

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**THURSDAY, NOVEMBER 17, 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**

November 17, 2022 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the October 18, 2022 College Council (Attachment A), **Pg.3**
- III. Approval of the Members of the College Council Committees (Attachment B), **Pg.5**
  - Esmeralda Polanco has resigned as the Treasurer of the Student Council, and will no longer serve on the College Council, Budget and Planning Committee, and Financial and Strategic Planning Subcommittees.
  - Cheyenne Gonzales will no longer serve as a student representative on the College Council, Committee on Honors, Prizes and Awards, and Committee on Student Interests.
  - Frank Chen has replaced Ana Pego as a faculty representative on the College Council.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee  
(Attachments C1-C5) – Interim Dean of Academic Programs Andrew Sidman
  - Course Revisions**
    - C1. AFR 255 Community Innovation and Social Entrepreneurship (being added to Flex Core: US Experience in its Diversity area of Gen Ed), **Pg.21**
    - C2. CHS 235 Theories of Assessment and Intervention in Human Services, **Pg.40**
    - C3. CHS 310 Advanced Interpersonal Counseling Skills, **Pg.42**
    - C4. CSCI 362 Databases and Data Mining, **Pg.44**
    - C5. PED 300 Community Programs for Health, Wellness and Physical Activity, **Pg.46**
- V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Interim Dean of Academic Programs Andrew Sidman
  - Course Revisions**
    - D1. FCM 740 Data Communication, **Pg.48**
    - D2. FCM 742 Network Security, **Pg.54**
    - D3. ICJ 704 Crime Justice and Cultural Struggles, **Pg.60**
- VI. Updated College Council Calendar 2022-2023, **Pg.89**
- VII. New Business
- VIII. 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

October 18, 2022

The College Council held its second meeting of the 2022-2023 academic year on Tuesday, October 18, 2022. The meeting was called to order at 1:45 p.m. and the following members were present: Adam Wandt, Amy Green, Ana Pego, Anru Lee, Elton Beckett, Francis Sheehan, Heath Grant, Janice Bockmeyer, Jonathan Gray, Joseph Maldonado, Karen Kaplowitz, Maki Haberfeld, Maureen Richards, Ned Benton, Ray Patton, Robert Robinson, Silvia Dapia, Sung-Suk Violet Yu, Susan Pickman, Tarun Banerjee, Veronica Johnson , , Yusuf Khaled, Gavallia Beauvais, Shania Roseborough, Yarik Munoz, Alisa Thomas, Catherine Alves, Janet Winter, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Brian Kerr, Karol Mason, Mark Flower, Helen Keier\*, Jennifer Lorenzo\*, Marie-Helen Maras\*, Mohammed Islam\*.

Absent: Brian Montes, Catherine Kemp, Jessica Gordon-Nembhard, Peter Diaczuk, Raisa Castillo, Serguei Cheloukhine, Thalia Vrachopoulos, Zhun Xu, Kelvin Pineda, Esmeralda Polanco, Cheyenne Gonzalez, Janice Johnson-Dias, Anthony Carpi\*, Angela Crossman\*, Edward Kennedy\*, Emily Haney-Caron\*.

Guests: Aaliyah Basant, Malleidulid Arismendi, Tony Balkissoon, Jill Maxwell, Ayishah Ferrer-Lang

\* Alternates

#### I. Adoption of the Agenda

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

#### II. Approval of the Minutes of the September 22, 2022 College Council

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

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

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

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

##### New Courses

A motion was made to adopt a new course marked C1. ARA 3XX (301) Themes of Social Justice in Arabic Literature & Film (CO: JCII). The motion was seconded and approved unanimously.

A motion was made to adopt a new course C2. LIT 1XX Stories & Numbers (FC: Sci World). The motion was seconded and approved unanimously.

### **Course Revisions**

A motion was made to adopt a course revision marked C3. CSCI 380 Selected Topics in Computer Science. The motion was seconded and approved unanimously.

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

### **New Course**

A motion was made to adopt a new course marked D1. ICJ 7XX Intelligence in National Security and Policing. The motion was seconded and approved unanimously.

### **Degree Program Revisions**

A motion was made to vote on Items D2 and D3 as a slate:

D2. MPA in Public Policy and Administration: Elimination of the Master of Public Administration Qualifying Exam (MPAQE).

D3. MPA in Investigation and Oversight: Elimination of the Master of Public Administration Qualifying Exam (MPAQE).

The motion was seconded and approved unanimously.

A motion was made to approve Items D2 and D3. The motion was seconded and approved:

In Favor: 36

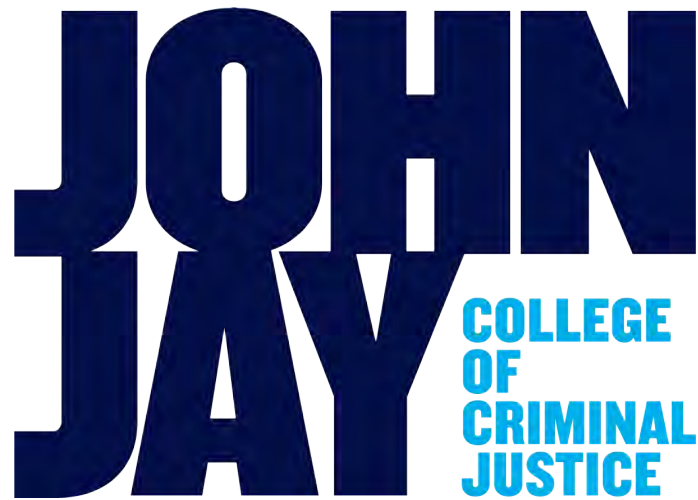
Opposed: 0

Abstention: 2

## VI. New Business

No new business was presented.

The meeting was adjourned at 2:00p.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. Interim 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	Vacant
49. Elected sophomore class representative	Vacant
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       |
| • Interim 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 |
| • Interim 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          |
| • Interim 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:

- Interim Vice President and Chief Operating Officer (Chairperson) Mark Flower
- Interim Provost and Vice President for Academic Affairs 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 |
| • Interim 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) Habersfeld   |
| 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**  
**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: **October 13, 2022**

1. Name of Department or Program: **Africana Studies**

2. Contact information of proposer(s):

Name(s): **Charlotte Walker-Said**  
 Email(s): [cwalker-said@jjay.cuny.edu](mailto:cwalker-said@jjay.cuny.edu)  
 Phone number(s): **212-237-8758**

3. Current number and title of course: **AFR 255: Community Innovation and Social Entrepreneurship**

4. Current course description:

This course invites students to examine and question the historical approaches to traditional security and well-being in communities. Students will analyze preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations. In addition, students will envision new approaches to insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, climate change, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

5. Describe the nature of the revision (what are you changing?): **A revision to the course description and a revision to the syllabus to fit into the Gen Ed learning outcomes.**

6. Rationale for the proposed change(s):

**We wish to include this course in the Gen Ed and believe that it makes a singular and important contribution to the Gen Ed curriculum because of its contribution to the knowledge surrounding social entrepreneurship, from which communities benefit because it fosters innovation, promotes economic and social development, and aims to meet the needs of underserved communities. The revised version of this course includes additional social enterprise models and entrepreneurial strategy case studies to expand the syllabus and enrich the conversation around community justice.**

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

a. Revised course description:

This course invites students to examine and question the historical approaches to traditional security and well-being in **American** communities **by examining social enterprise models being implemented in American cities**. Students will analyze ~~preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations~~ **currently implemented pro-active or preventive strategies using entrepreneurial models that have emerged in cities across the country that engage communities, schools, families, and local organizations to resolve conflict, reimagine safety, and build relationships that reduce violence and promote social and economic development**. In addition, students will envision new approaches to **addressing** insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, **pollution**, ~~climate change~~, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policymakers, but all readings and issues covered will introduce students to processes where ~~new~~ entrepreneurial ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

b. Revised course title: N/A

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

d. Revised learning outcomes: **Adopting the pathways outcomes for the U.S. Experience in its Diversity**

1. Gather and analyze information about policies being implemented in communities in the United States that are based on a social entrepreneurship logic.
2. Evaluate evidence and arguments for and against social entrepreneurship policies critically and analytically and produce well-reasoned, scholarly writing and effective oral arguments drawing from the literature and policy for evidence.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Analyze and explain concepts of security and social welfare in U.S. history from more than one informed perspective.
5. Produce oral arguments based on policy papers and legal sources in the history of social entrepreneurship and innovation in community reform.
6. Analyze ideas and information from historical legal sources as well as contemporary social innovation scholarship on the subject of social entrepreneurship and social innovation in building healthy communities.

e. Revised assignments and activities related to revised outcomes:

**same:**

**Week 4:**

**\*\*IN CLASS READING REVIEW\*\***

In this week, we will go over the rudiments of writing an article review. The assignment is to choose a reading assigned thus far in the course and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. The class will summarize the readings conducted thus far and allow time to outline and draft the article review. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

**Week 10:**

**\*\*IN CLASS READING REVIEW\*\***

In this week, we will write a second reading review. The assignment is to choose a reading assigned since week 4 and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. This writing assignment will have to identify and explain the debate regarding “Broken Windows”—both in principle and in practice in the New York area or other areas. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

**Week 12:**

**\*\*CASE STUDY POLICY RECOMMENDATION\*\*** (scaffolded in two parts with peer review and written feedback from professor)

In week 12, students will draft a policy recommendation as part of the class exercise. In the first class of the week, the students draft their policy recommendation and the professor gives comments in class and after class for revision. In the second class of the week, students will finalize their policy recommendation. The policy recommendation should follow this sequence:

- 1) identify and clarify the policy issue;
- 2) research relevant background and context;
- 3) identify the alternatives;
- 4) carry out required consultations;
- 5) select the best policy option;
- 6) prepare policy recommendation document for approval.

The stages between identifying the issue and making the recommendation are all parts of the analysis. A policy recommendation is simply written policy advice prepared for some group that has the authority to make decisions, whether that is a Cabinet, council, committee or other body. Policy recommendations are in many ways the chief product of the ongoing work of government managers to create and administer public policy. (In this course, we'll use the term policy recommendation to refer to

policy submissions made to a provincial, territorial or federal Cabinet or a municipal council, although there are many other terms for these submissions.)

A policy recommendation serves to inform senior decision-makers about a policy issue but also provides a more in-depth analysis of the options and a policy recommendation.

Policy recommendations are the key means through which policy decisions are made in most levels of government. Whether the policy recommendation is accepted as sound advice or dismissed in favor of another option largely depends on how well the issue and the arguments justifying the recommended course of action are presented.

As stated above, in the first class of the week, you will draft the policy recommendation as part of the class exercise. The professor will give comments in class and after class for revision. In the second class of the week, you will finalize your policy recommendation.

### **Weeks 14 and 15:**

#### **\*\*ORAL PRESENTATIONS\*\* The role of socially innovative neighborhoods, residents, and communities in reducing violence**

These oral presentations—which will be presented individually by each class member—will examine one of several different models of direct neighborhood engagement in the sustained reduction of crime and discuss one particular social innovation method that is currently being applied locally, nationally, or internationally. The presenter will focus on a particular issue—for example, gun violence—and look at how various social innovation models offer neighborhood engagement, community building, or other social innovation approaches as a route to safety. The presenter will also propose how to merge neighborhood and government problem-solving efforts through a social innovation and social enterprise approach.

### **FINAL EXAM**

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: spring 2021: 21; fall 2021: 16

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

No \_\_\_\_\_

Yes **X**

If yes, please indicate the area:

### **Flexible Core:**

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	<b>X</b>
C. Creative Expression	
D. Individual and Society	
E. Scientific World	

9b. Please explain why and how this course fits into the selected area:



**We wish to include this course in the Gen Ed and believe that it makes a singular and important contribution to the Gen Ed curriculum because of its contribution to the knowledge surrounding social entrepreneurship, from which communities benefit because it fosters innovation, promotes economic and social development, and aims to meet the needs of underserved communities**

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester <u><b>X</b></u>	Number of sections: <u><b>1</b></u>
Fall semesters only _____	Number of sections: _____
Spring semesters only _____	Number of sections: _____

10. Does this change affect any other departments?

**X** No      \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **September 21, 2022**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
**Dr. Teresa Booker, Department of Africana Studies**

## CUNY Common Core Course Submission Form

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

<b>College</b>	John Jay College of Criminal Justice
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	AFR 255
<b>Course Title</b>	Community Innovation and Social Entrepreneurship
<b>Department(s)</b>	Africana Studies
<b>Discipline</b>	African American Studies, American Studies
<b>Credits</b>	3
<b>Contact Hours</b>	45
<b>Pre-requisites (if none, enter N/A)</b>	ENG 101
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	This course invites students to examine and question the historical approaches to traditional security and well-being in American communities by examining social enterprise models being implemented in American cities. Students will analyze currently implemented pro-active or preventive strategies using an entrepreneurial modal that have emerged in cities across the country that engage communities, schools, families, and local organizations to resolve conflict, reimagine safety, and build relationships that reduce violence and promote social and economic development. In addition, students will envision new approaches to addressing insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, pollution, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policymakers, but all readings and issues covered will introduce students to processes where entrepreneurial ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended
<b>Indicate the status of this course being nominated:</b> <input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed	
<b>CUNY COMMON CORE Location</b> <b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>	
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> World Cultures and Global Issues  <input checked="" type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression         </div> <div> <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World         </div> </div>

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

#### B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Students will read primary sources and academic literature related to both traditional forms of ensuring security in American communities and entrepreneurial (i.e. innovative and reform-minded) strategies that have emerged in cities across the country that reduce violence and promote social and economic development. Students will gather, interpret, and assess information from government and police sources, nonprofit organization data, academic research, and journalism so they are exposed to varying historical, sociological, or cultural points of view. In the appended syllabus, you will see that students engage in critical reading analysis, presentations of research, and comparative writing where they discuss differing and competing perspectives on the role of social entrepreneurship in reforming traditional approaches to security, stability, equality, and justice. Assigned authors include the economist Steven Levitt, the Pew Research Center, Jessica Gordon Nembhard (of our own Africana Studies Department, who has written widely on African-American economic/entrepreneurial cooperatives), Ta-Nehisi Coates, Michelle Alexander, and the Annie E. Casey Foundation

#### Assignments include:

• 6-7 page policy recommendation due in Week 12 (20%): You will select from a series of problems that New York City neighborhoods face (for example, housing shortage, pollution, poor traffic circulation, low performing schools, chronic offenders cycling through the jail system, gun violence, domestic violence, opioid addiction, food insecurity, unemployment, discrimination against immigrants, etc.). In the form of a decision memo to the Mayor, you will outline the dimensions of the problem, using open data sources; identify how other jurisdictions are addressing the problem and offer one or several solutions to the problem that rely primarily on entities and ideas from outside the criminal justice system.

• Final exam (20%): The final exam will ask you to

- Gather, interpret, and assess information from a variety of sources and points of view.

<p>discuss the ideas, theories, and research discussed in class and read about in the assigned literature. The final exam will draw from points discussed in class and from the reading and students will be allowed to bring up to four sources from the assigned readings to guide them in their answers. Students will be expected to bring in evidence presented in the readings and discussed in class. The final exam is an open-book exam to allow for citations and references in the written essays and for different points of view to be offered.</p>	
<p>The students will be tasked with reading a variety of texts, including works by researchers, government officials, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. Students will be asked to critically assess the pros and cons of each proposed solution discussed in the text, as well as the motivation of the author or organization proposing it. Students will learn to discern bias, motivated reasoning, or shortcomings in the approach presented in the texts.</p> <p><u>Assignments include:</u></p> <ul style="list-style-type: none"> <li>• <u>In-class reading reviews completed in Week 4 and Week 10 (20%):</u> You will choose a reading assigned thus far in the course and write a short in-class paper (1000 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. In the second assignment in Week 10, you will exchange your review with a peer and receive feedback and constructive edits.</li> <li>• <u>Oral presentation in Weeks 14 and 15 (20%):</u> Building off your work on the problem you selected earlier in the course and integrating, as relevant, the primary ideas discussed in the course – social legitimacy, collective efficacy, design and urban planning – you will produce a compelling oral presentation that further develops the ideas presented in your original policy recommendation paper. This detailed presentation will include a final recommendation, proposing an actionable solution that relies primarily on an approach outside the criminal justice system and can be scaled to the dimensions of the problem you identified. A list of topics and a suggested approach will be provided in</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>

the first class.	
<p>Students will envision new approaches to addressing insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities in their assignments such as the oral presentation and the policy recommendation paper. In the final exam, students will have to bring in multiple sources to put forward an argument that advocates for a particular kind of social policy or community solution.</p> <p><u>Assignments include:</u></p> <ul style="list-style-type: none"> <li>• Final exam (20%): The final exam will ask you to discuss the ideas, theories, and research discussed in class and read about in the assigned literature. The final exam will draw from points discussed in class and from the reading and students will be allowed to bring up to four sources from the assigned readings to guide them in their answers. Students will be expected to bring in evidence presented in the readings and discussed in class. The final exam is an open-book exam to allow for citations and references in the written essays and for different points of view to be offered.</li> <li>• <u>6-7 page policy recommendation due in Week 12 (20%)</u>: You will select from a series of problems that New York City neighborhoods face (for example, housing shortage, pollution, poor traffic circulation, low performing schools, chronic offenders cycling through the jail system, gun violence, domestic violence, opioid addition, food insecurity, unemployment, discrimination against immigrants, etc.). In the form of a decision memo to the Mayor, you will outline the dimensions of the problem, using open data sources; identify how other jurisdictions are addressing the problem and offer one or several solutions to the problem that rely primarily on entities and ideas from outside the criminal justice system.</li> <li>• Oral presentation in Weeks 14 and 15 (20%): Building off your work on the problem you selected earlier in the course and integrating, as relevant, the primary ideas discussed in the course – social legitimacy, collective efficacy, design and urban planning – you will produce a compelling oral presentation that further develops the ideas presented in your original policy recommendation paper. This detailed presentation will include a final recommendation, proposing an actionable solution that relies primarily on an approach outside the</li> </ul>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>criminal justice system and can be scaled to the dimensions of the problem you identified. A list of topics and a suggested approach will be provided in the first class</p>	
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
<p>This course focuses on how entrepreneurship is influencing security, inequality, and community justice in America and presents students with a comparison of various viewpoints and schools of thought on how to best achieve security, social development, and well-being in American communities using a social enterprise mindset. Assigned authors include the economist Steven Levitt, the Pew Research Center, Jessica Gordon Nembhard (of our own Africana Studies Department, who has written widely on African-American economic/entrepreneurial cooperatives), Ta-Nehisi Coates, Michelle Alexander, and the Annie E. Casey Foundation.</p> <p><u>Assignments include:</u></p> <ul style="list-style-type: none"> <li>Final exam (20%): The final exam will ask you to discuss the ideas, theories, and research discussed in class and read about in the assigned literature. The final exam will draw from points discussed in class and from the reading and students will be allowed to bring up to four sources from the assigned readings to guide them in their answers. Students will be expected to bring in evidence presented in the readings and discussed in class. The final exam is an open-book exam to allow for citations and references in the written essays and for different points of view to be offered.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
<p>This course will examine the historical roots of the traditional approach to security in American communities, and the legacy of slavery, Jim Crow, and the marginalization of immigrant groups in the United States within traditional law enforcement and policing practices in poorly resourced communities.</p> <ul style="list-style-type: none"> <li>Oral presentation in Weeks 14 and 15 (20%): Building off your work on the problem you selected earlier in the course and integrating, as relevant, the primary ideas discussed in the course – social legitimacy, collective efficacy, design and urban</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>

<p>planning – you will produce a compelling oral presentation that further develops the ideas presented in your original policy recommendation paper. This detailed presentation will include a final recommendation, proposing an actionable solution that relies primarily on an approach outside the criminal justice system and can be scaled to the dimensions of the problem you identified. A list of topics and a suggested approach will be provided in the first class.</p>	
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<p>This class has a strong focus on race, inequality, ethnic diversity, and forms of social differentiation and how these influence both traditional security approaches and innovative, entrepreneurial, community-based approaches to security and social development.</p> <p><u>Assignments include:</u></p> <ul style="list-style-type: none"> <li>• <u>6-7 page policy recommendation due in Week 12 (20%)</u>: You will select from a series of problems that New York City neighborhoods face (for example, housing shortage, pollution, poor traffic circulation, low performing schools, chronic offenders cycling through the jail system, gun violence, domestic violence, opioid addition, food insecurity, unemployment, discrimination against immigrants, etc.). In the form of a decision memo to the Mayor, you will outline the dimensions of the problem, using open data sources; identify how other jurisdictions are addressing the problem and offer one or several solutions to the problem that rely primarily on entities and ideas from outside the criminal justice system.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

**John Jay College of Criminal Justice**  
**524 W. 59<sup>th</sup> Street**  
**New York, NY 10019**

**Department of Africana Studies / Minor in Social Entrepreneurship and Innovation (SEI)**

### **AFR 255: Community Innovation and Social Entrepreneurship**

Professor Charlotte Walker-Said

Office Location: 9.34.59

Office phone: 212-237-8758

Email: [cwalker-said@jjay.cuny.edu](mailto:cwalker-said@jjay.cuny.edu)

#### **Course description:**

This course invites students to examine and question the historical approaches to traditional security and well-being in American communities by examining social enterprise models being implemented in American cities. Students will analyze currently implemented pro-active or preventive strategies using an entrepreneurial modal that have emerged in cities across the country that engage communities, schools, families, and local organizations to resolve conflict, reimagine safety, and build relationships that reduce violence and promote social and economic development. In addition, students will envision new approaches to addressing insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, pollution, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where entrepreneurial ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

#### **Additional Course Information**

The purpose of this class is to prepare future social innovators and policy makers to understand and synthesize established and emerging theories of social entrepreneurship and social innovation; to translate and apply them to current problems; and to convey those proposals to decision makers in a simple and concise way.

#### **Learning Outcomes:**

1. Gather and analyze information about policies being implemented in communities in the United States that are based on a social entrepreneurship logic.
2. Evaluate evidence and arguments for and against social entrepreneurship policies critically and analytically and produce well-reasoned, scholarly writing and effective oral arguments drawing from the literature and policy for evidence.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Analyze and explain concepts of security and social welfare in U.S. history from more than one informed perspective.
5. Produce oral arguments based on policy papers and legal sources in the history of social entrepreneurship and innovation in community reform.
6. Analyze ideas and information from historical legal sources as well as contemporary social innovation scholarship on the subject of social entrepreneurship and social innovation in building healthy communities.

#### **Required Texts**

No required texts—all readings are available for download on Blackboard



## Grading and expectations:

- Class attendance and participation in class discussion and completion of in-class assignments (20%);
- In-class reading reviews completed in Week 4 and Week 10 (20%): You will choose a reading assigned thus far in the course and write a short in-class paper (1000 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. In the second assignment in Week 10, you will exchange your review with a peer and receive feedback and constructive edits.
- 6-7 page policy recommendation due in Week 12 (20%): You will select from a series of problems that New York City neighborhoods face (for example, housing shortage, pollution, poor traffic circulation, low performing schools, chronic offenders cycling through the jail system, gun violence, domestic violence, opioid addition, food insecurity, unemployment, discrimination against immigrants, etc.). In the form of a decision memo to the Mayor, you will outline the dimensions of the problem, using open data sources; identify how other jurisdictions are addressing the problem and offer one or several solutions to the problem that rely primarily on entities and ideas from outside the criminal justice system.
- Oral presentation in Weeks 14 and 15 (20%): Building off your work on the problem you selected earlier in the course and integrating, as relevant, the primary ideas discussed in the course – social legitimacy, collective efficacy, design and urban planning – you will produce a compelling oral presentation that further develops the ideas presented in your original policy recommendation paper. This detailed presentation will include a final recommendation, proposing an actionable solution that relies primarily on an approach outside the criminal justice system and can be scaled to the dimensions of the problem you identified. A list of topics and a suggested approach will be provided in the first class.
- Final exam (20%): The final exam will ask you to discuss the ideas, theories, and research discussed in class and read about in the assigned literature. The final exam will draw from points discussed in class and from the reading and students will be allowed to bring up to four sources from the assigned readings to guide them in their answers. Students will be expected to bring in evidence presented in the readings and discussed in class. The final exam is an open-book exam to allow for citations and references in the written essays and for different points of view to be offered.
  - No make up exam will be allowed without documentation of an illness, death in the family, or other major event. Contact the instructor within 24 hours of the exam to schedule a makeup exam.

**Incomplete grade policy:** Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

## Important Information

### **Attendance Policy and Class Participation:**

Student participation is required. Students are expected to arrive to class prepared to work.

Students who routinely miss classes or arrive late tend to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions **will result in a low grade or failure.**

### **Classroom behavior:**

Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

**Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and laptops must be turned off during examinations.**

### **Grading:**

#### **Total Point Conversion to Final Grade:**

A	93.0-100.0 points	A-	90.0- 92.9
B+	87.1- 89.9	B	83.0- 87.0
B-	80.0- 82.9	C+	77.1- 79.9
C	73.0- 77.0	C-	70.0- 72.9
D+	67.1- 69.9	D	63.0- 67.0
D-	60.0- 62.9	F	Below 60 points

Reminder:

A = Excellent

B = Good

C = Satisfactory

D = Passing

F=Failure/Unsuccessful

### **Statement of the College Policy on Plagiarism**

*Plagiarism* (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

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

**Americans with Disabilities Act (ADA) policies:** students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student’s eligibility. OAS is located at 66.01L (212) 237-8144.

### **Wellness Center and Counseling Services:**

The Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are FREE of charge and are available on a walk-in or appointment basis.

The services the Wellness Center provides include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief.

Our staff of trained professionals is diverse in ethnicity, race, sexual orientation, religion/spirituality, age and gender. We also have Spanish-speaking staff. You may request a particular counselor, and if scheduling permits, we will try to accommodate you. The Wellness Center is **located** at: New Building L.68.00 , by email at [counseling@jjay.cuny.edu](mailto:counseling@jjay.cuny.edu) or phone at (212) 237-8111.

### **Immigration Services Center and Legal Resources:**

If you have immigration related questions, there are resources available at John Jay, CUNY, and from many nonprofit organizations that provide free or low cost, high-quality and confidential immigration law services.\* Below is a list of some resources that are available to assist you.

CUNY Citizenship Now

John Jay College Wellness Center Legal Aid

Legal Aid Society

An estimated 15-18% of DACA-mented individuals qualify for another sort of legal relief or way to remain in the country legally. Non-DACA individuals including both students and their family members also have options of which they may not be aware.

### **Immigration Screenings at John Jay**

Dr. Martinez (Dept of Latin American and Latina/o Studies) arranges immigration screenings on and off campus for students and families periodically. Please contact her at [imartinez@jjay.cuny.edu](mailto:imartinez@jjay.cuny.edu) if you’re interested.

### **E4FC DREAMer Intake Service**

When you’re ready, you can take E4FC’s free, confidential, online screening tool. You can expect the results (legal memo) of the screening in 2–4 weeks. Once you receive your legal memo, you can take it to a local community legal service provider or immigration attorney to explore potential immigration options. Note that the wait for online screening results is longer than an in-person screening

## **CLASS SCHEDULE**

### **Week 1: Social Entrepreneurship and Resulting Social Innovations Part 1: New York City and Chicago**

#### **Reading:**

Steven D. Levitt, “Understanding Why Crime Fell in the 1990s: Four Factors that Explain the

Decline and Six that Do Not,” *Journal of Economic Perspectives* 18,1 (2004): 163–190.  
 Pew Research Center, “Wealth Inequality Has Widened Along Racial, Ethnic Lines Since End of Great Recession,” December 12, 2014  
 available at: <http://www.pewresearch.org/fact-tank/2014/12/12/racial-wealth-gaps-great-recession/> .

S. A. Sutton, “Cooperative cities: Municipal support for worker cooperatives in the United States,” *Journal of Urban Affairs*, Vol. 18, No. 4 (2019): 1-22.

## **Week 2: Social Entrepreneurship and Resulting Social Innovations Part 2: New York City, Atlanta, and Milwaukee**

### **Reading:**

Anika Singh Lemar, “Debt Weight: The Consumer Credit Crisis in New York City and Its Impact on the Working Poor” Urban Justice Center Policy Paper, (November 2, 2007). Available at SSRN: <https://ssrn.com/abstract=3160600> or <http://dx.doi.org/10.2139/ssrn.3160600>

Frank Zimring, *The City That Became Safe*, (Oxford: Oxford University Press, 2012), Chapter 1: “The Crime Decline: Some Vital Statistics”, pages 3-27.

The Annie E. Casey Foundation, “Improving Community Safety Through Public Health Strategies: Lessons from Atlanta and Milwaukee.” The Annie E. Casey Foundation, Baltimore, Maryland, 2021.

Jessica Gordon Nembhard, “The Cooperative Solution,” *ShelterForce* (National Housing Institute), (Fall/Winter 2013-14): 1-12,  
[http://www.shelterforce.org/article/3872/the\\_cooperative\\_solution/](http://www.shelterforce.org/article/3872/the_cooperative_solution/).

## **Week 3: Social Innovation in Family and Community Interventions: Innovations in Addressing Disrupted Family and Community Dynamics**

### **Readings:**

Fragile Families & Child Wellbeing Study of Princeton University and Columbia University, “Incarceration and Housing Insecurity Among Urban Fathers,” Number 47, December 2011, <https://fragilefamilies.princeton.edu/sites/fragilefamilies/files/researchbrief47.pdf>.

Michelle Alexander, *The New Jim Crow* (New York: The New Press, 2012), pages 46-68.

Jessica Gordon Nembhard, “Black Women, Cooperatives, and Community,” *The Journal of Design Strategies* Special Issue “Cooperative Cities,” Vol. 9, No. 1 (Fall 2017):18-32.

## **Week 4:**

### **\*\*IN CLASS READING REVIEW\*\***

In this week, we will go over the rudiments of writing an article review. The assignment is to choose a reading assigned thus far in the course and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. The class will summarize the readings conducted thus far and allow time to outline and draft the article review. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

## **Week 5: Socially Innovative Prison Reform and Re-Entry Innovations**

### **Reading:**

Smaller, Safer, Fairer: A Road Map to Closing Rikers Island, City of New York (2017)  
<http://www1.nyc.gov/assets/criminaljustice/downloads/pdfs/Smaller-Safer-Fairer.pdf>

“The Jail Population: Recent Declines and Opportunities for Further Reductions,” Mayor’s Office of Criminal Justice (2017)

[http://www1.nyc.gov/assets/criminaljustice/downloads/pdfs/justice\\_brief\\_jailpopulation.pdf](http://www1.nyc.gov/assets/criminaljustice/downloads/pdfs/justice_brief_jailpopulation.pdf).

Jeffrey R. Kling, Jens Ludwig, and Lawrence F. Katz, "Neighborhood Effects on Crime for Male and Female Youth: Evidence from a Randomized Housing-Mobility Experiment." *Quarterly Journal of Economics* 120, (2005): 87-130.

Meegan Moriarity, "From Bars to Freedom: Prisoner Co-ops Boost Employment, Self-Esteem, and Support Reentry into Society," *Rural Cooperatives* Vol. 83 No. 1 (January-February 2016): 4-18.

G. McElligott, "Beyond Service, Beyond Coercion?: Prisoner co-ops and the path to democratic administration," In Gray, P.C. (ed.), *From the streets to the state: changing the world by taking power*, (Albany: State University of New York Press, 2018): 229-250.

## **Week 6: The Nation's First Social Impact Bond: Funding Social Programs without Public Funds**

### **Reading:**

Jim Parsons, Chris Weiss, and Qing Wei, "Impact Evaluation of the Adolescent Behavioral Learning Experience (ABLE) Program," Vera Institute of Justice, September 2016,

<https://www.vera.org/publications/rikers-adolescent-behavioral-learning-experience-evaluation>

Manpower Demonstration Research Corporation, "Making the Most of Pay for Success," March 2017, [https://www.mdrc.org/sites/default/files/LookingForward\\_PayForSuccess%20REV.pdf](https://www.mdrc.org/sites/default/files/LookingForward_PayForSuccess%20REV.pdf)

Timothy Rudd, Elisa Nicoletti, Kristin Misner, Janae Bonsu, "Financing Promising Evidence-Based Programs: Early Lessons from the New York City Social Impact Bond," December 2013, <https://www.mdrc.org/publication/financing-promising-evidence-based-programs>.

## **Week 7: Informal Social Controls and De-Escalating Anti-Social Behavior: How Social Entrepreneurship Has (or Has Not) Examined Race**

### **Reading:**

George L. Kelling and James Q. Wilson "Broken Windows: The police and neighborhood safety," *Atlantic Monthly* (March 1982),

<https://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>

Robert J. Sampson and Stephen W. Raudenbush, "Seeing Disorder: Neighborhood Stigma and the Social Construction of Broken Windows," *Social Psychology Quarterly* 67: 319-342.

(<https://scholar.harvard.edu/sampson/publications/seeing-disorder-neighborhood-stigma-and-social-construction-broken-windows-0>)

"Expanding Public safety in the Era of Black Lives Matter" Sentencing Project [How Black Lives Matter Came to Define a Movement - New York Times](#), 2016.

Ta-Nehisi Coates, "The Myth of Police Reform," *Atlantic Monthly* (2015),

<https://www.theatlantic.com/politics/archive/2015/04/the-myth-of-police-reform/390057/>

## **Week 8: Responding to Criticism of Informal Social Controls**

### **Reading:**

George L. Kelling William J. Bratton, "Why We Need Broken Windows Policing," *City Journal*, Winter 2015, <https://www.city-journal.org/html/why-we-need-broken-windows-policing-13696.html>

Mark Jay and Philip Conklin, "Detroit and the political origins of 'broken windows' policing," *Race and Class*, 59, 2 (2017),

<https://journals.sagepub.com/doi/abs/10.1177/03063968177117149?journalCode=racb>.

## **Week 9: "Move To Opportunity": Current Social Innovations Providing Housing Mobility and Poverty Deconcentration**

### **Reading:**

John M. Goering, Judith D. Feins, *Choosing a Better Life?: Evaluating the Moving to Opportunity Social Experiment*, Washington, DC: The Urban Institute Press, 2003, chapters 1 and 8.

Greg Berman, "A Surprising Portrait of a Misdemeanor Criminal," *Wall Street Journal*, November 9, 2014, <https://www.wsj.com/articles/greg-berman-a-surprising-portrait-of-the-misdemeanor-criminal-1415574093>.

### **Week 10:**

#### **\*\*IN CLASS READING REVIEW\*\***

In this week, we will write a second reading review. The assignment is to choose a reading assigned since week 4 and write a short in-class paper (500 words) on whether the addressed topic is adequately presented, explained, and defined by the author(s) and make recommendations for improvements. This writing assignment will have to identify and explain the debate regarding "Broken Windows"—both in principle and in practice in the New York area or other areas. The class members will then exchange papers and give peer feedback before the final review is turned in at the end of the second class of the week.

### **Week 11: Social Innovation in Justice Legitimacy: Race and the Challenges of Building Social Trust**

#### **Reading:**

"Calls to 911 from Black Neighborhoods Fell After A Case of Police Violence," *New York Times*, September 29, 2016, <https://www.nytimes.com/2016/09/29/upshot/calls-to-911-from-black-neighborhoods-fell-after-a-case-of-police-violence.html>.

Joscha Legewie, "Racial Profiling and the Use of Force in Police Stops," *American Journal of Sociology*, 2, 5 (September 2016): 379–424.

Matthew Desmond, Andrew Papachristos, and David Kirk, "Police Violence and Citizen Crime Reporting in the Black Community," *American Sociological Review*, 81, 5 (2016): 857–876.

### **Week 12:**

**\*\*CASE STUDY POLICY RECOMMENDATION\*\*** (scaffolded in two parts with peer review and written feedback from professor)

In week 12, students will draft a policy recommendation as part of the class exercise. In the first class of the week, the students draft their policy recommendation and the professor gives comments in class and after class for revision. In the second class of the week, students will finalize their policy recommendation. The policy recommendation should follow this sequence:

- 1) identify and clarify the policy issue;
- 2) research relevant background and context;
- 3) identify the alternatives;
- 4) carry out required consultations;
- 5) select the best policy option;
- 6) prepare policy recommendation document for approval.

The stages between identifying the issue and making the recommendation are all parts of the analysis.

A policy recommendation is simply written policy advice prepared for some group that has the authority to make decisions, whether that is a Cabinet, council, committee or other body. Policy recommendations are in many ways the chief product of the ongoing work of government managers to create and administer public policy. (In this course, we'll use the term policy recommendation to refer to policy submissions made to a provincial, territorial or federal Cabinet or a municipal council, although there are many other terms for these submissions.)

A policy recommendation serves to inform senior decision-makers about a policy issue but also provides a more in-depth analysis of the options and a policy recommendation.

Policy recommendations are the key means through which policy decisions are made in most levels of government. Whether the policy recommendation is accepted as sound advice or dismissed in favor of another option largely depends on how well the issue and the arguments justifying the recommended course of action are presented.

As stated above, in the first class of the week, you will draft the policy recommendation as part of the class exercise. The professor will give comments in class and after class for revision. In the second class of the week, you will finalize your policy recommendation.

### **Week 13: The Power of Place: Design and Architecture in Community Innovation**

#### **Readings:**

Jane Jacobs, *Death and Life of Great American Cities*, (New York: Vintage, 1961), Chapter 2  
Oliver Newman. (1996). *Creating Defensible Space*. Retrieved from:

<https://www.huduser.gov/publications/pdf/def.pdf>

Annette Koh, “Placemaking When Black Lives Matter,” *Progressive City*, May 23, 2017, found on: Project for Public Spaces, <https://www.pps.org/blog/placemaking-black-lives-matter/>

Diana Buds, “How Urban Design Perpetuates Racial Inequality—and What we Can do About It,” *Fast Company*, July 18 2016, <https://www.fastcodesign.com/3061873/how-urban-design-perpetuates-racial-inequality-and-what-we-can-do-about-it>.

Gehl Institute. “Crime Prevention Through Environmental Design: A Public Life Approach.”

Retrieved from: <https://gehl.institute.org/wp-content/uploads/2017/06/CPTED-Public-Life-Approach-1.pdf>

### **Weeks 14 and 15:**

#### **\*\*ORAL PRESENTATIONS\*\* The role of socially innovative neighborhoods, residents, and communities in reducing violence**

These oral presentations—which will be presented individually by each class member—will examine one of several different models of direct neighborhood engagement in the sustained reduction of crime and discuss one particular social innovation method that is currently being applied locally, nationally, or internationally. The presenter will focus on a particular issue—for example, gun violence—and look at how various social innovation models offer neighborhood engagement, community building, or other social innovation approaches as a route to safety. The presenter will also propose how to merge neighborhood and government problem-solving efforts through a social innovation and social enterprise approach.

### **FINAL EXAM**

**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: October 1, 2022

1. Name of Department or Program: Counseling and Human Services

2. Contact information of proposer(s):

Name(s): Mickey Melendez, Ph.D.

Email(s): mimelendez@jjay.cuny.edu

Phone number(s): 212-237-8101

3. Current number and title of course: **CHS 235: Theories of Assessment and Interventions in Human Services**

4. Current course description: This course provides an overview of the history, theory, and methodology of assessment and intervention in human services. The course focuses on relevant theories and interventions that have become commonplace when working with individuals, families, groups, organizations, and communities within the human services realm. Students will be introduced to the principles of, risk and needs assessment, crisis and emergency management, resource management, ethics, and individual and community advocacy in order to interface with government, private, and non-profit social service agencies. Case examples, excerpts and 10 hours of field education will be used to illustrate the principles of human service intervention and to expose students to what professionals in the field may say, do, and think, when working with diverse client populations and organizations.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101; CHS 150 or CSL 150 or PSY 101

5. Describe the nature of the revision (what are you changing?): Remove PSY 101 from the current course prerequisite options. Change the prerequisites to ENG 101 and CHS 150 or CSL 150, only.

6. Rationale for the proposed change(s): The PSY 101 course is focused specifically on a study of the mind and behavior providing information on research methods and application of Psychology's major areas of study. Students taking PSY 101 as the prerequisite without CHS



150 would not receive an adequate foundation in the discipline of human services understanding structural power, oppressive systems, and the roles and functions of human service professionals addressed in CHS 150 and subsequently built upon in CHS 235.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- 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: ENG 101; CHS 150 or CSL 150

8. Enrollment in past semesters: approximately 60 students.

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)?

Professor Stavrianopoulos consulted with Professor Daryl A. Wout, Chair of the Psychology Department on 9/21/22. Professor Wout approved removal of PSY 101 from the prerequisite for CHS 235.

11. Date of Department or Program Curriculum Committee approval: September 28, 2022

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Katherine Stavrianopoulos, Ph.D.

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

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(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: October 1, 2022

1. Name of Department or Program: Counseling and Human Services

2. Contact information of proposer(s):

Name(s): Cary Sanchez-Leguinel, Ph.D.

Email(s): [csanchez@jjay.cuny.edu](mailto:csanchez@jjay.cuny.edu)

Phone number(s): 212-237-8147

3. Current number and title of course: **CHS 310: Advanced Interpersonal Counseling Skills**

4. Current course description:

This course is an advanced practical survey of counseling approaches and techniques designed to provide skills in facilitating individual and group human services work. Major emphasis is on examining assumptions about helping, developing observational and communication skills, and facilitating and examining effective counseling techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons. Students will complete a 10-hour field experience requirement, including the Safe Zone Allyship Program.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; CHS 150 or CSL 150 or PSY 101

5. Describe the nature of the revision (what are you changing?): Remove PSY 101 from the current course prerequisite options. Change the prerequisites to ENG 201 and CHS 150 or CSL 150, only.

6. Rationale for the proposed change(s): The course description for CHS 150: Foundations in Human Services Counseling states the following: *The course provides an overview of the careers in human services and explores the values and attitudes that promote understanding of human services ethics. Major emphasis is placed on students' awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations through self-reflection and experiential exercises. Students will acquire knowledge and skills, including 10 hours of field*

*education, utilized in the human services counseling process. They will have the opportunity to practice these skills through role-plays, and other peer exercises.*

One of the learning goals of CHS 150 aims to introduce students to basic foundational counseling skills. More specifically, the introduction to counseling skills and initial practice of these skills through role-plays and peer exercises facilitated in CHS 150, are essential to developing the advanced skills necessary for all professional work experiences and careers in human services. Students completing PSY 101 as the prerequisite would not have an adequate foundation to the basic counseling skills necessary to engage in the advanced skill development required in CHS 310.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- 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: ENG 201; CHS 150 or CSL 150

8. Enrollment in past semesters: approximately 125 students.

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)?

Professor Stavrianopoulos consulted with Professor Daryl A. Wout, Chair of the Psychology Department on 9/21/22. Professor Wout approved removal of PSY 101 from the prerequisite for CHS 310.

11. Date of Department or Program Curriculum Committee approval: September 28, 2022

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Katherine Stavrianopoulos, Ph.D.

**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.**

**Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.**

Date Submitted: September 7, 2022

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

Name(s): Michael Puls

Email(s): mpuls@jjay.cuny.edu

Phone number(s): 212-484-1178

3. Current number and title of course: **CSCI 362 Databases and Data Mining**

4. Current course description:

In this course, students will understand the fundamental principles of database management systems (DBMS). Through projects, they will gain valuable skills on how to design scalable databases using entity-relationship diagrams. They will learn how to extract useful information from the database by discovering patterns within the underlying data. Finally, they will develop database analyst skills using SQL, and use this to implement several real-life database applications. Students will gain hands-on experience with a modern DBMS platform (MySQL) by completing several exercises in the computer lab. Upon successful completion of this course, students will be able to design and organize a database to manage their application data, and be able to design queries to extract useful information from a database.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; CSCI 373 Advanced Data Structures or MAT 373

5. Describe the nature of the revision (what are you changing?): Adding CSCI 172 as an alternate prerequisite to CSCI 373 or MAT 373

6. Rationale for the proposed change(s): CSCI 362 is required for the Data Science track of the Applied Math major. CSCI 373, which is the prerequisite for CSCI 362, is no longer required for the Data Science track of the major. Thus, there is a hidden prerequisite for the Applied Math major. CSCI 172 Introduction to Data Analysis, which is required for the major covers the relevant material from CSCI 373 that is needed in CSCI 362. Hence, we are requesting that the prerequisite for CSCI 362 be changed from CSCI 373 to CSCI 373 or CSCI 172. We will also be removing the old number for CSCI 373 of MAT 373. That number change happened a good while ago now.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201; CSCI 172 or CSCI 373 or MAT 373**

8. Enrollment in past semesters: S22: 56; F21: 51

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

No   X   Yes        If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: September 7, 2022

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

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: October 1, 2022

1. Name of Department or Program: Counseling and Human Services

2. Contact information of proposer(s):

Name(s): Alberto Gotay, Ph.D.

Email(s): [agotay@jjay.cuny.edu](mailto:agotay@jjay.cuny.edu)

Phone number(s): 212-237-8323

3. Current number and title of course: **PED 300: Community Programs for Health, Wellness and Physical Activity**

4. Current course description:

This course engages students in the assessment, evaluation and planning of community-based health, wellness and physical activity programs. Students will review and critique regional and national guidelines for health and fitness programs for children, adolescents, adults and seniors. Class discussions will include the sociological, psychological and physical factors that influence the development and maintenance of health and fitness. Existing community programs will be visited, their program offerings will be reviewed, their effectiveness will be analyzed, and the availability and extent of community services and support partnerships will be identified. The ultimate goal is to design a model health, wellness, and physical activity program for a particular population within the community.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, PED 103, PED 110, and junior standing or above

5. Describe the nature of the revision (what are you changing?): Remove PED 103 from the current course prerequisites. The remaining prerequisites will be ENG 201, PED 110, and junior standing or above, only.

6. Rationale for the proposed change(s): The current prerequisites are more than what is needed for the course. Two of the prerequisites, both PED 103: Personal Physical Fitness and Dynamic Health and PED 110: Personal and Public Health, have similar foundation elements.

This knowledge base is needed for students to achieve success in PED 300. Having both PED 103 and PED 110 is redundant. By retaining PED 110 as a prerequisite, students will have a sufficient knowledge base for the PED 300 course. Also, PED 103 is no longer a required course for the minor in Health, Wellness and Physical Education so adjusting these prerequisites also removes a barrier to students who choose to take other courses in Part Two. Activity Courses to complete the minor.

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

- a. Revised course description: N/A
- b. Revised course title: N/A
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- 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: **ENG 201, PED 110, and junior standing or above**

8. Enrollment in past semesters: N/A, this course has not been offered recently. The minor was re-opened to student admission in Fall 2021 so it will be offered when a sufficient number of students may be interested in taking it. The minor added three alternative courses in case students need to satisfy the required 300-level course area in semesters where it is not offered.

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

No   X   Yes        If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: October 4, 2022

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

Katherine Stavrianopoulos, Ph.D., Chair, Department of Counseling and Human Services

**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, 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 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: 10/17/2022**

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

Name(s)	Email(s)	Phone number(s)
Shweta Jain	<a href="mailto:sjain@jjay.cuny.edu">sjain@jjay.cuny.edu</a>	212-237-8843

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

<b>FROM</b> ( <del>strikethrough</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	Digital Forensics and Cyber-Security	<b>Program</b>	<u>Digital Forensics and Cyber-Security</u>
<b>Course</b>	FCM 740: Data Communication and Forensic Security	<b>Course</b>	FCM 740: Data Communication
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<b>Pre:</b> FCM 710 and FCM 742	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<b>Pre:</b> <u>None</u>
<b>Hours</b>	3	<b>Hours</b>	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Description</b>	Study of the problems of securing, monitoring and investigating the content of private data communications. Issues considered include such topics as securing and monitoring private data exchanges over the Internet or between systems, vulnerabilities of communications protocols and media, cryptography and steganography.	<b>Description</b>	<u>Study of computer communication networks, their protocols, applications, and advanced principles of Computer Networks. Topics include layered network architectures, network programming interfaces (e.g., sockets), transport protocols, congestion control, routing algorithms, data link protocols, local area networks, wireless networks and network security.</u>
		<b>Effective Term</b>	Spring 2023



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

**Name Change:** The term Forensic Security is a misnomer and therefore it is dropped from the title of the course. The term Data Communication is used interchangeably to mean Computer Networks and Internet. Thus, this course can be aligned with Computer Networking concepts to serve the students better.

**Description Change:** The course description and content overlaps with the other courses FCM 742 and FCM 741. The security topics covered here are already present in depth in FCM 742. The cryptography topics covered here are extensively presented in FCM 741.

**Syllabus:** The attached syllabus covers all topics in Computer Networks necessary for students to be prepared for advanced topics in Digital Forensics and Cyber Security. Therefore, it is proposed that FCM 740 adopt this syllabus and course description.

**Pre-requisites:** With the change in name, description and syllabus, this course is essentially a graduate level core course in computer networks. A graduate course in computer networks does not need any pre-requisites except fulfillment of admission requirements.

### 4. Enrollment in past semesters:

Spring 2020: 19

Spring 2019: 19

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

☒ No ☐ Yes

If yes, what consultation has taken place?

## SYLLABUS

<b>COURSE</b>	<b>FCM 740 (Data Communication)</b>		
<b>INSTRUCTOR</b>	<b>TBD</b>	<b>E-MAIL</b>	
<b>OFFICE HOURS 1</b>		<b>TELEPHONE #</b>	
<b>OFFICE HOURS 2</b>		<b>Office</b>	

### **LEARNING OBJECTIVES:**

At the end of this course, students will be able to

- Describe the fundamental concepts, technologies, components and issues related to communications and data networks
- Explore the behavior of the common application layer protocols used on the Internet
- Describe the fundamental principles of transport layer services and the link layer
- Use network monitoring tools (e.g., WireShark) and network troubleshooting tools (e.g., ping, traceroute, dig, etc.) to explore the network

### **DESCRIPTION:**

Study of computer communication networks, their protocols, applications, and advanced principles of Computer Networks. Topics include layered network architectures, network programming interfaces (e.g., sockets), transport protocols, congestion control, routing algorithms, data link protocols, local area networks, wireless networks and network security.

### **TEXTBOOK:**

**Computer Networking: A Top-Down Approach (7th Edition) 7th Edition**  
by **James Kurose** (Author), **Keith Ross** (Author)

ISBN-13: 978-0133594140

**ISBN-10: 9780133594140**

**This is the main book that we will use in this course.**

### **SOFTWARE/HARDWARE**

Each student needs either Windows, MAC or Linux and reliable internet connection to complete this course. You need to install Wireshark to perform the Labs

Follow this link and download the appropriate Wireshark release

<https://www.wireshark.org/download.html>

### **METHOD OF ASSESSMENT:**

Quizzes	20%
Homework/Assignments	10%
Labs	25%

Discussion Board	10%
1 Mid Term	15%
Final Exam	20%

- **Quizzes:**

The quizzes will be based on lectures and/or Wireshark lab. The quizzes will be timed and will be on Blackboard in Test and Quizzes section. You have to complete the quizzes in one sitting.

- **Homework/Assignments:**

Will be assigned in Blackboard and placed in the Assignment Section. Homework will be based on the lectures.

- **Wireshark Labs:**

The labs will be based on using the traced captured using Wireshark. Some of the labs will require you to capture your own trace. For some labs you will have use the capture that I provide to answer the lab questions. The labs will be available in Blackboard and in the "Assignments" section.

- **Discussion Board:**

We will have few discussion posts in the semester. The purpose is to keep you engaged. There is no single correct answer any of our discussion topics.

- **Mid Term and Final Exam:**

The Mid-term will cover topics that is covered till week 7. The exam will one hour long and will be timed and you need to complete it one sitting. You will have to take the exam with inside a 12-hour period.

Final Exam will be comprehensive (will include all the topics. The final exam will be two hours long and will be timed and you need to complete it one sitting. You will have to take the exam with inside a 12-hour period.

Late Submission for Labs, Homework and Discussion Boards:

Late Submission will be accepted up to 48 hours after the deadline. Late submission will carry a 20% penalty.

Late Submission of Quizzes and Exams will **NOT** be accepted

**RESPONSIBILITIES:**

This course does not have live lectures. Students are expected to watch all the class lectures videos that posted and complete all the required readings. Quizzes, Homework, Labs and Tests must be completed on time to achieve the best grade. Discussion Board participation is mandatory. Please read the CUNY Discussion Board Netiquette.

**ACADEMIC INTEGRITY**

Cheating on exams or copying projects will not be tolerated. Please review the College's policies on Plagiarism and Cheating. If caught cheating, the student(s) may be reported to CUNY, Academic Integrity!

**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) 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.

### **IMPORTANT WEBSITES**

- Interactive website: [http://www-net.cs.umass.edu/kurose\\_ross/interactive/](http://www-net.cs.umass.edu/kurose_ross/interactive/)
- CUNY Blackboard: All course related assignments and material will be available on blackboard. Announcements will be posted on blackboard. Students must have a working CUNY portal account in order to receive course related information! **All communication will be through Blackboard ONLY!**

### **PROPOSED SCHEDULE OF LECTURES:**

	TOPICS	Text chapters or sections	Additional Reading/Labs
Week 1	<b>What is the internet, Network Edge, Network Core</b>	1.1, 1.2 and 1.3	RFC 1122 Requirements for Internet Hosts -- Communication Layers
Week 2	<b>Network Structure, Delays, Throughput, Protocol layers, Security Lab: Traceroute</b>	1.4, 1.5, 1.6	RFC 1574 Essential Tools for the OSI Internet
Week 3	<b>Principles of Network Applications Lab: Wireshark Intro</b>	2.1	
Week 4	<b>Web and HTTP Lab: Wireshark HTTP Lab: Wireshark HTTP</b>	2.2	Build a web server using GoLang <a href="https://go.dev/doc/articles/wiki/">https://go.dev/doc/articles/wiki/</a>
Week 5	<b>Electronic Mail, DNS, Video Streaming Lab: Wireshark DNS</b>	2.3, 2.4, 2.6	Build an enterprise: email server, DNS server and web server

Week 6	<b>Transport layer introduction, UDP,</b>	3.1, 3.2, 3.3,3.4	RFC 768 User Datagram Protocol
Week 7	Midterm		
Week 8	<b>Reliable Data Transfer, Connection Oriented Transport: TCP, TCP Congestion</b> <b>Lab: Wireshark TCP/UDP</b>	3.4, 3.5, 3.7	RFC 4614 and the references therein A Roadmap for Transmission Control Protocol (TCP) Specification Documents
Week 9	<b>Network Layer: Data Plane, Control Plane, Internet Protocol (IP)</b>	4.1, 4.2 and 4.3	RFC 791 Internet Protocol
Week 10	<b>DHCP</b> <b>Lab: Wireshark IP and DHCP</b>	4.3	Build a LAN: DHCP server, Switches, Routers
Week 11	<b>Intro to Link Layer, Multiple Access Links and Protocols</b>	6.1, 6.2, 6.3	
Week 12	<b>Switched local area network and ARP, Ethernet</b>	6.4.1,6.4.2	Observe your LAN: Address Resolution Protocol
Week 13	<b>Link layer switches, forwarding and filtering.</b> <b>Day in the life of a web page request</b> <b>Lab: Wireshark Ethernet</b>	6.4.3, 6.7	
Week 14	<b>Wi-fi: 802.11 Wireless LAN</b> <b>Lab: Wireshark Wi-fi</b>	7.3	Add wireless to your LAN
	Final Exam		

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

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

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

**Date of CGS Approval: 10/17/2022**

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

Name(s)	Email(s)	Phone number(s)
Shweta Jain	<a href="mailto:sjain@jjay.cuny.edu">sjain@jjay.cuny.edu</a>	212-237-8843

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

<b>FROM</b> ( <del>striketrough</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	Digital Forensics and Cyber-Security	<b>Program</b>	<u>Digital Forensics and Cyber-Security</u>
<b>Course</b>	FCM 742 Network Security	<b>Course</b>	FCM 742 Network Security
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<del>Pre: Undergraduate entrance requirements.</del>	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<u>Pre: FCM 740</u>  <u>Note: Students with an undergraduate course in Computer Networks should contact the program director for an exemption from the prerequisite.</u>
<b>Hours</b>	3	<b>Hours</b>	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Description</b>	<del>Fundamentals of computer networks and distributed processing. Network security policy, risk assessment and management, and protocols for secure network infrastructures are emphasized.</del>	<b>Description</b>	<u>Fundamentals of computer networks security such as internet key exchange and distribution, application security, transport security, link layer security, cloud security, and identity management. Principles of network security and protocols for secure network communication are emphasized.</u>
		<b>Effective Term</b>	Spring 2023

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

Network security is an essential topic in Cyber-security. Students need computer networking as a pre-requisite to fully understand network security. However, computer networks is not a pre-requisite. Therefore, the current course requires covering fundamental principles in both computer networks and security, leaving less time to cover new and emerging topics in network security such as Federated Identity Management and Cloud Security. Covering both topics is equivalent to two full graduate courses. Therefore, this course proposal de-couples computer networks from network security to dedicate the entire course on topics in network security.

**4. Enrollment in past semesters:**

Spring 2022: 9

Fall 2021: 19

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

☒ No    ☐ Yes

If yes, what consultation has taken place?

## SYLLABUS

<b>COURSE</b>	<b>FCM 742 (Network Security)</b>		
<b>SOFTWARE REQUIREMENT</b>	<b>Oracle Virtual box with a Linux distribution (Kali and Ubuntu Linux preferred) GCC compiler, Azure CLI</b>		
<b>HARDWARE REQUIREMENT</b>	<b>A computer or laptop with recent version of Linux, Windows 7 (or more recent) or MacOS Sierra (or more recent)</b>		
<b>INSTRUCTOR</b>	Prof. Shweta Jain	<b>E-MAIL</b>	<a href="mailto:sjain@jjay.cuny.edu">sjain@jjay.cuny.edu</a>
<b>OFFICE HOURS 1</b>	Tuesday 5-6pm	<b>TELEPHONE #</b>	212-237-8843
<b>OFFICE HOURS 2</b>	By appointment	<b>Office</b>	6.65.20

### LEARNING OBJECTIVES:

At the end of this course, students will be able to

- 1) Demonstrate familiarity with Cryptography techniques, be able to perform encryption tasks using computer programs
- 2) Discuss various techniques of secure data transmission in each layer of the Internet protocol stack
- 3) Demonstrate knowledge of Internet security standards

### DESCRIPTION:

Fundamentals of computer networks security such as internet key exchange and distribution, application security, transport security, link layer security, cloud security, and identity management. Principles of network security and protocols for secure network communication are emphasized.

### TEXTBOOK:

**Cryptography and Network Security: Principles and Practices, by William Stallings, 7<sup>th</sup> Edition**

**ISBN-13:** 978-0134444284

*This is the main book that we will use in this course.*

### METHOD OF ASSESSMENT:

- Weekly Quizzes --- 10%
- 1 Midterm and 1 Final exams --- 40%
- Assignments --- 20%
- Labs --- 20%
- Class participation --- 10%

### ASSIGNMENTS AND LABS:

This course emphasizes on the Network Security. There will be packet sniffing assignments using Wireshark and programming assignments using any language the students prefer. Students will also be asked to explore network security through labs, written reports and presentations. *Students are encouraged to explore topics that may lead to longer term research projects.*

### RESPONSIBILITIES:

Students are expected to participate in discussion boards and take the exams at the scheduled times. Assigned readings, exercises and projects must be completed on time.

### ACADEMIC INTEGRITY



Cheating on exams or copying projects will not be tolerated. Please review the College's policies on Plagiarism and Cheating. Moreover, if you copy projects or assignments, you will not be able to answer questions on the exams.

**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
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- 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) 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.

### **IMPORTANT WEBSITES**

- CUNY Blackboard: All course related assignments and material will be available on blackboard. Announcements will be posted on blackboard. **Students must have a working CUNYFirst account in order to receive course related information**

<b><u>COURSE CALENDAR:</u></b>				
<b>Week</b>	<b>Date</b>	<b>Reading &amp; Study</b>	<b>Assignments</b>	<b>Due Date</b>
<b>1</b>		<u>Computer and Network Security Concepts</u> CIA Triad, Attack surface, Attack Tree, Security attacks, services and mechanisms	Quiz – chapter vocabulary	
<b>2</b>		<u>Selection topics in Chapter 4 and 8</u> Mathematical theory behind RSA and Diffie Hellman key exchange	Quiz – chapter vocabulary <b>Math or programming assignment</b>	
<b>3</b>		<u>Selected Sections from Chapters 3, 9, 10</u> Fundamentals of symmetric and asymmetric encryption,	Quiz – chapter vocabulary <b>Assignment</b> Lab	
<b>4</b>		<u>Selected Sections from Chapter 11,12,13</u> Cryptographic Hash Functions and Using public key crypto for message authentication, digital signatures	Quiz <b>Assignment</b> Lab	
<b>5</b>		<u>Chapter 14. Key Management and Distribution</u> Public key certificates, certificate authority, session key exchange	Quiz <b>Assignment</b>	
<b>6</b>		<u>Chapter 15. User Authentication</u> <u>Principles of user authentication for access control in Internet based systems,</u> <u>Federated Identity Management, Hand-on lab on privacy implications of Federated Identity Management</u>	Quiz <b>Assignment</b> Lab	
<b>7</b>		Midterm	<b>Week 1 to 6</b>	
<b>8</b>		<u>Chapter 17. Transport-Level Security</u> SSL, TLS 1.2 and TLS 1.3 protocols, Applications: HTTPS, Secure Shell	Quiz <b>Wireshark Lab Assignment</b> Discussion on standards changes	

9		<u>Chapter 18. Wireless Network Security</u> WEP and WPA standards and vulnerabilities	Quiz <b>Wireshark Lab Assignment</b> Discussion on standards changes	
10		Chapter 19. Electronic Mail Security Pretty Good Privacy, S/MIME, Webmail security	Quiz <b>Lab:</b> <u>Pretty Good Privacy</u>	
11		<u>Chapter 20. IP Security</u> VPN, IPSEC, IPv6 security	Quiz <b>Wireshark Lab Assignment</b> Discussion on standards changes	
12		<u>Chapter 16 Network Access Control and Cloud Security</u> Data Protection in the Cloud, Cloud Security as a Service	Quiz <b>Case study</b>	
13		<u>Vulnerabilities in the Web</u> Hacks and Defenses	Web Hacking Lab	
14		<u>Review and Take Aways from the course</u>		
15	Final exam week	Final Exam	Week 7 to 13	



**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:** October 3, 2022

**Date of Program Approval:** September 26, 2022

**Date of CGS Approval:** 10/17/2022

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

Name(s)	Email(s)	Phone number(s)
Katarzyna Celinska	<a href="mailto:kcelinska@jjay.cuny.edu">kcelinska@jjay.cuny.edu</a>	646-557-4780
Jana Arsovska	<a href="mailto:jarsovska@jjay.cuny.edu">jarsovska@jjay.cuny.edu</a>	646-557-4436

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

FROM ( <del>strikethrough</del> the changes)		TO ( <u>underline</u> changes)	
Program		Program	
Course number and title	<b>ICJ 704: Crime Justice and Cultural Struggles</b>	Course number and title	<b>ICJ 704: Crime Justice and Cultural Struggles</b>
Pre- and/or Corequisites (specify which are pre, co, or both)	N/A	Pre- and/or Corequisites (specify which are pre, co, or both)	N/A
Hours (please specify if the course has lab hours)	8 weeks / online a semester / in person	Hours (please specify if the course has lab hours)	8 weeks / online a semester / in person
Credits	3	Credits	3

<b>Course description</b>	<p>This course examines research on culture, power and identity in international CRJ. Students will be introduced to the concept of culture and how it has been related to contemporary problems and struggles in justice systems between local groups and larger, sometimes global forces. These have included concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place and behavior. Particular attention will be given to the issues emerging from local confrontations with and responses to international CRJ initiatives around domestic violence, human trafficking, copyright piracy, indigenous rights, governmental corruption, and war crimes. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches and rhetorical skills of research in the discipline.</p>	<b>Course description</b>	<p>This course examines research on culture, power, and identity in international criminal justice. Students explore the concept of culture and how it relates to contemporary problems with justice systems. The scope of these strains ranges from conflicts between local groups, larger clashes over authority, and include global forces. These struggles involve concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place, behavior, and economic injustices. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches, and rhetorical skills of research in the discipline.</p>
<b>Student learning outcomes</b>	<p>Upon completion of this course students are expected to:</p> <ol style="list-style-type: none"> <li>1) define and explain different elements of the culture in the political and sociological context</li> <li>2) explain how concepts of culture, involving specific categories of identity such as race, nation, religion, gender, sexuality, or other social and political statuses, such as rights to violence or property, are mobilized in contemporary struggles with and through justice systems between local groups and larger, sometimes global forces</li> <li>3) demonstrate familiarity with various case studies from different countries and continents, and their particular regional and global histories</li> <li>4) demonstrate familiarity with the methods, analytical approaches and rhetorical conventions of research on culture in international crime and justice with a special focus on qualitative approach</li> <li>5) critically analyze interception of culture, conflict, justice and criminal justice system</li> </ol>	<b>Student learning outcomes</b>	<p>Upon completion of this course students are expected to:</p> <ol style="list-style-type: none"> <li>1. define and explain different elements of the culture in the political and sociological context</li> <li>2. explain how concepts of culture, involving specific categories of identity such as race, nation, religion, gender, sexuality, or other social and political statuses, such as rights to violence or property, are mobilized in contemporary struggles with and through justice systems between local groups and larger, sometimes global forces</li> <li>3. demonstrate familiarity with various case studies from different countries and continents, and their particular regional and global histories</li> <li>4. demonstrate familiarity with the methods, analytical approaches, and rhetorical conventions of research on culture in international crime and justice with a special focus on qualitative approach</li> <li>5. critically analyze interception of culture, conflict, justice, and criminal justice system</li> <li>6. <u>critically analyze policies that create harmful consequences borne by the poor and racial minorities when</u></li> </ol>

			<u>discussing various topics covered in this course</u>
		<b>Effective Term</b>	Spring 2023

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

1. **Course description.** The content remains the same. Revisions are limited to reformulating the text.
2. **Learning objectives.** Five learning objectives remain the same. We added objective #6 on addressing racial justice issues. The presentation of learning objectives was revised.
3. **Course content.** The content was outdated and the modules required major revisions. The new modules with current topics were created and the list of readings was updated. It was necessary to introduce more examples of current criminal justice issues, cases and policies. The revisions also expanded the coverage of the contemporary cultural struggles and injustices.

### 4. Enrollment in past semesters:

This course is a required core course offered in two different modalities each semester (i.e. both in-person and online), which each class capped at 22. In a significant majority of times, each class has on average between 15-22 enrollment (with a total of between 30-44 students enrolled in this class at a given semester).

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

☒ No ☐ Yes

If yes, what consultation has taken place?

**SYLLABUS**  
**ICJ 704: Crime Justice and Cultural Struggles (Online)**  
**SPRING 2022 8 Week 1**

**Professor:****Office Hours:** Wednesdays 5.00 pm – 6.00 (Available via Skype) and by appointment**E-mail:** [xxx@jjay.cuny.edu](mailto:xxx@jjay.cuny.edu)**Course Description:**

This course examines research on culture, power, and identity in international criminal justice. Students will be introduced to the concept of culture and how it has been related to contemporary problems and struggles in justice systems between local groups and larger, sometimes global forces. These have included concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place, behavior and economic injustices. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches and rhetorical skills of research in the discipline.

**Goals and Learning Objectives:**

- 6) Students will be able to define and explain different elements of the culture in the political and sociological context
- 7) Students will be able to explain how concepts of culture, involving specific categories of identity such as race, nation, religion, gender, sexuality, or other social and political statuses, such as rights to violence or property, are mobilized in contemporary struggles with and through justice systems between local groups and larger, sometimes global forces
- 8) Students will demonstrate familiarity with various case studies from different countries and continents, and their particular regional and global histories
- 9) Students will demonstrate familiarity with the methods, analytical approaches and rhetorical conventions of research on culture in international crime and justice with a special focus on qualitative approach
- 10) Students will critically analyze intersection of culture, conflict, justice and criminal justice system
- 11) Students will critically analyze policies that create harmful consequences borne by the poor and racial minorities when discussing various topics covered in this course

### **Course Requirements & Policies:**

#### ***Contacting Your Professor:***

If you have questions about the course, requirements, assignments etc. please post them in Q&A Forum. This is an open forum so everyone can answer a question from a classmate. I will moderate and check the forum for accuracy.

Students, who wish to talk with me, should contact me by e-mail and we will set up a phone-call or a ZOOM meeting. Students are asked to send an e-mail from a **John Jay e-mail account** (the College's spam blocker may reject an "unusual" e-mail address). I will reply only to your John Jay account within 48 hours (excluding weekends and holidays). If you do not hear from me, assume that I have not received your e-mail. In order to reply to as many e-mails as possible, I tend to keep my responses brief.

**Announcements** will be posted on Blackboard on a regular basis. They will appear on your dashboard when you log in and/or will be sent to you directly through your preferred method of notification from the Blackboard. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

In online courses it is normal to have many **questions** about matters that relate to the course, such as clarification on assignments, course materials, assessments, or other issues. Please post your questions in the **Q&A Forum**. This is an open forum and you are encouraged to give answers and help each other.

**Virtual office hours** in real-time once per week via Skype. The virtual office hours for xxx 2022 are: xxxxxx. Note that Skype is for free and can be downloaded here: <https://www.skype.com/en/download-skype/skype-for-computer/>

#### ***Required Text:***

All reading materials, assigned for specific modules, are accessible via Blackboard. Please note that due to the evolving nature of the topic, additional materials may be added throughout the semester. The course workload includes a considerable amount of assigned reading (between 70 to 120 pages per week for an 8-week online session).

#### ***Blackboard:***

The course is available on the Blackboard and includes 8 modules. Each module contains all material for this particular week, including required readings. In addition, you can find Discussion Forum, Q&A Forum and Student Grading on the Blackboard.

Every student in class is asked to check John Jay e-mail and Blackboard regularly. You can access Blackboard directly via link: <https://doorway.cuny.edu/> or navigate from the [College home page](#), under John Jay Students, select Blackboard Online. You will be prompted to login with your CUNY portal login. To access Blackboard, you must have a CUNY portal account. To apply for an account, you must navigate to the [CUNY portal page](#) and click the Login link at bottom of left navigation bar, then click Register Now! Once you have registered, you will create your own login password. For additional help with Blackboard, see the [Login in to Blackboard](#) section.



***Student evaluation and grading protocol:***

Final grades will be computed on the following basis:

Discussion posts (4 x 10 points)	<b>40%</b>
Two substantive comments (2 x 10 points)	<b>20%</b>
Assignments (4 x 10 points)	<b>40%</b>

Grade	Explanation	Index Value
A		4.0
A–		3.7
B+		3.3
B		3.0
B–		2.7
C+		2.3
C		2.0
C–		1.7
F	Failure	0.0
P	Pass	-
INC	Incomplete	-

### **Course roadmap**

There are 8 modules in this course—1 module for each week. They cover a broad range of topics in culture that come from fields of criminal justice, sociology, political science, psychology and anthropology. Instructors selected the topics based on their current importance and relevance.

Here is the list of modules:

**Module 1:** Culture and Crime in Global Context. Theoretical Perspectives

**Module 2:** Culture, Discrimination, Bias, Hate Crimes and Stigma. Roma in Europe

**Module 3:** Right-Wing Nationalism, Social Conservatism, Neo-Nazism and White Supremacy. Ideology and Violence

**Module 4:** Illicit Trafficking, Organized Crime, and Criminal Subcultures. The case study of Mexico

**Module 5:** Interethnic Conflicts, Genocide, and Intergroup Relations. The Role of Culture in Understanding and Resolving Interethnic Conflicts

**Module 6:** Immigration as a Gendered Phenomenon

**Module 7:** Thinking Qualitatively. Exploring and Understanding Culture, Justice and Conflict

**Module 8:** Culture and Justice in Global Context. International Laws, Policy Perspectives, and Good Practices

### **Course Assignments:**

#### **I. Reading Assignment**

It is your responsibility to complete the required reading assignments in a timely manner. In an online course, you are expected to be self-motivated and self-driven. It is suggested that you set aside a specific day each week to read the required literature (for example, make Sunday or Monday your reading day).

#### **II. Discussion Board (4 x 10 points = 40% & 2 x 10 points = 20%)**

You are required to participate in the Discussion Forum on days specified in the syllabus. There are 5 -7 questions posted in each module. You need to write an answer to one of the questions, and your post should be between 400 - 500 words (unless otherwise specified on the Blackboard). The response must be posted by Thursday @ 11:59 pm at the latest. Earlier posts are welcome.

Your answer needs to be substantive. You will be graded how well you utilized knowledge after reading and watching required articles and material. Your answer should show that you can link the readings in logical way. It is important that you employ not only analytical but also critical thinking skills. Finally, your answer should be written clearly and properly, following grammar and stylistic rules.

In addition, you are required to address at least two posts of your classmates. Read your classmates' posts and compose at least two responses (min. 200 words each) to your classmates' original post. Your comments need to be substantive, well-written and critical. You have to use at least 2 readings in your comment. Note that the APA style applies to your answers and comments.

When posting on DB, you should:

- Make posts that are on topic and within the scope of the course material;
- Take your posts seriously and review and edit your posts before sending;

- Be as brief as possible while still making a thorough comment;
- Always give proper credit when referencing or quoting another source;
- Be sure to read all messages in a thread before replying. Do not repeat someone else's post without adding something of your own to it;
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point;
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-insulting way.

### III. Assignments (4 x 10 points = 40%)

Unless specified otherwise, all assignments are due on Blackboard on the due date. You will ultimately be responsible for making sure that the correct assignment is uploaded in Blackboard in a timely manner. All Assignments are posted at the end of this syllabus and on the Blackboard. Grammatical errors will lower your grade, so proofread your assignments before submitting them. All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate. APA guidelines can be found on the John Jay College Library website

<http://www.lib.jjay.cuny.edu/> under "*Library publications.*"

**The Alan Siegel Writing Center** – is a service that provides free tutoring in writing to students of John Jay College. The Center emphasizes formulating a thesis, organizing, and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. The Center's tutorial staff offers help in all stages of writing. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing.

The website address:

<http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>

<http://jjcweb.jjay.cuny.edu/writing/contact.htm>

You can contact the Center by calling: 516-828-1383 or 646-481-4674 or by e-mailing Kennesha Barnwell – Office Manager/Office Operations Coordinator at [Kbarnwell@jjay.cuny.edu](mailto:Kbarnwell@jjay.cuny.edu)

The Alan Siegel Writing Center uses ZOOM and a Word program to try to mirror an in-person tutoring session as much as possible. To have an appointment in this manner, you must have access to a device that can run both. The schedule is: Monday: 11.00 am – 8.00 pm; Tuesday: 10.00 am – 7.00 pm; Wednesday: 10.00 am – 7.00 pm and Thursday: 11.00 am – 8.00 pm.

If English is not your first language, you can receive online advice and practice with academic English through the E-Resource Center: <https://www.jjay.cuny.edu/e-resource-center>

This Center provides the following online tutorial services:

- Writing Tutorials that will help you to improve your writing of persuasive essays and research papers in APA format.
- Grammar Tutorials that will help you improve your grammar and editing abilities.
- ACT Test Tutorials that will help you develop specific ACT reading and writing skills. You can also take practice tests for the CUNY-ACT Reading and exams.
- 101 Course Tutorials that will help you read your textbook efficiently and understand key concepts and themes in Criminal Justice 101, Government 101 and Sociology 101.

### **Course Schedule:**

#### **WEEK 1: MODULE 1**

#### **Culture and Crime in Global Context. Theoretical Perspectives**

The goal of this Module is to examine sociological and criminological theories that explain the role of culture (e.g., norms, values, traditions, language, etc.) and diversity (e.g., gender, ethnicity, religion, race, sexual orientation, socio-economic status, etc.) on deviance, crime, and justice.

#### **Learning Objectives:**

Students will:

- Gain understanding of the role and impact of culture (e.g., norms, values, traditions, language, etc.) and diversity (e.g., gender, ethnicity, religion, race, sexual orientation, etc.) on deviance, crime, and justice.
- Learn about considering culture and cultural differences in conducting research.
- Review selected sociological and criminological theories about culture and crime and study the impact of culture/subculture, social control, culture conflict, criminal labels, and stigma on deviant behaviors.
- Study the application of theoretical perspectives on variety of crimes via case studies.

#### **Required Readings:**

1. Karstedt, S. (2001). Comparing Cultures, Comparing Crime: Challenges, prospects and problems for a global criminology. *Crime, Law and Social Change* 36, 285–308.  
<https://link.springer.com/article/10.1023/A:1012223323445>
2. Jacques, S., Lindergaard M.R., & von Gelder, J.L. (2011). Foreign fieldwork and native participants: A theory of method. *Victims and Offender* 6, 246-259. <https://doi.org/10.1080/15564886.2011.581876>

3. Rivers II. L., Gibbs, C., & Paternoster, R. (2017). Integrating criminological and decision research theory: Implications for understanding and addressing crime in marginalized communities. *Deviant Behavior* 38, 1, 74-93. <https://doi.org/10.1080/01639625.2016.1196948>

Note that prior knowledge of criminological theories is helpful. For those who did not take ICJ 700 yet, you can review any book on criminological theories. For example:

Survey of cultural theories: Lilly, J. Robert, Francis T. Cullen, and Richard A. Ball. (2019)<sup>1</sup> *Criminological Theory: Context and Consequences*. Thousand Oaks, CA: Sage Publications.

Recommended chapters:

Chapter 7 (Labeling Theory, pp.137-150)

Chapter 8 (Conflict Theory, pp.164-185)

Chapter 9 (Cultural Criminology, pp. 209-218)

### **Readings for Assignment I (due WEEK 3):**

1. Arsovska, J. & Verduyn, P. (2008). Globalization, conduct norms and “culture conflict”: perceptions of violence and crime in an ethnic Albanian context. *British Journal of Criminology* 48, 2, 226-246. <https://doi.org/10.1093/bjc/azm068>
2. Ruohui Zhao, Hongwei Zhang, Jihong Solomon Zhao & Xinting Wang (2019). When the West Meets the East: Cultural Clash and Its Impacts on Anomie in a Sample of Chinese Adolescents, *Deviant Behavior* 40, 10, 1187-1205. DOI: [10.1177/0306624X20931429](https://doi.org/10.1177/0306624X20931429)
3. David Brownfield (2014). Testing a Subcultural Theory of Crime and Delinquency in a Gang Context. *Journal of Gang Research* 21,4, 1-9.
4. Wu, Y., Chen, X., Qu, J. (2022). Explaining Chinese Delinquency: Self-Control, Morality, and Criminogenic Exposure. *Criminal Justice and Behavior* 49, 4, 570-592. <https://doi.org/10.1177/00938548211034840>
5. Piatkowska, S. J., Hövermann, A. (2019). A Culture of Hostility and Crime Motivated by Bias: A Cross-National Multilevel Analysis of Structural Influences. *International Criminal Justice Review*, 29, 2, 141-167. <https://doi.org/10.1177/1057567718772332>

### **Due Assignments: Readings**

#### **WEEK 2: MODULE 2**

#### **Culture, Discrimination, Bias, Hate Crimes and Stigma. Roma in Europe**

This Module focuses on an ethnic group that originated from northern India known as the Roma, or Romani people. The Roma live in various regions across the world, but the vast majority reside in European countries. Students will become familiar with the history, identity, culture, and experiences of Roma in Europe. Regardless of location, Roma face marginalization and discrimination everywhere they go. The negative

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treatment of Roma began centuries ago, when they first came to Europe, and it has persisted throughout the last century. Roma were targeted, persecuted, and killed during World War II, yet this part of their history is often forgotten and overlooked.

### **Learning Objectives:**

Students will:

- Learn about the Roma identity and culture, and the stereotypes surrounding them.
- Explore the history of the Romani people in Europe and the stigmas that have been placed on them since the fourteenth century.
- Study the experiences of Roma during the Second World War, and how anti-Roma discrimination during this time persisted after the war.
- Analyze the ways in which education systems discriminate against Roma youth.
- Learn about the high employment and poverty rates among Roma and disparities within labor markets.
- Examine the different anti-discrimination legislation and policy meant to protect Roma, how Roma are represented in these documents, and the impacts of these “protections.”
- Explore the media representation of Roma and how this representation influences the treatment of Roma.

### **Required Readings:**

1. Kende, A., Hadarics M., & Lášticová B. (2017). Anti-Roma attitudes as expressions of dominant social norms in Eastern Europe. *International Journal of Intercultural Relations* 60, 12-17.  
<http://dx.doi.org/10.1016/j.ijintrel.2017.06.002>
2. Bruneau, E., Szekeres, H., Kteily, N., Tropp, L.R., & Kende, A. (2020). Beyond dislike: Blatant dehumanization predicts teacher discrimination. *Group Processes & Intergroup Relations* 23, 4, 560-577. <http://dx.doi.org/10.1016/j.ijintrel.2017.06.002>
3. Cviklova, L. (2015). Direct and indirect racial discrimination of Roma people in Bulgaria, the Czech Republic and the Russian Federation. *Ethnic and Racial Studies* 38, 12, 2140-2155.  
<http://dx.doi.org/10.1080/01419870.2015.1042892>
4. Cashman, L. (2017). New label no progress: Institutional racism and the persistent segregation of Romani students in the Czech Republic. *Race, Ethnicity and Education* 20, 5, 595-608.  
<https://doi.org/10.1080/13613324.2016.1191698>

5. Celinska, K., & Gutowska, A. (2014). The Polish Roma: From a persecuted to a protected minority. *International Journal of Comparative and Applied Criminal Justice* 38, 2, 157-171, <https://doi.org/10.1080/01924036.2013.813398>

### **Reports:**

1. Eurocities. *Mapping of the situation of Roma in cities in Europe* (2017). The European Union Programme for Employment and Social Innovation "EaSI" (2014-2020).

### **Discussion Questions:**

Write an answer to one of the questions in the Discussion Forum. Your post should be between 400 - 500 words (unless otherwise specified on the Blackboard). The response must be posted by Thursday @ 11:59 pm.

1. Explain the problem and the context of education for Roma children and youth. Describe the process in which a Roma student may be placed in a remedial special school. How is this process flawed?
2. Provide examples of institutionalized discrimination of Roma population throughout Europe. Using the study by Bruneau et al. (2019), how would you define blatant and subtle dehumanization? Can dehumanization of Roma lead to discrimination? Provide examples from other readings.
3. How transformation from communism to democracy affected Roma in Eastern European countries? What is the current situation of Roma in this part of Europe?
4. Why might non-Roma see Roma as economic threats despite the high rates of poverty and unemployment among Roma? Name a few reasons why Roma women are overrepresented in low-wage jobs? How do employers discriminate against Roma despite the existence of anti-Roma policy or legislation?
5. Describe briefly a history of discrimination of Roma. How have individual countries discriminated against Roma despite protections such as the 2004 Directive on Free Movement and Protocol 4 of the European Convention on Human Rights?
6. Discuss current policies that were created to address discrimination in Europe. What are the policy recommendations to further changes in Roma situation?

### **Due Assignments: Readings & Discussion Forum**

#### **WEEK 3: MODULE 3**

#### **Right-Wing Nationalism, Social Conservatism, Neo-Nazism and White Supremacy. Ideology and Violence**

This Module focuses on the development of the right-wing extremism and neo-Nazism in numerous countries. Based on the articles, students will gain an understanding of what constitutes a neo-Nazi or right-wing extremist organization. These organizations' ideologies share many similarities, often centering on nationalism and anti-immigrant sentiments. The articles will allow students to analyze how a group may move from non-violent to one that utilizes violent tactics. This Module will also look at the pathways to neo-Nazi membership, the factors that attract youth to these organizations, role of public and social media, exploitation of the fears of the public to gain support and the role played by various organizations (government, police, education). Finally, the articles present a range of punitive and preventive measures taken by governments to address and tackle right-wing extremism and neo-Nazism in their countries.

### **Learning Objectives:**

Students will:

- Analyze neo-Nazi and right-wing extremist organizations from a historical context to present.
- Examine numerous factors that attract various individuals to extremist organizations.
- Explore the cases studies of right-wing and neo-Nazi groups and trends in Greece and Sweden
- Study the different ways countries have responded to neo-Nazi attacks and determine the effectiveness of these responses.
- Gain an understanding of how extremist organizations are able to transform their members' feelings and frustrations into an ideology.
- Explore the factors that push youth toward membership in extremist groups.
- Study statistical data in Europe and explain trends and explanations of right-wing and neo-Nazi perspectives and organizations' membership

### **Required Readings:**

1. Mattsson, Ch., & Johansson, Th. (2021). "We are the White Aryan Warriors": Violence, homosociality, the construction of masculinity in the National Socialist Movement in Sweden. *Men and Masculinities* 24, 3, 393-410. <https://doi.org/10.1177/1097184X20985582>
2. Komaromi, P. (2016). Germany: Neo-Nazis and the market in asylum reception. *Race & Class* 58, 2, 79–86. 10.1177/0306396816657727
3. Mattsson, Ch. & Johansson, Th. (2020) The hateful other: neo-Nazis in school and teachers' strategies for handling racism, *British Journal of Sociology of Education* 41, 8, 1149-1163, <https://doi.org/10.1080/01425692.2020.1823204>



4. Karpantschhof, R., & Mikkelsen, F. (2017). The rise and transformation of the radical right movement in Denmark, 1980–2015. *Studies in Conflict & Terrorism* 40, 8, 712-730. <https://doi.org/10.1080/1057610X.2016.1234313>
5. Koronaiou, A., & Sakellariou, A. (2017). Women and Golden Dawn: reproducing the nationalist habitus. *Gender and Education* 29, 2, 258–275. <http://dx.doi.org/10.1080/09540253.2016.1274382>

### **Reports:**

1. Koehler, D. (2015). *Right-wing extremism and terrorism in Europe. Current developments and issues for the future*. Futures, Prism 6, 2, 85-104.
2. Jones, S., G., Doxsee, C., and Harrington, N. (March 2020). *The right-wing terrorism threat in Europe. A report of the CSIS Transnational Threats Project*. Center for Strategies and International Studies.

### **Discussion Questions:**

Write an answer to one of the questions in the Discussion Forum. Your post should be between 400 - 500 words (unless otherwise specified on the Blackboard). The response must be posted by Thursday @ 11:59 pm.

1. What factors may influence youth to seek a new identity within a neo-Nazi organization? How might neo-Nazi organizations appeal to women?
2. When does a neo-Nazi group cross the line from ‘freedom of speech’ to criminal behavior? Why might an extremist organization transition from non-violent to violent tactics? What is the role of violence in neo-Nazi organizations? How might members use it as a ‘coping strategy’?
3. What are the commonalities and what are the differences among neo-Nazism and right-wing nationalism in various countries in Europe?
4. What is the role of media and schools in propagating and/or preventing interests and membership in extremist organizations?
5. Based on the reports and articles, present various measures to handle right-wing extremist. For example, the German government has used both punitive and preventive approaches. Which measures (punitive or preventative) do you think are more effective/useful and why?

### **Due Assignments: Readings & Discussion Forum & Assignment 1**

#### **WEEK 4: MODULE 4**

**Illicit Trafficking, Organized Crime, and Criminal Subcultures. The case study of Mexico**

This Module discusses the relationship between culture, organized crime and drug use in Mexico. The various studies focus on relationships between illicit drug trafficking and crime spaces and territories, political corruption, violence, “back businesses,” neighborhood culture as well as elaborate culture of syndicates and alternative justice, and juvenile recruitment. This Module explains the role of popular media in glamourizing organized crime and the pop culture’s fascination with opioid addiction that has fueled negative stereotypes, creating a form of “narcotic apartheid.” The Module provides examples of organized crime activities that have become so commonly accepted that they have generated their own sub-cultural style, including music & folklore.

### **Learning Objectives:**

Students will:

- Gain understanding of how concepts of culture and other social and political statuses are used by organized crime groups.
- Learn about the role of traditional cultures, including values of masculine honor, in the daily operations of organized crime groups.
- Examine the role of pop culture that has led to fascination with the Mafia and normalization of some Mafia-type behaviors.
- Examine the recruitment to Mexican drug trafficking organizations
- Examine the role of pop culture in accepting organized crime activities which has led to criminal groups generating their own sub-cultural style, including music & folklore (e.g. “celebretization” of drug traffickers).

### **Required Readings:**

1. Campbell, H. (2005) Drug trafficking stories: Everyday forms of Narco-folklore on the U.S.–Mexico border. *International Journal of Drug Policy* 16, 326–333. DOI:[10.1016/J.DRUGPO.2005.06.003](https://doi.org/10.1016/J.DRUGPO.2005.06.003)
2. Richmond, K. L., & Richmond, R. G. (2014). Corridos, Drugs, and Violence: An Analysis of Mexican Drug Ballads. *Journal of Alternative Perspectives in the Social Sciences*, 6, 2, 156-218. DOI:[10.33915/ETD.7344](https://doi.org/10.33915/ETD.7344)
3. Palaversich, D. (2013). The drugs scenario in Mexico: from the outskirts of society to mainstream culture. *Sociologias* 15, 34, 26-43. DOI:[10.1590/S1517-45222013000300003](https://doi.org/10.1590/S1517-45222013000300003)
4. Chomczynski, P.A., Guy, R., & Cortina-Cortes, R. (2019). Front business-back business: The social anatomy of small-time drug dealing in a Mexico City neighborhood. *Journal of Contemporary Ethnography* 48, 6, 750-772. <https://doi.org/10.1177/0891241619827633>
5. Aschner, J. P., & Montero, J.C. (2021). Architectures, spaces, and territories of illicit drug trafficking in Colombia and Mexico. *Crime, Media, Culture* 17, 3, 327-351. <https://doi.org/10.1177/1741659020910212>

6. Reuter, P., & Paoli, L. (2020). How similar are modern criminal syndicates to traditional mafias? *Crime & Justice* 1, 223-287. DOI:[10.1086/708869](https://doi.org/10.1086/708869)
7. Chomczynski, P. A., & Guy, R. (2021). “Our biographies are the same”: Juvenile work in Mexican drug trafficking organizations from the perspective of a collective trajectory. *British Journal of Criminology* 61, 946-964. <http://doi:10.1093/bjc/azaa092>
8. Edberg, M.C. (2001). Drug traffickers as social bandits. Culture and drug trafficking in Northern Mexico and the border region. *Journal of Contemporary Criminal Justice* 17, 3, 259-277. <https://doi.org/10.1177/1043986201017003005>

### **Due Assignments: Readings & Assignment 2**

#### **WEEK 5: MODULE 5**

#### **Inter-ethnic Conflicts, Genocide, and Intergroup Relations. The Role of Culture in Understanding and Resolving Interethnic Conflicts.**

Crimes, fear of crime, safety, and justice have become central issues in discussions of the relationship between majority groups and ethnic and religious minorities. Even shared values and collective morals often no longer constitute the nucleus of stability in modern industrial societies. This Module elaborates on the impact of diversity, multi-cultural beliefs, religion and inequality on intergroup relations. It also examines the roles played by the international community and the media in cases of genocide and other gross human rights violations. Through a cultural lens, the Module also discusses possible responses to inter-ethnic violence, including reconciliation and revenge.

### **Learning Objectives:**

Students will:

- Learn about the causes and consequences of major mass atrocities and international crimes.
- Examine central issues in the discussion of the relationship between majority groups and ethnic minorities (e.g. multiculturalism, interculturalism, diversity, lack of access to material culture, etc.).
- Examine the role of the international community and the media in cases of genocide and other gross human rights violations.
- Study about culturally sensitive responses to mass atrocities and talk about the possibilities and limitations for restorative justice processes in cases of large-scale conflicts.

### **Required Readings:**

1. Albrecht, H.J. (1995). Ethnic minorities, culture conflicts and crime. *Crime, Law, & Social Change* 24, 19–36. DOI:[10.1007/BF01297655](https://doi.org/10.1007/BF01297655)
2. Bherta Sri Eko & Hendar Putranto (2019). The Role of Intercultural Competence and Local Wisdom in Building Intercultural and Inter-religious Tolerance, *Journal of Intercultural Communication Research* 48, 4, 341-369. <https://doi.org/10.1080/17475759.2019.1639535>

3. Hasmath, R. (2019). What explains the rise of majority–minority tensions and conflict in Xinjiang? *Central Asian Survey*, 38, 1, 46-60. DOI: [10.1080/02634937.2018.1496067](https://doi.org/10.1080/02634937.2018.1496067)
4. Sarkin, J. and Fowler, C. (2010). The responsibility to protect and the duty to prevent genocide: lessons to be learned from the role of the international community and the media during the Rwandan genocide and the conflict in the former Yugoslavia, *Suffolk Transnational Law Review*, 33, 1.
5. Rubén Olague & Valentin Ekiaka Nzai (2014). Cultural Genocide Through Mainstream Media: A Brief Critical Analysis, *Journal of Latinos and Education*, 13:4, 309-316. DOI: [10.1080/15348431.2014.887466](https://doi.org/10.1080/15348431.2014.887466)
6. Wilson, R. (2000) Reconciliation and Revenge in Post-Apartheid South Africa. *Current Anthropology* 41(1): 75-87. DOI: [10.1086/300104](https://doi.org/10.1086/300104)

### **Due Assignments: Readings & Assignment 3**

#### **WEEK 6: MODULE 6 Immigration as a Gendered Phenomenon**

This Module focuses on the gendered experiences of migrant women. Migrants face numerous hurdles when settling in a new country, and their experiences differ based on gender. Students will read about migrant women's expectations when moving to a new country, and how their lives are impacted by a range of factors that they may encounter once moving. The separation from family and friends can be difficult, inciting feelings of loneliness and isolation. Integrating into a new society can be difficult due to linguistic and cultural barriers. Some women may benefit from migrating to a location with a significant ethno-cultural community, but this may not always happen.

As you will read in one of the articles, migrants may face different forms of discrimination based on ethno-cultural and bio-sexual markers. Ethno-cultural discrimination refers to incidents pertaining to ethnicity and language, while bio-sexual discrimination includes gender. It is increasingly detrimental when a person experiences multiple types of discrimination, and this may be more likely to occur for women who are already at a risk of exposure to gender-based discrimination. Discrimination can impact the well-being of migrant women and their ability to effectively integrate into a new society. It can inhibit their access to employment opportunities.

Many of these women face numerous obstacles when seeking employment and can also experience victimization due to their migrant status and gender. The aforementioned stressors can have detrimental effects on migrant women's emotional, mental, and physical well-being. Understanding migrant women's experiences is essential in creating and implementing gender-responsive solutions.

### **Learning Objectives:**

Students will:

- Explore the unique experiences of migrant women transitioning and integrating into new countries.
- Learn about migrant women's post-migration feelings and emotions, such as loneliness and isolation.

- Analyze the various stressors faced by migrant women, such as discrimination, and how they can impact their health.
- Gain an understanding of migrant women's experiences in the labor market and the "deskilling" of education.
- Identify how migrant women's importation of gender roles and cultural norms from their home country influences their experiences.
- Learn about trends and statistics about female immigration

### **Required Readings:**

1. Okeke-Ihejirika, Ph., Salami B., & Karimi, A. (2019) African immigrant women's transition and integration into Canadian society: expectations, stressors, and tensions. *Gender, Place & Culture* 26, 4, 581-601. <https://doi.org/10.1080/0966369X.2018.1553852>
2. Gonçalves, M. & Matos, M. (2020). Lifetime victimization: Identifying frequency and emotional (dis)adjustment among Portuguese and immigrant women. *Victims & Offenders* 15, 6, 771-792. <https://doi.org/10.1080/15564886.2020.1744051>
3. Røysum, A. (2020) The job-seeking experiences of resourceful female immigrants and the impact on their self-efficacy beliefs, *European Journal of Social Work* 23, 1, 173-184. <https://doi.org/10.1080/13691457.2018.1476328>
4. Mirza, N. (2016). The UK government's conflicting agendas and 'harmful' immigration policies: Shaping South Asian women's experiences of abuse and "exit," *Critical Social Policy* 36, 4, 592-609. <https://doi.org/10.1177/0261018316641239>
5. Perez, L. M., and Ugarte, D. (2021). Venezuelan women in Peru: At the borders of nationality, gender, and survival migration. *Journal of International Migration and Integration* 22, 1313-1327. <https://doi.org/10.1007/s12134-021-00805-5>
6. Paz, A., & Kook, R. (2021) 'It reminds me that I still exist'. Critical thoughts on intersectionality; refugee Muslim women in Berlin and the meanings of the hijab, *Journal of Ethnic and Migration Studies* 47, 13, 2979-2996. <https://doi.org/10.1080/1369183X.2020.1757417>

### **Reports:**

1. *Total number of international migrants at mid-year 2020. Migration Data Portal. The Bigger Picture.* UN DESA, 2020
2. *Gender and migration. Migration Data Portal. The Bigger Picture.* UN DESA 2021

3. Hennebry, J., H. KC and K. Williams (2021). *Gender and Migration Data: A Guide for Evidence-based, Gender-responsive Migration Governance. International Organization for Migration (IOM). Geneva*

### **Discussion Questions:**

Write an answer to one of the questions in the Discussion Forum. Your post should be between 400 - 500 words (unless otherwise specified on the Blackboard). The response must be posted by Thursday @ 11:59 pm.

1. Why women emigrate to other countries? Discuss some data trends in female migration. What are some of the expectations of women migrating to a new country and are these expectations met?
2. What factors influence migrant women's feelings of isolation? Why might these feelings persist despite having a husband and children? How do experiences of discrimination impact migrant women's emotional, mental, and physical health?
3. Describe the issues surrounding jobs of female migrants. What are some barriers to gaining employment for migrant women? Why do some women accept the "deskilling" of their education to gain employment?
4. Why might migrant women refrain from reporting incidents of discrimination, institutional victimization, or violence at work? Provide examples.
5. Address the policies that are implemented and that should be implemented to address various forms of discrimination and violence experienced by migrant women.

### **Due Assignments: Readings & Discussion Forum**

#### **WEEK 7: MODULE 7**

#### **Thinking Qualitatively. Exploring and Understanding Culture, Justice and Conflict**

In this Module, students will examine the use of qualitative research methods in an international setting. Qualitative research utilizes non-numerical data to analyze different concepts and experiences. As students will learn, researchers should become familiar with a country's research rules, regulations, procedures and governmental structure and processes before starting their research project. This module's articles examine the strategies, challenges, procedures, and ethical issues of conducting international qualitative research.

Students will learn about specific research designs such as grounded theory approach, ethnography and case study. The articles include different research methods such as interviews, focus groups, and observations. The readings discuss obtaining permissions, informed consents with assurance of confidentiality and collecting the data despite cultural differences and language barriers.

The articles discuss the processes and roadblocks to obtaining ethics approval and various permissions in different countries. The presence of different actors such as key informants, interpreters, government officials, and host organizations are explained. Researchers recruit participants through email, telephone, social media,

newspaper articles, and so on. It is important to consider cultural appropriateness when establishing research methods, such as interview questions. These studies have used different sampling methods, such as purposive and snowball sampling.

### **Learning Objectives:**

Students will:

- Understand various qualitative research designs such as ethnography, narrative study, grounded theory approach and a case study.
- Read about the processes and barriers when conducting qualitative studies internationally.
- Understand the importance of ethical considerations and how to gain ethics approval in different locations.
- Look at the different actors involved in the research process and understand the importance of language and the role of interpreters and natives on the research team.
- Explore the ways in which researchers can enhance the accuracy of their data despite cultural and linguistic barriers.
- Learn about the different recruitment, sampling, interview, and analysis techniques used.
- Understand the importance of ensuring the native community is protected and considered throughout the research process and after.

### **Required Readings:**

1. Griffin, G., and Leibetseder, D. (2019). “Only applies to research conducted in Sweden...” Dilemmas in gaining ethics approval in transnational qualitative research. *International Journal of Qualitative Methods* 18, 1-10. <https://doi.org/10.1177/1609406919869444>
2. Beckett, G.H., and Kobayashi, M. (2020). A Meta-study of an ethnographic research in a multicultural and multilingual community: Negotiations, resources, and dilemmas. *American Journal of Qualitative Research* 4, 1, 85-106. <https://doi.org/10.29333/ajqr/8267>
3. Pinto da Costa, M. (2021). Conducting cross-cultural, multi-lingual and multi-country focus groups: Guidance for researchers. *International Journal of Qualitative Methods* 20, 1–6. <https://doi.org/10.1177/16094069211049929>
4. Nayar, S., and Wright St.Clair, V. (2020). Multiple cultures – one process: Undertaking a cross cultural grounded theory study. *American Journal of Qualitative Research* 4, 3, 131-145  
<https://doi.org/10.29333/ajqr/9310>

5. Blake, D.K. (2020). Researching violence: Conducting risky fieldwork in dangerous spaces across Latin America and the Caribbean. *Journal of Ethnographic & Qualitative Research* 14, 153–169.
6. Harris, A.J., Feathers, C. E., and Musgrave, J. (2021). The relationship of openness, difference, and solidarity to cultural integration amid cultural fluidity: A grounded theory approach. *Journal of Ethnographic & Qualitative Research* 15, 245–263.
7. Chowdhury, A., and Shil, N. Ch. (2021). Thinking ‘Qualitative’ through a case study: Homework for a researcher. *American Journal of Qualitative Research* 5, 2, 190-210. <https://doi.org/10.29333/ajqr/11280>
8. Greenspan, S.B., Gordon, K.L., Whitcomb, S.A., and Lauterbach, A.A. (2021). Use of video conferencing to facilitate focus groups for qualitative data collection. *American Journal of Qualitative Research* 5, 1, 85-93. <https://doi.org/10.29333/ajqr/10813>
9. Lukenchuk, A. (2021). Against all odds: Reflections on violence and civility through personal narratives of Ukrainian students. *Journal of Ethnographic & Qualitative Research* 15, 284–299.
10. Askanius, T. (2019). Studying the Nordic Resistance Movement: Three urgent questions for researchers of contemporary neo-Nazis and their media practices. *Media, Culture & Society* 41, 6, 878–888. <https://doi.org/10.1177/0163443719831181>

### **Discussion Questions:**

Write an answer to one of the questions in the Discussion Forum. Your post should be between 400 - 500 words (unless otherwise specified on the Blackboard). The response must be posted by Thursday @ 11:59 pm.

1. Based on the articles define and explain two different research designs (ethnography, narrative study, grounded theory approach or case study). What are the strengths and what are the limitations of selected designs? Provide examples of studies or topics.
2. How can a researcher conduct a research study abroad? How can they build a research team abroad? How would they seek out and recruit interpreters? What are a few ways researchers can benefit from having local/native interpreters?
3. Discuss ethical considerations in qualitative research. Address specific ethical concerns of various research strategies and/or researched types of crimes. What can researchers do when they cannot get ethics approval or confirmation that it is not needed? How might a researcher ensure anonymity and confidentiality in various settings? Illustrate with examples.
4. Address challenges in conducting qualitative research such as risk and danger in conducting fieldwork, multicultural and multilingual setting and limited resources. Provide examples from the articles.
5. What are the benefits and what are the limitations of conducting field research? Give specific examples from the course readings.



6. Discuss what you learn about interviewing in the multicultural and multilingual setting. Address the ethical consideration, the format of the interview, cultural sensitivity, translation, sampling etc.

### **Due Assignments: Readings & Discussion Forum**

## **WEEK 8: MODULE 8**

### **Culture and Crime in Global Context. Policy Perspectives and Best Practices**

This Module studies and identifies good justice practice for dealing with international and transnational crimes. It elaborates on the universality of the UN Universal Declaration of Human Rights and the Palermo Convention and the ways in which culture may facilitate or impede universal human rights. The model discusses conflicts between international laws /conventions and legal traditions when it comes to transnational and international crimes, and provides examples of best practices as far as integration of laws is concerned. It examines how and when the concept of legal transplant provides a useful tool to understand the limits of transnational criminal law designed on a global scale to tackle various transnational crimes.

### **Learning Objectives:**

Student will:

- Define cultural relativism, universalism, and legal transplants.
- Study about laws surrounding the topics of honor crimes, gender violence, drug use, and human trafficking and discuss the intersection between culture and constitution.
- Learn about the Palermo Convention and the UN Universal Declaration of Human Rights

### **Required Readings:**

1. Nelken, D. (2019). Whose Best Practices? The Significance of Context in and for Transnational Criminal Justice Indicators. *Journal of Law and Society* 31-S50 <https://doi.org/10.1111/jols.12182>
2. Ibhawoh, B. (2000). Between Culture and Constitution: Evaluating the Cultural Legitimacy of Human Rights in the African State. *Human Rights Quarterly* 22, 3, 838-860. <https://www.jstor.org/stable/4489302>
3. Renaud Colson (2019). Fixing Transnational Drug Policy: Drug Prohibition in the Eyes of Comparative Law. *Journal of Law and Society* 73-94. <http://dx.doi.org/10.1111/jols.12184>
4. Christiansen, Lene Bull (2009). "In Our Culture"—How Debates about Zimbabwe's Domestic Violence Law Became a "Culture Struggle, *Nordic Journal of Women's Studies* 17, 3, 175-191. <https://doi.org/10.1080/08038740903117190>

5. Rupa Reddy (2008). Gender, Culture and the Law: Approaches to 'Honour Crimes' in the UK. *Feminist Legal Studies* 16, 305–321. DOI:[10.1007/s10691-008-9098-x](https://doi.org/10.1007/s10691-008-9098-x)
6. Goldstein, D. (2003). "In our own hands": Lynching, justice, and the law in Bolivia. *American Ethnologist* 30, 1, 22-43. <https://doi.org/10.1525/ae.2003.30.1.22>

### **Reports (and legal documentst):**

1. UNODC (2010). Combating trafficking in persons in accordance with the principles of Islamic law, Vienna: UNODC [https://www.unodc.org/documents/human-trafficking/Islamic\\_Law\\_TIP\\_E\\_ebook\\_18\\_March\\_2010\\_V0985841.pdf](https://www.unodc.org/documents/human-trafficking/Islamic_Law_TIP_E_ebook_18_March_2010_V0985841.pdf)
2. UN Universal Declaration of Human Rights <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
3. Palermo Convention

### **Due Assignments: Readings & Assignment 4**

#### **ASSIGNMENTS:**

#### **Assignment 1: Article Review and Discussion – Short video presentation (3 to 5 minutes)**

Cultural theories of crime provide frameworks to understand the influence of human agency, social forces, and peers on behavior. The dominant frameworks argue that culture is a set of values, beliefs, and actions that are learned through interactions with others. From this perspective, culture is primarily transmitted to individuals through intimate peer groups and across generations to provide support or encouragement for actions that may be unacceptable in the larger society. In addition, cultural forces demonstrate what behaviors are valued and those that are perceived as unimportant or not supported. Subcultures may form in opposition to the dominant culture and support behaviors that deviate from larger social norms, or stem from differences between social classes, gender, or geographic locations. In some perspectives, the dominant culture may define the behaviors of another culture as criminal or deviant in order to protect their interests or marginalize a minority group. Thus, culture conflicts can lead to the identification or creation of criminal groups. Finally, societal responses to the media can foster the belief that a deviant behavior is rampant and force legislative action to identify and define an act as criminal. Regardless of the accuracy of media claims, larger cultural forces can stimulate the belief that criminal or deviant activities are a threat to safety. Thus, cultural theories encompass a broad spectrum of thought about crime and criminality.

Several cultural theory perspectives have been selected for Assignment #1. Please familiarize yourself with the articles and choose one article that you will study more in depth. For this Assignment you need to read the article carefully and provide a short summary of the main theoretical arguments made, the crime studied, the context/culture in which the crime occurred, as well as the main findings presented. Then please do additional research on the topic to show different perspectives on the topic you studied as far as the application of theory is concerned.

What do similar studies report about the cultural theory you selected? What are some pros and cons of this theoretical approach? Is there some updated research on this and does the context/crime matter when discussing applicability of cultural theory to specific crime? Summarize your research findings in a power point presentation (approximately 4 to 8 slides) and prepare a short video presentation based on the pp presentation you prepared (3-5 minutes). Share you slides while presenting. Upload your video on the Discussion Board. Please make sure that you watch and comment on at least one more video posted by your peers so you can get all 15 points for this assignment. **Submit by Week 3.**

#### **Format:**

The video should be created using [Screencast-o-matic](#). (Tutorials: [Getting started with Screencast-o-matic](#) & [Uploading your video to Screencast-o-matic.com](#) ) or *any other software* that would play on Blackboard (MP4 is recommended). The video should not be longer than 6 minutes (points will be taken off for longer files). Upload your video to the Discussion Board forum. In addition to your original post you are also expected to post at least one comment on your peer's video. *Below your uploaded video include a brief description of the content/article studied (100 words).*

#### **Assignment 2: Content Analysis of Media Accounts on Culture and Organized Crime/Gangs**

In order to prepare for this Assignment read the required readings to gain understanding of multi-facet and complex role of culture in organized crime in Mexico. This case study is especially valuable as you will find a lot of recent and relevant research conducted in this area. Next, think about other specific mafia/organized crime phenomena that have been extensively discussed in the media in recent years. Elaborate on the various cultural attributes linked to the group/organization you selected and the different ways in which culture (traditional or pop) has been deemed accountable for some of the group characteristics and/or has contributed to the glamorization/exaggeration of the specific crime group.

For this task you are required to do a Nexus Lexus search using specific search words related to the group you study (e.g., Russian mafia and culture, Mexican cartels and culture, Albanian mafia and culture, Nigerian organized crime and culture, Amish Mafia and culture, MS13 and culture, Bloods and Crips and culture, etc.). Examine carefully at least 30 relevant publications that your specific search deliver (note: many of the newspaper articles will be approximately one page or less). Study the content of the newspaper articles (and government/official reports) and identify the main 3-4 emerging themes related to the group you studied. What are some most common themes that emerge in the newspaper/government reports you studied? (Topics related to violence, group structure, secrecy, ethnic homogeneity, membership affiliations, language/codes, stereotypes, race, gender, honor, etc. are of interest. How are these groups depicted in the media and government reports? What role does culture play in this context? Are some of these groups admired? Has culture in any way contributed to the growth/status of these criminal organization? After identifying 3-4 themes, please state your opinion as to whether you believe the media depiction of the phenomenon you studied is accurate or exaggerated/sensationalized. In what ways do you think some ethnic stereotypes have affected people and criminalize their movement, making them more vulnerable?

Your research papers should be approximately 1,200 words +/- 10%, excluding references. This essay should not be purely an opinion piece but it should be based on scholarly research as indicated above (content analysis of media accounts).

Provisional structure:

- Intro and brief description of the group/phenomenon you selected to study
- Methods (explain the type of search you conducted, including search words, and results)
- Main Findings and Analysis (describe the main emerging themes you discovered and provide some examples)
- Discussion (discuss the various cultural themes you discovered and include your views about the role of culture in the media depiction of certain groups)

### **Assignment 3: Cultural Sensitivity, Genocide, and Interethnic Conflicts (Case Study)**

Select one major conflict that involves gross violations of human rights (international crime as a case study). Regardless of your personal opinions, research and present, as accurately as possible, the two perspectives/sides of the conflict you selected to study. Look for information that explain each side of the story and take in consideration culture, laws, history, media influence, etc. when explaining the causes and consequences of the specific conflict. Provide a balance narrative that study a conflict through two potentially very different perspectives. For example, if you select Bosnia and Herzegovina as a case study then study the conflict through both the Bosnian Muslim and the Serb perspective. If you study the Israeli-Palestinian conflict study both the Israeli side and that of the Palestinians, etc.

First: What are the main causes of the conflict according to each side? What are the main consequences of the conflict according to each side? Second: What role did the media play in your case, and what role should the media play in raising awareness of serious violations of human rights issues? In your case, did the media demonstrate a regional preference or bias when it comes to covering the specific gross human rights abuses? Third: discuss possible culturally sensitive responses to the specific mass atrocities/conflict situation you selected. What types of justice mechanisms may take the narratives of the opposing groups into consideration to promote peace? What is a more likely scenario, justice and reconciliation or revenge and retribution?

#### **Format:**

After conducting your research, please prepare a power point presentation where you summarize your main ideas (approximately 7 to 12 slides). Include references. After the pp presentation is ready please prepare a short video presentation The video should be created using [Screencast-o-matic](#). (Tutorials: [Getting started with Screencast-o-matic](#) & [Uploading your video to Screencast-o-matic.com](#) ) or *any other software* that would play on Blackboard (MP4 is recommended). The video should not be longer than 6 minutes (points will be taken off for longer files). Upload your video to the Discussion Board forum. In addition to your original post you are also expected to post at least one comment on your peer's video.

### **Assignment 4: Policy paper**

Write short policy paper (approximately 1,200 words +/- 10% paper (excluding references) on one or some of the topics listed below:

1. In what ways is the UN Universal Declaration of Human Rights really universal? In what ways might culture facilitate or impede universal human rights?
2. Discuss conflicts between international laws and legal traditions when it comes to transnational and international crimes.
3. Elaborate on the different approaches to honor killings and on the ways, one should approach the 'gender trap' of cultural relativism.
4. Propose law, policies and/or programs to address the marginalization and discrimination of Romani people in Europe or in a particular European country.
5. Discuss existing and potential governmental responses to right-wing nationalism and neo-Nazism on the example of one or several countries. Are those punitive and preventive measures sufficient in addressing those ideologies?
6. Describe policies, laws and responses to illicit trafficking in one, selected by you, country.
7. Elaborate on the role of the ICC to deal with transnational crimes. Should the International Criminal Court (ICC) try perpetrators of transnational crimes (e.g., drug traffickers, arms smugglers, etc.)? Through a cultural lens pros and cons should be briefly discussed.
8. Talk about the universality of the Palermo Convention and its protocols. What are the pros and cons of the Convention and is there space for more cultural sensitivity and improvement?

### **College Policies:**

**PLEASE NOTE: Cheating and plagiarism are ABSOLUTELY PROHIBITED. See CUNY policy on academic integrity at the end of the syllabus.**

### **CUNY POLICY ON ACADEMIC INTEGRITY**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

**I. Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

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

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.

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

**II. Plagiarism** is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

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

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.

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

see Chapter IV Academic Standards)

**COLLEGE WIDE POLICIES FOR GRADUATE COURSES:** see the *Graduate Bulletin*, Chapter IV Academic Standards.

### **AMERICANS WITH DISABILITIES ACT (ADA) POLICIES:**

See <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

“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.”

Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3.

([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### **IN RESPONSE TO COVID**

As this Pandemic continues, John Jay College and the Office of Accessibility Services continues to support and provide accommodations to students with disabilities. The Office of Accessibility Services needed to act in response to considerable changes in the wake of the Pandemic. As we have transitioned to distance learning our goal was to remain the same, which is to keep resources to ensure that required accommodations are in place. The Office of Accessibility Services is available to help facilitate the registration process. While students are at home, students can schedule a Zoom or telephone appointment to speak with OAS specialists.

Website: <https://www.jjay.cuny.edu/accessibility> Contact: [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)

### **WELLNESS AND STUDENT RESOURCES**

Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support. See <http://www.jjay.cuny.edu/wellness-resources>  
*Additional student resources you might want to include:*

Visit the Students’ Academic Resources & Services website for a full list of student support resources: <http://www.jjay.cuny.edu/students>. They include:

- Academic Advisement Center, <http://www.jjay.cuny.edu/academic-advisement-center>
- Center for Career & Professional Development: <http://www.jjay.cuny.edu/Career-services>
- JJ Children's Center: <http://www.jjay.cuny.edu/Childrens-center>
- Housing: <http://www.jjay.cuny.edu/housing>
- Military and veteran services: <http://www.jjay.cuny.edu/military-and-veteran-services>
- Women's Center for Gender Justice: <http://www.jjay.cuny.edu/womens-center/gender-justice>
- LGBTQ+ Resource Center (<https://www.jjay.cuny.edu/lgbtq-resource-center>)
- Jay Express Services: <http://www.jjay.cuny.edu/jay-express-services>
- The Immigrant Student Success Center: <https://www.jjay.cuny.edu/immigrant-student-center>

### **RESOURCES FOR REPORTING SEXUAL HARASSMENT, SEXUAL ASSAULT, STALKING, OR DOMESTIC AND DATING/INTIMATE VIOLENCE**

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind:

1. Gabriela Leal, Title IX Coordinator, 646-557-4674, [galeal@jjay.cuny.edu](mailto:galeal@jjay.cuny.edu)
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, [dredondo@jjay.cuny.edu](mailto:dredondo@jjay.cuny.edu)
3. Danielle Officer, Interim Dean of Students, 212-237-8185, [dofficer@jjay.cuny.edu](mailto:dofficer@jjay.cuny.edu)

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, [jgreenfield@jjay.cuny.edu](mailto:jgreenfield@jjay.cuny.edu). For more information, please see CUNY's Policy on Sexual Misconduct ([PSM](#)), or refer to this [Q & A document](#).



**John Jay College of Criminal Justice**  
**The City University of New York**

**College Council Calendar 2022-2023**

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

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Thursday, August 18, 2022	Monday, August 29, 2022	Thursday, September 22, 2022
Wednesday, September 14, 2022	Thursday, September 29, 2022	Tuesday, October 18, 2022
Wednesday, October 19, 2022	Wednesday, October 26, 2022	Thursday, November 17, 2022
Friday, November 18, 2022	Monday, November 28, 2022	Thursday, December 8, 2022 (NEW DATE)
Monday, January 23, 2023	Wednesday, February 1, 2023	Thursday, February 23, 2023
Friday, February 17, 2023	Wednesday, March 1, 2023	Wednesday, March 15, 2023
Friday, March 10, 2023	Thursday, March 23, 2023	Thursday, April 20, 2023
Friday, April 14, 2023	Wednesday, April 26, 2023	Thursday, May 11, 2023 (NEW DATE)

**Additional Meetings If Needed:**

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Wednesday, November 30, 2022	Tuesday, December 13, 2022 (NEW DATE)	Wednesday, December 14, 2022 (NEW DATE)
Monday, May 1, 2023	Monday, May 15, 2023 (NEW DATE)	Wednesday, May 17, 2023 (NEW DATE)

