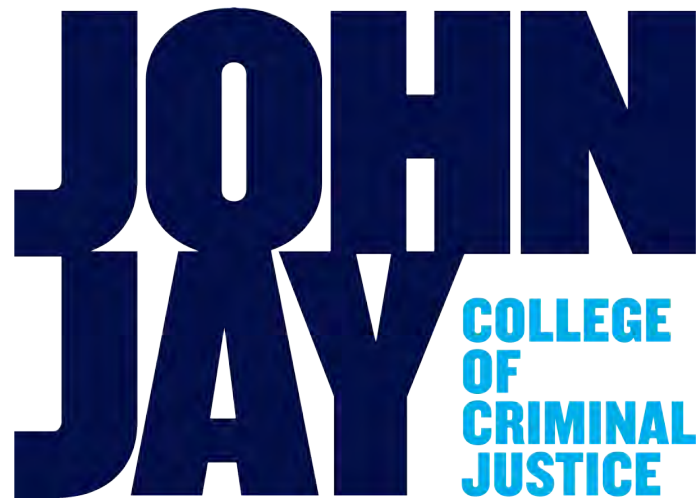
VI. Updated College Council Calendar 2022-2023

The updated calendar was shared with the Council.

VII. New Business

No new business was presented.

The meeting was adjourned at 2:07p.m.



**College Council  
Membership**

**&**

**College Council  
Committees**

**2022-2023**

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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 Vice President for Academic Affairs      | Allison Pease       |
| 3. Vice President and Chief Operating Officer                   | Mark Flower         |
| 4. Vice President for Enrollment Management and Student Affairs | Brian Kerr          |
| 5. Interim Dean of Student Academic Engagement and Retention    | Janice Johnson-Dias |
| 6. Interim Dean of Academic Programs                            | Andrew Sidman       |

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent representative for administration:

1. Angela Crossman	2. Anthony Carpi
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#### **Faculty**

- a. Full-time faculty elected from each academic department:
- |  |                         |
|--|-------------------------|
| 7. Africana Studies                        | Jessica Gordon-Nembhard |
| 8. Anthropology                            | Anru Lee                |
| 9. Art & Music                             | Thalia Vrachopoulos     |
| 10. Communications & Theatre Arts          | Elton Beckett           |
| 11. Counseling and Human Services          | Joseph Maldonado        |
| 12. Criminal Justice                       | Sung-Suk (Violet) Yu    |
| 13. Economics                              | Zhun Xu                 |
| 14. English                                | Jonathan Gray           |
| 15. History                                | Ray Patton              |
| 16. Interdisciplinary Studies              | Amy Green               |
| 17. Latin American & Latinx Studies        | Brian Montes            |
| 18. Law, Police Science & Criminal Justice | Serguei Cheloukhine     |
| 19. Library                                | Maureen Richards        |
| 20. Mathematics & CS                       | Raisa Castillo          |
| 21. Modern Language & Literature           | Silvia Dapia            |
| 22. Philosophy                             | Catherine Kemp          |
| 23. Political Science                      | Janice Bockmeyer        |
| 24. Psychology                             | Veronica Johnson        |
| 25. Public Management                      | Adam Wandt              |
| 26. Sciences                               | Peter Diaczuk           |
| 27. Security, Fire & Emergency Management  | Susan Pickman           |
| 28. SEEK                                   | Robert Robinson         |
| 29. Sociology                              | Tarun Banerjee (Fall)   |
|  | Liza Steele (Spring)    |

- c. Faculty allotted according to any method duly adopted by the Faculty Senate:

30. English	Karen Kaplowitz
31. History	Jonathan Epstein
32. Law, PS and CJA	Maria (Maki) Haberfeld
33. Law, PS and CJA	Heath Grant
34. Public Management	Warren (Ned) Benton
35. Sciences	Francis Sheehan
36. Sciences	Frank Chen

- Eight (8) 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:

1. Edward Kennedy	5. Vacant
2. Marie-Helen Maras	6. Vacant
3. Emily Haney-Caron	7. Vacant
4. Mohammed Islam	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

37. Catherine Alves  
 38. Alisa Thomas  
 39. Rulisa Galloway-Perry  
 40. Janet Winter

- Two (2) Higher Education Officer alternates 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:

1. Helen Keier	2. Jennifer Lorenzo
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Students

41. President of the Student Council	Kelvin Pineda
42. Vice President of the Student Council	Vacant
43. Treasurer of the Student Council	Vacant
44. Secretary of the Student Council	Yusuf Khaled
45. Elected At-Large Representative	Vacant
46. Elected graduate student representative	Shania Roseborough
47. Elected senior class representative	Gavallia Beauvais
48. Elected junior class representative	Hazel Ortega
49. Elected sophomore class representative	Andy Rafael Veras
50. Freshman representative designated according to a method duly adopted by the Student Council.	Yarik Munoz

- Four (4) alternate student representatives who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative:

1. Vacant	3. Vacant
2. Vacant	4. Vacant

### **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 Vice President for Academic Affairs      | Allison Pease       |
| • Vice President and Chief Operating Officer                   | Mark Flower         |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr          |
| • President of the Faculty Senate                              | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate                         | Karen Kaplowitz     |
| • Two (2) other members of the Faculty Senate                  |                     |
| 1. Marie-Helen Maras   |                     |
| 2. Francis Sheehan   |                     |
| • President of the Higher Education Officers Council           | Catherine Alves     |
| • Vice-President of the Higher Education Officers Council      | Brian Cortijo       |
| • President of the Student Council                             | Kelvin Pineda       |
| • Vice-President of the Student Council                        | Vacant              |

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 Vice President for Academic Affairs      | Allison Pease |
| • Vice President and Chief Operating Officer                   | Mark Flower   |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr    |

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
  3. Heath Grant
  4. Amy Green
  5. Marie-Helen Maras
  6. Francis Sheehan
  7. Adam Wandt
- Two (2) higher education officers
  1. Catherine Alves
  2. Helen Keier
- Three (3) students
  1. Kelvin Pineda
  2. Yusuf Khaled
  3. Vacant

### **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:

- |   |  |
|---|--|
| • Interim Dean of Academic Programs (Chairperson)   | Andrew Sidman                            |
| • Vice President for Enrollment Management and Student Affairs  | Brian Kerr                               |
| • Associate Dean of Academic Programs   | Katherine Killoran                       |
| • Assistant Vice President for Enrollment Management and Senior Registrar   | Daniel Matos                             |
| • 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   | Teresa Booker                            |
| 2. Anthropology   | Ed Snajdr (Fall); Atiba Rougier (Spring) |
| 3. Art and Music  | Roberto Visani                           |
| 4. Communication & Theater Arts   | Marsha Clowers                           |
| 5. Counseling and Human Services  | Ma'at Lewis                              |
| 6. Criminal Justice   | Valerie West                             |
| 7. Economics  | Jay Hamilton                             |
| 8. English  | Madhura Bandyopadhyay                    |
| 9. History  | David Munns                              |
| 10. Interdisciplinary Studies Program (ISP)   | Gerry Markowitz                          |
| 11. Latin American & Latinx Studies   | Suzanne Oboler                           |
| 12. Law, Police Science & CJA   | Beverly Frazier                          |

- |   |  |
|---|--|
| 13. Library                               | Maria Kiriakova  |
| 14. Mathematics & Computer Science        | Genesis Alberto  |
| 15. Modern Languages & Literatures        | Vicente Lecuna (Fall 2022; Cristina Lozano Arguelles (Spring 2023) |
| 16. Philosophy                            | Sergio Gallegos  |
| 17. Political Science                     | Jennifer Rutledge  |
| 18. Psychology                            | Kelly McWilliams   |
| 19. Public Management                     | Judy-Lynne Peters  |
| 20. Sciences                              | Daniel Yaverbaum   |
| 21. Security, Fire & Emergency Management | Robert Till  |
| 22. SEEK                                  | Virginia Diaz-Mendoza  |
| 23. Sociology                             | Jayne Mooney   |
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
    1. Joe Rivera
    2. Vacant
    3. Vacant

### **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:

- |  |                  |
|--|------------------|
| • Interim Assistant Vice President and Dean of Students (Chairperson)  | Danielle Officer |
| • Director of Athletics  | Catherine Alves  |
| • Senior Director for Student Affairs  | Vacant           |
| • Two (2) members of the faculty <ol style="list-style-type: none"> <li>1. Genesis Alberto</li> <li>2. Nicole Elias</li> </ol>   |                  |
| • Six (6) students <ol style="list-style-type: none"> <li>1. Vacant</li> <li>2. Rahele Gadapaka</li> <li>3. Vacant</li> <li>4. Vacant</li> <li>5. Vacant</li> <li>6. Vacant</li> </ol> |                  |

### **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, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. 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, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
  1. Marsha Clowers
  2. Stephen Russell
  3. Toy-Fung Tung
- 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. Ali Kocak
  2. Heath Grant
  3. Jennifer Holst
  4. Jose Olivo
  5. Shilpa Viswanath
  6. Thomas Kubic
- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
  1. Maria Vidal
  2. Kseniya Kosmina
  3. Helen Keier
  4. Shakia Brown
  5. Yaritma Cabral
  6. Angel Polanco
- The 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. Anisha Cyrus
  2. Vacant
  3. Vacant
  4. Vacant
  5. Vacant
  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.

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.

### **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 Vice President for Academic Affairs    | Allison Pease             |
| • Interim Dean of Faculty                                    | Angela Crossman           |
| • Interim Dean of Academic Programs                          | Andrew Sidman             |
| • Associate Provost and Dean of Research                     | Anthony Carpi             |
| • Chairperson of each academic department                    |                           |
| 1. Africana Studies  | Teresa Booker             |
| 2. Anthropology  | Ed Snadjr                 |
| 3. Art and Music   | Claudia Calirman          |
| 4. Communication and Theater Arts                            | Seth Baumrin              |
| 5. Counseling and Human Services                             | Katherine Stavrianopoulos |
| 6. Criminal Justice  | Evan Mandery              |
| 7. Economics   | Geert Dhondt              |
| 8. English   | Jean Mills                |
| 9. History   | Michael Pfeifer           |
| 10. Interdisciplinary Studies                                | Katie Gentile             |
| 11. Latin American and Latinx Studies                        | Lisandro Perez            |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld    |
| 13. Library  | Jeffrey Kroessler         |
| 14. Mathematics and Computer Science                         | Douglas Salane            |
| 15. Modern Languages and Literatures                         | Vicente Lecuna            |
| 16. Philosophy   | Jonathan Jacobs           |
| 17. Political Science  | Susan Kang                |
| 18. Psychology   | Daryl Wout                |
| 19. Public Management  | Warren Eller              |
| 20. Sciences   | Shu Yuan (Demi) Cheng     |
| 21. Security, Fire and Emergency Management                  | Robert Till               |
| 22. SEEK   | Erica King-Toler          |
| 23. Sociology  | Robert Garot              |

- 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. Majumdar, Nivedita
  2. Barberet, Rosemary
  3. Grant, Heath
- 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. Mckible, Adam
  2. Shaprio, Lauren
  3. Thompson, Denise
- 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. Della Wang
  2. Vacant

### **Budget and Planning Committee**

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- |  |                        |
|--|------------------------|
| • President (Chairperson)                                      | Karol Mason            |
| • Interim Provost and Vice President for Academic Affairs      | Allison Pease          |
| • Vice President and Chief Operating Officer                   | Mark Flower            |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr             |
| • Interim Associate Provost for Institutional Effectiveness    | Nancy Velazquez-Torres |
| • Assistant Vice President for Administration                  | Oswald Fraser          |
| • Interim Dean of Academic Programs                            | Andrew Sidman          |
| • Interim Associate Provost for Strategy and Operations        | Kinya Chandler         |
| • Associate Provost and Dean of Research                       | Anthony Carpi          |
| • Vice President for Institutional Advancement                 | Ketura Parker          |
| • Business Manager   | Ajisa Dervisevic       |
| • President of the Faculty Senate                              | Warren (Ned) Benton    |
| • Vice President of the Faculty Senate                         | Karen Kaplowitz        |

- Two (2) members chosen by the Faculty Senate
  1. Marie-Helen Maras
  2. Raymond Patton
- Chairperson of each academic department
  1. Africana Studies
  2. Anthropology
  3. Art and Music
  4. Communication and Theater Arts
  5. Counseling and Human Services
  6. Criminal Justice
  7. Economics
  8. English
  9. History
  10. Interdisciplinary Studies
  11. Latin American and Latinx Studies
  12. Law, Police Science, and Criminal Justice Administration
  13. Library
  14. Mathematics and Computer Science
  15. Modern Languages and Literatures
  16. Philosophy
  17. Political Science
  18. Psychology
  19. Public Management
  20. Sciences
  21. Security, Fire and Emergency Management
  22. SEEK
  23. Sociology
- President of the Higher Education Officers Council
- Two (2) higher education officer representatives
  1. Vacant
  2. Vacant
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- Additional student representative
- Additional student representative
- 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

Teresa Booker  
 Ed Snadjr  
 Claudia Calirman  
 Seth Baumrin  
 Katherine Stavrianopoulos  
 Evan Mandery  
 Geert Dhondt  
 Jean Mills  
 Michael Pfeifer  
 Katie Gentile  
 Lisandro Perez  
 Maria (Maki) Haberfeld  
 Jeffrey Kroessler  
 Douglas Salane  
 Vicente Lecuna  
 Jonathan Jacobs  
 Susan Kang  
 Daryl Wout  
 Warren Eller  
 Shu Yuan (Demi) Cheng  
 Robert Till  
 Erica King-Toler  
 Robert Garot  
 Catherine Alves

Kelvin Pineda  
 Vacant  
 Vacant  
 Vacant

### Financial Planning Subcommittee

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. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Vice President and Chief Operating Officer (Chairperson)
- Interim Provost and Vice President for Academic Affairs

Mark Flower  
 Allison Pease

- |  |                     |
|--|---------------------|
| • President of the Faculty Senate                        | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                   | Karen Kaplowitz     |
| • One (1) representative chosen by the Faculty Senate    | Maki Haberfeld      |
| • Chair of the Council of Chairs                         | Katie Gentile       |
| • Vice Chair of the Council of Chairs                    | Jean Mills          |
| • One (1) representative chosen by the Council of Chairs | Robert Till         |
| • Chair of the Higher Education Officers Council         | Catherine Alves     |
| • Student representative                                 | Vacant              |
| • Student representative                                 | Vacant              |

The Interim Associate Provost of Strategy and Operations, Kinya Chandler, and the Business Manager, Ajisa Dervisevic shall staff the subcommittee.

### Strategic Planning 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. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- |   |                        |
|---|------------------------|
| • Interim Provost and Vice President for Academic Affairs (Chairperson) | Allison Pease          |
| • Interim Associate Provost for Institutional Effectiveness             | Nancy Velazquez-Torres |
| • Vice President and Chief Operating Officer                            | Mark Flower            |
| • President of the Faculty Senate                                       | Warren (Ned) Benton    |
| • Vice President of the Faculty Senate                                  | Karen Kaplowitz        |
| • Two (2) representatives chosen by the Faculty Senate                  |                        |
| 1. Heath Grant  |                        |
| 2. Vacant   |                        |
| • Chair of the Council of Chairs  | Katie Gentile          |
| • Two (2) representatives chosen by the Council of Chairs               |                        |
| 1. Demi Cheng   |                        |
| 2. Robert Garot   |                        |
| • President of the Higher Education Officers Council                    | Catherine Alves        |
| • Two (2) student representatives:                                      |                        |
| 1. Vacant   |                        |
| 2. Vacant   |                        |

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Institutional Assessment, Dyanna Pooley 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:

- |  |                       |
|--|-----------------------|
| • Interim Dean of Academic Programs (Chairperson)              | Andrew Sidman         |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr            |
| • Interim Assistant Vice President and Dean of Students        | Danielle Officer      |
| • Chief Librarian  | Jeffrey Kroessler     |
| • Graduate Program Directors                                   |                       |
| 1. Criminal Justice, MA  | Sung-Suk (Violet) Yu  |
| 2. Digital Forensics and Cybersecurity, MS                     | Shweta Jain           |
| 3. Economics, MA   | Ian Seda              |
| 4. Emergency Management, MS                                    | Charles Jennings      |
| 5. Forensic Mental Health Counseling, MA                       | Chitra Raghavan       |
| 6. Forensic Psychology, MA                                     | Abbie Tuller          |
| 7. Forensic Psychology (BA/MA)                                 | Rebecca Weiss         |
| 8. Forensic Science, MS  | Mechthild Prinz       |
| 9. Human Rights, MA  | Charlotte Walker-Said |
| 10. International Crime and Justice, MA                        | Gohar Petrossian      |
| 11. MPA: Inspection and Oversight                              | Denise Thompson       |
| 12. Protection Management, MS                                  | Robert Till           |
| 13. MPA: Public Policy and Administration                      | Yi Lu                 |
| 14. Security Management, MS                                    | Alexander Alexandrou  |
| • Two (2) graduate students                                    |                       |
| 1. Rachel Prasad   |                       |
| 2. Shania Roseborough  |                       |

### **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. Christopher Herrmann
  3. Daniel Yaverbaum
  4. Sung-Suk (Violet) Yu
- Two (2) students
  1. Joe Rivera
  2. Vacant

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 Vice President for Academic Affairs<br>(Chairperson) | Allison Pease             |
| • Interim Associate Provost of Strategy and Operations                     | Kinya Chandler            |
| • President of the Faculty Senate  | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate                                     | Karen Kaplowitz           |
| • Chairperson of each academic department                                  |                           |
| 1. Africana Studies  | Teresa Booker             |
| 2. Anthropology  | Ed Snadjr                 |
| 3. Art and Music   | Claudia Calirman          |
| 4. Communication and Theater Arts  | Seth Baumrin              |
| 5. Counseling and Human Services   | Katherine Stavrianopoulos |
| 6. Criminal Justice  | Evan Mandery              |
| 7. Economics   | Geert Dhondt              |
| 8. English   | Jean Mills                |
| 9. History   | Michael Pfeifer           |
| 10. Interdisciplinary Studies  | Katie Gentile             |
| 11. Latin American and Latinx Studies                                      | Lisandro Perez            |
| 12. Law, Police Science, and Criminal Justice Administration               | Maria (Maki) Haberfeld    |
| 13. Library  | Jeffrey Kroessler         |
| 14. Mathematics and Computer Science                                       | Douglas Salane            |
| 15. Modern Languages and Literatures                                       | Vicente Lecuna            |
| 16. Philosophy   | Jonathan Jacobs           |
| 17. Political Science  | Susan Kang                |
| 18. Psychology   | Daryl Wout                |
| 19. Public Management  | Warren Eller              |
| 20. Sciences   | Shu Yuan (Demi) Cheng     |
| 21. Security, Fire and Emergency Management                                | Robert Till               |
| 22. SEEK   | Erica King-Toler          |
| 23. Sociology  | Robert Garot              |

### **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:

- Dean of Student Academic Engagement and Retention (Chairperson) Janice Johnson-Dias
- Coordinators of Undergraduate Majors
  1. Anthropology Shonna Trinch
  2. Applied Mathematics: Data Science & Cryptography Hunter Johnson, Michael Puls
  3. Cell & Molecular Biology Jason Rauceo
  4. Computer Science and Information Security Kumar Ramansenthil
  5. Criminal Justice (B.A.) Evan Mandery
  6. Criminal Justice (B.S.) Christopher Herrmann
  7. Criminal Justice Management Henry Smart
  8. Criminology Andrew Karmen
  9. Deviance, Crime and Culture Marta-Laura Haynes
  10. Dispute Resolution Certificate Maria Volpe
  11. Economics Jay Hamilton
  12. English Paul Narkunas
  13. Emergency Services Administration Robert Till
  14. Fire Science Robert Till
  15. Forensic Psychology Silvia Mazzula
  16. Forensic Science Jennifer Rosati
  17. Fraud Examination and Financial Forensics David Shapiro
  18. Gender Studies Olivera Jokic
  19. Global History Matt Perry
  20. Humanities and Justice Allison Kavey
  21. Human Services and Community Justice Katherine Stavrianopoulos
  22. International Criminal Justice Veronica Michel
  23. Latin American and Latinx Studies Brian Montes
  24. Law and Society Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber\*
  25. Library Karen Okamoto
  26. Philosophy Catherine Kemp
  27. Police Studies John Shane, Arthur Storch
  28. Political Science Jennifer Rutledge, Michael Yarbrough, Janice Bockmeyer, Katie Zuber\*
  29. Public Administration Glenn Corbett
  30. Security Management Hung-Lung Wei
  31. Sociology David Green
  32. Spanish Cristina Lozano Arguelles
  33. Toxicology Shu-Yuan Cheng

\*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) Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant
  
- Three (3) full-time members of the faculty
  1. Mohammed Islam
  2. Peter Mameli
  3. Kevin Wolff
  
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Vacant
  2. Vacant
  3. Vacant

### **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. Vacant
2. Vacant
3. Vacant
4. Vacant
5. Vacant

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

## Undergraduate Academic Program Revision Form

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

1. **Date submitted:** October 13, 2022
2. **Department or program proposing these revisions:** Sociology
  - a. Name and contact information of proposer(s): Elizabeth Jeglic
  - b. Email address of proposer: [ejeglic@jjay.cuny.edu](mailto:ejeglic@jjay.cuny.edu)
  - c. Phone number: 212-237-1195
3. **Name of major, minor or certificate program being revised:**  
  

**Addiction Studies Minor**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 13, 2022
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Elizabeth Jeglic, Addiction Studies Program and Minor Coordinator
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)  
  

Addition of SOC 366 Drugs and U.S. Society as an alternative to the course ANT 110/SOC 110 Drug Use and Abuse.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)  
  

This new course about drug abuse will provide another option for students who are concerned about the social problem of substance use disorder. SOC 366 is solely focused on the U.S., unlike some sections of ANT/SOC 110 which may not have such a focus. This new 300-level Sociology class will require a basic background in Sociology (101) plus writing skills (ENG 201) and will provide an opportunity for Addiction Studies students to take a higher-level course on this subject.
7. **How do these proposed changes affect other academic programs or departments?**
  - a. Which program(s) or department(s) will be affected? N/A

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

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

The faculty who proposed the new SOC 366 course, Robert Garot and Andrew Karmen, reached out to the Addiction Studies coordinator via email who approved adding it as an alternative course to ANT/SOC 110 for both the minor and program.

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

## Addiction Studies Minor

Matriculated students may elect to minor in Addiction Studies by completing 18 credits in the Addiction Studies Program listed below.

**Minor and Program Coordinator.** Professor Elizabeth Jeglic  
(addictionstudiesprogram@jjay.cuny.edu), Department of Psychology.

**Requirements.** Students may select any six of the eight required courses listed in the first section of the Addiction Studies program (included below).

**Additional information.** Addiction Studies Program, please visit  
<http://www.jjay.cuny.edu/addiction-studies-certificate-program>.

TOTAL CREDIT HOURS: 18

## Addiction Studies Program and Minor (w Proposed Change)

The New York State Office of Alcoholism and Substance Abuse Services (OASAS) has been authorized by the New York State Legislature to issue a Credential in Alcoholism and Substance Abuse Counseling (CASAC). To qualify for the CASAC credential, candidates must pass a written and oral examination after fulfilling education, training and paid employment requirements.

The Addiction Studies Program of John Jay College is an OASAS Certified Education and Training Provider. After completing the program, students will have met the education requirement, but must still meet the work experience, testing, and other requirements as specified by OASAS before earning the CASAC. The CASAC credential is issued by OASAS, not by the college.

### Credits required. 24

**Program/Minor coordinator.** Professors Elizabeth Jeglic  
(addictionstudiesprogram@jjay.cuny.edu) Department of Psychology

**Requirements.** Students must complete the eight courses (24 credits) listed below to fulfill the education requirements for the CASAC.

Upon completion of these eight courses, students will earn a certificate that verifies the completion of the education requirements for the CASAC. This certificate of completion can be sent to OASAS, which will issue a CASAC–Trainee certificate. More information about the CASAC-Trainee certificate can be found on the Addiction Studies site (<http://www.jjay.cuny.edu/addiction-studies-certificate-program>).

For matriculated students, a maximum of two courses can overlap with a student's major, other minors or programs. While completion of the minor is notated on the student's transcript, completion of the program is not.

### REQUIRED COURSES

**SUBTOTAL: 24 CR.**

ANT 110/SOC 110      Drug Use & Abuse

**OR**

**SOC 366              Drugs in U.S. Society**

PSY 161	Chemical Dependency and the Dysfunctional Family
PSY 255	Group Dynamics in Chemical Dependency Counseling
PSY 266	Understanding Addiction through Research
PSY 268	Therapeutic Interventions in Chemical Dependency
PSY 331/CSL 331	Assessment and Clinical Evaluation in Chemical Dependency Counseling
PSY 350/CSL 350	Advanced Topics in Chemical Dependency Counseling
PSY 480	Ethical and Professional Issues in Chemical Dependency Counseling

Students may elect to fulfill some of the training requirements (fieldwork) for CASAC by completing the two courses below.

PSY 378	Fieldwork in Psychology
PSY 379	Fieldwork in Psychology

*Note: PSY 378 - PSY 379: The fieldwork must be done at an OASAS Certified Substance Abuse Program. A total of 300 fieldwork hours is required by OASAS for the training requirement.*

TOTAL CREDIT HOURS: 24

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

## Undergraduate Academic Program Revision Form

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1. **Date submitted:** October 13, 2022
2. **Department or program proposing these revisions:** Sociology
  - a. Name and contact information of proposer(s): Elizabeth Jeglic
  - b. Email address of proposer: [ejeglic@jjay.cuny.edu](mailto:ejeglic@jjay.cuny.edu)
  - c. Phone number: 212-237-1195
3. **Name of major, minor or certificate program being revised:** Addiction Studies Certificate Program (CASAC-T)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 13, 2022
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Elizabeth Jeglic, Addiction Studies Minor and Program coordinator
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
 

Addition of SOC 366 Drugs in U.S. Society as an alternative to the required course ANT 110/SOC 110 Drug Use and Abuse.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)
 

This new course about drug abuse will provide another option for students who are concerned about the social problem of substance use disorder. SOC 366 is solely focused on the U.S., unlike some sections of ANT/SOC 110 which may not have such a focus. This new 300-level Sociology class will require a basic background in Sociology (101) plus writing skills (ENG 201) and will provide an opportunity for Addiction Studies students to take a higher-level course on this subject.
7. **How do these proposed changes affect other academic programs or departments?**
  - a. Which program(s) or department(s) will be affected? N/A

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

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

The faculty who proposed the new SOC 366 course, Robert Garot and Andrew Karmen, reached out to the Addiction Studies coordinator via email who approved adding it as an alternative course to ANT/SOC 110 for both the minor and program.

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

## Addiction Studies Program and Minor

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**Credits required. 24**

**Program/Minor coordinator.** Professors Elizabeth Jeglic  
(addictionstudiesprogram@jjay.cuny.edu) Department of Psychology

**Requirements.** Students must complete the eight courses (24 credits) listed below to fulfill the education requirements for the CASAC.

Upon completion of these eight courses, students will earn a certificate that verifies the completion of the education requirements for the CASAC. This certificate of completion can be sent to OASAS, which will issue a CASAC–Trainee certificate. More information about the CASAC-Trainee certificate can be found on the Addiction Studies site (<http://www.jjay.cuny.edu/addiction-studies-certificate-program>).

For matriculated students, a maximum of two courses can overlap with a student's major, other minors or programs. While completion of the minor is notated on the student's transcript, completion of the program is not.

### REQUIRED COURSES

**SUBTOTAL: 24 CR.**

ANT 110/SOC 110      Drug Use & Abuse

**OR**

**SOC 366              Drugs in U.S. Society**

PSY 161	Chemical Dependency and the Dysfunctional Family
PSY 255	Group Dynamics in Chemical Dependency Counseling
PSY 266	Understanding Addiction through Research
PSY 268	Therapeutic Interventions in Chemical Dependency
PSY 331/CSL 331	Assessment and Clinical Evaluation in Chemical Dependency Counseling
PSY 350/CSL 350	Advanced Topics in Chemical Dependency Counseling
PSY 480	Ethical and Professional Issues in Chemical Dependency Counseling

Students may elect to fulfill some of the training requirements (fieldwork) for CASAC by completing the two courses below.

PSY 378	Fieldwork in Psychology
PSY 379	Fieldwork in Psychology

*Note: PSY 378 - PSY 379: The fieldwork must be done at an OASAS Certified Substance Abuse Program. A total of 300 fieldwork hours is required by OASAS for the training requirement.*

TOTAL CREDIT HOURS: 24

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

## Course Revision Form

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

Date Submitted: **10/28/2022**

1. Name of Department or Program: **Sociology**

2. Contact information of proposer(s):

Name(s): **Carla Barrett, Chair, Sociology Curriculum Committee**  
Email(s): [cbarrett@jjay.cuny.edu](mailto:cbarrett@jjay.cuny.edu)  
Phone number(s): **212-237-8683**

3. Current number and title of course: **SOC 240 Social Deviance**

4. Current course description:

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

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 SOC 101**

5. Describe the nature of the revision (what are you changing?): **Changing the title of the course and the course description to remove outdated and stigmatizing language.**

6. Rationale for the proposed change(s): **As part of the SOC department curriculum committee's ongoing review of all course titles and descriptions, we reviewed the description of SOC 240 and found it be problematic in several ways, not the least of which was outdated stigmatizing and labeling language around concepts of deviance. Thus, we chose to revise the description to create a more general course description that does not name so-called "deviances" but that instead focuses on theoretical investigations of the social constructions of both deviance *and* of conformity, and on the experiences of those defined as deviant. We**

**have revised the title to balance both deviance and conformity as both socially constructed concepts worthy of theoretical study and consideration.**

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

a. Revised course description:

**This course examines why certain social acts are considered threatening and how groups and persons become socially constructed as deviant. In particular, it analyzes (1) the institutions and practices of social control that shape notions of deviance and conformity and (2) the experiences of being defined as deviant. Students will examine and critically analyze past and current sociological theories of deviance.**

b. Revised course title: **Deviance and Conformity**

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

d. Revised learning outcomes **N/A**

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

f. Revised number of credits: **N/A**

g. Revised number of hours: **N/A**

h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: **five or six sections of this course are regularly offered in Fall and Spring with almost full enrollment.**

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?

\_\_\_\_\_ No

**X** Yes (if so what consultation has taken place)?

**We consulted with the Anthropology Department on 10/27/2022 since SOC 240 is on the Culture and Deviance Major. Anthropology is fine with the changes.**

11. Date of Department or Program Curriculum Committee approval: **10/11/2022**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
**Andrew Karmen, Criminology coordinator; David Green, Sociology coordinator; Robert Garot, Chair, Sociology Department**

**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 [mdagostino@jjay.cuny.edu](mailto:mdagostino@jjay.cuny.edu).

**Date submitted to the Office of Graduate Studies: 9/26/2022**

**Date of Program Approval: 5/27/2022**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
<b>Kamilla Mamedova</b>	kmamedova@jjay.cuny.edu	718-490-2252
<b>Shweta Jain</b>	sjain@jjay.cuny.edu	212-237-8843

**2. Course details:**

<b>Program Name</b>	Digital Forensics and Cybersecurity
<b>Course Prefix &amp; Number</b>	FCM 7xx (recommend 773)
<b>Course Title</b>	Information Privacy, Governance & Cybersecurity
<b>Catalog Description</b>	This course prepares students to better navigate the complex world of compliance and regulation in areas of cybersecurity governance and data privacy. The course addresses historical development of constitutional, statutory and ethical aspects of information privacy laws; presents an overview of the existing state, federal and international regulatory frameworks and shows how those frameworks affect the work of the future cybersecurity expert in both the private and public sectors. It also educates students regarding what questions they should ask from the legal compliance team to assure smooth cooperation and utmost protection of electronically stored information as well as protocols that law enforcement must follow in investigating potential violations of these regulatory and compliance mechanisms.
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	Pre-requisites: FCM 752 pre-requisite
<b>Credits</b>	3
<b>Contact Hours (per week)</b>	2
<b>Lab Hours</b>	0

- 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).

Cybersecurity is a quickly expanding field. There are many aspects that must be addressed and understood by our students to have a successful career in the field. Since many of our students end up working in cyber risk/information privacy protection, an understanding of the underlying legal and regulatory framework will give them that much needed understanding. Not only will this course help students understand why they do what they do from a legal compliance perspective, it will help them understand how to work with the legal teams to assure information security and avoid disasters such as the one at Equifax a few years ago. The course will also offer a framework for government investigations for these types of breaches.

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

This course can count as an elective in the following areas: Forensics and Security, Criminal Justice and Graduate Elective

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

Yes   X   No         

If yes, please provide the following:

- I. Semester(s) and Year(s): Spring 2022
- II. Teacher(s): Kamilla Mamedova
- III. Enrollment(s): 12
- IV. Prerequisite(s): FCM 752

**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?
  - i. Apply the understanding of the historical development of constitutional, statutory, and ethical aspects of information privacy laws and regulations in the U.S. and abroad to current practices in information/data protection and risk management
  - ii. Analyze and apply legal case studies, and information privacy laws and regulations to current data risk management practices
  - iii. Develop legal compliance and cyber risk policies to manage risk and protect company/customer/client information
  - iv. Formulate responses to security breach scenarios, including responses to governmental investigations

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

D4CS Program-level Learning Outcomes	FCM 773/CRJ 773 Course-level Learning Outcomes
1. have developed a working knowledge of the constitutional, statutory and ethical issues pertaining to evidence in high technology crime;	i. Understand the historical development of constitutional, statutory, and ethical aspects of information privacy laws and regulations in the U.S. and abroad and apply it to current practices in information/data protection and risk management

	ii. Analyze and apply legal cases, security breach case studies, and information privacy laws and regulations to current data risk management practices  iv. Analyze and formulate responses to security breach scenarios, including responses to governmental investigations
2. understand the risks and vulnerabilities in computer and networked systems, and have the ability to apply cryptography and security mechanisms to protect information infrastructures;	N/A
3. be capable of detecting, remediating and analyzing security infractions and performing detailed forensic analysis in computer and networked systems;	N/A
4. synthesize case reports and expert testimony in forensic examination of digital evidence	N/A
5. have state-of-the-art competencies in evidence retrieval, preservation and analysis methodologies required to build legal cases	N/A

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

The students will demonstrate their understanding and analysis of the materials learned in class by creating a hypothetical company in a specific sector/industry (financial, healthcare, etc) where information/data is heavily regulated. (CLO i.) They will then have to research specific laws/regulations applicable to the company/information and draft privacy policies for this company both external (client/customer facing) as well as internal (employee facing) demonstrating their understanding of the laws/regulations and concepts learned in class as well as application of these concepts to a practical real-world scenario. (CLO ii, iii)

The students will then have to demonstrate their ability to investigate, analyze and formulate a response to a hypothetical security breach event on their company's information/data in a written final exam. (CLO iv)

Additionally, students will have 2-4 in-class exams with more substantive questions assessing their understanding and ability to apply the concepts, laws and regulations learned in class. (CLO i-iii)

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

Since the instructor plans to use information from several different resources, excerpts from textbooks, relevant articles, case studies and other resources will be provided by the instructor. Excerpts will be taken primarily from the following textbooks:

- a. *Cybersecurity: an interdisciplinary problem*, Derek E. Bambauer, Justin (Gus) Hurwitz, David Thaw, and Charlotte A. Tschider (West Academic, 2021)  
ISBN: 978-1-64242-253-5
- b. *Information Law, Governance, and Cybersecurity*, Sharon K. Sandeen & David S. Levin (West Academic, 2019)  
ISBN: 978-1-64020-171-2
- c. *Cybersecurity and Privacy Law in a Nutshell*, Jay P. Kesan & Carol M. Hayes (West Academic, 2019)  
ISBN: 978-1-63460-272-3
- d. *Computer Crime Law*, Orin S. Kerr (West Academic 5<sup>th</sup> Edition 2021)  
ISBN: 9781647084790

Additional cases/articles will be obtained from databases listed below.

**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.

*Kathleen Collins*

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

**a. Databases**

SCOPUS, Faulkner Information Services, IEEE Explore, NexisUni (formerly Lexis), JStor

**b. Books, Journals and eJournals**

- a. *Cybersecurity: an interdisciplinary problem*, Derek E. Bambauer, Justin (Gus) Hurwitz, David Thaw, and Charlotte A. Tschider (West Academic, 2021)  
ISBN: 978-1-64242-253-5
- b. *Information Law, Governance, and Cybersecurity*, Sharon K. Sandeen & David S. Levin (West Academic, 2019)  
ISBN: 978-1-64020-171-2
- c. *Cybersecurity and Privacy Law in a Nutshell*, Jay P. Kesan & Carol M. Hayes (West Academic, 2019)  
ISBN: 978-1-63460-272-3
- d. *Computer Crime Law*, Orin S. Kerr (West Academic 5<sup>th</sup> Edition 2021)  
ISBN: 9781647084790

**9. Identify recommended additional library resources**

N/A

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

Instructor recommends purchasing only one of the textbooks mentioned above (*Information Law, Governance, and Cybersecurity*, Sharon K. Sandeen & David S. Levin (West Academic, 2019)) and hence it would probably cost the library approximately \$100-200. Instructor could also request a desk copy and put in on reserve so that no cost is associated with this.

**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).

SCOPUS, Faulkner Information Services, IEEE Explore, NexisUni (formerly Lexis), JStor. The library has a subscription to all of these.

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

Yes ☒ X \_\_\_\_\_ No \_\_\_\_\_

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

**13. Proposed instructors:**

**Kamilla Mamedova** is Adjunct Assistant Professor of Law who has taught for the Department of Mathematics and Computer Science as well as for the Department of Criminal Justice at John Jay College of Criminal Justice since 2015. Professor Mamedova graduated from John Jay College with a Bachelor's and Master's degrees in Criminal Justice. After John Jay, she went on to attend law school at the University of California, Berkeley School of Law (formerly Boalt Hall). She graduated law school in 2008 and began practicing law in New York. For most of her legal career, Prof. Mamedova practiced at the international law firm, Jones Day, in the areas of commercial litigation and international arbitration. While at Jones Day, Prof. Mamedova obtained extensive experience in areas of electronic document discovery as well as preservation and production of electronically stored information. Prof. Mamedova consulted for companies that were the subject of governmental investigations and has experience working with law enforcement agencies in responding to search warrants and producing electronically stored information to authorities. Prof. Mamedova also has experience in the areas of Bankruptcy Litigation and Family Law as well as White Collar Crime, Intellectual Property, and Entertainment law. For a couple of years, Prof. Mamedova worked as Chief Operating Officer for a non-profit organization in New York City. Prof. Mamedova continues to consult corporations and individuals regarding various legal issues, including, but not limited to litigation and governmental investigations. Professor Mamedova has taught Law & High Technology Crime (FCM/CRJ 752) since 2015. Prof. Mamedova has also taught The Constitution and Criminal Justice (CRJ 733) and Law, Evidence & Ethics (CRJ 708) several times. Professor Mamedova's research interests lie in the areas of high technology crime as well as data privacy and protection in this ever-expanding field of cybersecurity.

**14. Other resources needed to offer this course:**

No other resources are needed for this course.

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

The subject matter of the proposed courses does not conflict with existing or proposed courses in other programs.

**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.

**SEMESTER**

**Course:** FCM 773 / CRJ 773 (Information Privacy, Governance & Cybersecurity)

**Time:** TBA

**Location:** TBA

**Professor Kamilla Mamedova**

*Department of Mathematics & Computer Science & Department of Criminal Justice*

**Office Hours:** The hour immediately preceding the class.

By Appointment

**E-mail:** kmamedova@jjay.cuny.edu

**COURSE DESCRIPTION**

This course prepares students to better navigate the complex world of information privacy, compliance, and regulation in the context of cybersecurity governance as well as information privacy in the context of criminal investigation. The course addresses historical developments in information privacy law, presents an overview of the existing state, federal and international regulatory frameworks and shows how those frameworks affect the work of the future cybersecurity expert in both the private and public sectors. It also educates students regarding what questions they should be prepared to ask from the legal compliance team to assure smooth cooperation and utmost protection of electronically stored information as well as protocols that law enforcement must follow in investigating potential violations of these regulatory and compliance mechanisms.

**Learning Outcomes:**

- a. Apply the understanding of the historical development of constitutional, statutory, and ethical aspects of information privacy laws and regulations in the U.S. and abroad to current practices in information/data protection and risk management
- b. Analyze and apply legal case studies, and information privacy laws and regulations to current data risk management practices

- c. Develop legal compliance and cyber risk policies to manage risk and protect company/customer/client information
- d. Formulate responses to security breach scenarios, including responses to governmental investigations

### REQUIRED READINGS

A law dictionary is required for this course. No particular one is recommended; the best strategy is to search on-line and try out several legal dictionaries to see which one gives you the clearest explanation of various legal concepts that are mentioned or discussed in class.

Although I will be relying on several different textbooks as well as scholarly articles and my own research for this course, most of the information will be from the following: *Information Law, Governance, and Cybersecurity*, 1st Edition, Sharon K. Sandeen & David S. Levine (West Academic, 2019). Some of the information will be from: *Information Privacy Law*, 7<sup>th</sup> Edition, Daniel J. Solove & Paul M. Schwartz (Wolters Kluwer 2021); *Cybersecurity: An Interdisciplinary Problem*, Derek E. Bambauer, Justin Hurwitz, David Thaw, Charlotte A. Tschider (West Academic, 2021). However, all readings will be provided by the instructor from public sources. If you would like to purchase any of the textbooks, please ask me about the discount offered by the publisher.

The syllabus as well as all readings for the course, including legal cases, federal legislation/statutory provisions, provisions of the United States Constitution, and scholarly articles, will be available on Blackboard. Although all readings have yet to be posted, the material to be covered in each class session will be available one week before that session.

### SCHEDULE OF READINGS AND CLASS DISCUSSION

Readings may be added or subtracted, depending on the pace of class discussion and on developments in this rapidly changing field.

### TOPICS & READINGS

#### WEEK 1

- I. What is Information?
  - a. Information as property
    - i. *E. I. du Pont de Nemours & Co. v. Christopher*, 431 F.2d 1012 (5<sup>th</sup> Cir. 1970)
    - ii. *Information as Property: Do Ruckelshaus and Carpenter Signal a Changing Direction in Intellectual Property Law?*

#### WEEK 2

- a. Privacy and Freedom
  - iii. *Right to Privacy*, Warren & Brandeis
  - iv. Excerpt from Alan Westin's *Privacy & Freedom*
- II. What is Information Law?
  - a. Excerpt from *The Law of the Horse: What Cyberlaw Might Teach*, Lawrence Lessig 1999
- III. Access and Dissemination of Information
  - a. *Baker v. Selden*, 101 U.S. 99
  - b. *Funk Bros. Seed Co. v. Kalo Inoculant Co.* 333 U.S. 127
  - c. *Junger v. Daley* 209 F.3d 481

#### WEEK 3

- I. Information Security
  - a. Information Security and Common Law
    - i. *AUA Private Equity Partners, LLC v. Soto*
    - ii. *Cybersecurity Issues & Challenges in Brief*

#### WEEK 4

- b. Government Responses to Cybersecurity Concerns
  - c. Section 5 of the Federal Trade Commission Act
    - i. *FTC v. Wyndham Worldwide Corp.*
- II. Statutory Responses to Information Security Concerns
  - i. NIST Frameworks and Standards
    - 1. *NIST Cybersecurity Framework*
  - ii. HIPAA Cybersecurity Requirements
    - 1. *Sheldon v. Kettering Health Network*
  - iii. GLBA Security Rule and FTC Safeguards Rule
  - iv. GDPR Security Requirements

#### WEEK 5

- III. Evolution of Information Privacy Laws
  - i. Contract Law
    - 1. Introduction, Elements, and Requirements/Limits of Contract Law
    - 2. Information Contracts
      - a. Confidentiality/NDA
        - i. *Fay v. Total Quality Logistics, LLC*
      - b. Noncompetes
        - i. *Syncom Industries Inc. v. Wood*
      - c. Terms of Use and Privacy Policies
        - i. *Cain v. Redbox Automated Retail, LLC*
      - d. Licensing Agreements
        - i. *Kimble v. Marvel Entertainment, 135 S.Ct. 2401"*
      - e. Contracting Online
        - i. *Meyer v. Uber Technologies, Inc.*

#### WEEK 6

- ii. Tort Law
    - 1. Introduction/Elements of a Tort
      - a. Trade Secret Law
        - i. *Waymo, LLC v. Uber Technologies*
      - b. Copyright Law
        - i. *Feist Publications, Inc. v. Rural Telephone Service*
      - c. Common Law Privacy Torts
        - i. *Lake v. Wal-Mart Stores, Inc.*
      - d. Other Common Law Information Torts
        - i. *Sunpower Corp. v. Solarcity Corp.*
      - e. Statutory Law
        - i. *State Analysis, Inc. v. American Financial Services*

## Laws & Regulations Affecting Information Privacy & Governance

### WEEK 7

- IV. U.S. Data Protection Laws
  - a. Article: “The State of Consumer Data Privacy Laws in the United States”
    - i. Summary of TCPA, CAN-SPAM, COPPA
    - ii. Overview of state specific privacy laws
  - b. Role of the FTC
    - i. *Federal Trade Commission v. Facebook, Inc.*

### WEEK 8

- c. Examples of Federal Information Privacy and Data Protection Laws
  - i. HIPAA
  - ii. Gramm-Leach-Bliley Financial Services Modernization Act
  - iii. ECPA
    - 1. *In re Pharmatrak, Inc. Privacy Litigation*
  - iv. CalECPA
  - v. FISMA
- a. International Privacy and Data Protection Laws
  - i. OECD Guidelines
  - ii. GDPR

### WEEK 9

- V. Responses to Data Breaches
  - a. Private Civil Litigation and Standing
    - i. *Risk and Anxiety: A Theory of Data-Breach Harm*
    - ii. *Spokeo, Inc. v. Robins*
    - iii. *In re Horizon Healthcare Servs. Inc. Data Breach Litigation*
    - iv. *Pages 123-168 from Equifax Complaint*
  - b. Data Breach Notification Laws
    - i. California
    - ii. Federal

### WEEK 10

- VI. Information Crimes
  - a. Traditional Property Crimes
    - i. *Commonwealth v. Yourawski*
    - ii. *United States v. Agrawal*
  - b. Trade Secret Misappropriation
    - i. *Schalk v. Texas*
    - ii. *United States v. Hsu*
  - c. Criminal Copyright Infringement
    - i. *United States v. Liu*
  - d. CFAA
    - i. *Van Buren v. United States*

## Laws & Regulations Protecting Information in Investigation of Crime.

### WEEK 11

- e. Statutory Privacy Protections
  - i. Wiretap Act
    - 1. Basic Structure
      - a. *O'Brien v. O'Brien*
    - 2. Consent Exception
      - a. *Griggs-Ryan v. Smith*
    - 3. Provider Exception
      - a. *United States v. Auler*
      - b. *McClelland v. McGrath*
  - ii. The Cybersecurity Act of 2015 (article)

### WEEK 12

- iii. Pen Register Statute
  - 1. *In re Application of the United States of America*
- iv. Stored Communications Act
  - 1. Basic Structure
  - 2. Compelled Disclosure Under §2703
    - a. *United States v. Weaver*
  - 3. Voluntary Disclosure Under §2702
    - a. *Andersen Consulting LLP v. UOP*
    - b. *Jayne v. Sprint PCS*

### WEEK 13

- VII. Litigation
  - a. Spoliation and Litigation Holds
    - i. *Apple Inc. v. Samsung Electronics Co., Ltd.*
  - b. Pleading Phase
    - i. *Schuchardt v. President of the United States*
  - c. The Discovery Phase
  - d. E-Discovery:
    - i. *Williams v. Spring/United Mgmt.Co.*
  - e. Motion Practice and Trial
    - i. *Newsday LLC v. Cty of Nassau*
  - f. Sealing of Court Records
    - i. *Local and Federal Rules excerpts*

### WEEK 14

- VIII. National Security
  - a. FOIA and the classification system
    - i. **Executive order 13526**

- ii. *New York Times Company v. Central Intelligence Agency*
  - iii. WikiLeaks: The Illusion of Transparency
- b. FISA and information gathering
  - i. **Executive Order 12333**
  - ii. *In re Certified Question of Law*

### **Blackboard**

Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your instructor, for help with e-mail or Blackboard.

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

You are responsible for any and all course information, assignments, announcements, and communication that occur through blackboard and/or your email account.

### **CALCULATION OF GRADES<sup>1</sup>**

Written Work. Each student's grade for written work will be calculated based on (a) 40% for 4 tests administered via Blackboard; (b) 20% for the first written assignment (midterm); (c) 20% for a second assignment/oral presentation (final); and (d) 20% for participation. Consistent lateness or absence will not be tolerated and will affect your final grade.

The following rules apply to your written assignments: Adequate answers to the questions for the take-homes will require precise understanding of the concepts used in the readings and in-class discussion and critical and independent consideration of the issues. Research may be required.

STUDENTS **MUST** SUBMIT ALL WRITTEN ASSIGNMENTS ON TIME, BOTH ON BLACKBOARD AND WITH AN E-MAIL COPY TO THE PROFESSOR. KEEP COPIES OF THEM IN ELECTRONIC FORMAT.

A COPY OF EACH EXAM MUST ALSO BE UPLOADED INTO THE *TURNITIN* FIELD ON BLACKBOARD. IF TWO OR MORE STUDENTS SUBMIT AN IDENTICAL OR SUBSTANTIALLY IDENTICAL WRITTEN EXAM, EACH OF THE STUDENTS WILL RECEIVE 0 POINTS FOR THE PAPER OR EXAM IN THE CALCULATION OF THE FINAL GRADE FOR THE COURSE.

### **LATE PAPERS WILL NOT BE ACCEPTED**

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

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

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<sup>1</sup> Subject to change.

## PLAGIARISM

**Plagiarism** is the act of presenting another person's ideas, research, or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list: 1) copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source; 2) presenting another person's ideas or theories in your own words without acknowledging the source; 3) using information that is not common knowledge without acknowledging the source; 4) failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing, or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (*From the John Jay College of Criminal Justice Graduate Bulletin, pp. 15 and 155*) 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.

In addition, students are advised that plagiarism will be self-defeating, as the written assignments will be designed so that adequate answers to the questions will not be found in any external authority but will need to be based on independent understanding of the readings and concepts discussed in class. Answers that are not responsive to the questions posed will receive failing grades.

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date Submitted to the Office of Academic Programs: 10/20/2022**

**Date of Program Approval: 10/31/2022**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Gohar Petrossian Jay Hamilton	<a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a> <a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a>	

**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

<b>FROM (<del>strike through</del> the changes)</b>		<b>TO (<u>underline</u> changes)</b>	
<b>Program</b>	Master of Arts in International Crime and Justice	<b>Program</b>	
<b>Course number and title</b>	ICJ 700: INTERNATIONAL CRIME AND JUSTICE THEORY	<b>Course number and title</b>	ICJ 700: INTERNATIONAL CRIME AND JUSTICE THEORY
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	
<b>Credits</b>	3	<b>Credits</b>	
<b>Course description</b>	International Crime and Justice Theory 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	<b>Course description</b>	International Crime and Justice Theory 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 <u>will use diverse content to</u> review various perspectives, approaches, and theories of crime and criminality that assist in understanding

	<p>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.</p>		<p>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. <u>The complex social challenges</u> 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.</p>
<b>Student learning outcomes</b>	<p>The major goal of this course is to provide the theoretical foundation to assist with understanding and preventing international and transnational crimes. It will provide:</p> <ul style="list-style-type: none"> <li>• an intellectual platform for understanding the correlates of crime and criminality and a thorough theoretical, cultural, historical, and sociological understanding of international crime and justice;</li> <li>• an evaluation of various criminological theoretical perspectives in understanding crime patterns and in analyzing the causes of crime events and criminal behaviors, including the strengths and weakness of criminological theories in explaining the crime and criminal behavior of the 21st century;</li> <li>• insight into the reasons for the growth in transnational crimes including macro level explanations based on the extent of globalization, modernization and internationalization and on micro, individual level, explanations;</li> <li>• an introduction to the use of concepts such as crime specificity, repeat victimization and crime hot spots in developing measures for controlling crime at local, national and international levels;</li> <li>• training in critical thinking about long term societal measures and immediate practical measures to control and prevent new forms of transnational crime;</li> </ul>	<b>Student learning outcomes</b>	<p>The major goal of this course is to provide the theoretical foundation to assist with understanding and preventing international and transnational crimes. It will provide:</p> <ul style="list-style-type: none"> <li>• an intellectual platform for understanding the correlates of crime and criminality and a thorough theoretical, cultural, historical, and sociological understanding of international crime and justice;</li> <li>• an evaluation of various criminological theoretical perspectives in understanding crime patterns and in analyzing the causes of crime events and criminal behaviors, including the strengths and weakness of criminological theories in explaining the crime and criminal behavior of the 21st century;</li> <li>• insight into the reasons for the growth in transnational crimes including macro level explanations based on the extent of globalization, modernization and internationalization and on micro, individual level, explanations;</li> <li>• an introduction to the use of concepts such as crime specificity, repeat victimization and crime hot spots in developing measures for controlling crime at local, national and international levels;</li> <li>• training in critical thinking about long term societal measures and immediate practical measures to control and prevent new forms of transnational crime;</li> </ul>

	<ul style="list-style-type: none"> <li>an understanding of the role of research, including cross-cultural and comparative research in gathering empirical data <del>in</del> examining the extent and prevalence of crime around the world;</li> <li>an interactive classroom environment where priority is given to active learning and significant learning experiences.</li> </ul>		<ul style="list-style-type: none"> <li>an understanding of the role of research, including cross-cultural and comparative research in gathering empirical data <u>to minimize institutional racism when</u> examining the extent and prevalence of crime around the world;</li> <li>an interactive classroom environment where priority is given to <u>critical engagement through</u> active learning and significant learning experiences.</li> </ul>
		<b>Effective Term</b>	

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

The course description and learning outcomes require minor revision to reflect changing institutional values. Specifically, the changes clarify where the course already supports the John Jay College's adoption of ***Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum***.

**Topics, readings, and media reflecting the *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* suggested for the ICJ 700 course syllabus.**

From the topic: *Intro to Global Crimes & Theoretical Criminology*

- Arsovska, J. (2011). Conceptualizing and studying organized crime in a global context: Possible? Indispensable? Superfluous? In C.J. Smith, S.X. Zhang & R. Barberet, *Handbook of International Criminology* (pp.211-225). New York: Routledge.
- (eds.) (Chapter 1, pp. 5-22), *Handbook of Transnational Crime and Justice*, 2<sup>nd</sup> edn. SAGE Publications.
- Andreopoulos, G. (2019). Genocide, War Crimes and Crimes Against Humanity, In M. Natarajan (2<sup>nd</sup> eds). *International and Transnational Criminal Justice*. Cambridge, UK: Cambridge University Press. Chapter 53, pp.321-327

From the topic: *Anomie, Modernization, Social Strain Theory*

- Weisburd, D. (2012). Bringing Social Context Back Into the Equation. *Criminology & Public Policy*, 11(2), 317-326.
- Original: Cloward, R. (1959). Illegitimate means, anomie, and deviant behavior. *American Sociological Review*, 44, 588-608.
- Original: Agnew, R. S. (2006). *Pressured Into Crime: An Overview of General Strain Theory*. Los Angeles: Roxbury.

From the topic: *Inequality, Poverty, Anomie and Strain*

- Passas, N. (2000). Global Anomie, Dysnomie, and Economic Crime: Hidden Consequences of Neoliberalism and Globalization in Russia and Around the World, *Social Justice*, 27(2): 16-44
- Sung, H.E. (2004). State Failure, Economic Failure, and Predatory Organized Crime: A Comparative Analysis, *Journal of Research in Crime and Delinquency* 41(2), 111-129.
- Muftić, L.R, Grubb, J.A., Bouffard, L.A. & Maljević, A. (2014). The impact of life domains on juvenile offending in Bosnia and Herzegovina: Direct, indirect, and moderating effects in Agnew's Integrated General Theory. *Journal of Research in Crime and Delinquency*, 51(6), 816-845.

- Botchkovar, E.V. & Hughes, L.A. Strain and alcohol use in Russia: A gendered analysis. *Sociological Perspectives*, 53(3), 297 – 319.

From the topic: *Postmodern Criminology and Critical Theories*

- Johnson, H., South, N. & Walters, R. (2016). The commodification and exploitation of fresh water: Property, human rights and green criminology. *International Journal of Law, Crime and Justice*, 44(C), 146-162.
- Denton, E. (2010). International News Coverage of Human Trafficking Arrests and Prosecutions: A Content Analysis, *Women & Criminal Justice*, 20:10–26, 2010
- Arsovska, J. and Kostakos P. (2010). The social perception of organised crime in the Balkans: A world of diverging views? In Felia Allum, et. al. *Defining and Defying Organized Crime*.
- Young, J. (2004). Voodoo Criminology and the Numbers Game, in J. Ferrell, K. Hayward, W. Morrison and M. Presdee (eds) *Cultural Criminology Unleashed*. London: Glasshouse Press.
- Jeff Farrell (2004). Boredom, Crime and Criminology. *Theoretical Criminology*, 8/3, pp. 287-302
- Mullins, C. (2009). He would kill me with his penis: Genocidal rape in Rwanda as a state crime. *Critical Criminology*, 17, 15-33.

#### 4. Enrollment in past semesters:

Fall 2022

In-person	13
Online Asynchronous	10

Spring 2022

In-person	7
Online Asynchronous	10

Fall 2021

In-person	11
Online Asynchronous	22

Summer 2021

Online Asynchronous	9
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Spring 2021

Online Synchronous	19
Online Asynchronous	5

#### 5. Does this change affect other programs?

XX No \_\_\_\_\_ Yes

If yes, what consultation has taken place?

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
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**GRADUATE COURSE REVISION**

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**Date Submitted to the Office of Academic Programs: 10/20/2022**

**Date of Program Approval: 10/31/2022**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Gohar Petrossian Jay Hamilton	<a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a> <a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a>	

**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

<b>FROM (<del>strike through</del> the changes)</b>		<b>TO (<u>underline</u> changes)</b>	
<b>Program</b>	ICJ-MA	<b>Program</b>	ICJ-MA
<b>Course number and title</b>	ICJ 701: Illicit Markets and Economic Justice	<b>Course number and title</b>	ICJ 701: Illicit Markets and Economic Justice
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Course description</b>	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	<b>Course description</b>	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.		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, <u>racially divergent and discriminatory outcomes from public policy</u> , inequality, globalization, and environmental sustainability.
<b>Student learning outcomes</b>	<p>Upon completion of this class students are expected to:</p> <ul style="list-style-type: none"> <li>• Use economic tools to analyze to examine issues of market-based crimes</li> <li>• Use economic tools to critically evaluate <del>issues of global economic justice</del></li> <li>• Communicate effectively with professional economists</li> </ul>	<b>Student learning outcomes</b>	<p>Upon completion of this class students are expected to:</p> <ul style="list-style-type: none"> <li>• Use economic tools to analyze to examine issues of market-based crimes <u>and economic injustices</u></li> <li>• Use economic tools to critically <u>evaluate policies that create harmful consequences borne by the poor and racial minorities</u></li> <li>• Communicate effectively with professional economists</li> </ul>
		<b>Effective Term</b>	

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

#### Rationale

The course description and learning outcomes require revision to reflect changing institutional values. Specially the changes demonstrate where the course supports the John Jay College's adoption of *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum*.

Topics, readings, and media reflecting the *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* suggested for the ICJ 701 course syllabus.

#### From the unit titled "Macroeconomics as Justice" (with instructors annotations)

- "The 'other' great speech at the 1963 March on Washington" by John Lewis and the "Goals of the 1963 March on Washington for Jobs and Freedom." Reprinted August 29, 2013, in the *Jackson Advocate*, 75(47), 15A.
  - While Martin Luther King Jr's "I have a Dream Speech" endures as the touchstone of the Civil Rights Movement, its theme was not in line with the March. The March was designed to address

very practical measure to improve the lives of workers through ending education and employment discrimination.

- John Lewis received an honorary degree from John Jay College.
- *A. Philip Randolph: For Jobs and Freedom* 1996 documentary film, Dante James, & WETA, P. (Producers), & James, D. (Director). California Newsreel. [https://cuny-jj.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=1329272840006128&institutionId=6128&customerId=](https://cuny-jj.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=1329272840006128&institutionId=6128&customerId=)
  - This documentary film examines the legacy of the one of the Civil Rights Movements greatest economic advocates.
  - This is an optional resource because the film is lengthy, and availability is limited to the John Jay Library access.

**From the unit titled “Poverty, Development, Ecological Sustainability, & Global Conflict” (with instructors annotations)**

- “Informal Economy” from the Women in Informal Employment: Globalizing and Organizing website. <https://www.wiego.org/informal-economy>.
  - Read the page listed above and skim the links in the drop down menu “Informal Economy” in the top horizontal menu. Some links are repeated in the text.
  - If you are attentive to statistics take more time with “Statistics.”
  - If you are more attuned to stories take your time with “Worker Stories.”
  - Everyone should spend a bit more time (but skimming is okay) with “Policy Framework.”
- “What is the Informal Economy” by Corinne Delechat and Leandro Medina on the International Monetary Fund website, Winter 2020. <https://www.imf.org/external/pubs/ft/fandd/2020/12/what-is-the-informal-economy-basics.htm>
  - An alternative description of the “Informal Economy.”
- “Informal Economy on the International Labor Organization website <https://www.ilo.org/global/topics/dw4sd/themes/informal-economy/lang--en/index.htm>

**4. Enrollment in past semesters:**

Fall 2022

In-person 8; Online Asynchronous 10

Spring 2022

Online Asynchronous 13

Fall 2021

Online Asynchronous 13

Spring 2021

Online Synchronous 22; Online Asynchronous 6

**5. Does this change affect other programs?**

XX No      \_\_\_\_\_ Yes

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

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Gohar Petrossian Jay Hamilton	<a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a> <a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a>	

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<b>FROM (<del>strike through</del> the changes)</b>		<b>TO (<u>underline</u> changes)</b>	
<b>Program</b>	Master of Arts in International Crime and Justice	<b>Program</b>	
<b>Course number and title</b>	ICJ 702 Comparative Criminal Justice Systems	<b>Course number and title</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	
<b>Credits</b>	3	<b>Credits</b>	
<b>Course description</b>	This course will use as a baseline the criminal justice system of the United States, and initial lectures will provide <del>an</del> 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 criminal justice 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	<b>Course description</b>	This course will use as a baseline the criminal justice system of the United States, and initial lectures will provide <u>a critical</u> 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 criminal justice 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

	security, victim assistance and corruption. Examples are drawn from a variety of political systems.		assistance and corruption ( <u>including racially disparate outcomes</u> ). Examples are drawn from a variety of political systems.
<b>Student learning outcomes</b>	<p>Upon successful completion of this course, you will be able to:</p> <ul style="list-style-type: none"> <li>• understand the role and relativity of law and criminal law in society</li> <li>• understand the basic components and processes of criminal justice systems</li> <li>• understand the essential differences between the main legal traditions</li> <li>• understand select aspects of the criminal justice system in a particular country/region</li> <li>• develop oral presentation and writing</li> </ul>	<b>Student learning outcomes</b>	<p>Upon successful completion of this course, you will be able to:</p> <ul style="list-style-type: none"> <li>• understand the role and relativity of law and criminal law in society</li> <li>• understand the basic components and processes of criminal justice systems</li> <li>• understand the essential differences between the main legal traditions <u>using materials and sources reflecting diversity of these systems</u></li> <li>• understand select aspects of the criminal justice system in a particular country/region</li> <li>• develop oral presentation and writing</li> </ul>
		<b>Effective Term</b>	

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

The course description and learning outcomes require minor revision to reflect changing institutional values. The changes clarify where the course already supports the John Jay College's adoption of *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum*. Specifically, the revisions call for critical review of the American system, defining racially disparate outcomes as a form of systemic corruption, and Learning Outcomes that include diverse information sources.

### 4. Enrollment in past semesters:

Fall 2022

Online Asynchronous                      20

Spring 2022

Online Synchronous                      8

Online Asynchronous                      6

Fall 2021

In-person                                      9

Online Asynchronous                      20

Spring 2021

Online Synchronous                      10

Online Asynchronous                      18

### 5. Does this change affect other programs?

XX No        Yes

If yes, what consultation has taken place?

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

**GRADUATE COURSE REVISION**

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**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

<b>FROM</b> ( <del>strike through</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	Master of Arts in International Crime and Justice	<b>Program</b>	
<b>Course number and title</b>	ICJ 703 International Criminal Law	<b>Course number and title</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	
<b>Credits</b>	3	<b>Credits</b>	
<b>Course description</b>	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	<b>Course description</b>	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 <u>including genocide and</u>

	<p>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.</p>		<p><u>crimes against humanity. The course covers</u> 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, <u>social</u>, 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.</p>
<b>Student learning outcomes</b>	<p>By the end of this course, students should:</p> <ul style="list-style-type: none"> <li>• Analyze and assess the operations of key international legal institutions, mechanisms, and processes;</li> <li>• Identify and apply major theories from international relations and law to explain international legal developments;</li> <li>• Have a solid understanding of the fundamentals of international criminal law;</li> <li>• Have a good grasp of the subjective and objective elements of the major international crimes;</li> <li>• Become familiar with the case law of international criminal tribunals;</li> <li>• Write an independent, theory-guided research paper on a significant international criminal law issue.</li> </ul>	<b>Student learning outcomes</b>	<p>By the end of this course, students should:</p> <ul style="list-style-type: none"> <li>• <u>Critically</u> analyze and assess the operations of key international legal institutions, mechanisms, and processes <u>in light of institutional racial biases</u>;</li> <li>• Identify and apply major theories from international relations and law to explain international legal developments;</li> <li>• Have a solid understanding of the fundamentals of international criminal law;</li> <li>• Have a good grasp of the subjective and objective elements of the major international crimes <u>such as genocide and violations of the U.N. Charter on Human Rights</u>;</li> <li>• Become familiar with the case law of international criminal tribunals;</li> <li>• Write an independent, theory-</li> </ul>

			guided research paper on a significant international criminal law issue.
		<b>Effective Term</b>	

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

The course description and learning outcomes require minor revision to reflect changing institutional values. Specifically, the changes clarify where the course already supports the John Jay College's adoption of *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* by introducing language reflective of the *Seven Principles* and directly mentioning racist crimes such as genocide.

**Topics, readings, and media reflecting the *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* suggested for the ICJ 703 course syllabus.**

From the topic: *International Crime – War Crimes*

Cassese, pp. 63-83; Yves Sandoz, "The History of the Grave Breaches Regime," *Journal of International Criminal Justice*, vol. 7(4), 2009, pp. 657-682.

From the topic: *International Crimes – Crimes Against Humanity*

Cassese, pp. 84-108; William Schabas, "Prevention of Crimes against Humanity," *Journal of International Criminal Justice*, vol. 16(4), 2018, pp. 705-728.

From the topic: *International Crimes – Genocide*

Cassese, pp. 109-130; Andrew Altman, "GENOCIDE AND CRIMES AGAINST HUMANITY: DISPELLING THE CONCEPTUAL FOG," *Social Philosophy and Policy*, vol. 29(1), 2012, pp. 280-308.

From the topic: *International Crimes – Torture, Aggression and Terrorism*

Cassese, pp. 131-158; Manfred Nowak, "What Practices Constitute Torture?: US and UN Standards," *Human Rights Quarterly*, vol. 28 (4), 2006, pp. 809-841;

Andreas Zimmermann, "A Victory for International Rule of Law? Or: All's Well that Ends Well? The 2017 ASP Decision to Amend the Kampala Amendment on the Crime of Aggression," *Journal of International Criminal Justice*, Vol 16 (1), March 2018, pp. 19-29.

From the topic: -- *Application and enforcement of human rights and humanitarian norms in conflict situations. The role of international criminal courts and tribunals.*

Cassese, pp. 253-270;

George Andreopoulos, "The 'Turn to Protection': International Human Rights Law/International Humanitarian Law and the Implications of their Convergence," in Henry F. Carey and Stacey M. Mitchell

**4. Enrollment in past semesters:**

## Fall 2022

In-person	22
Online Asynchronous	23

## Summer 2022

Online Asynchronous	21
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## Spring 2022

In-person	20
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## Fall 2021

In-person	12
Online Asynchronous	19

## Spring 2021

Online Synchronous	15
Online Asynchronous	16

**5. Does this change affect other programs?**

XX No \_\_\_\_\_ Yes

If yes, what consultation has taken place?

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
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**GRADUATE COURSE REVISION**

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<b>FROM</b> ( <del>strike through</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	Master of Arts in International Crime and Justice	<b>Program</b>	
<b>Course number and title</b>	ICJ 706 Transnational Crime	<b>Course number and title</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	
<b>Credits</b>	3	<b>Credits</b>	
<b>Course description</b>	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	<b>Course description</b>	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

	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.		that facilitate and shape transnational crime, including technology <u>and alienation of racial minorities</u> . The course also examines the public and private sector responses to crime that transcends international borders.
<b>Student learning outcomes</b>	<p>The readings and assignments in this course are designed to help students to:</p> <ul style="list-style-type: none"> <li>❖ explain the restraints and opportunities for crime provided by the current nature of international borders</li> <li>❖ distinguish the various ways in which criminal activities and criminal structures transcend international borders</li> <li>❖ critically assess the validity and reliability of data on transnational crime</li> <li>❖ identify the major elements of the legal and institutional framework for international cooperation in combating transnational crime and assess their impact on the control of transnational crime</li> <li>❖ describe private sector, public private and civil society responses to transnational crime <del>and</del> identify best practices in this field</li> </ul>	<b>Student learning outcomes</b>	<p>The readings and assignments in this course are designed to help students to:</p> <ul style="list-style-type: none"> <li>❖ explain the restraints and opportunities for crime provided by the current nature of international borders</li> <li>❖ distinguish the various ways in which criminal activities and criminal structures transcend international borders</li> <li>❖ critically assess the validity and reliability of data on transnational crime</li> <li>❖ identify the major elements of the legal and institutional framework for international cooperation in combating transnational crime and assess their impact on the control of transnational crime</li> <li>❖ describe private sector, public private and civil society responses to transnational crime <u>using embodied learning to increase social and emotional intelligence</u></li> <li>❖ <u>identify</u> best practices in this field</li> </ul>
		<b>Effective Term</b>	

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

The course description and learning outcomes require minor revision to reflect changing institutional values. Specifically, the revised description identifies the role of minority marginalization in transnational crime and the Learning Outcomes incorporate embodied learning practices. These clarifications support the John Jay College's adoption of *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum*.

**Topics, readings, and media reflecting the *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* suggested for the ICJ 706 course syllabus.**

For the topic: *Organizational Structure, Logistics and Operational Methods*

- Morris, S. D. (2013). Drug trafficking, corruption, and violence in Mexico: mapping the linkages. *Trends in organized crime*, 16(2), 195-220.

- **Video:** The Chinese Mafia (Triads) Crime Documentary History Channel  
[<https://www.youtube.com/watch?v=P-wkRkxqHc0>]

For the topic: *Gender, Ethnicity and Transnational Crime*

- Arsovska, J. (2013). From West Africa to the Balkans: Exploring Women's Roles in Transnational Organized Crime. *Trends in Organized Crime* (2013).
- Gilmer, B. (2017). Invisible Pirates: Women and the Gendered Roles of Somali Piracy. *Feminist Criminology*, available online.sDOI:i1.0.177/155708511741361
- Anderson, T. L., & Kavanaugh, P. R. (2017). Women's evolving roles in drug trafficking in the United States: new conceptualizations needed for 21st-century markets. *Contemporary drug problems*, 44(4), 339-355.
- Paoli, L., & Reuter, P. (2008). Drug trafficking and ethnic minorities in Western Europe. *European Journal of Criminology*, 5(1), 13-37.

For the topic: *Criminal Mobility*

- Arsovska, J. (2016). Strategic Mobsters or Deprived Migrants? Testing the Transplantation and Deprivation Models of Organized Crime in an Effort to Understand Criminal Mobility and Diversity in the United States. *International Migration*, 54(2), 160–175.
- Morselli, C., Turcotte, M., & Tenti, V. (2011). The mobility of criminal groups. *Global Crime*, 12(3), 165–188.

#### 4. Enrollment in past semesters:

Fall 2022

Online Asynchronous	23
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Spring 2022

In-person	9
Online Asynchronous	21

Fall 2021

In-person	15
Online Asynchronous	21

Summer 2021

Online Asynchronous	18
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Spring 2021

Online Synchronous	23
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#### 5. Does this change affect other programs?

XX No \_\_\_\_\_ Yes

If yes, what consultation has taken place?

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

**GRADUATE COURSE REVISION**

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Jay Hamilton Verónica Michel Gohar Petrossian	<a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a> <a href="mailto:vmichel@jjay.cuny.edu">vmichel@jjay.cuny.edu</a> <a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a>	

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<b>FROM</b> ( <del>strike through</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	MICJ	<b>Program</b>	MICJ
<b>Course number and title</b>	ICJ 715: Applied Research Methods in International Crime and Justice	<b>Course number and title</b>	ICJ 715: Applied Research Methods in International Crime and Justice
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Course description</b>	Applied Research Methods in International Crime and Justice (ICJ) is a skills-based course that aims to provide an overview of different research methods and the underlying logic of qualitative and quantitative analysis using primary and secondary data in comparative and global	<b>Course description</b>	Applied Research Methods in International Crime and Justice (ICJ) is a skills-based course that aims to provide an overview of different research methods and the underlying logic of qualitative and quantitative analysis using primary and secondary data in comparative and global

	<p>contexts. The course familiarizes the students with an array of research designs such as narrative research, ethnography, case studies, content analysis, survey and experiments. The course prepares students to undertake a variety of statistical analyses using a commercial statistical software package. <del>The course examines the challenges of ethical issues in conducting international crime and justice research.</del></p>		<p>contexts. The course familiarizes the students with an array of research designs such as narrative research, ethnography, case studies, content analysis, survey and experiments. The course prepares students to undertake a variety of statistical analyses using a commercial statistical software package. <u>The course examines various challenges in conducting international crime and justice research, including ethics, racism, and justice in research practices.</u></p>
<b>Student learning outcomes</b>	<p>Upon completion of this class students are expected to:</p> <ul style="list-style-type: none"> <li>• think critically and understand problems in conducting cross-cultural, comparative and international research, including ethical issues</li> <li>• understand the nature and structure of small and large international criminal justice data sets</li> <li>• critically appraise various methodologies in conducting international research</li> <li>• understand and explain concepts such as a research hypothesis, variables, levels of measurement, a unit of analysis, statistical significance, and subjectivity versus objectivity</li> <li>• understand and perform univariate and bivariate statistical analysis and create graphs, charts and tables via use of appropriate computer software such as EXCEL</li> </ul>	<b>Student learning outcomes</b>	<p>Upon completion of this class students are expected to:</p> <ul style="list-style-type: none"> <li>• think critically and understand problems in conducting cross-cultural, comparative and international research, including ethical issues</li> <li>• <u>understand racism and injustice in research practices</u></li> <li>• understand the nature and structure of small and large international criminal justice data sets</li> <li>• critically appraise various methodologies in conducting international research</li> <li>• understand and explain concepts such as a research hypothesis, variables, levels of measurement, a unit of analysis, statistical significance, and subjectivity versus objectivity</li> <li>• understand and perform univariate and bivariate statistical analysis and create graphs, charts and tables via use</li> </ul>

	<ul style="list-style-type: none"> <li>communicate data and findings clearly, orally and in writing</li> </ul>		of appropriate computer software such as EXCEL <ul style="list-style-type: none"> <li>communicate data and findings clearly, orally and in writing</li> </ul>
		<b>Effective Term</b>	

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

#### Rationale

The course description and learning outcomes require revision to reflect changing institutional values. Specially the changes demonstrate where the course supports the John Jay College's adoption of *Severn Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum*

**Topics, readings, and media reflecting the *Severn Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum* suggested for the revised ICJ 715 course syllabus.**

We recommend in the unit on “Inferential Statistics and Hypothesis Testing” include the following required reading on data visualization:

- “How not to Visualize data like a Racist” <https://datassist.com/how-not-to-visualize-like-a-racist/> **This reading will provide important tools for students to reflect on how justice-focused researchers compare, analyze, and present data.**

In addition, we recommend that the following as suggested optional readings.

- For the unit on “Challenges in Conducting International and Comparative Crime and Justice Research”
  - Garay, M. M. and Remedios, Jessica D. “A review of White-centering practices in multiracial research in social psychology” *Social and personality psychology compass* 15(10). **This optional reading will help students understand how research studies can widen injustice, as they tend to focus more on the perceptions, thoughts, and interests of white people.**
- For the unit on Quantitative Methods
  - Sabian, Jenna R. (2018) “Can you Really Measure That? Combining Critical Race Theory and Quantitative Methods” *The American Educational Research Journal*. **This article will shed light into decolonializing research.**
- For the unit on Why Study Statistics?
  - Clayton, Aubrey (2020) How Eugenics Shaped Statistics. Nautilus. Available at: <https://nautil.us/how-eugenics-shaped-statistics-9365/> **This brief history in the genesis of statistics will shed some light on how data is not objective, neutral or free of bias.**

**4. Enrollment in past semesters:**

Fall 2022

Online Synchronous 8

Online Asynchronous 16

Spring 2022

In-person 14

Online Asynchronous 22

Fall 2021

Online Asynchronous 20

**5. Does this change affect other programs?**XX No      \_\_\_\_\_ Yes

If yes, what consultation has taken place?

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date Submitted to the Office of Academic Programs: 10/20/2022**

**Date of Program Approval: 10/31/2022**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Jay Hamilton Rosemary Barberet Gohar Petrossian	<a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a> <a href="mailto:rbarberet@jjay.cuny.edu">rbarberet@jjay.cuny.edu</a> <a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a>	

**2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

<b>FROM (strikethrough the changes)</b>		<b>TO (underline changes)</b>	
<b>Program</b>	MICJ	<b>Program</b>	<u>MICJ</u>
<b>Course number and title</b>	ICJ 770 Capstone Seminar in International Criminal Justice	<b>Course number and title</b>	ICJ 770 Capstone Seminar in International Criminal Justice
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	All other core courses of the MA in International Crime and Justice (ICJ700, ICJ701, ICJ702, ICJ703, ICJ704, IJC706, ICJ715) unless exceptions have been made by the program director.	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	All other core courses of the MA in International Crime and Justice (ICJ700, ICJ701, ICJ702, ICJ703, ICJ704, IJC706, ICJ715) unless exceptions have been made by the program director.
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Course description</b>	This course will synthesize the knowledge and perfect the skills gained throughout Masters coursework and allow students to compare and contrast the multidisciplinary perspectives gained	<b>Course description</b>	This course will synthesize the knowledge and perfect the skills gained throughout Masters coursework and allow students to compare and contrast the multidisciplinary perspectives gained

	throughout their studies. The course consists of a series of in-depth case studies of research, legal cases or crime events, viewed from various disciplinary perspectives.		throughout their studies. The course consists of a series of in-depth case studies of research, legal cases, <u>international justice movements</u> or crime events, viewed from various disciplinary perspectives.
<b>Student learning outcomes</b>	<p>As the capstone seminar in the ICJ Master's Program, ICJ770 has the following goals and objectives:</p> <ul style="list-style-type: none"> <li>• To familiarize students with the various types of organizations that are relevant to international criminal justice</li> <li>• To apply knowledge and skills learned in the program to the policy formulation needs of various types of organizations related to international crime and justice</li> <li>• To adopt problem-solving skills as well as policy analysis skills to the real needs of the field of international crime and justice</li> <li>• To use evidence-based methods to draft policy</li> <li>• To integrate multidisciplinary knowledge into a workable analytical framework</li> </ul>	<b>Student learning outcomes</b>	<p>As the capstone seminar in the ICJ Master's Program, ICJ770 has the following goals and objectives:</p> <ul style="list-style-type: none"> <li>• To familiarize students with the various types of organizations that are relevant to international criminal justice <u>and international justice movements</u></li> <li>• To apply knowledge and skills learned in the program to the policy formulation needs of various types of organizations related to international crime and justice</li> <li>• To adopt problem-solving skills as well as policy analysis skills to the real needs of the field of international crime and justice</li> <li>• To use evidence-based methods to draft policy</li> <li>• To integrate multidisciplinary knowledge into a workable analytical framework</li> </ul>
		<b>Effective Term</b>	

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

The course description and learning outcomes require revision to reflect changing institutional values. Specially the changes demonstrate where the course supports the John Jay College's adoption of *Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum*.

This content of this capstone course changes with each instructor and semester. Therefore, the program faculty have no specific recommendation for readings/materials/sources to support the inclusion of the revisions. However, the program itself is dedicated to international justice and all capstone course have always contained a heavy dose of the work of international justice movements without specifically stating so.

#### **4. Enrollment in past semesters:**

Fall 2022

Online Asynchronous 8

Summer 2022

Online Asynchronous 13

Spring 2022

Online Synchronous 11

Online Asynchronous 17

Fall 2021

Online Asynchronous 22

Online Asynchronous 21

#### **5. Does this change affect other programs?**

XX No      \_\_\_\_\_ Yes

If yes, what consultation has taken place?

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

**CHANGE IN EXISTING GRADUATE COURSE**

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.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld, [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date of Program Approval: September 22, 2022**

**Date Submitted to the Office of Graduate Studies: November 7, 2022**

**Date of CGS Approval:**

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Charlotte Walker-Said	cwalker-said@jjay.cuny.edu	212-237-8758

**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

<b>FROM (<del>strike through</del> the changes)</b>		<b>TO (<u>underline</u> changes)</b>	
<b>Program</b>	M.A. in Human Rights	<b>Program</b>	M.A. in Human Rights
<b>Course number and title</b>	HR 700: Introduction to Human Rights	<b>Course number and title</b>	HR 700: Introduction to Human Rights: <u>Theory, Practice, &amp; Research</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	N/A	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	N/A
<b>Hours</b> (please specify if the course has lab hours)	45	<b>Hours</b> (please specify if the course has lab hours)	45
<b>Credits</b>	3	<b>Credits</b>	3
<b>Course description</b>	This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation of human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to	<b>Course description</b>	This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation of human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human

	human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today.		rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today. <b><u>Students will complete the course by conducting a methodical research investigation by learning to locate, extract, organize, evaluate, and present information that is relevant to a human rights topic.</u></b>
<b>Student learning outcomes</b>	<ul style="list-style-type: none"> <li>• Gain a general understanding of the legal, philosophical, and theoretical origins of international human rights</li> <li>• Understand key empirical debates over the causes of human rights violations</li> <li>• Apply international human rights law and norms to contemporary policies and practices;</li> <li>• Gain deep knowledge of a particular human rights concern of their choosing;</li> <li>• Strengthen critical reading skills, analytical ability, and written and oral communication skills</li> </ul>	<b>Student learning outcomes</b>	<ul style="list-style-type: none"> <li>• Gain a general understanding of the legal, philosophical, and theoretical origins of international human rights</li> <li>• Understand key empirical debates over the causes of human rights violations</li> <li>• Apply international human rights law and norms to contemporary policies and practices;</li> <li>• Gain deep knowledge of a particular human rights concern of their choosing <b><u>through historical, interpretive and analytical research methods;</u></b></li> <li>• Strengthen critical reading skills, analytical ability, <b><u>research techniques,</u></b> and written and oral communication skills</li> </ul>
		<b>Effective Term</b>	Spring 2023

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

We wish to more clearly identify the research skills that are developed as part of HR 700: Introduction to Human Rights. To this effect, we are revising the course title of HR 700 from “Introduction to Human Rights” to “Introduction to Human Rights: Theory, Practice, and Research.” We are also revising the course description and learning outcomes to draw out and emphasize the research skills developed within this course. A helpful grading rubric for the research paper requirement in the course makes apparent the skills and expectations for research being developed in the coursework.

### 4. Enrollment in past semesters:

This class fills to capacity every semester

### 5. Does this change affect other programs?

☒ No      ☐ Yes

If yes, what consultation has taken place?

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

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MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS  
 INTRODUCTION TO HUMAN RIGHTS : **THEORY, PRACTICE, AND RESEARCH**  
 SYLLABUS

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HR 700  
 Section 01  
 01.01 NB

**Instructor**

Dr. Susan Kang  
 Political Science Department  
 9.65.12NB  
 646-557-4664  
[skang@jjay.cuny.edu](mailto:skang@jjay.cuny.edu)  
 Office hours: Mon. 12:15-1:30 p.m. & by appt.

**Course Description**

This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation of human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today. **Students will complete the course by conducting a methodical research investigation by learning to locate, extract, organize, evaluate, and present information that is relevant to a human rights topic.**

**Learning Objectives**

**In this course, students will**

- Gain a general understanding of the legal, philosophical, and theoretical origins of international human rights
- Understand key empirical debates over the causes of human rights violations
- Apply international human rights law and norms to contemporary policies and practices;
- Gain deep knowledge of a particular human rights concern of their choosing **through historical, interpretive and analytical research methods;**
- Strengthen critical reading skills, analytical ability, **research techniques,** and written and oral communication skills

**COURSE POLICIES**

As indicated above, class participation is essential. Class participation grades will take into account a student's record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor's permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.

- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to [skang@jjay.cuny.edu](mailto:skang@jjay.cuny.edu)

### **Course Assignments and grading:**

Reaction Papers: Students will complete three reaction papers over the course of the semester. In these reaction papers, students are required to summarize, synthesize and critically analyze the assigned readings for the week. In addition, the best reaction papers will make linkages to other course topics and draw on broader themes discussed in the class. These papers will be 3-4 pages long (each worth 10 % of the grade).

Discussion leadership: In addition to three reaction papers, students will lead discussion for three class sessions, which will allow for students to work in groups. Students will communicate with the professor before class to share the key questions and discussion frameworks. In addition to “what” questions, which discuss the content of assigned readings, discussion leaders should also draw on more conceptually driven questions (i.e., how might these readings agree or disagree with universalist ideas of human rights?). Each worth 5% of the grade.

Draft research paper: Students will write an independently initiated research paper on a topic relating to the course materials. The first draft of the paper, 10-12 pages long, is due in Week 8. This paper must consider some key institution, organization, treaty, law, case or other notable issue within human rights, as applied to a broader theoretical debates within the field of human rights. The first draft will be worth 15% of the total grade.

Research paper: The final paper is due during the finals period. The paper should be 15-20 pages (not including bibliographic materials) and follow either norms of a social science or a legal research paper, including proper citations. The final draft is worth 40% of the grade

### **Grading rubric for research paper:**

	Expert (A)	Proficient (B)	Approaching Expectations (C)	Does not meet the graduate study standard D/F)
<b>Integration of Knowledge</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>Topic focus</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>Depth of discussion</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>Sources</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
<b>Citations</b>	Cites all data obtained from other sources. APA/Chicago or other standard citation style is used consistently in both text and bibliography.	Cites most data obtained from other sources. APA/Chicago/other citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

### Required Texts:

Michelline Ishay: A History of Human Rights

Belden Fields: Rethinking Human Rights for the Twentieth Century

Various articles available on Blackboard

Key web-based human rights texts

### Course Schedule

#### Week 1

Ishay: Introduction and Ch.1 (pp. 3-62)

Dembour, Marie-Bénédicte (2010): 'What Are Human Rights? Four Schools of Thought',

Human Rights Quarterly, Volume 32, Issue 1, 2010, pp. 1-20.

Floyd, Rita. 2011. "Why we need needs-based justifications of human rights." Journal of International Political Theory 7(1):103-115.

#### Week 2: Universal Declaration:

Universal Declaration of Human Rights; <http://www1.umn.edu/humanrts/instree/b1udhr.htm>

Susan Waltz, "Reclaiming and rebuilding the history of the Universal Declaration of Human Rights" *Third World Quarterly* 23:3, 437-448.

Fields, Ch. 1 and 2 (pp. 7-72)

#### Week 3: "First Generation" Rights:

The International Covenant on Civil and Political Rights <http://www2.ohchr.org/english/law/ccpr.htm>

Ishay, pp. 63-116

#### Week 4: "Second Generation" Rights:

The International Covenant on Economic, Social and Cultural Rights <http://www2.ohchr.org/english/law/cescr.htm>

Ishay, pp. 117-172

Fields, Ch. 5, pp. 133-152

Week 5: National liberation and human rights: Cultural rights and sovereignty

Ishay, pp. 173-244.

Rana, Rajat (2007): 'Symphony of Decolonisation: Third World and Human Rights Discourse', *The International Journal of Human Rights*. Volume 11, Issue 4, 2007, pp. 367-379.

Reidel, Laura (2010): 'What are Cultural Rights? Protecting Groups With Individual Rights', *Journal of Human Rights*, Volume 9, Issue 1, 2010, pp. 65-80.

Burke, Roland,

Week 6: Questions of universality

Jack Donnelly, "The Relative Universality of Rights," *Human Rights Quarterly*, 29:2 (2007): 281-306.

Cranston, Maurice. (1983). Are There Any Human Rights? *Daedalus*, 112(4), 1-17.

Tharoor, Shashi. 1999. "Are Human Rights Universal?" *World Policy Journal* 16(4): 1-6.

Bell, Daniel A. 1996. "The East Asian Challenge to Human Rights: Reflections on an East-West Dialogue." *Human Rights Quarterly* 18(3):641-667.

Qi, Zhou. 2005. "Conflicts over Human Rights between China and the US." *Human Rights Quarterly* 27(1): 105-124.

Week 7: Critiques of Human Rights-Based

A. Gourevitch, "Are Human Rights Liberal?" *Journal of Human Rights*, Vol. 8, No. 4, 2009.

Tony Evans, *The Politics of Human Rights: A Global Perspective*, 2<sup>nd</sup> edition, (London, UK: Pluto Press, 2005).

Mutua, Makau W., *Savages, Victims, and Saviors: The Metaphor of Human Rights* (2001). *Harvard International Law Journal*, Vol. 42, No. 1, pp. 201-245, 2001.

Week 8: Political Explanations for Human Rights violations:

Davenport, C., & Armstrong, D. A. (2004). Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996. *American Journal of Political Science*, 48(3), 538-554. Krain, M. (1997). State-Sponsored Mass Murder The Onset and Severity of Genocides and Politicides. *Journal of Conflict Resolution*, 41(3), 331-360.

Hafner-Burton, E. M. (2005). Trading Human Rights: How Preferential Trade Agreements Influence Government Repression. *International Organization*, 59(03), 593-629.

Richards, D. L., Gelleny, R. D., & Sacko, D. H. (2001). Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries. *International Studies Quarterly*, 45(2), 219-239.

David L. Cingranelli and David L. Richards, "Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights," *International Studies Quarterly*, 43:2 (1999), pp. 407-417.

Week 9 Psychological/Cultural Explanations for Human Rights Violations

Zimbardo, "When Good People Do Evil" *Yale Alumni Magazine*, Jan/Feb 2007, 40-47.

[http://www.yalealumnimagazine.com/issues/2007\\_01/milgram.html](http://www.yalealumnimagazine.com/issues/2007_01/milgram.html)

Gibson and Haritos-Fatouros, "The Education of a Torturer," *Psychology Today* (November 1986), 50-58.

Will H. Moore, "Repression and Dissent: Substitution, Context, and Timing," *American Journal of Political Science*, 42:3 (1998): 851-873.

Week10 Ideological Explanations: mass ideologies; elite ideologies; and the interplay of decision-making and ideology

Staub, "Individual and Group Identities in Genocide and Mass Killing," 351-359.

Staub, "The Psychology of Bystanders, Perpetrators and Heroic Helpers," 291-324.

Goldhagen, "Why They Begin," in *Worse Than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*, 59-84.

Week 11 Top-Down Approaches to Human Rights Change

DeLaet, Chapter 8, "Promoting Human Rights from the Top Down," 135-158.

Sikkink, "The Power of Principled Ideas: Human Rights Policy in the United States and Western Europe," in *Ideas and Foreign Policy: Beliefs, Institutions and Political Change*, 139-172.

Juan Mendez, "The Inter-American System of Protection: Its Contributions to the International Law of Human Rights," in *Realizing Human Rights*, 111-142.

DeLaet, Ch. 11, "Promoting Human Rights from the Bottom Up," 204-218.

Ackerman and Duvall, Ch 7 “Argentina and Chile: Resisting Repression,” in *A Force More Powerful*, 267-302.

#### Week 12: Humanitarianism and interventions

Wertheim, Stephen. 2010. “A solution from hell: The United States and the rise of humanitarian interventionism, 1991-2003.” *Journal of Genocide Research* 12(3/4):149-172.

Selections from Barnett, Michael. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca, NY: Cornell University Press.

Hehir, Aidan. 2008. “Humanitarian intervention: Past, present and future.” *Political Studies Review* 6:327-339. Bridges, K.M. 2010.

“Between aid and politics: Diagnosing the challenge of humanitarian advocacy in politically complex environments — the case of Darfur, Sudan.” *Third World Quarterly* 31(8):1251-1269.

#### Week 13 New issues: Migrants, Children, Disability

Lundberg Anna (2011): ‘The Best Interests of the Child Principle in Swedish Asylum Cases:

The Marginalization of Children's Rights’, *Journal of Human Rights Practice*, Volume 3, Issue 1, 2011, pp. 49-70.

Mégret, Frédéric (2008): ‘The Disabilities Convention: Towards a Holistic Concept of Rights’, *The International Journal of Human Rights*, Volume 12, Issue 2, 2008, pp. 261–277.

Schuster, Liza. 2010. “Turning refugees into ‘illegal migrants’: Afghan asylum seekers in Europe.” *Ethnic and Racial Studies* 34(8):1392-1407.

#### Week 14 Development and Human Rights

Ibhawoh, Bonny (2011): ‘The Right to Development: The Politics and Polemics of Power and Resistance’, *Human Rights Quarterly*, Volume 33, Issue 1, 2011, pp. 76-104.

Lundström, Sarelin, Alessandra (2007): ‘Human Rights-Based Approaches to Development Cooperation, HIV/AIDS, and Food Security’, *Human Rights Quarterly*, Volume 29, Issue 2, 2007, pp. 460-488.

Pogge, Thomas. 2005. “World Poverty and Human Rights.” *Ethics and International Affairs* 19(1). Collier, Paul. 2008. “The Politics of Hunger.” *Foreign Affairs* 87(6). Singer, Peter. 2009. “America’s

#### Resources:

University of Michigan Human Rights Advocacy and History of international Human Rights Standards

<http://humanrightshistory.umich.edu/>

University of Minnesota Human Rights Library:

<http://humanrightshistory.umich.edu/>

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

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

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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## PROGRAM IN HUMAN RIGHTS

### 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 the Human Rights Program leading to the Master of Arts Degree.

**Program Name and Degree Awarded:** Human Rights MA

**HEGIS Code:** 2299

**NY State Program Code:** 38851

**Effective term:** Fall 2021

**Date of Program Approval:** September 22, 2022

**Date of CGS approval:**

#### **Rationale for proposed changes:**

The number of students are enrolling in the Human Rights MA continues to grow rapidly and the professional ambitions as well as the academic strengths and weaknesses of our MA student population has come into clearer focus in the past year. As of September 1, 2022, the Human Rights MA has 119 enrolled MA candidates. To demonstrate our growth, in January 2020, the program had 57 enrolled students.

Because our program expanded rapidly and large numbers of students took a selection of nearly entirely new classes developed to constitute the Human Rights MA, assessments were carefully conducted to ensure that the coursework was meeting the needs of the rapidly growing Human Rights MA population. Two such assessments of the Human Rights MA students' performance in the ICJ 715 and ICJ 703 courses revealed both 1) the fundamental incongruity between what the courses' learning objectives were and what Human Rights MA students were seeking to learn to advance in the human rights profession; and 2) the level of rigor in these courses surpassed the core competencies of the majority of human rights professional degree students. These assessments were conducted by Professors Jennifer Rutledge and Charlotte Walker-Said. These professors agreed that ICJ 715 and ICJ 703 be therefore removed from the "Core Requirements" of the MA course of study and added to the list of acceptable elective courses and the Human Rights MA faculty steering committee also agreed to this change.

As part of this change, we wish to more clearly identify the research skills that are developed as part of our existing courses, notably HR 700: Introduction to Human Rights. To this effect, we are revising the course title and course description of HR 700 to be "Introduction to Human Rights: Theory, Practice, and Research." And we are also revising the course description and learning outcomes to draw out and emphasize the research skills developed within this course. A helpful grading rubric for the research paper requirement in the course makes apparent the skills and expectations for research being developed in the coursework.

Additionally, as part of this change, we also recognize of the fact that graduates of the Human Rights MA Program should have basic international law knowledge to be good human rights practitioners. Therefore, the Human Rights MA faculty steering committee also proposes a

revision of HR 702: Human Rights: International and Domestic Legal Frameworks to strengthen coursework and readings related to international law. HR 702 remains a core class (“required course”) in the Human Rights MA Program and by strengthening the international law component of this class, including the subjects of international law and the objects of international law, i.e. topics of international legal resolution, such as international human rights law, the law of the sea, international economic law and the boundaries of these regimes, we believe that international law research and knowledge will remain core competencies within the Human Rights MA. This revision offsets the forfeiture of coursework on international conventions and challenges of ethical issues in conducting international crime and justice that would result from the removal of ICJ 715 and ICJ 703 from the Human Rights MA core requirements, while eliminating the statistical analyses and statistical software training required in these courses, which are not as fundamental to the skill sets of the kinds of human rights practitioners the vast majority of our MA students aim to be.

The Human Rights MA faculty steering committee also proposes to add HR 718: Health as a Human Right and HR 713: Economic, Cultural, and Social Rights, be added to the list of Core Requirements instead of ICJ 715 and ICJ 703. These course selections reflect the significant increase in the present-day relevance of the philosophy of “Health as a Human Right” as a result of the global COVID-19 pandemic as well as the increasingly omnipresent discourse of economic rights in light of the current and ongoing global labor shortages. We believe these qualitative courses are more fundamental to core Human Rights knowledge in the current moment than ICJ 715 and ICJ 703 for our students.

Overall, the HR 718 and HR 713 courses, along with the revised HR 702 course, provide Human Rights MA students with more relevant and manageable learning opportunities that will also better support their pathways to graduation.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
<b>Requirements for the Degree Program:</b> <del>**strike through</del> what is to be changed.		<b>Requirements for the Degree Program:</b> <del>**</del> <u>underline</u> the changes.	
<b>Degree Requirements</b>  The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years of part-time study.  The program culminates for all students in HR 750: Advanced Seminar in Human Rights, in which students participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs. Students also have the option of engaging in an internship or, those with overall GPAs of 3.5 or higher and an A- or better in ICJ 715, may write a thesis with the approval of the program director. Internships and theses can count toward elective credit.		<b>Degree Requirements</b>  The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years of part-time study.  The program culminates for all students in HR 750: Advanced Seminar in Human Rights, in which students participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs. Students also have the option of engaging in an internship or, those with overall GPAs of 3.5 or higher and an A- or better in ICJ 715, may write a thesis with the approval of the program director. Internships and theses can count toward elective credit.	
<b>Core Requirements (24 credits)</b>  HR 700 Introduction to Human Rights HR 701 International Human Rights: Organizations and Institutions HR 702 Human Rights: International and Domestic Legal Frameworks <del>ICJ 703 International Criminal Law</del> HR 705 Philosophy of Human Rights HR 706 Human Rights Advocacy and Activism <del>ICJ 715 Applied Research Methods in International Crime and Justice</del> HR 750 Advanced Seminar in Human Rights		<b>Core Requirements (24 credits)</b>  <u><b>HR 700 Introduction to Human Rights: Theory, Practice, &amp; Research</b></u> HR 701 International Human Rights: Organizations and Institutions HR 702 Human Rights: International and Domestic Legal Frameworks <u><b>HR 713 Economic, Social and Cultural Rights</b></u> HR 705 Philosophy of Human Rights HR 706 Human Rights Advocacy and Activism <u><b>HR 718 Health as a Human Right</b></u> HR 750 Advanced Seminar in Human Rights	
<b>Electives (12 credits)</b>  <i>Select four courses:</i> HR 711 Human Rights and Humanitarianism HR 712 Civil and Political Rights and Civil Liberties <del>HR 713 Economic, Social and Cultural Rights</del> HR 714 Human Rights and Corporate Social Responsibilities <del>HR 718 Health as a Human Right</del>		<b>Electives (12 credits)</b>  <i>Select four courses:</i> HR 711 Human Rights and Humanitarianism HR 712 Civil and Political Rights and Civil Liberties <u><b>ICJ 703 International Criminal Law</b></u> HR 714 Human Rights and Corporate Social Responsibilities <u><b>ICJ 715 Applied Research Methods in International Crime and Justice</b></u>	

PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy CRJ 765 Social Movements, Revolution, and Terrorism CRJ 778 Victimology PSY 705 Victimology CRJ 754/PAD 754 Investigative Techniques FOS 761 Forensic Anthropology: Osteological & Genetic Identification PAD 718 International Public Policy and Administration HR 780 Internship in Human Rights ICJ 703 International Criminal Law ICJ 704 Crime, Justice, and Cultural Struggles ICJ 705 Human Rights and Counterterrorism ICJ 706 Transnational Crime ICJ 715 Applied Research Methods in International Crime and Justice ICJ 730 Human Trafficking CRJ 744 Terrorism and Politics CRJ 784 Organized Crime		PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy CRJ 765 Social Movements, Revolution, and Terrorism CRJ 778 Victimology PSY 705 Victimology CRJ 754/PAD 754 Investigative Techniques FOS 761 Forensic Anthropology: Osteological & Genetic Identification PAD 718 International Public Policy and Administration HR 780 Internship in Human Rights ICJ 703 International Criminal Law ICJ 704 Crime, Justice, and Cultural Struggles ICJ 705 Human Rights and Counterterrorism ICJ 706 Transnational Crime ICJ 715 Applied Research Methods in International Crime and Justice ICJ 730 Human Trafficking CRJ 744 Terrorism and Politics CRJ 784 Organized Crime <u>HR 790: Social Entrepreneurship Lab: Practicum and Fundraising Tutorial</u>	
<b>Sub-total</b> 24 <b>Electives</b> 12 <b>Total credits required:</b> 36		<b>Sub-total</b> 24 <b>Electives</b> 12 <b>Total credits required:</b> 36	

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.

**Does this change affect any other program?**

☒ No      ☐ Yes

If yes, what consultation has taken place?

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

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MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS  
 INTRODUCTION TO HUMAN RIGHTS : **THEORY, PRACTICE, AND RESEARCH**  
 SYLLABUS

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HR 700  
 Section 01  
 01.01 NB

**Instructor**

Dr. Susan Kang  
 Political Science Department  
 9.65.12NB  
 646-557-4664  
[skang@jjay.cuny.edu](mailto:skang@jjay.cuny.edu)  
 Office hours: Mon. 12:15-1:30 p.m. & by appt.

**Course Description**

This course serves as an introduction to human rights in theory and practice, with special attention to political science and international legal theories on international norms and state behavior. This includes a historical overview on the development (and struggle) over the creation of human rights in the twentieth century, key controversies over human rights, particularly issues relating to cultural and regional differences, and the divisions and hierarchies within human rights. In addition, this course will cover the competing philosophical and political traditions that have contributed to human rights and their development. Students will also become familiarized with key international human rights documents- both legal and quasi legal and consider the ways in which human rights informs contemporary political events today. **Students will complete the course by conducting a methodical research investigation by learning to locate, extract, organize, evaluate, and present information that is relevant to a human rights topic.**

**Learning Objectives**

**In this course, students will**

- Gain a general understanding of the legal, philosophical, and theoretical origins of international human rights
- Understand key empirical debates over the causes of human rights violations
- Apply international human rights law and norms to contemporary policies and practices;
- Gain deep knowledge of a particular human rights concern of their choosing **through historical, interpretive and analytical research methods**;
- Strengthen critical reading skills, analytical ability, **research techniques**, and written and oral communication skills

**COURSE POLICIES**

As indicated above, class participation is essential. Class participation grades will take into account a student's record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance.

Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor's permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

All email communication should be directed to [skang@jjay.cuny.edu](mailto:skang@jjay.cuny.edu)

### **Course Assignments and grading:**

Reaction Papers: Students will complete three reaction papers over the course of the semester. In these reaction papers, students are required to summarize, synthesize and critically analyze the assigned readings for the week. In addition, the best reaction papers will make linkages to other course topics and draw on broader themes discussed in the class. These papers will be 3-4 pages long (each worth 10 % of the grade).

Discussion leadership: In addition to three reaction papers, students will lead discussion for three class sessions, which will allow for students to work in groups. Students will communicate with the professor before class to share the key questions and discussion frameworks. In addition to "what" questions, which discuss the content of assigned readings, discussion leaders should also draw on more conceptually driven questions (i.e., how might these readings agree or disagree with universalist ideas of human rights?). Each worth 5% of the grade.

Draft research paper: Students will write an independently initiated research paper on a topic relating to the course materials. The first draft of the paper, 10-12 pages long, is due in Week 8. This paper must consider some key institution, organization, treaty, law, case or other notable issue within human rights, as applied to a broader theoretical debates within the field of human rights. The first draft will be worth 15% of the total grade.

Research paper: The final paper is due during the finals period. The paper should be 15-20 pages (not including bibliographic materials) and follow either norms of a social science or a legal research paper, including proper citations. The final draft is worth 40% of the grade

### Grading rubric for research paper:

	Expert (A)	Proficient (B)	Approaching Expectations (C)	Does not meet the graduate study standard D/F)
<b>Integration of Knowledge</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>Topic focus</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>Depth of discussion</b>	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
<b>Sources</b>	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
<b>Citations</b>	Cites all data obtained from other sources. APA/Chicago or other standard citation style is used consistently in both text and bibliography.	Cites most data obtained from other sources. APA/Chicago/other citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

**Required Texts:**

Michelline Ishay: A History of Human Rights  
 Belden Fields: Rethinking Human Rights for the Twentieth Century  
 Various articles available on Blackboard  
 Key web-based human rights texts

**Course Schedule****Week 1**

Ishay: Introduction and Ch.1 (pp. 3-62)  
 Dembour, Marie-Bénédicte (2010): 'What Are Human Rights? Four Schools of Thought',  
 Human Rights Quarterly, Volume 32, Issue 1, 2010, pp. 1-20.  
 Floyd, Rita. 2011. "Why we need needs-based justifications of human rights." Journal of International Political Theory 7(1):103-115.

**Week 2: Universal Declaration:**

Universal Declaration of Human Rights; <http://www1.umn.edu/humanrts/instree/b1udhr.htm>  
 Susan Waltz, "Reclaiming and rebuilding the history of the Universal Declaration of Human Rights" *Third World Quarterly* 23:3, 437-448.  
 Fields, Ch. 1 and 2 (pp. 7-72)

**Week 3: "First Generation" Rights:**

The International Covenant on Civil and Political Rights <http://www2.ohchr.org/english/law/ccpr.htm>  
 Ishay, pp. 63-116

**Week 4: "Second Generation" Rights:**

The International Covenant on Economic, Social and Cultural Rights <http://www2.ohchr.org/english/law/cescr.htm>  
 Ishay, pp. 117-172  
 Fields, Ch. 5, pp. 133-152

**Week 5: National liberation and human rights: Cultural rights and sovereignty**

Ishay, pp. 173-244.  
 Rana, Rajat (2007): 'Symphony of Decolonisation: Third World and Human Rights Discourse', *The International Journal of Human Rights*. Volume 11, Issue 4, 2007, pp. 367-379.  
 Reidel, Laura (2010): 'What are Cultural Rights? Protecting Groups With Individual Rights', *Journal of Human Rights*, Volume 9, Issue 1, 2010, pp. 65-80.  
 Burke, Roland,

### Week 6: Questions of universality

- Jack Donnelly, "The Relative Universality of Rights," *Human Rights Quarterly*, 29:2 (2007): 281-306.
- Cranston, Maurice. (1983). Are There Any Human Rights? *Daedalus*, 112(4), 1-17.
- Tharoor, Shashi. 1999. "Are Human Rights Universal?" *World Policy Journal* 16(4): 1-6.
- Bell, Daniel A. 1996. "The East Asian Challenge to Human Rights: Reflections on an East-West Dialogue." *Human Rights Quarterly* 18(3):641-667.
- Qi, Zhou. 2005. "Conflicts over Human Rights between China and the US." *Human Rights Quarterly* 27(1): 105-124.

### Week 7: Critiques of Human Rights-Based

- A. Gourevitch, "Are Human Rights Liberal?" *Journal of Human Rights*, Vol. 8, No. 4, 2009.
- Tony Evans, *The Politics of Human Rights: A Global Perspective*, 2<sup>nd</sup> edition, (London, UK: Pluto Press, 2005).
- Mutua, Makau W., *Savages, Victims, and Saviors: The Metaphor of Human Rights* (2001). *Harvard International Law Journal*, Vol. 42, No. 1, pp. 201-245, 2001.

### Week 8: Political Explanations for Human Rights violations:

- Davenport, C., & Armstrong, D. A. (2004). Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996. *American Journal of Political Science*, 48(3), 538-554.
- Krain, M. (1997). State-Sponsored Mass Murder The Onset and Severity of Genocides and Politicides. *Journal of Conflict Resolution*, 41(3), 331-360.
- Hafner-Burton, E. M. (2005). Trading Human Rights: How Preferential Trade Agreements Influence Government Repression. *International Organization*, 59(03), 593-629.
- Richards, D. L., Gelleny, R. D., & Sacko, D. H. (2001). Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries. *International Studies Quarterly*, 45(2), 219-239.
- David L. Cingranelli and David L. Richards, "Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights," *International Studies Quarterly*, 43:2 (1999), pp. 407-417.

### Week 9 Psychological/Cultural Explanations for Human Rights Violations

- Zimbardo, "When Good People Do Evil" *Yale Alumni Magazine*, Jan/Feb 2007, 40-47.
- [http://www.yalealumnimagazine.com/issues/2007\\_01/milgram.html](http://www.yalealumnimagazine.com/issues/2007_01/milgram.html)
- Gibson and Haritos-Fatouros, "The Education of a Torturer," *Psychology Today* (November 1986), 50-58.
- Will H. Moore, "Repression and Dissent: Substitution, Context, and Timing," *American Journal of Political Science*, 42:3 (1998): 851-873.

### Week10 Ideological Explanations: mass ideologies; elite ideologies; and the interplay of decision-making and ideology

- Staub, "Individual and Group Identities in Genocide and Mass Killing," 351-359.
- Staub, "The Psychology of Bystanders, Perpetrators and Heroic Helpers," 291-324.
- Goldhagen, "Why They Begin," in *Worse Than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*, 59-84.

### Week 11 *Top-Down Approaches to Human Rights Change*

DeLaet, Chapter 8, “Promoting Human Rights from the Top Down,” 135-158.

Sikkink, “The Power of Principled Ideas: Human Rights Policy in the United States and Western Europe,” in *Ideas and Foreign Policy: Beliefs, Institutions and Political Change*, 139-172.

Juan Mendez, “The Inter-American System of Protection: Its Contributions to the International Law of Human Rights,” in *Realizing Human Rights*, 111-142.

DeLaet, Ch. 11, “Promoting Human Rights from the Bottom Up,” 204-218.

Ackerman and Duvall, Ch 7 “Argentina and Chile: Resisting Repression,” in *A Force More Powerful*, 267-302.

### Week 12: Humanitarianism and interventions

Wertheim, Stephen. 2010. “A solution from hell: The United States and the rise of humanitarian interventionism, 1991-2003.”

*Journal of Genocide Research* 12(3/4):149-172.

Selections from Barnett, Michael. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca, NY: Cornell University Press.

Hehir, Aidan. 2008. “Humanitarian intervention: Past, present and future.” *Political Studies Review* 6:327-339. Bridges, K.M. 2010.

“Between aid and politics: Diagnosing the challenge of humanitarian advocacy in politically complex environments — the case of Darfur, Sudan.” *Third World Quarterly* 31(8):1251-1269.

### Week 13 New issues: Migrants, Children, Disability

Lundberg Anna (2011): ‘The Best Interests of the Child Principle in Swedish Asylum Cases:

The Marginalization of Children's Rights’, *Journal of Human Rights Practice*, Volume 3, Issue 1, 2011, pp. 49-70.

Mégret, Frédéric (2008): ‘The Disabilities Convention: Towards a Holistic Concept of Rights’, *The International Journal of Human Rights*, Volume 12, Issue 2, 2008, pp.

261–277.

Schuster, Liza. 2010. “Turning refugees into ‘illegal migrants’: Afghan asylum seekers in Europe.” *Ethnic and Racial Studies* 34(8):1392-1407.

### Week 14 Development and Human Rights

Ibhawoh, Bonny (2011): ‘The Right to Development: The Politics and Polemics of Power and Resistance’, *Human Rights Quarterly*, Volume 33, Issue 1, 2011, pp. 76-104.

Lundström, Sarelin, Alessandra (2007): ‘Human Rights-Based Approaches to Development Cooperation, HIV/AIDS, and Food Security’, *Human Rights Quarterly*, Volume 29, Issue 2, 2007, pp. 460-488.

Pogge, Thomas. 2005. “World Poverty and Human Rights.” *Ethics and International Affairs* 19(1). Collier, Paul. 2008. “The Politics of Hunger.” *Foreign Affairs* 87(6). Singer, Peter. 2009. “America’s

## Resources:

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- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

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(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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**HR 702: HUMAN RIGHTS:  
INTERNATIONAL AND DOMESTIC LEGAL FRAMEWORKS**

<b>Professor</b>	Dr. Verónica Michel or Charlotte Walker-Said	<b>Phone</b>	212-621-3733/ 212-237-8758
<b>Office</b>	Department of Political Science NB: 9.65.30 Department of Africana Studies NB: 9.29.10	<b>E-mail</b>	<a href="mailto:vmichel@jjay.cuny.edu">vmichel@jjay.cuny.edu</a> <a href="mailto:cwalker-said@jjay.cuny.edu">cwalker-said@jjay.cuny.edu</a>
<b>Office Hours</b>	Tuesdays 3-4 pm Or by appointment	<b>Turnitin.com information</b>	Class ID: XXXX Password: hr_law

### **COURSE DESCRIPTION**

This course examines the domestic and international legal frameworks and institutions that support human rights practice. The aim is to understand the various legal resources that exist at the domestic and international level for the promotion and protection of human rights worldwide. At the international level, the course will focus on key international human rights treaties, the work of treaty bodies, special procedures, and special rapporteurs. At the domestic level, the course will focus on domestic law, institutions, treaty implementation, and the role of transnational activists in promoting domestic human rights protections. Students will also learn about evolution legal and quasi legal institutions to promote human rights at the global, regional, and domestic level.

### **PREREQUISITES: None**

### **COURSE GOALS AND OBJECTIVES**

This course will allow students to understand the interaction and complementarity between the legal frameworks at the domestic and international level for the protection and promotion of human rights. The emphasis will be on the legal norms that constitute human rights law, as well as on the legal procedures and institutions that have developed to protect these norms.

**The course will explore the fundamentals of international law, including international human rights law, the law of the sea, and international economic law.** The central goal of the course is to familiarize students with international human rights law and with a broad range of analytical tools to enable them to think critically about how to understand the practice of human rights. **As part of this, students will conduct research on international judicial bodies with jurisdiction over particular international human rights law matters, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights, the African Court of Human and People's Rights, and the Inter-American Court of Human Rights.** The course also explores domestic and international criminal procedure law, as well as substantive areas of international law such as the law of armed conflict, humanitarian law, human rights law, and international criminal law.

In this course students will learn to:

- Identify and explain the basic structure of International Human Rights law
- Recognize and assess the different types of criminal human rights procedure at the domestic/international level
- **Be familiar with rulings and precedents of the many international judicial bodies with jurisdiction over international human rights matters**
- Evaluate the current existing remedies available for human rights victims, as well as the processes through which human rights claims move from the domestic to the international arena
- Apply international legal concepts to international political problems through the use of case studies; and
- Analyze case situations and evaluate the most effective method to prevent human rights violations or improve human rights protection.

#### REQUIRED READINGS

The textbook will be available at the John Jay College Bookstore. I recommend that you buy a used copy or rent the text from the bookstore.

- Weissbrodt, D. S., Ni Aolain, F., Fitzpatrick, J., & Newman, F. C. (2009). *International human rights: law, policy, and process* (4th ed.). Newark: NJ: LexisNexis.

#### SUPPLEMENTARY TEXTS/ADDITIONAL RESOURCES

- Shirley V. Scott, *International Law & Politics: Key Documents* (Lynne Rienner).

#### COURSE POLICIES

##### *Emails and contact*

- Check your email and Blackboard (BB) regularly: I will be posting on BB the instructions for all assignments, and I will be sending important email messages throughout the semester. It will be your responsibility to read these communications.
- I will be available to students ONLY during my office hours, by email, or by appointment. Failure to show up for an appointment without proper notice will be penalized by one point of your final grade.
- *If you send me an email please be aware that it will take me between 24-48 hrs. to reply. Also, I will not respond to an email with questions that can be found in this syllabus or through Blackboard.*

##### *Grade disputes: the “48 hour claim rule”*

Students are always welcome to discuss the grades of their assignments with me. If you wish to dispute your grade, however, you must wait 48 hours after the assignment was returned to you. Then, to dispute your grade you must submit a 1 page (max.) written reflection attached to a copy of your assignment (you keep the original). In this reflection you must provide an explanation of your claim as clearly as possible, providing supporting arguments (taken from lecture notes and/or readings).

***Incompletes***

No incompletes will be given.

***Academic dishonesty policy***

While student collaboration is encouraged, students must author their own written work. Both cheating and plagiarism will not be tolerated in this class. Plagiarism and cheating will result in a failing grade in the assignment or expulsion from the course. No exceptions will be made.

- Most assignments will be submitted to [www.turnitin.com](http://www.turnitin.com). You will need to create an account in the website and then add the course by entering the course ID and password (info is on the first page of the syllabus).
- Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality.
- Assignments that have a low originality score will be reported and will result in failure in the assignment or the course.

**COURSE REQUIREMENTS AND GRADING**

This class is a graduate-level seminar/lecture hybrid course. It is essential for students to complete the reading prior to the class meeting. **Students must come prepared** for class and be ready to participate in class activities and exercises.

An A grade reflects excellent (outstanding) work, a B good (average) work, and a C only satisfactory work. *There are NO extra credits in this class.*

If at any point during the semester you feel you are having trouble with the assignments, the readings, or the course, please come talk to me as early as possible.

Final grades will be determined as follows:

- Attendance/participation 10%
- Case study papers 50%
- Moot court 40%

**WHAT'S IN THE NAME: HUMAN RIGHTS LAW?****WEEK 1 Introduction to Human Rights Law International Law**

- Weisbrodt, et.al. (2009) "Chapter 1 Introduction to International Human Rights,
- Marguerite, T. (2013) "International criminal law and human rights" In: Schabas W. and N. Bernaz (editors) *Routledge Handbook of International Criminal Law*. NY: Routledge, p. 435-452.

- **Georgetown University Law Center, “A Guide to the Basics of International Law,”**  
<https://www.law.georgetown.edu/wp-content/uploads/2019/08/A-Guide-to-the-Basics-of-Intl-Law.pdf>.

#### WEEK 2 Basis of Obligation in International Law

- Donnelly, J. (2003) “Chapter 2: The Universal Declaration Model” In: *Universal Human Rights in Theory and Practice*. Ithaca, NY: Cornell University, p. 22-37.
- Andrew Clapham, chapter II “Basis of Obligation in International Law,” in *Brierly’s Law of Nations*, 7<sup>th</sup> edition, 41-100.
  - Read the entire chapter but place careful emphasis on pages 41-77 and just read lightly/skim the remainder of the chapter.
- Selected HR Instruments: refer to BB.
- In-class Quiz: sources of law, types of human rights, differences between international criminal law and international human rights law (no book but open note)

#### WEEK 3: Ratification and Implementation of HR Treaties

- Vienna Convention on the Law of Treaties (1969)
- Weissbrodt et.al., (2009) Chapter 3 “Ratification and Implementation of Treaties”
- **Eric Neumayer, “Do International Human Rights Treaties Improve Respect for Human Rights?” *The Journal of Conflict Resolution*, Vol. 49, No. 6 (Dec, 2005): 925-953.**
- **United Nations Office of Legal Affairs, “United Nations—International Criminal Court Cooperation,” Rome Statute of the International Criminal Court, [https://www.un.org/ola/en/content/un\\_icc\\_cooperation](https://www.un.org/ola/en/content/un_icc_cooperation).**

#### WEEK 4: State Reporting of Human Rights Practices

- Weissbrodt, et.al. (2009) Chapter 4 “State Reporting Under International Human Rights Treaties; Cultural Relativism”

### **HUMAN RIGHTS: DOMESTIC AND INTERNATIONAL LEGAL FRAMEWORKS**

#### WEEK 6: Human Rights Protections at the Domestic Level

- Simmons, B. (2009) “Theories of Compliance” In: *Mobilizing for Human Rights*. New York: Cambridge University Press.
- Oquendo, A. (2008) *The Solitude of Latin America: The Struggle for Rights South of the Border* *Texas International Law Journal*

#### WEEK 5: Human Rights Protections at the Regional Level

- Donnelly, J. (2003) “Chapter 8: International Human Rights Regimes” In: *Universal Human Rights in Theory and Practice*. Ithaca, NY: Cornell University.

- Weissbrodt, et.al. (2009) “Chapter 5 Women’s Human Rights- Individual Complaint Procedures Under International Human Rights Treaties”
- Rhona K.M. Smith, “Regional Human Rights Mechanisms,” 86-95

#### WEEK 6: Human Rights Protection through the UN Charter and International Law Treaties on Civilian Protections

- Wessbrodt, et.al. (2009) “Chapter 6: What UN Charter-Based Procedures are Available for Violations of Human Rights?”
- UN Charter, <http://www.un.org/en/documents/charter/> (Be sure to take careful notes)
  - Preamble
  - Ch I: Purposes (Articles 1-2)
  - Ch V: The Security Council (Articles 23-32)
  - Ch VI: The Pacific Settlement of Disputes (Articles 33-38)
  - Ch VII: Action with respect to threats to the peace, breaches of the peace and acts of aggression (Articles 39-51)
- In-class: Quiz on the UN Charter
- 

#### WEEK 7: Security Council & International Humanitarian Law

- Weissbrodt, et.al. (2009) “Chapter 7: Humanitarian Intervention and Procedures to Prevent and Halt Massive Human Rights Violations”
- International Committee for the Red Cross (ICRC), *International Humanitarian Law: Answers to your Questions* (ICRC: Geneva, 2002), 1-40.
- Cullen, A. (2013) “War Crimes” In: Schabas W. and N. Bernaz (editors) *Routledge Handbook of International Criminal Law*. NY: Routledge,

### **HUMAN RIGHTS VIOLATIONS: SEEKING ACCOUNTABILITY**

#### WEEK 8: Struggles for Human Rights Accountability in Domestic Jurisdictions

- Michel & Sikkink (2013) The Participation Rights of Victims and Human Rights Prosecutions *Law and Society Review*
- Weissbrodt, etl.al. (2009) “Chapter 8: How can Human Rights Violators Be Held Accountable”

#### WEEK 9: International Tribunals: Nuremberg, Tokyo, and Yugoslavia

- Mettraux, Guenael, “Trial at Nuremberg,” in Schabas and Bernaz, *Routledge Handbook of International Criminal Law*, 5-16. (CW)
- Boister, Neil, “The Tokyo Trial,” in in Schabas and Bernaz, *Routledge Handbook of International Criminal Law*, 17-32. (CW)
- Convention on the Prevention and Punishment of Genocide

- **Christopher Greenwood, “The International Tribunal for Former Yugoslavia,” *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 69, No. 4 (Oct., 1993), pp. 641-655.**

#### WEEK 10: Individual Criminal Accountability in ad hoc Tribunals

- Benjamin Schiff, “River of Justice,” 14-41 in *Building the International Criminal Court*.1
- Scharf, Michael and Margaux Day, “The ad hoc international criminal tribunals: launching a new era of accountability,” in Schabas and Bernaz, *Routledge Handbook of International Criminal Law*, 51-66.
- Security Council Resolution 827 (1993)
- **Monroe Leigh, “The United States and the Statute of Rome,” *The American Journal of International Law*, Vol. 95, No. 1 (Jan., 2001), pp. 124-131.**

#### WEEK 11: THE ICC

- Scheffer, D. (2013) “The International Criminal Court” in Schabas and Bernaz, *Routledge Handbook of International Criminal Law*, p. 67-84.
- Marlene Wind, “Challenging Sovereignty? The USA and the Establishment of the International Criminal Court,” *Ethics and Global Politics*, 2:2 (2009), 83-102.
- In-class Film: International Criminal Court, Institutional Video, 25 minutes

<http://www.youtube.com/watch?v=UYg0JzsmQ3o>

- Coalition for the International Criminal Court (CICC) fact sheet, “Overview of US Opposition to the ICC,” 2 page document.

#### WEEK 12: “Foreign Trials” and Universal Jurisdiction

- Reydam, L (2013) “The Rise and Fall of Universal Jurisdiction” In Schabas and Bernaz, *Routledge Handbook of International Criminal Law*, p. 337-355
- Kemp, S. “The Criminal Investigation and Its Relationship to Jurisdiction, Extradition, Co-operation, and Criminal Policy” in: J. Almqvist and C. Esposito *The Role of Courts in Transitional Justice*. NJ: Routledge, 210-240.
- Naomi Roht-Arriaza, chapter 4, “The Multiple Prosecutions of Augusto Pinochet” in *Prosecuting Heads of State*, 77-94.

#### WEEK 13: “Foreign Trials: Tort Law and Domestic Remedies within the US

- Weissbrodt, et.al. (2009) “Chapter 13: Domestic Remedies for Human Rights Violations within the US” read sections A, B, C
- Weissbrodt, et.al. (2009) “Chapter 14: US Adjudicative Remedies for Violations Under the Alien Tort Statute” read section F
- Stephens, B. (2002) Translating Filartiga: A comparative and International law analysis of Domestic Remedies for International Human Rights Violations *The Yale Journal of International Law* 27(1): 1-57.

#### WEEK 14:

- Moot court

- Final paper due

## ASSIGNMENTS GUIDELINES

### Writing Case Papers:

A case is a story. Cases recount—as objectively and meticulously as possible—real (or realistic) events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case (be they foreign policy decision makers, medical doctors, or government officials). As they “inhabit” a case, students must tease out key components from the real messiness of contradictory and complicated information. Cases compel students to:

- distinguish pertinent from peripheral information,
- identify the problem(s) at hand and define its context and parameters,
- identify a set of possible solutions,
- formulate strategies and recommendations for action,
- make decisions, and
- confront obstacles to implementation.

In this course we will use both retrospective and decision-forcing cases.

A *retrospective* or *narrative* case presents a comprehensive history of a problem—complete with multiple actors, contending interests, and the *real* outcome; students identify alternative options and analyze why this outcome resulted, when other—possibly “better” solutions—existed.

A *decision-forcing* case stops short of revealing the outcome, thus forcing students to identify and assess the range of possible options for action. Typically, these cases have an “Epilogue,” which tells “the rest of the story”; again, students analyze why this was what happened.

Due Date: SEE BB.

### Objective:

- To apply a theory or concept to a real situation.
- To generate animated class discussion.
- To allow you to explore a problem by sorting out relevant facts, developing logical conclusions and presenting them to your peers.
- To familiarize you the problems that real life policy makers face including coping with ambiguity and decision-making in complex situations.
- To help you develop your analytical and problem solving skills.

Requirements:

- Case papers are between 4-6 pages long – see directions below on specific cases (12 point font, double spaced with 1 inch margins).
- I am not asking you to write how you personally would respond to these cases. I am asking you to put yourself in the shoes of an international political-legal expert working within the tradition of international law, and to make judgments based on that role. You should first draw on widely shared legal norms, custom and treaties to inform your analysis. Only after that, may you provide personal and/or political commentary on the case the relevant moral and legal standards under discussion. Given this class is about the intermingling of politics and law it may be useful to follow your legal analysis with a political analysis and see how they relate to one another and whether or not your recommendation varies any when political considerations are explicitly taken into account.
- Follow the directions for each specific case outlined below.

Evaluation:

- Evidence of a clear thesis statement that is well supported in a coherent and persuasive essay that is responsive to the assigned question or topic.
- Very good writing which includes proper spelling, good grammar and appropriate prose and uses citation correctly and where needed.
- Thoughtful engagement of legal concepts while paying attention to political practice.

**Case Paper 1:****The Extraordinary Rendition of Abu Omar: Ethics and the War on Terror)**

- Write a 4-6 page essay in which you answer the question of whether the struggle against violent Islamic extremism is best understood and addressed as a war (guided by the laws of war and international humanitarian law) or as a particularly virulent form of crime (guided by an international criminal law framework). Be sure to also address what tools are most appropriately used by states in the response. Your answer should draw on the bodies of international humanitarian law, international criminal law and international human rights law and be able to distinguish between them.

**Case Paper 2: US Military Personnel and the ICC**

- Write this essay from the perspective of your assigned role (as either Secretary of State, Secretary of Defense or the Attorney General) and advise the President of the right course of action, as you see it. This should be a persuasive essay in which there is a clear, succinct and easily discernible course of action being advocated for (clear thesis). You must provide convincing evidence and/or arguments to support your position. Be sure to consider both long- and short-term and domestic and international ramifications of the course of action that you are advocating.

## Assessment Report, Human Rights MA

### ICJ 703

*Report prepared by Prof. Jennifer Rutledge*

#### Introduction:

ICJ 703, International Criminal Law is one of the required core courses in the Human Rights Masters program and is also a required course for the ICJ Masters Program. The course description is as follows:

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. (John Jay Bulletin)

One section is usually offered each semester in person while one to two sections are offered online. The course is primarily taught on a rotating basis by full-time faculty from Political Science.

ICJ 703 is being used this year, 2020-2021, to assess Program Learning Objective One, Knowledge, listed below:

1. ***Knowledge:*** *Students will demonstrate knowledge in the key scholarly knowledge areas of human rights.*

Students are expected to:

- Demonstrate a thorough understanding of the legal, philosophical, and theoretical origins of human rights;
- Demonstrate knowledge of the fundamental international, regional, and domestic human rights laws, standards, norms, and institutions;
- Demonstrate knowledge of the international, regional and domestic human rights organizations;
- Demonstrate knowledge of transnational and local human rights advocacy

#### Direct Assessment

The assessment of this course was conducted by randomly sampling half of the final research papers from the in-person Fall 2020 semester and half of the final papers from an online section of the Spring 2021 semester for a sample size of 20. These papers were then assessed using Knowledge Assessment rubric, attached in the Appendix.

Assessment results for the Program's Learning Objectives are reported below:

<b>Results for Learning Outcome 1: <i>Knowledge</i></b>			
<b><i>Item</i></b>	<b><i>Exceeds Expectations</i></b>	<b><i>Meets Expectations</i></b>	<b><i>Fails to Meet Expectations</i></b>
<b>Legal, philosophical, and theoretical origins of human rights.</b>	20%	50%	30%
<b>Knowledge of human rights laws, standards, norms and institutions.</b>	60%	25%	15%
<b>Knowledge of human rights organizations.</b>	0%	35%	65%
<b>Knowledge of human rights advocacy.</b>	10%	45%	45%

#### **Discussion and Recommendations:**

Assessment results are very positive with regard to legal, philosophical and theoretical origins of human rights, as well as knowledge of human rights laws. This is not surprising considering the focus of the class is on law. However, results are less promising when we turn to knowledge of human rights organization and advocacy, which is also not surprising considering the focus of the course on law. Based on these results we might consider whether or not this class is appropriate as a required course in the program; while international criminal law inevitably discusses human rights issues, particularly in the consideration of human rights abuses, war crimes and humanitarian law, the class itself is focused on legal resolutions to these issues rather than human rights advocacy approaches. A reconsideration of this class' place in the program shall be discussed at the fall governance meeting, based on these results.

#### **Appendix:**

<b>Rubric for Learning Outcome 1: Knowledge</b>			
<b><i>Item</i></b>	<b><i>Exceeds Expectations</i></b>	<b><i>Meets Expectations</i></b>	<b><i>Fails to Meet Expectations</i></b>
<b>Legal, philosophical, and theoretical origins of human rights.</b>	<p>The work demonstrates deep understanding.</p> <p>Deep understanding is demonstrated through recognition of assumptions and limitations of the mechanisms.</p>	<p>The work demonstrates basic understanding.</p> <p>Basic understanding is demonstrated through full and accurate statement or descriptions.</p>	<p>The work demonstrates less than basic understanding.</p> <p>Mechanisms and processes are misstated, not mentioned in the work, or described incompletely.</p>
<b>Knowledge of human rights laws, standards, norms and institutions.</b>	The work demonstrates deep understanding.	The work demonstrates basic understanding.	The work demonstrates less than basic understanding.
<b>Knowledge of human rights organizations.</b>	The work demonstrates deep understanding.	The work demonstrates basic understanding.	The work demonstrates less than basic understanding.
<b>Knowledge of human rights advocacy.</b>	The work demonstrates deep understanding.	The work demonstrates basic understanding.	The work demonstrates less than basic understanding.

## PROGRAM IN FORENSIC SCIENCE

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 Forensic Science leading to the Master's Degree.

**Program Name and Degree Awarded:** Masters in Forensic Science Program

**HEGIS Code:** 1999.20

**NY State Program Code:** 02526

**Effective term:** Fall 2023

**Date of Program Curriculum Committee approval:** May 16, 2022 (Removal of the Physical Chemistry Admissions Requirement) and October 3, 2022 (Removal of the GRE Admissions Requirement)

**Date of CGS approval:**

**Rationale for proposed changes:** Removal of the Physical Chemistry Admissions Requirement

Physical Chemistry is currently on the list of 13 undergraduate courses we require for admission to our MS-FOS graduate program. Conditionally admitted students are allowed to complete up to three out of the 13 courses concurrently to their graduate coursework. The physical chemistry requirement prevents most undergraduates with a biological sciences degree from gaining full admission. The content covered in physical chemistry is also subject of general chemistry and physics courses that are also required. We would like to make the program more attractive to a broader range of STEM undergraduates and would like to remove the Physical Chemistry requirement.

In the Spring of 2022 we reviewed our admissions process and tried to determine if our physical chemistry prerequisite requirement, which other schools do not have, is impacting our enrollment numbers. We summarized our findings to the committee members during our April 25, 2022, curriculum meeting.

Our FEPAC accreditation does not require Physical Chemistry as a mandatory program requirement. Most other FEPAC-accredited programs, e.g. Boston University and West Virginia University do not list the class as a requirement. Compared to other FEPAC accredited programs the John Jay MS-FOS degree has the longest list of prerequisites (13 courses, while others have 8-10). Of the 101 students who declined our offer of conditional admission, 44.5% were missing Physical Chemistry. We suspect many of these students went on to other programs, where they would not have to take this class. Based on this data set we believe that removing Physical Chemistry from the pre-requisite list will likely increase the number of students who meet our requirements, may choose to apply, and may accept our offer.

The curriculum committee discussed the relationship between Physical Chemistry coursework and the academic rigors of our core Instrumental analysis class. Based on one of our senior Instrumental Analysis professors, the more in-depth information on nuclear chemistry taught in Physical chemistry is not critical for successfully completing the Instrumental Analysis class. This is confirmed by the program director's experience with many conditionally accepted students who do not complete Physical Chemistry until after having taken Instrumental Analysis.

There is no indication that not having completed Physical Chemistry will prevent students from successfully completing the MS on Forensic Science and we would like to remove this pre-requisite effective Fall 2023.

### **Rationale for proposed changes: Removal of the GRE Admissions Requirement**

For the fall 2020 and 2021 admission cycles we had waived the GRE due to COVID-19 without any noticeable adverse effect on the admission process and the quality of the incoming students. We reinstated the test as a requirement in 2022, but started to review if the GRE is a useful tool for predicting student success in our program. We concluded that we would like to remove the GRE requirement.

The test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. There is no particular science focus. Thus, our admission committee has traditionally focused heavily on the science/math GPA. We also look at the overall GPAs, and Letters of Recommendation in the admissions process.

In the fall of 2021, we conducted a program outcome review to determine the impact of the Grade Point Average (GPA) requirement for our Forensic Science Applicants. We reviewed all the applications of admitted students from 2014 to 2019 and collected their incoming GPAs and science GPA. In addition, we examined the GRE scores for these time periods.

Per our current requirements for admission, we suggest applicants aim for a GRE score of 300 or higher. In the bulletin, we specify a GRE of 297 or higher (150+ Quantitative Reasoning and 147+ Verbal Reasoning) and a score of 3.0 or higher on the Analytical Writing section in our prerequisites. GRE scores in our study cohort ranged from 277 to 330. Fifty-five (55) applicants (59.8%) had a GRE score of 297 or above, twenty-one (22.8%) had a GRE smaller than 297, and the program must have waived GRE requirements for sixteen (17.4%) applicants with missing scores. This means the majority of our admitted students scored above the minimum GRE requirement, but the GRE value was also ignored for a large segment. When we tried to measure the value of the GRE by comparing the GRE scores of our discontinued students and graduates the results were inconclusive.

The test is already waived for International MS-FOS applicants without access to test sites and John Jay undergraduates with a GPA  $>3.5$ . Several other John Jay Graduate programs already eliminated the GRE requirement, or make it an additional condition for low GPA candidates. We also heard from graduate students who felt that the test was costly and time-consuming and

tested them on subjects irrelevant to their areas of interest. Many students seem to avoid the test and apply to graduate programs that do not require the GRE.

We believe removing the GRE will broaden our pool of applicants. A rigorous review will ensure that admitted students still meet our academic standards.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
<b>Requirements for the Degree Program:</b> <del>**strike through what is to be changed.</del>  The typical admitted student has a grade point average of 3.0 or higher, <del>a combined GRE score of 297 or higher (150+ Quantitative Reasoning and 147+ Verbal Reasoning) and a score of 3.0 or higher on the Analytical Writing section.</del> In addition, applicants should have successfully completed at a minimum the following undergraduate STEM coursework: one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, one year of physics, one semester of biochemistry, <del>one semester of physical chemistry</del> and one semester of statistics. Students may be conditionally admitted but must complete the required courses within the first year of the program. Students who are deficient in several courses should contact the Program Director, Mechthild Prinz ( <a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a> or 212.621.3751), to discuss the option of taking courses as a non-degree or second-degree undergraduate student		<b>Requirements for the Degree Program:</b> <del>**</del> <u>underline the changes.</u>  The typical admitted student has a grade point average of 3.0 or higher. In addition, applicants should have successfully completed at a minimum the following undergraduate STEM coursework: one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, one year of physics, one semester of biochemistry, and one semester of statistics. Students may be conditionally admitted but must complete the required courses within the first year of the program. Students who are deficient in several courses should contact the Program Director, Mechthild Prinz ( <a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a> or 212.621.3751), to discuss the option of taking courses as a non-degree or second-degree undergraduate student.	
<b>Sub-total</b> <b>Electives</b> <b>Total credits required:</b>		<b>Sub-total</b> <b>Electives</b> <b>Total credits required:</b>	

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.

**Does this change affect any other program?**

☒ No    ☐ Yes

If yes, what consultation has taken place?

**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 International Crime and Justice leading to the MA Degree.

**Program Name and Degree Awarded:** International Crime and Justice, MA

**HEGIS Code:**

**NY State Program Code:**

**Effective term:** Fall, 2023

**Date of Program Approval:** November 1, 2022

**Date of CGS approval:**

**Rationale for proposed changes:** The International Crime and Justice MA program proposes to remove ICJ720 (Crime and Justice in the Balkans) and ICJ721 (International Perspectives on Women in Criminal Justice) elective courses from the program curriculum for two reasons. First, these courses have not been offered for at least six years, neither does the program have the faculty resources to offer them. Second, in the course of past several years, the program has developed more electives that meet the growing and changing needs of our students. Specific to ICJ721, the newly developed and most recently approved new elective course, ICJ735 (Gender Justice and the Rome Statute) is more timely and already encompasses a lot of the material covered in ICJ721, deeming it unnecessary to have overlap between the courses. External reviewers of our program have also recommended the removal of these courses for the same reasons outlined above.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs	List of Course (Prefix, Number, and Name)	Crs
<p><b>Requirements for the Degree Program:</b>  <del>**strike through</del> what is to be changed.</p> <p><b>Degree Requirements</b></p> <p>The Master of Arts in International Crime and Justice requires 36 credits of coursework, consisting of 24 credits from required courses and 12 credits from elective courses.</p> <p>Electives may be selected from the "International Criminology" or "International Law Enforcement and Crime Control" themes, or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the program director. Students may use their 12 elective credits to complete courses toward the <a href="#">Advanced Certificate in Transnational Organized Crime Studies</a> or the <a href="#">Advanced Certificate in Terrorism Studies</a>, or students can take a combination of different courses chosen from a list of approved electives. Please see the <a href="#">Graduate Bulletin</a> for the list of approved electives.</p> <p>Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives: Internship (6 credits) &amp; Thesis I &amp; Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ICJ 791 and ICJ 792. The Internship course (ICJ 780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).</p>		<p><b>Requirements for the Degree Program:</b>  <del>**</del><u>underline</u> the changes.</p> <p><b>Degree Requirements</b></p> <p>The Master of Arts in International Crime and Justice requires 36 credits of coursework, consisting of 24 credits from required courses and 12 credits from elective courses.</p> <p>Electives may be selected from the "International Criminology" or "International Law Enforcement and Crime Control" themes, or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the program director. Students may use their 12 elective credits to complete courses toward the <a href="#">Advanced Certificate in Transnational Organized Crime Studies</a> or the <a href="#">Advanced Certificate in Terrorism Studies</a>, or students can take a combination of different courses chosen from a list of approved electives. Please see the <a href="#">Graduate Bulletin</a> for the list of approved electives.</p> <p>Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives: Internship (6 credits) &amp; Thesis I &amp; Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ICJ 791 and ICJ 792. The Internship course (ICJ 780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).</p>	

Core Requirements (24 credits)		Core Requirements (24 credits)	
Course Code	Course Title	Course Code	Course Title
ICJ 700	International Crime & Justice Theory	ICJ 700	International Crime & Justice Theory
ICJ 701	Illegal Markets & Economic Justice	ICJ 701	Illegal Markets & Economic Justice
ICJ 702	Comparative CRJ Systems	ICJ 702	Comparative CRJ Systems
ICJ 703	International Criminal Law	ICJ 703	International Criminal Law
ICJ 704	Crime, Justice & Cultural Struggles	ICJ 704	Crime, Justice & Cultural Struggles
ICJ 706	Transnational Crime	ICJ 706	Transnational Crime
ICJ 715	Applied Research Methods in IC&J	ICJ 715	Applied Research Methods in IC&J
ICJ 770	Capstone Course in International Crime & Justice	ICJ 770	Capstone Course in International Crime & Justice
ICJ MA general electives		ICJ MA general electives	
Course Code	Course Title	Course Code	Course Title
ICJ 705	Human Rights & Counterterrorism	ICJ 705	Human Rights & Counterterrorism
ICJ 720	Crime & Justice in the Balkans	<del>ICJ 720</del>	<del>Crime &amp; Justice in the Balkans</del>
ICJ 721	International Perspectives on Women in Criminal Justice	<del>ICJ 721</del>	<del>International Perspectives on Women in Criminal Justice</del>
ICJ 725	Environmental Crime	ICJ 725	Environmental Crime
ICJ 730	Human Trafficking	ICJ 730	Human Trafficking
ICJ 762	Corruption and the Global Economy	ICJ 762	Corruption and the Global Economy
ICJ 755	Terrorism and Transnational Crime	ICJ 755	Terrorism and Transnational Crime
ICJ 726	Drug Trafficking	ICJ 726	Drug Trafficking
ICJ 750	Special Topics in International Crime and Justice	ICJ 750	Special Topics in International Crime and Justice
ICJ/SEC760	Information Technology and Cybercrime	ICJ/SEC760	Information Technology and Cybercrime
ICJ 728	History of Genocide	ICJ 728	History of Genocide
ICJ729	Organized Crime: An International Perspective	ICJ729	Organized Crime: An International Perspective
ICJ735	Gender Justice and the Rome Statute	ICJ735	Gender Justice and the Rome Statute
CRJ 739	Crime Mapping	CRJ 739	Crime Mapping
CRJ 759	Comparative Police Administration	CRJ 759	Comparative Police Administration
CRJ 784	Organized Crime	CRJ 784	Organized Crime
CRJ 797	Homeland Security & International Relations	CRJ 797	Homeland Security & International Relations
CRJ 713	White Collar Crime	CRJ 713	White Collar Crime
CRJ 727	Cybercriminology	CRJ 727	Cybercriminology
CRJ 744	Terrorism & Politics	CRJ 744	Terrorism & Politics
CRJ 746	Terrorism & Apocalyptic Violence	CRJ 746	Terrorism & Apocalyptic Violence
CRJ 798	Homeland Security & Terrorism	CRJ 798	Homeland Security & Terrorism

PAD 718      International Public Policy & Administration PAD 746      Comparative Public Administration PAD 772      International Inspection & Oversight  PSY 729      Terrorism PSY 705      Victimology		PAD 718      International Public Policy & Administration PAD 746      Comparative Public Administration PAD 772      International Inspection & Oversight  PSY 729      Terrorism PSY 705      Victimology	
<b>Sub-total:</b> 24 credits <b>Electives:</b> 9 credits <b>Total credits required:</b> 36 credits		<b>Sub-total:</b> 24 credits <b>Electives:</b> 9 credits <b>Total credits required:</b> 36 credits	

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.

**Does this change affect any other program?**

☒ No      ☐ Yes

If yes, what consultation has taken place?

**PROGRAM IN Master of Science Security Management (MS SEC)**

**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 the Master of Science in Security Management leading to the MS Degree.

**Program Name and Degree Awarded: MS SEC**

**HEGIS Code: 0599.00**

**NY State Program Code:?**

**Effective term: Fall 2023**

**Date of Program Approval:**

**Date of CGS approval:**

**The rationale for proposed changes:**

As the demand for information technology knowledge in the curriculum increases, graduate programs have begun revising the curriculum in an effort to meet society's needs for a 21st century workforce. According to the state's controller, tech jobs grew by over 30% in the last five years.<sup>1</sup> Integrating a curriculum with technology increases the rate of employability.<sup>2,3</sup> As technologies are becoming increasingly complicated and interconnected, we propose replacing the *PAD-750 Security of Information Technology*<sup>4</sup> with the *ICJ/SEC-760 Information Technology and Cybercrime*.<sup>5</sup>

The *PAD-750* focuses on organizational responses and the legal aspects of privacy and security risks associated with information technology. It also presents methods, risk assessments, and

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<sup>1</sup> <https://www.osc.state.ny.us/press/releases/2022/10/dinapoli-nycs-tech-boom-partially-offset-citys-pandemic-job-losses>

<sup>2</sup> Jackson, Denise. "Employability skill development in work-integrated learning: Barriers and best practice." *Studies in higher education* 40, no. 2 (2015): 350-367.

<sup>3</sup> Bridgstock, Ruth, Michelle Grant-Iramu, and Alan McAlpine. "Integrating career development learning into the curriculum: Collaboration with the careers service for employability." *Journal of Teaching and Learning for Graduate Employability* 10, no. 1 (2019): 56-72.

<sup>4</sup> <https://jjay.smartcatalogiq.com/en/2017-2018/Graduate-Bulletin/Courses/PAD-Public-Administration/700/PAD-750>

<sup>5</sup> <https://jjay.smartcatalogiq.com/en/2021-2022/Graduate-Bulletin/Courses/ICJ-International-Criminal-Justice/700/ICJ-760>

mitigation strategies for those risks. Thus, this course is not intended to teach students basic information technology concepts.

Furthermore, the *PAD-750* has never been available or offered to **MS SEC** students. When the course is provided, the **Department of Public Management**<sup>6</sup> prioritizes students from the Master of **Public Administration (MPA)**, not the **MS SEC** students. Therefore, we must constantly sign substitution forms for the *PAD-750* course.

On the other hand, the **ICJ/SEC-760** was created to introduce information technology and cybercrime for the **Master of Arts in International Crime and Justice (ICJ)** program and to replace the *PAD-750* in the **MS SEC** program. Unfortunately, the course has never been presented to the CGS council. This course is based on student and faculty feedback and an assessment from the ICJ program.

The cross-listed *ICJ/SEC-760 Information Technology and Cybercrime* covers the history, causes, and evolution of cybercrime through the study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cybercriminals.

Most importantly, it covers the fundamentals of Computer networks and Information security as well as Mobile devices, Cellular networks, the Internet of things (IoT), and social issues inherent in information technologies.<sup>7</sup> The course offers an interdisciplinary approach that combines criminal justice and information technology. Please see below for more information about our **MS SEC** curriculum.

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<sup>6</sup> <https://www.jjay.cuny.edu/departments-public-management>

<sup>7</sup> Alexandrou, Alex. *Cybercrime and Information Technology: Theory and Practice: The Computer Network Infrastructure and Computer Security, Cybersecurity Laws, Internet of Things (IoT), and Mobile Devices*. CRC Press, 2021.

FROM		TO	
List of Courses (Prefix, Number, and Name)	Crs.	List of Courses (Prefix, Number, and Name)	Crs.
<b>Requirements for the Degree Program:</b> ** <del>strike through</del> what is to be changed.		<b>Requirements for the Degree Program:</b> ** <u>underline</u> the changes.	
<b>Part One: Core Requirements (12 Credits)</b> SEC 701-Introduction to Protection Management Systems SEC 731-Risk, Threat, and Critical Infrastructure SEC 732-Privatization: Models and Applications for Private Justice SEC 733-Legal, Regulatory, and Administrative Issues in Private Sector Justice		<b>Part One: Core Requirements (12 Credits)</b> SEC 701-Introduction to Protection Management Systems SEC 731-Risk, Threat, and Critical Infrastructure SEC 732-Privatization: Models and Applications for Private Justice SEC 733-Legal, Regulatory, and Administrative Issues in Private Sector Justice	
<b>Part Two: Required Management Analytic Courses (12 Credits)</b> SEC 715-Analytical Methods in Protection Management PAD 705-Organization Theory and Management PAD 744-Capital and Operational Budgeting PAD 750-Security of Information Technology		<b>Part Two: Required Management Analytic Courses (12 Credits)</b> SEC 715-Analytical Methods in Protection Management PAD 705-Organization Theory and Management PAD 744-Capital and Operational Budgeting <u>ICJ/SEC 760 Information Technology and Cybercrime</u>	
<b>Part Three: Electives (12 Credits)</b> SEC 703-Analysis of Building and Fire Codes SEC 711-Introduction to Emergency Management SEC 712-Theory and Design of Fire Protection Systems SEC 730-Private Security Function and Role in Homeland Defense SEC 740-Safety and Security in the Built Environment SEC 753-Theory and Design of Security Systems SEC 754-Contemporary Issues in Security Management SEC 762-Business Continuity Planning SEC 781-Risk Analysis and Loss Prevention		<b>Part Three: Electives (12 Credits)</b> SEC 703-Analysis of Building and Fire Codes SEC 711-Introduction to Emergency Management SEC 712-Theory and Design of Fire Protection Systems SEC 730-Private Security Function and Role in Homeland Defense SEC 740-Safety and Security in the Built Environment SEC 753-Theory and Design of Security Systems SEC 754-Contemporary Issues in Security Management	

<p>PAD 748-Project Management SEC 791-Security Management Thesis</p> <p>Note: All students in the MS SEC program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The students must complete 24 credits in the program to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it in accordance with the regular academic calendar.</p>		<p>SEC 762-Business Continuity Planning SEC 781-Risk Analysis and Loss Prevention PAD 748-Project Management SEC 791-Security Management Thesis</p> <p>Note: All students in the MS SEC program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The students must complete 24 credits in the program to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it in accordance with the regular academic calendar.</p>	
<p><b>Final GPA greater than or equal to 3.0.</b> Requirements: 24 Electives: 12 <b>Total credits required: 36</b></p>		<p><b>Final GPA greater than or equal to 3.0.</b> Requirements: 24 Electives: 12 <b>Total credits required: 36</b></p>	

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

**Does this change affect any other program?**

☒ No    ☐ Yes

If yes, what consultation has taken place?



**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**International Crime and Justice Master's Program and The Department of Security, Fire,  
 and Emergency Management**  
**The City University of New York**  
**899 10<sup>th</sup> Avenue**  
**New York, NY 10019**

**SEC 760-899 (49191) INFORMATION TECHNOLOGY & CYBERCRIME**  
**(ASYNCHRONOUS ONLINE 8-WEEK COURSE)**  
**FALL 2022**

<b>PROFESSOR</b>	Dr. Alex Alexandrou	<b>E-MAIL</b>	<a href="mailto:aaalexandrou@jjay.cuny.edu">aaalexandrou@jjay.cuny.edu</a>
<b>OFFICE LOCATION</b>	Haaren Hall Room: 433.13	<b>OFFICE HOURS</b>	Tuesdays: 11:30 a.m. - 1:00 p.m.
<b>PHONE NUMBER</b>	212-237-8834	<b>VIRTUAL OFFICE HOURS</b>	Thursdays: 6:30 p.m-7:00p.m. (See office hours schedule tab)

### **Course Description**

The borderless nature of cybercrime, along with its anonymity and speed provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptations of cybercriminals exploiting cyberspace and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes, and evolution of cybercrime through the study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cybercriminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity.

### **LEARNING OBJECTIVES**

The students will be able to:

- Learn to recognize and monitor trends in cybercrime.
- Identify different types of cybercrime and computer crime statutes.
- Acquire knowledge of the major cybercrime threat actors and their tactics, methods and procedure
- Apply theories of criminal behavior that best explain the actions of cybercriminals.

- Understand network security fundamentals, tools, and techniques in detecting and documenting cybercrime.
- Learn the cross-national perspective on fighting cybercrime.

### **OPTIONAL TEXTBOOK**

Alexandrou, A. (2021). *Cybercrime and Information Technology: Theory and Practice: The Computer Network Infrastructure and Computer Security, Cybersecurity Laws, Internet of Things (IoT), and Mobile Devices*. CRC Press. **(No need to purchase this book).**

(The print format copy has been cataloged, and it is in Reserve Room - 3-hour loan; HV6773.A425 2022)

[https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY\\_JJ/1nmngs/alma9994456769106128](https://cuny-jj.primo.exlibrisgroup.com/permalink/01CUNY_JJ/1nmngs/alma9994456769106128)

### **TEACHING METHODS**

- I. **Lectures:** Lectures will be made available online. Please see the weekly course materials.
- II. **Video clips/short documentary films:** In addition to lectures, the instructor will upload short video clips and documentary films related to cybercrime and cyber-security issues.
- III. **Weekly Assignments:** Over the course of the semester there will be five homework article critique assignments (5 assignments @ 36 points each) and eight homework assignments based on readings/lectures (8 assignments @ 15 points each).
  - **Part 1-homework assignments based on readings/lectures:** All the questions are based on material covered in the lecture notes.
  - **Part 2-homework assignments (article critique):** Peer review is a process that ensures high-quality of writing and maintains academic standards. A peer-reviewed journal article is not published until it has been reviewed by a panel of other academics or professionals in the field. There will be five peer review journal article critique assignments, that will help students prepare for the assigned research paper (see below). All graduate students should learn to comprehend and critique peer review articles. Please see the course outline for additional information.
- IV. **Research Paper:** Write a 4-6-page research paper (12 font, double-spaced) on emerging cybercrime, and discuss about the emerging trends using literature review articles, to deter and prevent cybercrimes. The cover page and the reference page (which **MUST** be included) are not part of the minimum page requirement. Outside research is required for this assignment. The paper must have a minimum of **five scholarly sources** (e.g., periodical or journal articles; government reports and studies; and scholarly books). This assignment is due by **Thursday, October 20<sup>th</sup>, 2022**, and must be posted on Blackboard in the appropriate drop box by **11:59 p.m. on that date**. **This research paper will follow the scientific research article format.** The research must be presented in an orderly, logical manner. Please see the citation and references below.

## CITATION AND REFERENCES

All references should follow the American Psychological Association (APA) Guide 7th Edition.

- For more information, refer to [A Guide to the APA Documentation style.](#)
- APA style from Purdue <https://owl.english.purdue.edu/owl/resource/560/09/>

## ADDITIONAL READING

You are encouraged to follow the news and articles closely the following blogs

- A Cyber Division at FBI-<https://www.fbi.gov/investigate/cyber>
- BleepingComputer-<https://www.bleepingcomputer.com/>
- The Hacker News-<https://thehackernews.com/>
- International Cybersecurity and Privacy Resources- <https://www.nist.gov/cybersecurity/international-cybersecurity-and-privacy-resources>

## GRADING

Grades are not subject to change unless there has been a clear error on the instructor's part, but students are welcome to discuss them. Course Incompletes are granted only in extreme cases, such as illness or other family emergency. A student's procrastination in completing his/her homework, and/or the presentation is not a basis for an Incomplete. Policy on Incomplete Grades: Refer to John Jay College of Criminal Justice [graduate Bulletin](#).

FINAL GRADES WILL BE DETERMINED AS FOLLOWS		FINAL LETTER GRADE		TOTAL POINTS
Homework assignments (article critique):	180 points	A Excellent	4.0	372-400+
		A-	3.7	360-371.6
		B+	3.3	348.4-359.6
Homework questions based on lecture:	120 points	B	3.0	332-348
		B-	2.7	320-331.6
Final Research Paper:	100 points	C+	2.3	308.4-319.6
		C	2.0	292-304
Total:	400 points	F	0	291.6 ↓

## COURSE POLICIES

The schedule for the course is posted on Blackboard. It is your responsibility to keep up with the schedule and not miss any deadlines. Bear in mind that the email set up in Blackboard is the primary means of communication. You are responsible for the email listed in Blackboard. If you choose to change your email in Blackboard to a non-John Jay email it is your responsibility to ensure you check it frequently. Late work will not be accepted.

- Writing Assignments (Proofing, Grammar, Spelling, etc.): Students are responsible for submitting work that has been proofread and spell-checked.

## **ASSIGNMENTS**

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

**NOTE:** Blackboard-supported documents are **Word (DOC, DOCX), PowerPoint (PPT, PPTX), Excel (XLS, XLSX), and PDF (PDF).** If the file uploaded is not one of the above file types, the instructor will not be able to view/grade the attached file. If you use Google Doc, please convert the document, save, and submit to Blackboard.

## **USE OF BLACKBOARD**

The use of Blackboard is central to course management. Students should open their personal accounts as early as possible and familiarize themselves with Blackboard. It is the student's responsibility to ensure they can use and navigate Blackboard.

1. **Blackboard:** This course uses Blackboard, a Web-based course management system in which a password-protected site is created for our course. Blackboard will be used to distribute course materials, communicate and collaborate online, to disseminate assignment instructions, post grades, and take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasionally scheduled downtimes, as well as

unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a

significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <https://bbhosted.cuny.edu/>.

- ii. **SafeAssign:** In an effort to detect and prevent plagiarism, instructors will use a tool called SafeAssign within the Blackboard environment to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Therefore, please be careful with similarity, **don't copy and paste**. Paraphrase: answer the questions in your own words. Any words in your homework that do not belong to you should be cited. This not only reduces the chances of your homework being plagiarized but also shows that you are a competent writer who has conducted thorough research. When you cite, should be in the form of in-text citations where you cite the source of your information at the end of the sentence that contains the borrowed knowledge (see citation and references above). When you cite your sources, also make sure that you have included a full reference to that citation. Full references are located on a separate last page of your homework.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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



### **COURSE OUTLINE**

Week	Lectures and Topics	Readings and Assignments
► 1 (8/25) TH	<b>Lecture 1-Understanding Essential Computer Concepts</b> <ul style="list-style-type: none"> <li>Understand Binary, Hexadecimal ASCII, EBCDIC &amp; UNICODE codes.</li> </ul>	<b>Required reading:</b> <ul style="list-style-type: none"> <li>Chapter 1- Lectures 1 &amp; 2</li> <li>See weekly course materials on the blackboard</li> </ul>

	<ul style="list-style-type: none"> <li>– Understand Boolean algebra, logic gates, and truth tables.</li> <li>– Explain color depth, color models and screen resolution.</li> <li>– Understand lossy and lossless compression.</li> <li>– Understand the basics of quantum computing.</li> <li>– Understand the history of computers and the technology surrounding them.</li> </ul>	<ul style="list-style-type: none"> <li>○ Homework #1: Reading assignment (due 9/1/22 at 11:59 p.m.)             <ul style="list-style-type: none"> <li>a) Questions based on the lecture</li> </ul> </li> </ul>
<b>► 2</b> <b>(9/1) TH</b>	<b>Lecture 2-Cybercrime in a Data-Driven and Techno-Centric Society</b> <ul style="list-style-type: none"> <li>– Understand the evolution and phases of cybercrime.</li> <li>– Explain the motives that make cybercrime attractive.</li> <li>– Understand the cybercriminal.</li> <li>– Discuss the Internet of Things (IoT) and cybercrime.</li> <li>– Recognize the connections among Cybercrime, Machine Learning and Artificial Intelligence (AI).</li> <li>– Understand the costs of cybercrime and the role of cryptocurrency.</li> <li>– Explain state-sponsored and cyber warfare.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 2 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard             <ul style="list-style-type: none"> <li>○ Homework #2: Reading assignment (due 9/8/22 at 11:59 p.m.)                 <ul style="list-style-type: none"> <li>a) Questions based on the lecture</li> <li>b) Article critique</li> </ul> </li> </ul> </li> </ul>
<b>► 3</b> <b>(9/8) TH</b>	<b>Lecture 3-Understanding the US Legal System</b> <ul style="list-style-type: none"> <li>– Understand the main barriers to prosecuting cybercriminals.</li> <li>– Understand the legal system in the United States.</li> <li>– Understand the main barriers to prosecuting cybercriminals.</li> <li>– Understand the legal system in the United States.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 3 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard             <ul style="list-style-type: none"> <li>○ Homework #3: Reading assignment (due 9/15/22 at 11:59 p.m.)                 <ul style="list-style-type: none"> <li>a) Questions based on a lecture</li> <li>b) Article critique</li> </ul> </li> </ul> </li> </ul>
<b>► 4</b> <b>(9/15) TH</b>	<b>Lecture 4-Laws, standards and regulations affecting Cybercrime</b> <ul style="list-style-type: none"> <li>– Understand Anti-Hacking Laws.</li> <li>– Understand Data Security Laws in Critical Infrastructure, Financial Institutions, and Healthcare.</li> <li>– Understand the National Institute of Standards and Technology (NIST) Cybersecurity Framework.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 4 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard             <ul style="list-style-type: none"> <li>○ Homework #4: Reading assignment (due 9/22/22 at 11:59 p.m.)                 <ul style="list-style-type: none"> <li>a) Questions based on the lecture</li> <li>b) Article critique</li> </ul> </li> </ul> </li> </ul>

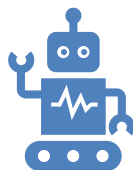
	<ul style="list-style-type: none"> <li>– Understand Public &amp; Private Sector Partnerships Laws.</li> <li>– Understand Surveillance Laws and Privacy Laws.</li> <li>– Internet Surveillance Laws in the U.S.</li> </ul>	
<b>► 5</b> <b>(9/22) TH</b>	<b>Lecture 5-The Networking Environment</b> <ul style="list-style-type: none"> <li>– Understand computer networking, its history and its evolution.</li> <li>– Understand essential computer network components and terminology.</li> <li>– Understand different types of networking.</li> <li>– Network Topology</li> <li>– Understand the Open Systems Interconnection (OSI), Transmission Control Protocol/Internet Protocol (TCP/IP ), and User Datagram Protocol (UDP) Models.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 5 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard               <ul style="list-style-type: none"> <li>○ Homework #5: Reading assignment (due 9/29/22 at 11:59 p.m.)                   <ul style="list-style-type: none"> <li>a) Questions based on a lecture</li> <li>b) Article critique</li> </ul> </li> </ul> </li> <li>– Select a research paper topic. Choose a topic that you are interested in!</li> </ul>
<b>► 6</b> <b>(9/29) TH</b>	<b>Lecture 6-Computer Security Technology and Principles</b> <ul style="list-style-type: none"> <li>– Understand computer security technology, its history, and its evolution.</li> <li>– Understand the CIA Triad Model and NIST's Standards for Security Categorization of Federal Information and Information Systems (FIPS 199).</li> <li>– Recognize the significance of identification, authentication, and authorization in computer security.</li> <li>– Understand different types of cyberattacks.</li> <li>– Recognize computer security prevention mechanisms.</li> <li>– Understand modern encryption methodology.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 6 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard               <ul style="list-style-type: none"> <li>○ Homework #6: Reading assignment (due 10/6/22 at 11:59 p.m.)                   <ul style="list-style-type: none"> <li>a) Questions based on a lecture</li> <li>b) Article critique</li> </ul> </li> </ul> </li> </ul>
<b>► 7</b> <b>(10/6) TH</b>	<b>Lecture 7-Internet of Things (IoT)</b> <ul style="list-style-type: none"> <li>– Understand the Internet of Things (IoT).</li> <li>– Understand real-world applications.</li> <li>– Illustrate IoT architecture.</li> <li>– Explain different types of IoT protocols and standards.</li> <li>– Describe the IoT ecosystem—bandwidth, interoperability, power usage, and range.</li> <li>– Understand the importance of security in IoT devices.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 7 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard               <ul style="list-style-type: none"> <li>○ Homework #7: Reading assignment (due 10/13/22 at 11:59 p.m.)                   <ul style="list-style-type: none"> <li>a) Questions based on a lecture</li> </ul> </li> </ul> </li> </ul>

<b>► 8</b> <b>(10/13)</b> <b>TH</b>	<b>Lecture 8-Mobile Devices: The Smartphone</b> <ul style="list-style-type: none"> <li>– Brief History and Significant Milestones of Mobile Phones.</li> <li>– Understand the historical significance of mobile phone technology.</li> <li>– Understand the main components, operating systems (OS), applications, and architecture of smartphones. Understand how cellular networks function.</li> <li>– Understand tracking of mobile devices.</li> <li>– Recognize threats to mobile security.</li> </ul>	<b>Required readings:</b> <ul style="list-style-type: none"> <li>– Chapter 8 Lectures 1 &amp; 2</li> <li>– See weekly course materials on the blackboard               <ul style="list-style-type: none"> <li>○ Homework #7: Reading assignment (<b>due 10/19/22 at 11:59 p.m.</b>)                   <ul style="list-style-type: none"> <li>a) Questions based on the lecture</li> </ul> </li> </ul> </li> </ul>
<b>► 9</b> <b>(10/20)</b> <b>TH</b>	<b>Last day of classes</b>	<b>Final research paper due 10/20/2022 at 11:59 P.M.</b>

***“The root of education is bitter, the fruit is sweet”***

**(Isocrates)**

**Enjoy the Class**



## **Advance Certificate in Corrections Management - Add Distance Education**

### **Program Description**

The Advanced Certificate in Corrections Management program (ACICM) is an intensive, two-year program for uniformed employees at the Captain, Assistant Deputy Warden, Deputy Warden, or Deputy Warden in Command ranks within the New York City Department of Correction (NYCDOC). The program is designed to prepare selected candidates for senior leadership opportunities within the department by providing access to faculty and curriculum grounded in the latest research in evidence-based correctional practices, organization, and corrections management. The curriculum aligns directly with the college's mission of having faculty research and expertise inform professional practice in ways that sustain and advance just societies. Since its inception in 2019, 41 supervisors and mid-level managers within the NYCDOC have completed the program and received their certificate.

### **Online Programming Rationale**

Program participants complete a three-credit course each semester, for a total of 12 credits, and participate in monthly professional development workshops series. Class attendance, academic support workshops and professional development meetings required participants to be on campus every Friday during the semester, which made it difficult to schedule shifts around even before the pandemic-related staffing shortages at the agency.

During the pandemic, classes and program support components alike transitioned online, allowing DOC supervisors and managers the flexibility to complete their course work and remain dedicated to their roles in the department. This change has allowed program participants to successfully progress towards earning their advanced certificates with the in- and out-of- classroom support of the dedicated program manager and academic support staff.

To continue to meet both the staffing and professional development needs of the New York City Department of Correction, we propose offering the Advanced Certificate in Corrections Management in a fully online modality. The online format will alleviate scheduling issues for the agency and ensure that participants complete their certificates in a timely manner. In the three years since the certificate has been in existence, over 40 DOC employees have earned the certificate.

Submitted For Committee on Graduate Studies, November 16, 2022

By Tamar Montuma, Interim Associate Director, NYC DOC Collaborations, Student Academic Success Programs and Katalin Szur, Interim Assistant Dean, Student Academic Engagement & Retention



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**

## Application to Add the Distance Education Format To a New or Registered Program<sup>1</sup>



This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at: <http://www.nysed.gov/college-university-evaluation/register-or-change-program>

Doctoral programs: please [contact](#) the Office of College and University Evaluation.

### **Directions for submission of application:**

1. For an application to add the distance education format to an **existing general academic (non-licensure) program**:

Create a *single* PDF document that includes the following completed forms:

- Application to Add the Distance Education Format
- CEO (or Designee) Approval Form

Attach the PDF document to an e-mail and send to:

[OCUERevAdmin@nysed.gov](mailto:OCUERevAdmin@nysed.gov)

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Distance Education Format, Degree Award, and Program Title

E.g., Subject: AAA College, Distance Education Format, Master of Science,  
English Literature

2. For an application to add the distance education format to a **proposed general academic (non-licensure) program**:

Complete the form and include it in the application PDF document.

3. For proposals to add distance education to a proposed or existing program in a [licensed profession](#) or a related field, complete this distance education form but submit it to the [Office of the Professions](#).

<sup>1</sup> CUNY and SUNY institutions: contact System Administration for application submission process.

**Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.**

Institution Information	
<b>Institution Name:</b>  Institution Code (6 digits):  <i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	John Jay College of Criminal Justice  333000
Institution Address:	524 West 59 <sup>th</sup> Street
City:	New York
State/Country:	New York
Zip:	10019
<a href="#">Regents Regions:</a>	New York County
Specify campus(s) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	CUNY John Jay College of Criminal Justice  524 West 59 <sup>th</sup> Street New York, NY 10019
Specify any other additional campus(s) where the program is offered besides the ones selected above:	N/A
If any courses will be offered off campus, indicate the location and number of courses and credits:	Location: N/A
If the program will be registered jointly with another institution, please provide the partner institution's name:	N/A

**Program Information for Existing Programs:** *Program information should reflect the information found on the [Inventory of Registered Programs](#)*

Program Code: (for <a href="#">registered programs</a> only)	40746
Program Title:	CORRECTIONS MANAGEMENT
Degree Award:	Advanced Certificate
<a href="#">HEGIS code:</a>	2102.00

Contact Information	
Name of contact person	Katherine Killoran
Title of contact person:	Associate Dean, Academic Programs
Telephone	(212) 237-8263
Fax:	
Email:	kkilloran@jjay.cuny.edu

**Instructions**

Guidance for this task can be found by clicking here: [Review Process for Approval of Programs in the Distance Education Format](#)

**1. Anticipated enrollment in distance program**

Initial Enrollment: 20	Maximum by year 3: 40
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**2. Program Information**

a). **Term length** (in weeks) for the distance program: 15 weeks

b). **Is this the same as term length for the classroom program?** ☐ X Yes ☐ No

c). **How much “instructional time” is required per week per credit for a distance course in this program** (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)

Answer: Course are offered in the 15-week semester contains one Carnegie hour of instructor contact and two hours of outward class course work per course credit.

d). **What proportion of the program will be offered in Distance Education format?**

Answer: 100 percent

e). **What is the maximum number of students who will be enrolled in an online course section?**

Answer: 24

**Part A: Institution-wide Issues:** Submit this part for the **first** Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

John Jay College has already been approved to offer online programs, see Master file.

**I. Organizational Commitment**

1. Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.

Answer:

2. Describe your institution’s resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?

Answer:

3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.

Answer:

4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

Answer:

5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

Answer:

## II. Learner Support

1. Describe how your institution provides distance students with **clear information** on:

- Program completion requirements, including which courses, if any, **must** be taken in an on-ground, face-to-face format
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interaction in the courses.
- Any technical equipment or software required or recommended
- Scheduling of online and on-ground sections of the same course

Answer:

2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Answer: .

3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Answer:

4. What **orientation** opportunities and resources are available for students of distance learning?

Answer:

**Part B: Program-Specific Issues:** Submit this part for **each new request** to add Distance Education Format to a registered program.

## III. Learning Design

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: John Jay College-CUNY Guidelines and Standard Practices for Online Learning are centered around the position that the quality of online offerings is equivalent and consistent with any other academic offering of

our institution. The program ensures the same academic standards and requirements by following the same academic processes and procedures regardless of method of instructional delivery. The process and procedures for determining the faculty who teach traditional classroom courses is the same for determining the faculty who teach online courses. In addition, the expectations for high quality academic experiences are the same for traditional classroom courses and for online courses. The course goals and learning objectives are the same, regardless of the mode of instruction.

- 2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?**

Answer: Courses are offered in a specific sequence. Students complete the four courses in the span of two academic years (one course per semester – Fall and Spring). The program director oversees the course matrix and schedule to ensure that students are aware of this sequence and that they are registered each term for completion of the certificate in a timely manner.

- 3. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?**

Answer: Faculty use our common learning management system with standard tools that support class communication and content delivery. Training and support documentation are provided to faculty. The course management tool, Blackboard, for example, is regularly updated and trainings and interactive workshops on best practices using updated features are routinely offered.

- 4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?**

Answer: Faculty members at John Jay College-CUNY use our common learning management system with standard communication capabilities for student-to-faculty and student-to-classmate interaction including discussion boards. Synchronous communication platforms (i.e. Zoom) are utilized. Faculty members have flexibility in selecting asynchronous or synchronous tools based on what is most appropriate for their course. In addition to class time, faculty, students, and program staff have the opportunity to attend professional development workshops created to build community.

- 5. How do faculty teaching online courses verify that students are doing their own work?**

Answer: Faculty supply each student with a syllabus that provides a schedule of the work assigned and set due dates. Assignments will be turned into Blackboard, a web-based virtual learning tool and environment used here at John Jay College. Students will be informed of the institutions academic integrity policy. Additional efforts that support authentic course work include academic tools made available to faculty to verify the authenticity of each students work such as “Turn It In” (an anti-plagiarism tool integrated into our learning management system). Students are provided with unique logins and passwords to gain access into the online learning platforms.

#### **IV. Outcomes and Assessment**

- 1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?**

Answer: All programs and courses are subject to the same processes and procedures for the development and approval of learning outcomes. Outcomes are developed in accordance with accreditor recommendations where appropriate, and faculty and school curriculum committees approve these outcomes.

2. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: All assessment and evaluation methods are selected by the faculty member to align with the learning outcomes for the course. This is consistent with traditional classroom courses at John Jay College-CUNY. Faculty members use the means most appropriate for their course, and this often includes multiple methods including graded discussion, writing assignments, projects, and quizzes.

## V. Program Evaluation

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

Answer: Weekly meetings with program staff are held to monitor the effectiveness of the program. Annual reports and assessments take place to ensure that all learning outcomes and program goals are being met. In addition to this, all online courses and programs are evaluated using the same academic processes as traditional classroom courses and programs. Course evaluations are collected for online courses as well as traditional classroom courses and the faculty members review them annually.

2. How will the evaluation results will be used for **continuous program improvement**?

Answer: Assessment reports will be utilized to enhance the program and ensure that future goals are met. This process yields information that is used to adjust and improve the courses as appropriate. In addition to this, this program undergoes a five-year academic program review process as does all NYSED registered programs at John Jay College. The academic program review consists of a self-study, site visit by outside evaluators and an action plan created by program leadership, the Dean of academic programs, and Provost.

3. How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

Answer: John Jay College-CUNY maintains the highest academic standards by being consistent and equivalent across all modes of instruction. The learning objectives for an online version of a course are identical to the traditional classroom version of the course. Students are also required to meet consistently high standards and stringent requirements for all certificate programs, regardless of the method of instruction. This approach ensures the consistent rigor and breadth of any and all programs at John Jay College.

