

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
MONDAY, NOVEMBER 12, 2018

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

November 12, 2018
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the October 11, 2018 College Council (attachment A), **Pg. 3**
- III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment B1-B11) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- B1. Proposal for New Dual Admission Programs from the A.S. in Human Services at BMCC & LGCC to John Jay's BS in Human Services and Community Justice, **Pg. 5**
- B2. Proposal for a New Minor in Homeland Security, **Pg. 16**
- B3. Proposal to Revise the BS in Toxicology, **Pg. 24**

Academic Standards

- B4. Proposal to Revise the Policy on Undergraduates Taking Graduate Courses (please note: this proposal was approved by both UCASC and the Committee on Graduate Studies), **Pg. 29**

New Courses

- B5. ENG 3XX Podcasting: Social Impact, Style and Practice, **Pg. 31**
- B6. MAT 3XX Regression Analysis, **Pg. 50**
- B7. SEC 1XX Introduction to U.S. Homeland Security, **Pg. 61**

Course Revisions

- B8. SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention, **Pg. 74**
- B9. SOC/PSY 213 Race and Ethnic Relations, **Pg. 76**
- B10. SOC 215 Social Control and Gender, **Pg. 78**
- B11. SOC/ANT 450 Major Works in Deviance and Social Control, **Pg. 80**

- IV. Report from the Committee on Graduate Studies (attachment C1 – C2) – Interim Dean of Graduate Studies, Avram Bornstein

New Courses

- C1. ECO 745 International Economics, **Pg. 81**
- C2. ECO 799 Seminar in Economics, **Pg. 105**

- V.** Bylaw amendment (second reading and vote): title changes (with additional corrections) for members of the College Council Committees (attachment D) – Legal Counsel Marjorie Singer, **Pg. 111**
- VI.** Approval of Members of the College Council Committees (attachment E)
- College Council
- Tomas Garita was elected as the treasurer of the Student Council, **Pg. 122**
- Undergraduate Curriculum and Academic Standards Committee
- Mahtab Khan was elected as a student representative, **Pg. 125**
- Budget and Planning Committee
- Tomas Garita was elected as the treasurer of the Student Council, **Pg. 129**
 - Dyanna Pooley replaces Virginia Moreno as the Director of Outcomes Assessment, **Pg. 130**
- VII.** Bylaw amendment (first reading and discussion): clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k (attachment F) – President Jasmine Awad, **Pg. 135**
- VIII.** New Business
- IX.** Administrative Announcements – President Karol Mason
- X.** Announcements from the Student Council – President Jasmine Awad
- XI.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XII.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Thursday, October 11, 2018

The College Council held its second meeting of the 2018-2019 academic year on Thursday, October 11, 2018. The meeting was called to order at 1:46 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Andrew Berezhansky, Avram Bornstein, Michael Brownstein, Dara Byrne, Ronald Calvosa, Anthony Carpi, James (Jim) Cauthen, Melissa Ceren, Lynette Cook-Francis, Brian Coritijo, Sylvia Crespo-Lopez, Lissette Delgado-Cruzata, Sandrine Dikambi, Joel Freiser, Robert Garot*, Heath Grant, Jonathan Gray, Amy Green, Maria (Maki) Haberfeld, Veronica Hendrick, Hunter Johnson, Karen Kaplowitz, Erica King-Toler, Louis Kontos, Thomas Kubic, Musarrat Lamia, Yi Li, Vincent Maiorino, Aida Martinez-Gomez, Karol Mason, Roblin Meeks, Mickey Melendez, Brian Montes, Naomi Nwosu-Stewart, Karen Okamoto, Jose Olivo, Mark Rivera, Vijay Sampath, Natalie Segev*, Francis Sheehan, Marta-Laura Suska, Dante Tawfeeq*, Steven Titan, Ludy Thenor, Kermina Tofek, Thalia Vrachopoulos, Charlotte Walker-Said, Hung-Lung Wei, Rebecca Weiss, and Guoqi Zhang.

Absent: Nickolas Almodovar, Andrew Bandini, Laura Bally-Mahabir*, Rosemary Barberet, Marta Concheiro-Guisan, Elisa Crespo, Sven Dietrich, Artem Domashevskiy, Anila Duro*, Elijah Font, Mahtab Khan, Elza Kochueva, Thurai Kugan*, Yue Ma, Joshua Mason, Frank Pezzella, Deandra Simon, and Charles Stone.

* Alternates

I. Adoption of the Agenda

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

II. Minutes of the September 12, 2018 College Council

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

III. Approval of the Membership for the College Council Committees

A motion was made to approve the membership with the following changes. The motion was seconded and approved unanimously.

College Council

- Paula Caceres resigned as the treasurer of the Student Council.
- Ludy Thenor was elected as the graduate student representative.
- Natalie Segev was elected as the alternate student representative.

Undergraduate Curriculum and Academic Standards Committee

- Liza Steele was elected as the Sociology representative.

Committee on Student Interests

- Warren Adote was nominated to serve as a student representative.

- Raj Mohanty was nominated to serve as a student representative.

Faculty-Student Disciplinary Committee

- Bianca Hayles was elected to serve as a student representative.
- Tasfia Arshad was elected to serve as a student representative.
- Luis Sanchez was elected to serve as a student representative.
- Warren Adote was elected to serve as a student representative.
- Raul Sanchez-Ortiz was elected to serve as a student representative.

Budget and Planning Committee

- Paula Caceres resigned as the treasurer of the Student Council.

Financial Planning Subcommittee

- Elijah Font was elected as the student representative.

Strategic Planning Subcommittee

- Elijah Font was elected as the student representative.

Committee on Graduate Studies

- Hana Chae was elected to serve as a student representative.
- Lauren Stepinski was elected to serve as a student representative.

Committee on Student Evaluation of the Faculty

- Raj Mohanty was nominated to serve as a student representative.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C)

A motion was made to adopt the Institutional Learning Goals with the following changes:

- Under Core Values (on page 22), number two (2) is changed to Global Citizenship.
- Under Global Citizenship (on page 27), add the word linguistic.
 - Global citizenship requires the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, **linguistic**, economic, and political) and their implications for people's lives and the earth's sustainability. To become global citizens, students should 1) become informed, openminded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

The motion was seconded and approved.

In Favor: 54

Abstentions: 1

Opposed: 0

V. Bylaw amendment: title changes for members of the College Council Committees

The bylaw proposal was discussed and will be voted at the next regular College Council meeting.

The meeting was adjourned at 2:39 p.m.

Department of Counseling and Human Services

Proposal to create Dual Admission Programs with BMCC and LaGuardia CC in Human Services and Community Justice from the existing John Jay B.S. and Community College A.S in Human Services programs.

March 12, 2018

Effective date: Fall 2019

Background and Process:

The Department Chair, the Department Curriculum Committee and Major Subcommittee of the Department of Human Services and Counseling have approved this proposal to create dual admission programs by articulating the existing B.S. in Human Services and Community Justice with the A.S. in Human Services at each community college.

Since this dual admission program is being created from existing registered programs, a full degree proposal is not required by CUNY or NYSED.

However, since all dual admission programs are created through governance at both the 2-year and the 4-year institutions, John Jay College and each community college will bring this proposal through governance.

Program Overview

In contemporary life, where issues of social, racial, and economic justice shape the challenges encountered by diverse and underserved communities, there continues to be an emerging need for competent and compassionate human services professionals. With this purpose the Human Services and Community Justice program disseminates advanced specialized training needed for “respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for justice; and acting with integrity, honesty, genuineness and objectivity” (NOHS, 2015).¹ For example, individuals involved in the criminal justice system are among some of our most vulnerable citizens, imprisoned unjustly, often struggling with poverty, addiction, mental illness, discrimination, and service systems that create barriers to psychosocial-educational-medical and legal resources. Society often leaves the criminal justice system to deal with the impact of its structural inequities that impact individuals being trapped in poverty, having unmet behavioral health needs, feeling isolation, despair, and hopelessness, and making decisions that impact personal and public wellbeing. These outcomes translate into tremendous costs for individuals and extraordinary socio-

¹ <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

economic impacts for communities. Communities unequipped to support the needs of the most vulnerable will likely experience higher crime rates, unemployment, traumatization, social unrest, social injustice, higher rates of recidivism of offenders, and fail to recognize and build on community strengths.

HSCJ graduates will be uniquely positioned and effectively trained to partner and build coalitions with an array of agencies including: law enforcement, courts, and correctional, criminal justice and social service providers. Providing direct and indirect services, graduates will exercise their commitment to justice by promoting fairness, equity and accountability to citizens encountering the criminal justice system; they will develop and provide restorative services for offenders who have been incarcerated or those in lieu of jail time mandated to social service programs; they will work with undocumented immigrants seeking paths to citizenship to insure access to basic rights and with immigration and customs enforcement authorities to insure that refugees/immigrants housed in detention centers are treated humanely; they will work to assist victims of crime or violence in new, expanded and innovative ways; address racial and ethnic disproportionality in the child welfare and other social systems; advocate for youth justice with juvenile offenders remanded by the courts; work with law enforcement professionals advocating for the rights of those unjustly arrested and/or mistreated; help to repair the harm of abusive parents, heal multigenerational trauma, and protect the elderly at risk for neglect and abuse. These are just some of the opportunities students will have to eliminate structural inequities, promote community restoration and perform functions related to the equitable and accountable care and treatment of individuals, families, and communities.

To these ends, the Human Services and Community Justice Major (HSCJ) provides a rigorous, coherent and focused program to help students develop a better understanding of the challenges facing diverse and underserved populations in society. Through its multidisciplinary course work, students' progress through a series of required core courses designed to prepare them to become self-reflective, competent and compassionate practitioners/counselors, change agents, advocates, and community leaders. Acquiring strong interpersonal skills, ethical and cultural competencies, and professional helping proficiencies essential for human services practice are strongly emphasized. Through additional elective course work, students develop a rich appreciation for diverse human systems and interventions, community justice and advocacy, policy and administration.

The Human Services and Community Justice major provides the academic and experiential background for students seeking a career working with individuals in organizations, social welfare agencies, nonprofit and private sectors, especially those that intersect with our legal and criminal justice systems. Human Services careers, which include clusters of occupations found within the described category of

"community and social service employment", are expected to be "very favorable" as the number of human service workers are projected to grow "faster than average" for all occupations through 2024 (Bureau of Labor Statistics, 2015). Examples of occupational titles include: case managers, juvenile and domestic violence counselors, probation officers, community organizers, family and child advocates, parole officers, and counselors.

The rationale for this anticipated job growth is attributed to the mounting and intensifying need for services to help address problems related to: mental illness, poverty, developmental disabilities, substance abuse, domestic violence, and a host of other psycho-social-economic issues. The escalating need for childcare, elder home care and senior citizen services will further bolster the overall projected job growth. Similarly, overcrowding, budgeting constraints, and the questionable effectiveness of programs in prisons, are increasing the creation of alternatives to incarceration programs and a need for community based social services programs. There is also a documented trend of deinstitutionalization leaving many who are chronically ill, especially those adjudicated in the criminal justice system, without necessities or resources and in desperate need of community support. Given these needs for services, New York, home to the nation's largest work force, remains an excellent venue for employment in Human Services.

Within these clusters of occupations, the New York State Department of Labor forecasts an average growth rate of 15% in the period between 2010 and 2024 (NYS Department of Labor, 2016). Human Services is a newly emerging discipline, and efforts to ensure that individuals and communities receive competent care will require the professionalizing of this field. As the need to provide an array of services to the most racially, socially and economically underserved continues to rise, the demand for trained and certified human services professionals is expected to significantly increase. Human Services degree programs that meet requisite academic requirements to become nationally accredited will be in high demand. The anticipated accreditation of our HSCJ major will enhance the program's reputation and desirability and provide students the opportunity to sit for the Human Services Board Certified Professional exam (HS-BCP, 2016) in their senior year, thus distinguishing themselves for today's competitive job market.

Building on the successful model of the CUNY Justice Academy (CJA), John Jay College and several CUNY Community Colleges propose a dual admission program (A.S./B.S.) in Human Services and Community Justice to increase the rate of transfer from the associate degree to the bachelor's degree and help meet the demand for qualified professionals in this career field. This will also establish a nice enrollment pipeline for our new major.

The CUNY Justice Academy is an educational partnership connecting John Jay College

of Criminal Justice to CUNY's community colleges. The CUNY Justice Academy currently provides academic pathways leading from associate degree study to a bachelor's degree and ultimately to exciting careers in the fields of Criminal Justice, Forensic Science, Fraud Examination and Financial Forensics, and Computer Science and Information Security. Data shows that CUNY Justice Academy programs have led to an unprecedented transfer rate of associate degree students from the participating community colleges to John Jay College, when compared to the rate of non-CUNY Justice Academy transfers. The programs of the CUNY Justice Academy have also shown a higher rate of baccalaureate degree attainment. And, in general, students who earn associate degrees also succeed in baccalaureate degree attainment at a higher rate than students without the degree. We anticipate that students who enroll in the proposed dual admission programs in Human Services and Community Justice will benefit similarly.

The HSCJ program relies on faculty who are licensed in Mental Health, Social Work, Psychology, and from departments such as Africana Studies, Anthropology, Counseling, Latin American and Latino/a Studies, Psychology, SEEK, and Sociology to provide excellence in multidisciplinary education, training and supervision. The HSCJ major is ideally suited for students planning to attend graduate school in the fields of social work, counseling, and applied psychology, where job opportunities are increasing due to the changing demographics of society.

The program offers a comprehensive year-long field experience and culminates in a senior seminar where students present a summative capstone portfolio documenting the integration of theory and praxis. The regular John Jay Human Services and Community Justice major includes 350 hours of field experience, divided between the Required Core courses (50 hours) and the two Field Experience subcategories (150 hours each). In order to reach the same number of field experience hours, the dual admission programs recognize field experience hours spent in internships in the community colleges, and require students to take additional field experience courses at John Jay (as indicated in the curriculum outlines below) to reach at least 350 total field experience hours. Through the use of field education experiences, and portfolio development that focus on community-based approaches to justice in action, students in the major will be trained and better equipped to research, evaluate and respond in thoughtful and creative ways to the complexity of community-based demands for service, advocacy, and policy development and analysis.

Assessment:

As a dual admission program formed from existing programs, the proposed dual admission program will be subject to each college's established and ongoing assessment processes for programs, courses, students, and instructors, including academic program

review, learning outcomes assessment, and faculty evaluations.

In addition, student performance, persistence, and completion in the dual admission program will be tracked and addressed to facilitate continuous improvement by relevant staff at each participating college, including faculty, program coordinators and liaisons, and the HSCJ major curriculum subcommittee. A Program Advisory Committee will ensure adherence to standards and support continual response to changing policies and trends in the human services field and greater public service community. The effectiveness of the program's response to student and community needs will be measured regularly through student learning outcomes assessment according to a regular plan, including implementation of improvements to respond to assessment results.

Existing Baccalaureate Program: John Jay B.S. in Human Services and Community Justice

Total credits: 45-48

Foundational Courses (Subtotal: 3-6)

MAT 108 Social Science Mathematics (or higher depending on math placement)
 ANT 101 Introduction to Anthropology or
 PSY 101 Introduction to Psychology or
 SOC 101 Introduction to Sociology

PART I. Required Core (Subtotal:18)

(Note: 50 hours of field experience included, 10 hrs./course except AFR 227)

CHS 150 Foundations of Human Services Counseling
 AFR 145 Introduction to Community Justice in Human Systems
 AFR 227 Community Based Approaches to Justice
 CHS 230 Culture, Direct Services & Community Practice
 CHS 235 Theories of Assessment and Intervention
 CHS 310 Advanced Interpersonal Counseling Skills

PART II. Research Methods and Evaluation (Subtotal: 6)

AFR 325 Research Methods in Community Justice and Human Systems
 CHS 320 Program Planning and Development

PART III. Electives (Subtotal: 9)

Students choose three, one from each category.

Category A. Human Systems and Interventions *(select one)*

AFR 204 Religion, Terrorism and Violence in the Africana World
 AFR 215 Police and Urban Communities
 AFR 248 Men: Masculinities in the United States
 AFR 250 The Political Economy of Racism
 AFR/PSY 347 The Psychology of Oppression
 ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
 CSL 130 Effective Parenting
 CSL 227 Families: Stress, Resiliency and Support Systems
 CSL 233 Multicultural Issues in Human Services
 CSL 280 Selected Topics in Counseling & Human Services
 CSL/PSY 342 Introduction to Counseling Psychology
 LLS 241 Latina/os in the City
 PSY 231 Developmental Psychology
 SOC/PSY 202 The Family: Change, Challenges, and Crisis Intervention
 SOC/PSY 213 Race and Ethnic Relations
 SOC 227 Sociology of Mental Illness

Category B. Justice in Human Services *(select one)*

AFR 229 Restorative Justice: Making Peace and Resolving Conflict
 AFR 317 Environmental Racism
 AFR 319 Self, Identity and Justice: Global Perspectives

AFR 320 Perspectives on Justice in the Africana World
ANT 330 American Cultural Pluralism and the Law
CSL 363 Vocational Development and Social Justice
LLS 322 Latino/a Struggles for Civil Rights and Social Justice
LLS 325 Latino/a Experiences of Criminal Justice
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 314 Theories of Social Order

Category C. Advocacy, Policy, and Administration (*select one*)

AFR 232 Institutional Racism
AFR 315 Practicing Community-Based Justice in the Africana World
AFR 322 Inequality and Wealth
ANT 208 Urban Anthropology
ANT 324 Anthropology of Work
CSL 220 Leadership
CSL 260 Gender and Work Life
GEN 205 Gender and Justice
PAD 380 Selective Topics in Public Administration
SOC 201 Urban Sociology
SOC 209 Sociology of Work and Jobs
SOC 302 Social Problems

PART IV. Field Experience (300 Hours Required) (Subtotal: 6)

1. Field Experience I (3 credits) – 150 Hours

(*select one*)

AFR 3XX Field Education in Community Organizing and Community Practice I
CHS 381 Field Education in Human Services I
CSL 311 Field Education in College Community Outreach
UGR 390 Practicum in Youth Justice (Pinkerton Fellowship)*

2. Field Experience II (3 credits) – 150 Hours

(*select one*)

AFR 3YY Field Education in Community Organizing and Community Practice II
CHS 382 Field Education in Human Services II

Students who take the Pinkerton Fellowship (6 cr.) can satisfy their field experience in one semester. For other types of field experience courses please consult with the Major Coordinator.

PART V. Senior Seminar/Capstone (Subtotal 3)

CHS 415 Senior Seminar in Human Services and Community Justice

TOTAL CREDITS: 45-48

Proposed: Borough of Manhattan Community College and John Jay Dual/Joint A.S. / B.S. in Human Services and Community Justice

Total credits: 48

Foundational Courses Subtotal 6 (6 at BMCC, 0 at John Jay)

MAT 150, MAT 206, MAT 209, or MAT 301 (at BMCC) for MAT 108 or Higher
SOC 100 (at BMCC) for SOC 101

PART I. Required Core. Subtotal:18 (3 at BMCC, 15 at John Jay)

(Note: 50 hours of field experience fulfilled by John Jay courses (40 hours), plus additional hours from BMCC coursework (10+ hours)

HUM 201 Human Services Skills (at BMCC) for CHS 150 Foundations of Human Services Counseling
AFR 145 Introduction to Community Justice in Human Systems
AFR 227 Community Based Approaches to Justice
CHS 230 Culture, Direct Services & Community Practice
CHS 235 Theories of Assessment and Intervention
CHS 310 Advanced Interpersonal Counseling Skills

PART II. Research Methods and Evaluation. Subtotal: 6 (0 at BMCC, 6 at John Jay)

AFR 325 Research Methods in Community Justice and Human Systems
CHS 320 Program Planning and Development

PART III. Electives. Subtotal: 9 (6 at BMCC, 3 at John Jay)

Students choose three, one from each category.

Category A. Human Systems and Interventions (select one)

HUM 213 Child Welfare (at BMCC) for CSL 227 Families: Stress, Resiliency and Support Systems

Or

PSY 240 Developmental Psychology (at BMCC) for PSY 231 Developmental Psychology

Or

SOC 250 The Family (at BMCC) for SOC 202 The Family: Change, Challenges and Crisis Intervention

Category B. Justice in Human Services (select one)

AFR 229 Restorative Justice: Making Peace and Resolving Conflict

AFR 317 Environmental Racism

AFR 319 Self, Identity and Justice: Global Perspectives

AFR 320 Perspectives on Justice in the Africana World

ANT 330 American Cultural Pluralism and the Law

CSL 363 Vocational Development and Social Justice

LLS 322 Latino/a Struggles for Civil Rights and Social Justice

LLS 325 Latino/a Experiences of Criminal Justice

SOC 216 Probation and Parole: Theoretical and Practical Approaches

SOC 314 Theories of Social Order

Category C. Advocacy, Policy, and Administration (*select one*)

HUM 411 Social Welfare Programs and Policies (at BMCC)

PART IV. Field Experience (300 Hours Required) Subtotal: 6. (3 at BMCC, 3 at John Jay)

1. Field Experience I (3 credits at BMCC) – 150 Hours (105 from HUM 401, plus 55 additional hours from HUM 301)

(*select one*)

HUM 401 Field Experience in Human Services II (at BMCC) for CHS 381 Field Education in Human Services I

2. Field Experience II (3 credits at JJ) – 150 Hours

(*select one*)

AFR 3YY Field Education in Community Organizing and Community Practice II
CHS 382 Field Education in Human Services II

PART V. Senior Seminar/Capstone Subtotal 3 (0 at BMCC, 3 at John Jay)

CHS 415 Senior Seminar in Human Services and Community Justice

TOTAL CREDITS: 48 (18 at BMCC, 30 at John Jay)

Additional courses to receive Human Services Associate's degree from BMCC: HUM 101 Introduction to Human Services and Social Work, one Program or Social Science elective, HUM 301 Field Experience in Human Services I, and one modern language course. These course credits will count towards students 120 credit total for BS degree essentially as general electives.

**Proposed: LaGuardia Community College and John Jay
Dual/Joint A.S. / B.S. in Human Services and Community Justice
Total credits: 48**

Foundational Courses Subtotal: 6 (6 at LaGuardia, 0 at John Jay)

MAT 119/120 (at LaGuardia) for MAT 108 or Higher
SOC 101 (at LaGuardia) for SOC 101

PART I. Required Core. Subtotal:18 (9 at LaGuardia, 9 at John Jay)

(Note: 50 hours of field experience fulfilled by John Jay courses (30 hours), plus 20+ additional hours from coursework at LaGuardia (20+ hours))

HSS 101 Introduction to Human Services (at LaGuardia) for CHS 150 Foundations of Human Services Counseling
HSS 295 Community Organizing (at LaGuardia) for AFR 145 Introduction to Community Justice in Human Systems
AFR 227 Community Based Approaches to Justice
CHS 230 Culture, Direct Services & Community Practice
CHS 235 Theories of Assessment and Intervention
HSS 218 Group Interviewing & Counseling (at LaGuardia), for CHS 310 Advanced Interpersonal Counseling Skills

PART II. Research Methods and Evaluation. Subtotal: 6 (0 at LaGuardia, 6 at John Jay)

AFR 325 Research Methods in Community Justice and Human Systems
CHS 320 Program Planning and Development

PART III. Electives. Subtotal: 9 (6 at LaGuardia, 3 at John Jay)

Students choose three, one from each category.

Category A. Human Systems and Interventions

(select one)

HSS 214 Social Gerontology (at LaGuardia) for CHS 3YY Gerontology
(note: Create Gerontology pseudo-course and add to Degree Works Category A menu)

Or

HSS 208 Human Services & Disability (at LaGuardia) for CHS 3ZZ Disabilities
(note: Create Disabilities pseudo-course and add to Degree Works Category A menu)

Category B. Justice in Human Services

SCN 194 HIV/AIDS, Science & Society (at LaGuardia) for CHS 3WW Category B Elective)

Category C. Advocacy, Policy, and Administration

(select one)

HSS 102 Social Policy & Welfare (at LaGuardia) for CHS 3XX Social Welfare

PART IV. Field Experience (300 Hours Required) Subtotal: 6 (0 at LaGuardia, 6 at John Jay)

1. Field Experience I (3 credits) – 150 Hours

(select one)

AFR 3XX Field Education in Community Organizing and Community Practice I

CHS 381 Field Education in Human Services I

CSL 311 Field Education in College Community Outreach

1. Field Experience II (3 credits) – 150 Hours

(select one)

AFR 3YY Field Education in Community Organizing and Community Practice II

CHS 382 Field Education in Human Services II

PART V. Senior Seminar/Capstone Subtotal 3 (0 at LaGuardia, 3 at John Jay)

CHS 415 Senior Seminar in Human Services and Community Justice

TOTAL CREDITS: 48 (21 at LaGuardia, 27 at John Jay)

Additional courses to receive Human Services Associate's degree from LaGuardia: SCH 160 Health & Wellness, SCN 195 Community Health, SCN 196 Community Health Research, HSS 216 Interviewing & Counseling, HSS 290 Health & Human Services Internship, and one additional Health and Human Services elective. These course credits go toward the 120 credit total for the Baccalaureate degree.

John Jay College of Criminal Justice
The City University of New York College
Curriculum Committee
New Minor Proposal Form*

1. Department(s) proposing this minor: Department of Security, Fire, and Emergency Management
2. Name of minor: **Homeland Security**
3. Credits required (minors must consist of 18-21 credits): 18 credits
4. Description of minor as it will appear in the *Undergraduate Bulletin* (write in full sentences):

Homeland security professionals deal with a wide variety human-made and natural disasters. Using a multidisciplinary lens, the *Homeland Security* minor introduces students to the field of homeland security, looking in particular at essential homeland security functions (e.g., intelligence and counterintelligence activities) and objectives (e.g., securing the nation's borders), threats to homeland security (e.g., terrorism and human trafficking), assessment of the risk of these threats, the social, political, ethical, and legal implications of homeland security, and the ways to mitigate, respond to, prepare for, and recover from homeland security threats. The courses in this minor critically evaluate discourses, narratives, and perspectives on homeland security, terrorism, counterterrorism, and antiterrorism, and intelligence, and promote evidence-based analyses of "what works" and "what does not work" in these fields. Security managers, security operators, emergency management professionals, intelligence agents, private security professionals, law enforcement officers, policymakers, and those in other related fields need to be familiar with homeland security in order to maintain currency in the field and be more marketable employees. Anyone interested in learning about homeland security and/or working in the homeland security job market that has exponentially expanded since the terrorist attacks on September 11, 2001, should take this minor.

5. Statement of learning outcomes (what knowledge and/or skills should all students have acquired upon completion of the minor?):

Upon the completion of the minor, students will be able to:

- 1) Identify, evaluate, and present information about homeland security through writing assignments, practical exercises, exams, research papers, and oral presentations
- 2) Identify and assess homeland security threats and risks
- 3) Identify the functions and objectives of the Department of Homeland Security, and

explain the role of intelligence, counterintelligence, counterterrorism, and antiterrorism in homeland security

- 4) Critically evaluate homeland security policies and practices from multiple theoretical perspectives
- 5) Propose effective measures to counter and combat homeland security threats and the manner in which their efficacy can be assessed
6. **Rationale/justification for the minor** (why is this minor important to include in the College's curriculum? what benefits do students derive from taking this minor?):

Globalization has challenged the security and stability of nations by enabling human-made threats to traverse borders through the rapid and expansive movement of people, property, goods, money and information across borders. These threats to the security and stability of nations added impetus to the creation of government agencies tasked with protecting the homeland. Homeland security is an umbrella term used to describe the measures taken by nations to secure their territories and borders.

The job market for public and private sector employees with homeland security-related backgrounds in border security, transportation security, counterterrorism, antiterrorism, intelligence, and cybersecurity has exponentially expanded since the terrorist attacks on September 11, 2001.¹

An essential function of homeland security is protecting the nation's critical infrastructure sectors (i.e., food and agriculture, chemical, critical manufacturing, commercial, communications, dams, defense, emergency services, energy, financial, government, healthcare, informational technology, nuclear, transportation, water and wastewater), which are primarily owned and operated by the private sector. Given the primary role of the private sector in critical infrastructure protection, it is imperative that professionals seeking employment in these sectors are well-versed in homeland security policies and procedures. If John Jay wishes to remain at the cutting edge of security, it must be more attentive to homeland security issues which are integral to public and private security professions.

7. **List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course, etc):
Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

To receive a minor in Homeland Security, students must complete 18 credits by taking all three of the required security courses and choosing three elective courses

¹ E. Jones, "Careers in Homeland Security," Bureau of Labor Statistics, Occupational Outlook Quarterly, <https://www.bls.gov/careeroutlook/2006/summer/art01.pdf>.

Required Courses (9 cr.)

SEC 1XX *Introduction to U.S. Homeland Security*

SEC 220 *Terrorism, Security and Emergency Management*

SEC 333 *Intelligence and Counterintelligence – Public and Private Practices*

Elective Courses (9 cr.)**Choose three**

SEC270/CSCI 270 *Security of Computers and their Data*

SEC 310 *Emergency Planning*

SEC 323 *Private Security and Homeland Defense*

SEC 327 *Risk and Vulnerability Analysis*

SEC 329 *Security, Risk and Technology*

Please note: Students cannot earn both the B.S. in Security Management and the minor in Homeland Security due to the similarities of the fields and the amount of course overlap.

The *required courses* are new (and separate course proposals have been submitted).

New course names, descriptions and rationale:

1) SEC 1XX *Introduction to U.S. Homeland Security*

No prerequisite

Description: With the majority of U.S. key critical infrastructures privately owned or operated, the private security sector plays a prominent, albeit often overlooked, role in homeland security. This course provides an overview of U.S. homeland security, threats to homeland security, and the role of private security in homeland security. It also examines the Department of Homeland Security and its mission, objectives, structure, responsibilities, and operations, and the challenges it faces. Special attention will be paid to critical infrastructure protection in the United States.

Rationale for Course: After the terrorist attacks on September 11, 2001, homeland security came to forefront of public and private sector concerns. John Jay College of Criminal Justice does not have homeland security courses. An undergraduate course introducing the field of homeland security to students at John Jay College of Criminal Justice is long overdue. Given that both public and private security sectors are responsible for homeland security, students without this basic knowledge would be at a disadvantage at the time of hire.

2) SEC 220 *Terrorism, Security and Emergency Management*

Prerequisite: SEC 1XX *Introduction to U.S. Homeland Security*

Description: Using a multidisciplinary lens, this course critically evaluates discourses, narratives, and perspectives on terrorism, counterterrorism, and antiterrorism, and promotes evidence-based analyses of “what works” and “what

does not work” in countering and combating terrorism. In this course, students differentiate between different forms of terrorism by examining the structure, goals, tactics, targets and ideologies of international and domestic terrorists, and carefully consider existing national and international antiterrorism and counterterrorism measures. Special attention is paid to the role of private security in counterterrorism and antiterrorism, and the obstacles these professionals encounter in identifying terrorists and responding to, preparing for, and mitigating terrorism.

Rationale for Course Level: A course covering terrorism, antiterrorism and counterterrorism in this major have been lacking since the inception of this program. Knowledge of these threats and measures are integral to the majority of private and public security related positions. Students without the basic knowledge of terrorism, antiterrorism, and counterterrorism would be at a disadvantage at the time of hire.

3) SEC 333 *Intelligence and Counterintelligence – Private and Public Practices*

Prerequisites: ENG 101

SEC 1XX *Introduction to U.S. Homeland Security*

SEC 220 *Terrorism, Security, and Emergency Management*

Description: Intelligence is a product of the gathering, processing, assimilating, examining, evaluating, and interpreting information from open-source and/or confidential methods and sources. Intelligence is fundamental to the public and private security sectors. This course covers intelligence collection, analysis, and dissemination tactics from human, technical and open sources and the laws and policies that govern these tactics. This course further explores the intelligence community in the U.S. and intelligence agencies abroad, looking in particular at their structure, agencies, organizational cultures, and practices, and the challenges that the intelligence community faces. Special attention will be paid to counterintelligence practices.

Rationale for Course: A course at this level expands on students’ general knowledge of homeland security, looking in particular at intelligence and counterintelligence in homeland security. In particular, the course builds upon the material in SEC 1XX *Introduction to U.S. Homeland Security* and SEC 2XX *Terrorism, Security and Emergency Management*. This course introduces students to intelligence and counterintelligence.

The *elective courses* already exist in the BS in Security Management.

SEC270/CSCI 270 *Security of Computers and their Data*

SEC 310 *Emergency Planning*

SEC 323 *Private Security and Homeland Defense*

SEC 327 *Risk and Vulnerability Analysis*

SEC 329 *Security, Risk and Technology*

8. Administration of the minor:

- a. **Name, location, phone number, and email address of the minor advisor**
(to be used in college publications):

Marie-Helen Maras, Associate Professor, Department of Security,
Fire, and Emergency Management
Haaren Hall 43311
212-621-4168
mmaras@jjay.cuny.edu

- b. **Requirements for admission and/or completion of the minor if any**
(i.e. GPA, course grades, deadlines, etc.):

The minor requires the completion of all six courses (18 credits) of the minor. A maximum of two courses can overlap with a student's major, other minors or programs.

9. Statement on expected enrollment and resources required:

The department can run the *Homeland Security* minor without additional human resources. We have several full-time faculty members, Marie-Helen Maras, Charles Nemeth, Robert McCrie, Charles Jennings, Glenn Corbett, Lucia Velotti, Hung-Lung Wei, Lauren Shapiro, Chelsea Binns, Alex Alexandrou, and Susan Pickman, as well as several adjuncts who can teach the courses in the minor.

This minor has a potential enrollment of 50 or more students because of interest in the topic and workforce demand. Students within our major, and their current and future employers, have been requesting courses on homeland security. The primary reason for the need for such courses is the surge of homeland security jobs. Particularly, in 2017, 2018 and 2019, federal budgets have included significant allocations for thousands of hires in the field of homeland security in critical infrastructure protection and border security.²

10. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

Library and Instructional Materials

The library offers sufficient resources to support the Minor. Students have access to multiple library databases in security management. The Library holdings for e-journals and traditional journals are sufficient and partially listed below:

- Homeland Security Affairs
- Journal of Homeland Security and Emergency Management

² Office of Management and Budget, "Budget of the U.S. Government," <https://www.whitehouse.gov/wp-content/uploads/2018/02/budget-fy2019.pdf>

- International Critical Infrastructure Protection
- International Journal of Mass Emergencies and Disasters
- Security Journal
- Security & Terrorism Bulletin
- Security and Defense Studies Review
- Security and Human Rights
- Security Director Report
- Security Dialogue
- Journal of Security Management
- Journal of Emergency Management
- Journal of Security Education
- Journal of Applied Security Research
- Security Intelligence Review
- Security Intelligence Review Committee report
- Security Law Newsletter
- Security Management
- Security Strategies Journal
- Security Studies
- Security Technology & Design
- Security Technology Executive
- Conflict, Security & Development
- Small Wars & Insurgencies
- Studies in Conflict & Terrorism
- Terrorism and Political Violence
- Defence and Peace Economics
- Defense & Security Analysis
- Global Crime
- Intelligence and National Security
- International Journal of Intelligence and Counter-Intelligence
- International Peacekeeping
- Journal of Policing, Intelligence and Counter Terrorism
- The Nonproliferation Review

The need for electronic services for security management students, especially for online participants will be amply accommodated by the following services:

- The library catalog, CUNY+
- International Security & Counter Terrorism Reference Center
- Military and Government Collection (EBSCOHost)
- Praeger Security International Online
- CQ Global Researcher
- Country Studies
- Global Issues in Context
- GreenFILE

- PAIS International
- World Constitutions Illustrated (Hein Online)
- World Health Organization Statistical Information System
- World Legal Information Institute
- World Scholar: Latin America and the Caribbean
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- LexisNexis Universe
- WestLaw Campus
- Criminal Justice Abstracts
- PsycINFO
- Sociological Abstracts
- JSTOR
- EBSCOhost military & government collection

Identify new library resources that are needed (provide bibliography):

Apart from the purchases of the textbooks for the required courses (see syllabi of proposed courses), existing library resources are adequate.

11. Evaluate the facilities, computer labs, or other resources needed to support this minor:

Current facilities, computer labs, and audio-visual support and equipment are adequate.

The computer and instructional equipment support offered to students and faculty enhance the learning environment at the College. All full-time faculty members have personal computers in their offices at John Jay College. Computer support for students and faculty is offered by Instructional Technology Support Services (ITSS). ITSS operates multiple labs throughout the College, which contain state-of-the-art equipment enabling students to access the World Wide Web, e-mail, online databases, and to research on-line. The managers of the ITSS computing labs are responsible for, and manage, the web servers that oversee department and faculty homepages and oversee the delivery of courses over the web. ITSS also provides regular workshops for faculty and students on standard office, statistical software applications, e-mail use, and distance learning software. These labs are available to all John Jay students and faculty. The courses in this minor will not be lab-based or require any special simulators.

The audio-visual support and equipment available to the faculty who teach in the major include: classroom delivery of a wide-array of audio-visual equipment, including video players and monitors. Most classrooms are equipped with computers with projectors. Mobile computing units, opaque projectors, slide projectors, sound systems, and CD and DVD players are available on request. The College holds a large collection of audiovisual titles available for use in faculty courses.

12. Summarize consultations with other departments that may be affected:

The Departments of Political Science and Law, Police Science, and Criminal Justice Administration were contacted via email. I did not receive any objections to this minor.

Discussions were held with the Department of Law and Police Science regarding the minor.

13. Name(s) of the Chairperson(s): Dr. Charles P. Nemeth

Provide the meeting date at which the departmental curriculum committee has approved this proposal (March 9, 2018).

Revision of the Bachelor's Degree in Toxicology

The Department of Sciences, responding to a growing demand for a Toxicology Major, developed a degree program which met this demand. The Toxicology Major was introduced January 1 of 2017. Since its introduction, we have been examining the program's needs and have determined that there is a need to add more choices of biology and chemistry courses as electives to help students complete their major requirements. These courses all will assist students in become more proficient in the field. The Department of Sciences curriculum committee has approved these changes to the Toxicology major.

Proposed Changes:

1. To comply with the Vice Chancellor of Academic Affairs memo about reducing hidden prerequisites ("the Rabinowitz memo"), we are adding MAT 141 Pre-Calculus to be listed transparently in the curriculum outline. See Math Foundation section in major below.
2. We are also requesting to add several courses listed below to Part III. Electives, Category B. Biology and Chemistry Electives.
3. The two changes above require us to expand the range of total credits to earn the major, from 66-68 to 66-72 credits. Since some of the elective courses are four credits, the credit range for Part III will have to be increased from 5-7 to 5-8 credits. The number of general electives for the bachelor's degree will be reduced to 6-12 on the bulletin. In reality, there is a good deal of overlap of the basic math and science classes with general education (approximately 9 cr.) so students will have more electives available to them.

Rationale:

Adding pre-calculus explicitly eliminates a hidden prerequisite for the major. Expanding the list of courses also gives students more choice of electives. In addition, some students decide to switch from the forensic science major into toxicology. Adding these chemistry courses allows them to apply courses they may have already taken to the electives area more seamlessly in Degreeworks. The courses being added will help students and are deemed useful to the study of toxicology because they will expose the students in the major to a greater diversity in the foundations underlying and supporting the study of toxicology.

Electives to be added:

CHE 220	Quantitative Analysis
CHE 302	Physical Chemistry II (for students who have taken PHY 203-204)
BIO 360	Human Pathology
BIO 364	Forensic Pathology

UG Bulletin Info with Revisions

Toxicology, Bachelor of Science

Toxicology is an interdisciplinary science that addresses the adverse effects of substances on living organisms caused by chemical, physical or biological agents. The field includes exposure assessment, hazard identification, dose-response analysis, risk characterization and risk management. Toxicologists have the critical responsibility of understanding the effect of exposure to harmful substances found in food, the environment, medicines, licit and illicit drugs and other sources, as well as that of publicizing information of relevance to the public. Through research and education, toxicologists can improve the health and safety of humans and other living organisms and protect the environment in which we live.

The major begins with the foundational science courses common to any degree in the chemical or life sciences: chemistry, biology, organic chemistry, calculus, and physics, with required laboratory work throughout. Then, students take a required core of courses that cover biochemistry, human physiology, the basics of toxicology and its major sub-fields (environmental, biomedical, clinical). Students also select two elective courses they can focus on their interests and future career goals such as risk assessment, forensic toxicology, genetics, microbiology, and inorganic chemistry. Finally, the major includes an advanced capstone experience which brings all of these courses together in the study of a specific research area in toxicology. Students in this major are well-prepared for a variety of careers and graduate programs including PhD programs in toxicology, the life sciences, medical school, and related professional degrees.

Learning Outcomes. Students who complete the Toxicology major will be able to:

- Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.
- Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.
- Recognize regulatory and management considerations relative to toxic agents.
- Apply quantitative methods to measure the concentration or intensity of toxic agents.
- Explain and promote interventions to reduce or eliminate exposures to toxic agents.
- Interpret and analyze the information on the interaction of natural and man-made toxicants with people, and their impact on human health and disease.
- Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.

Credits Required.

Toxicology Major	66- 72 68
General Education	42
Electives	6 -12
Total Credits Required for B.S. Degree	120

Admission Requirements. To be admitted to the Toxicology major, students must have at least an 81 CAA (high school academic average) and one of the following:

1. Took New York State Chemistry Regents Exam; OR
2. Took the AP Chemistry Exam; OR
3. Earned at least 3.5 units of High School Mathematics; OR
4. Earned at least a score of 50 on the CLEP Chemistry exam.

Students who do not meet above criteria can attend John Jay with an undeclared major and take introductory science and mathematics courses to achieve admission to the major by performing very well in these courses.

Students who wish to transfer into the Toxicology major must have earned a Mathematics/Science GPA of 2.5 or higher in science major courses to be admitted. Transfer students from a non-science major will need to meet the criteria stated above.

Course information. To be placed into BIO 103, students must take a Biology placement exam AND must be majoring in Toxicology. In addition, MAT 105, OR MAT 141 OR MAT 241 or higher is a pre or co-requisite for BIO 103. To be placed into CHE 103, students must take a Chemistry placement exam AND must be majoring in Toxicology.

Note. At least two science courses count as STEM variants to satisfy the Common Core general education requirements. If students are exempt from the foreign language requirement, they can use an additional three credits of science towards the Common Core.

Depending on mathematics placement, students may need to take MAT 105 and MAT 141 as prerequisites for the required calculus course, MAT 241. Either prerequisite course can satisfy the Required Core: Math and Quantitative Reasoning category of the Gen Ed program.

Honors option. To earn honors in the toxicology major, students must have completed the TOX 401 capstone or the FOS 402 research internship with a grade of B+ or higher, completed all requirements for the major and have earned at least a 3.5 cumulative GPA in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative GPA. Students must have also earned at least a 3.2 overall cumulative GPA. This honor will be noted on the student's transcript.

Experiential learning opportunities. During their senior year students in the Toxicology program can participate in a variety of experiential learning opportunities. Students may enroll in the undergraduate research course, FOS 402, and participate in a faculty-sponsored laboratory research project. In addition, students may participate in a research experience associated with the capstone seminar course, TOX 401, which culminates in the presentation of original research at a poster session open to the public. In recent years, students have presented their findings at meetings such as the Environmental Club and the Health and Justice Forum.

Mathematics Foundation

Required depending on math placement

MAT 141 Pre-Calculus

Subtotal: 0-3 cr.

Advisors recommendation: Depending on student's math placement, MAT 141 can satisfy the Required Core: Math and Quantitative Reasoning area of the Gen Ed program.

PART ONE. GENERAL SCIENCE FOUNDATION

Required

BIO 103	Modern Biology I
BIO 104	Modern Biology II
CHE 103	General Chemistry I
CHE 104	General Chemistry II
CHE 201	Organic Chemistry I
CHE 202	Organic Chemistry II
MAT 241	Calculus I
MAT 301	Probability & Mathematical Statistics I
PHY 101	College Physics I (Liberal Arts Physics)
PHY 102	College Physics II (Liberal Arts Physics)

BIO 101 + BIO 102 may be taken in place of BIO 103

CHE 101 + CHE 102 may be taken in place of CHE 103

PHY 203 + PHY 204 can substitute for PHY 101 + PHY 102

Students considering graduate or professional school should take PHY 203 & PHY 204.

Subtotal: 40

PART TWO. TOXICOLOGY CORE

Required

BIO 355	Human Physiology
CHE 315	Biochemistry
TOX 313	Toxicology of Environmental and Industrial Agents
TOX 425	Techniques of Analytical Toxicology
TOX 426	Analytical and Quantitative Toxicology Laboratory
TOX 430	Principles of Pharmacological Toxicology

Subtotal: 18

PART THREE. ELECTIVES

Choose 2 courses. (One in each category)

Category A. Toxicology Electives

Choose one

TOX 336	Principles of Forensic Toxicology
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TOX 338	Cellular and Molecular Toxicology
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TOX 340	Clinical Toxicology
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TOX 3ZZ	Principles of Risk Assessment
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Note: TOX 401 may be taken as an elective only if FOS 402 is taken as the capstone. Consult the major coordinator.

Category B. Biology/Chemistry Electives

Choose one

BIO 205	Eukaryotic Cell Biology
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BIO 211	Microbiology
---------	--------------

BIO 315	Genetics
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BIO 356	Human Anatomy and Physiology Laboratory
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<u>BIO 360</u>	<u>Human Pathology</u>
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<u>BIO 364</u>	<u>Forensic Pathology</u>
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<u>CHE 220</u>	<u>Quantitative Analysis</u>
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<u>CHE 302</u>	<u>Physical Chemistry II</u>
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CHE 361	Inorganic Chemistry
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Please note: CHE 302 requires PHY 203-204 as prerequisites.

Subtotal: 5-~~8~~7

PART FOUR. CAPSTONE COURSE

Choose one

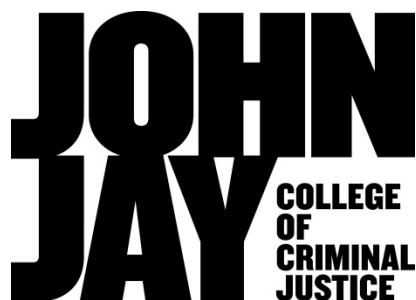
TOX 401	Capstone Experience in Toxicology
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FOS 402	Undergraduate Research Internship
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Note: If FOS 402 is completed for the capstone requirement, students can take TOX 401 as a toxicology elective. Consult the major coordinator.

Subtotal: 3

TOTAL CREDIT HOURS: 66-~~72~~-68



Proposal to Revise the Current policy on Undergraduate Students Taking Graduate Courses (Undergraduate Bulletin 2018-2019)

The changes to this policy were approved at the October meeting of the Committee on Graduate Studies. This updated policy will be added to the 2019-20 Graduate Bulletin.

Current Policy on Taking Graduate Courses:

Seniors with a grade point average of 3.0 or higher may, upon the recommendation of the director of the graduate program concerned and the approval of the Dean of Graduate Studies or the Registrar, enroll for a maximum of 6 credits of graduate courses at the undergraduate tuition rate. Only one 3-credit graduate course may be taken in a semester. These courses may not count toward the master's degree if they have served to fulfill baccalaureate degree requirements with the exception of students in accelerated bachelor's /master's degree programs.

Rationale

The existing policy on undergraduates taking graduate courses included the provision that graduate credits applied toward a bachelor's degree cannot count toward a master's degree. This restriction made little sense, as the college has accelerated programs in which graduate courses count toward both undergraduate and graduate degree requirements. Moreover, this restriction places John Jay undergraduates at a disadvantage – graduate programs accept transfer credit from accredited colleges earned with a B or better irrespective of how those credits were applied at the previous institution. It makes little sense to exclude graduate credits taken at John Jay from counting toward a John Jay graduate degree.

The proposal also includes changes designed to clarify the policy, including that undergraduate students wishing to take graduate courses must satisfy the criteria (prerequisites, e.g.) of the program hosting the course. Also, since not all graduate courses are three credits, the policy now states that students can take up to two courses instead of six credits.

Revision with changes reflected:

Undergraduates Taking Graduate Courses

Seniors with a minimum grade point average of 3.0 ~~or higher may~~, upon the approval ~~recommendation~~ of the director of the graduate program concerned, based on criteria unique to that program, and the approval of the Dean of Graduate Studies ~~or the Registrar~~, may enroll for

a maximum ~~number of 6 credits~~ of two graduate courses at the undergraduate tuition rate. Only one ~~3-credit~~ graduate course may be taken in a semester. These courses may ~~not~~ count toward the master's degree if ~~they have served to fulfill baccalaureate degree requirements with the exception of students in accelerated bachelor's/master's degree programs~~ the student is accepted into the program. This policy does not apply to students accepted into accelerated or dual admission bachelor's/master's degree programs.

Revised version:

Undergraduates Taking Graduate Courses

Seniors with a minimum grade point average of 3.0, upon the approval of the director of the graduate program concerned, based on criteria unique to that program, and the approval of the Dean of Graduate Studies, may enroll for a maximum of two graduate courses at the undergraduate tuition rate. Only one graduate course may be taken in a semester. These courses may count toward the master's degree if the student is accepted into the program. This policy does not apply to students accepted in accelerated or dual admission bachelor's/master's degree programs.

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

New Course Proposal Form

Date Submitted: 9/13/18

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

1. a. **Department(s) or program(s)** proposing this course: English
 - b. **Name** and contact information of proposer(s) Christen Madrazo / Alan Winson

 Email address: cmadrazo@jjay.cuny.edu / awinson@jjay.cuny.edu

 Phone number(s) 518-429-5751 / 917 375 3123

2. a. **Title of the course** **Podcasting: Social Impact, Style, and Practice**
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) -- Practical Podcasting
 - c. **Level** of this course ___100 Level ___200 Level __X__300 Level ___400 Level

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

This course builds on the writing skills, analytical processes, creative development, awareness of social justice and specific knowledge acquired in academic majors. Students taking this course will need proficiency in critical thinking, oral communication, writing and organizational skills to facilitate development of professionally pitched and realized podcasts, which could be disseminated to an identified audience. Working in groups, students will experience the real-world problems of producing team projects that involve technical choices and that encompass complex messages, affecting real audiences. Students will thus have an opportunity to learn and practice skills critical to their future careers: teamwork, technical knowledge, and effective oral and written communication. Finally, to produce a successful podcast, students will need to understand their program topics at a high level. To that goal, students' majors will be used as the basis for forming teams and choosing podcast topics. As such, a proficient understanding of the issues forming one's major will be needed to establish concrete, complex, factual, and audience-engaging podcast ideas and outcomes.

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

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

The academic and practical outcomes of “Podcasting” support the critical and socially positive goals of the college which call for John Jay students to investigate and practice “fierce” social justice and global engagement from varied perspectives and to gain digital communication skills, critical thinking skills, and professional experiences leading to advanced study and success in emerging fields. In an important sense, the act of podcasting has become a public space to explore social structures, encourage social justice and to express personal values, interests and tastes. Podcasting has become a significant, bottom-up, public forum --and arguably, a vital alternative to the professional journalistic voice-- for counter-narratives about the American society.

“Podcasting” will challenge students through readings, conversations, and hands-on experiences, to appreciate the potential social impact of today’s professional podcasts. For example, “Serial” and “Reveal”, popular, award-winning investigative podcasts, have demonstrated the importance of podcasts in effecting positive ways of seeing contemporary American democracy and justice. This course will generate the critical thinking, research, organizational and writing skills required to produce podcast programs encompassing multiple cultural and disciplinary perspectives. Participants will reflect on who they are as citizens and develop their capacity to communicate in this complex form--and do so in a team-oriented context.

Finally -- our students will be graduating into a world of digital communication, in which professionalism will require not only critical thinking, writing, and speaking skills, but, also, the ability to use cutting-edge technology to disseminate original, positive social ideas with a personal and committed voice, reflecting the diversity of our institution. The technical requirements of such a podcasting class has been established in the English Department’s Podcast Studio--a user friendly facility to produce, broadcast, and live-stream student podcast products.

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

Podcasting has become a major contemporary platform for citizen voices. This course allows students to gain hands-on experience in researching, writing, and producing podcasts on topics chosen by student teams and guided by the instructor. Podcast program choices will focus on topics that are relevant to current social and civic conditions, both locally and nationally. Technical training will include practice with professional sound equipment and editing and streaming software, as well as streaming broadcasting software. Students will gain a basic understanding of podcasting styles and the impact of podcasting on social justice and news media. Students will practice skills needed to create broadcast-quality podcast programs.

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

ENG 201; and ENG 131 Self, Media and Society or by permission of the instructor

5. Number of:

- a. Class hours 4
- b. Lab hours 0
- c. Credits 4

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

No Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

- a. Student engages with contemporary social justice issues through appropriate choice of podcast project topics.
- b. Student demonstrates understanding of various podcast genres and the impact of radio-style conventions within an historical context.
- c. Student critically evaluates the styles and technical approaches used for recently produced podcasts using appropriate technical audio and mass communication terms.
- d. Student produces podcasts that are appropriately sourced and cited, using language that considers word choice, syntax, and a precise and fair interpretation of messages and ideas gained via direct interviews and credible secondary sources.
- e. Student teams produce podcast products that are crisply edited, focusing on both clarity, complexity of the arguments and audience engagement.

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

No Yes

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

English Minor/Major; Creative Writing Minor

Digital Media and Journalism Minor has expressed interest in adding this course to their offerings.

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

No Yes If yes, please indicate the area:

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

Written analyses, project planning, script writing, sound-editing, and class presentation assignments will be assessed based on clarity, logic and complexity of ideas, coherency of organization, thoroughness in completing tasks, appropriate attributions and synthesis of sources, and effective and correct grammar and syntax for oral and written assignments. Since this is team work, individual grades will be based both on the success of the group project and on the individual student's contribution. Though iterations of this course may focus on different aspects of assessment, all should include some attention to the following areas:

- Participating in class discussions and team meetings.
- Two team podcasts--20 to 30 minutes.
- Individual completion of team role in producing podcast programs.
- Pre-podcast tasks--for training purposes.
- Team presentation and critique of a professional podcast.
- Completion of various readings via summary writing, annotating, and class discussion.
- Annotated Bibliography for each team podcast project.
- Two reflection papers on the team podcast programs. Emphasis will be placed on process and ways to improve procedures, and how this experience impacted understanding of podcasting as a mass media form.

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

Yes No

**An appointment will be made this week, but most source material students will need is available via opensource or JJ database options.

- If yes, please state the librarian's name Marta Bladek _____
- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply. Yes—see notes below:

Students' use of each of the following resources will depend on the requirements of their specific podcast project >>>

- The library catalog, CUNY+
- OneSearch
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- CQ Researcher, Opposing Viewpoints in Context for gathering background info
- Social Sciences Premium Collection
- Communications and Mass Media Complete
- Streaming video collections, as relevant
- Communications and media guide: <http://guides.lib.jjay.cuny.edu/media>
- Other - *Collection: Justice in New York: An Oral History*

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: September 5, 2018

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

Alan Winson
Christen Madrazo
Devin Harner

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

No

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

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

Not applicable

No

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

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

No

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

19. Approvals:

Jay Gates

Chair, English Department

**ENG. 3XX-
Podcasting: Social Impact, Style, and Practice (4 cr., 4 hrs.)**

Professor A. Winson

Email: awinson@jjay.cuny.edu

Office: 7.65.26NB

Office Phone:

Open Office Hours:

Mon, Wed: 1:40-2:40

*Other times may be arranged by appointment

Course Description:

Podcasting has become a major contemporary platform for citizen voices. This course allows students to gain hands-on experience in researching, writing, and producing podcasts on topics chosen by student teams and guided by the instructor. Podcast program choices will focus on topics that are relevant to current social and civic conditions, both locally and nationally. Technical training will include practice with professional sound equipment, and editing and streaming software, as well as streaming broadcasting software. Students will gain a basic understanding of podcasting styles and the impact of podcasting on social justice and news media. Students will practice skills needed to create broadcast-quality podcast programs.

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

ENG 201; and ENG 131 Self, Media and Society or by permission of the instructor.

Course Objectives:

- a. Student engages with contemporary social justice issues through appropriate choice of podcast project topics.
- b. Student demonstrates understanding of various podcast genres and the impact of radio-style conventions within an historical context.
- c. Student critically evaluates the styles and technical approaches used for recently produced podcasts using appropriate technical audio and mass communication terms.
- d. Student produces podcasts that are appropriately sourced and cited, using language that considers word choice, syntax, and a precise and fair interpretation of messages and ideas gained via direct interviews and credible secondary sources.
- e. Student teams produce podcast products that are crisply edited, focusing on both clarity, complexity of the arguments and audience engagement.

Course Texts:

Unless otherwise specified, all required readings on the course schedule can be found in the course eportfolio in the "Readings" section. This means that you won't have to buy a textbook for this course, but please note that you will need to access both the course eportfolio and Blackboard often and that *you must have reliable access to these online programs.*

*A Note on Course Material Costs: Course costs are kept down by uploading readings to the course eportfolio. Furthermore, technical aspects of the course will be available to you via the Podcast Studio. Be aware that you need to schedule times at least a week in advance to use the studio and its equipment.

Office Hours:

Meeting times with the instructor are posted above or you can arrange for alternate times to meet. It is helpful to let the professor know by email if you plan to drop by. Occasionally, official college meetings are scheduled during this time. At times the instructor will reach out to students to meet; please treat these requests as an opportunity and not a punishment. awinson@jjay.cuny.edu

Class Sessions:

The class will meet two hours (periods) a week to do the following:

- Discuss that week's focused topic and reading-- posted and annotated in the course eportfolio.
- Discuss podcasting history, form and style.
- Investigate the question of what makes an effective podcast.
- Form teams and report on progress with podcast projects.
- Peer evaluation of these projects.
- Go over technical questions dealing with recording and editing an effective podcast

See course schedule for topics to be covered in each week.

Lab Sessions:

Podcast Teams will meet weekly and accomplish the following:

- Decide on individual roles and responsibilities.
- Decide on podcast focus and organization.
- Discuss, plan, and carry-out podcast program.
- Meet with the instructor and technical teaching assistant to discuss progress with the podcast project and further technical training.

Class Participation:

In-class meetings. An important component of this content/lab class is full participation. In order to take part in the course, students must arrive at class prepared with assignments completed and ready to ask questions and share comments, ideas, and feedback. Attendance points are part of the participation component of the course grade.

Podcast Team Lab meetings. Team work presents challenges and opportunities. Everyone on the team must actively participate in forming decisions, as well as carrying out those decisions. The podcast project part of the grade will be based on the work of the individual and the quality of the final product. Each student will be graded based on the following:

- Actively participating and contributing to the group work.
- Completing group responsibilities fully and on time.

- Being present at team meetings with the instructor.

Attendance:

Full attendance at class and team meetings is required. All absences will affect students' final participation portion of the course grade. No more than three absences total--class or team meeting--is allowed for a passing participation grade.

Class meets once a week for 2 hours. Podcast teams meet for additional 2 hours as part of lab requirement. Some of the team meetings will be with the instructor to report on progress with podcast programs, or with the technical teaching assistant. Meeting times need to be scheduled with the professor and technical teaching assistant at the beginning of the semester. Students are required to attend all team meetings. [See Weekly Schedule for Team Meeting requirements.](#)

Absent students are responsible for all assignments, announcements, class work, and team decisions. Furthermore, attendance is not based on physical presence alone. Students must be prepared for the class and make an attempt to participate. Distracting activities during class--sleeping, texting, doing homework for another class, et cetera--will be marked as an absence.

Late Arrival/Early Exit:

Class / Team Lab Meetings: Scheduled meetings will begin and end on time. Entering at any point after attendance has been taken (or leaving before class/team meeting is completed) will result in a "late" documentation. Three "lates" will equal one absence; however, arriving more than twenty minutes late (or leaving more than twenty minutes early) is considered an absence for that class/lab session.

Leaving/Reentering Classroom:

Leaving during a class session is disruptive, no matter how discreetly you do so. Please remain in class for the entire period. However, if you must leave class briefly you do not need to ask permission. Repeatedly leaving the class in this way will affect your participation grade.

Grade Breakdown:

10% Participation. Class attendance and participation in in-class conversations. Engaging with peer reviews of team programs within team's eportfolio.

20% Low-Stakes Writing and Presentations: Annotation of articles, reflective writing following podcast projects. Each team will be assigned one "Podcast of the Week" Presentation.

25% Podcast Preparation: Including team meetings with the instructor, use of the Podcast Studio for production purposes, posting of program outlines, and indications of communication between members with the team's eportfolio and that each student is fulfilling team responsibilities. See below and course eportfolio for more details on these responsibilities of all team members.

40% Podcast Programs: Minimum requirement: Smaller audio projects used to establish basic technical and group dynamic skills to enable work on the main podcast projects (5%). Two Team Podcasts 20 - 30 minutes, fully-edited based on a topic related to student major. Main podcast projects will required research and writing assignments. The first podcast is worth 15%, the second 20%.

5% Final Presentation: Conversation between podcast team members looking back on their work and looking forward to developing podcasting ideas.

Podcast Program Requirements:

Number of programs. Each team is required to produce two 20- 30 minute podcast programs.

Focused podcast theme. These programs should develop a single theme or idea in some way relating to the team members' majors.

Team Meetings. Each team is required to meet with the instructor and technical teaching assistant during lab hours. Podcast teams will also be required to meet on their own to discuss the developing podcast program and to work towards a successful podcast product. The team Librarian will take notes during these meetings and post to team's eportfolio.

What you need to accomplish in planning the team's podcast

- Work toward a program topic that is of interest to all team members and relates in some manner to their majors in a creative way.
- Develop a working bibliography for each program.
- Gain proficiency on program topic via background reading.
- Include a variety of sound to establish audience interest. Such variety could include expert and peer interviews - original music for transitions - sound effects and environmental sound to establish place - introductory scripting and exposition of the issue being explored.

What you will have accomplished in completing the team podcast:

- Developed a focused theme investigating a question over two programs.
- Established a credible and professional voice engaging the issue being investigated.
- Gained borrowed credibility from experts in selected fields, utilizing secondary print sources and direct interviews.
- Developed a listener-base to elicit feedback via social media.
- Created a podcasting audio style by modeling established podcasts.
- Produced a clean, crisply edited, comprehensive, coherent, and entertaining program.
- Explored wider--out-of-college--venues for the podcast idea.

Steps to create team podcast programs. Each project will take, approximately, 5 weeks. The first podcast program will be completed at about midterm and the second, at the end of the semester.

1. Each student develops a "pitch" for a two-podcast series. Each student will present her idea and the class will vote on the four best projects. Teams will be formed around this choice. Each proposal will:
 - a. Summarize the podcast idea or focus.

- b. Argue for why this podcast topic should be looked at now. Who is the audience for this investigation? What are the outcomes? Raise awareness or change minds?
 - c. Establish proposer's credibility for producing this podcast topic. What qualities will you bring to this project that will assure its completion?
 - d. Organize an annotated bibliography of 5 sources that could be used for the project.

2. Establish teams with the following duties [NOTE: Teams with more than four students will divide duties. Teams under four will combine duties.]
 - a. **Program Director / Producer** -- should be the person who proposed the project. She is in charge of creating and maintaining the program chart, of making sure goals are reached according to a schedule, and of checking that team members understand and accomplish assignments.
 - b. **Librarian** -- stores and orders collected information--print, audio, and visual--to be used to create the podcast and supplemental social media materials. Items are to be uploaded into the team's eportfolio or other cloud-based location accessible to all team members. These materials include: All audio collected and created by the team and research materials. In addition, the Librarian takes notes at all team meetings including those with the professor and technical assistant teacher.
 - c. **Public Relations Manager [PRM]** -- develops an audience of listeners for the podcast by creating a social media presence for the podcast program. The PRM: Establishes a plan for gaining listeners and their feedback and then carries out the plan. Edits this plan as contingencies and better processes are discovered. The PRM should be skilled with social media and work to develop an online presence for the podcast program. Graphic editing skills are desirable.
 - d. **Technician / Program Editor** -- runs the sound board in the Podcast Studio and edits the final project. This student will receive additional tutoring in using the PreSonus mixer and Logic Pro editing app. To a great extent this student is responsible for the style of the podcast program.

3. First Team Meeting for each podcast project. This required meeting involves only the team members. The team Librarian takes role and notes to be posted to the team's eportfolio. The Podcast topic is to be discussed and a set of goals determined. Further, a schedule needs to be established for reaching those goals. A first draft of the program chart should be written at this first meeting.

4. First Meeting with Professor and Technical Teaching Assistant for each podcast project. This can be one meeting or separate meetings. Preparation for this meeting includes student reflection in team's eportfolio on the following. These reflections will organize the discussion during the meeting:
 - a. How well do you feel the project is going? Explain your answer. Are planned goals being accomplished?
 - b. Have all team members been contributing, from your POV?

- c. Do you feel that you will reach all stated goals -- or -- should the team reconsider its goals and schedule with time remaining?
5. Second Meeting with Professor for each podcast project. Present draft podcast--whatever has been completed by that time. Reflect on what more needs to be done to complete the project on time.
6. Class Presentation of Podcast Project. Each team makes a formal presentation of the completed podcast program to class. Portions of the podcast are played for the class. A class critique of what was presented, follows. Then, each student produces a reflection paper on what was accomplished and what more needs to be done to reach the original goals of the program. Post reflection papers in team's eportfolio.

Weekly Assignments:

All assignments will be discussed in class and will be explained in detail in the course eportfolio.

There are two sorts of assignments:

1. Class-Based Assignment.

- Reading and listening assignments with annotations.
- Participating in class discussions of various topics in podcasting.
- Writing focused reflection papers.
- Completing practice podcasting projects.

2. Team-Based Assignments. All team members are required to participate in the following:

- Brainstorming for a podcast idea and focus.
- Developing and writing a podcast program proposal.
- Gathering information for the podcast's working bibliography. Must include, but is not limited to, articles and books.
- Participating in acquiring relevant recorded interviews and sound from the web.
- Developing a detailed podcast program chart, outlining the program.
- Editing the podcast program.
- Presenting outcomes to the class.

Specific readings, models, instruction, class exercises, group work, and preliminary writing steps will prepare students for high stakes writing projects.

Remain aware of and up-to-date on all assignments. See Weekly Schedule below. All work will be posted in the team's eportfolio. Be sure to check the course eportfolio on a regular basis. Assignments and readings may change; any changes will be announced in class and be reflected in the course eportfolio.

Questions concerning assignments are always welcomed. Please do so in class, via email or in an office visit.

Late Assignment Policy: Please note that without exception all assignments--low and high stakes--are due on time. There will be no late submissions. Due dates are posted with the assignment.

Lab--team meeting--Etiquette: This podcasting class will be a safe and serious venue for critical analysis and podcast production. You should treat your peers' work with respect and as confidential. Your peers and I will endeavor to give you strong, respectful feedback based on a specific set of criteria. Further -- podcast projects will be shared publically, if all members of a team agree to do so. The same approach will be taken to any work that is posted in the team's eportfolio. You must ask for and receive permission from the team to post team work to your own digital platform.

Official College Grading Criteria:

A, A- above 90%	Excellent
B+, B, B- above 80%	Very Good
C+, C, C- above 70%	Satisfactory
D+, D, D- above 60%	Poor
F below 60%	Fail

Technology: DoIT helpdesk: 212-237-8200.

Communication:

Since we will be meeting as a class once a week, it is important that you stay in contact with the professor, your team members and the course eportfolio. Be sure to access the weekly reading assignments and submit required work into your team's eportfolio. Further, it is imperative that you allow for appropriate amounts of homework time in areas with computer and/or Internet access.

Email: awinson@jjay.cuny.edu NOTE: Per the request of the Provost, instructors are not to respond or send to email addresses other than from the JJAY email server.

Plagiarism Policy:

It is expected that you will work honestly. All work must be in your own words or clearly quoted. Cite sources when required.

Please review CUNY's policy on academic honesty. Attendance in this course, signifies that you've both read and understood the following and agree with its statements:

http://www1.cuny.edu/portal_content/2004/policies/image/policy.pdf

Accessibility Services:

John Jay's Accessibility Services provide comprehensive access to support services and programs for students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses and psychological impairments. If you know or suspect that you need accommodations, please visit: <http://www.jjay.cuny.edu/2023.php> for more information.

Please note that any accommodations required in/for class must be arranged through Accessibility Services before being discussed with any of your instructors.

Wellness and Student Resources (<http://www.ijay.cuny.edu/wellness-resources>)

Students experiencing any personal, medical, financial or familial distress, which may impede on 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 legal and tax aid through Single Stop.

NOTE ON COURSE SCHEDULE: All students will meet as a class once a week--2 hours. In addition students will meet with the professor as a member of a podcast team or with other team members to plan and carryout podcast projects. Also, meetings with the technical teaching assistant should be arranged by each team. Assignments must be completed and posted to the team's eportfolio 24 hours prior to the next class.

COURSE SCHEDULE

WEEK 1

Class Session:

- Introductions: Why did you take this course in podcasting?
- Syllabus and Assignments overview.
- Defining "Podcast".
- Using and setting-up the team's Digication eportfolios using a template.
- Brainstorming for podcast program ideas.

NEXT CLASS' ASSIGNMENT

- **Podcast Idea** - Draft a "pitch" for a podcast program. See directions in course eportfolio.
- **Warm-up Reading** - "How to make a great podcast- a beginner's guide."
- **Listen and Annotate** - NPR's Pop Culture Happy Hour: Guardians of the Galaxy, Part 2

Class Session:

- Discuss "How to make a great podcast."
- CONT: Discussing podcasting ideas and drafting individual podcast proposal.

NEXT WEEK'S ASSIGNMENT

- **Audio Editing Exercise #1** - Each student creates a 30-second Ted Talks Mash-Up. See directions in course eportfolio.
- **Read & Annotate** - "Guide to Podcasting: A Brief History" pp. 2-5.

WEEK 2

Class Session:

- **Topic** - History of radio and early development of "podcast" form.
- **Technical aspects of audio production** -- Recording in the Podcast Studio; gathering sound in the field. Editing using Logic Pro and other editing tools -- GarageBand / Audacity.

- Pitch individual podcasting ideas to the class.

Class Session:

- **Topic** - Types of Podcasting.
- **Organizing Podcast Teams [PT]**. Schedule regular weekly PT meeting times.
- **Critique: Audio Editing Exercise #1** - Ted Talks Mash-Ups.

NEXT WEEK'S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** What is a podcast? Is podcasting a developing form of broadcast news or entertainment or something else? Is podcasting a new "genre" of radio? Excerpt from Rudolph Arnheim's "Film and Reality" in *Film as Art*. 1933; excerpt from Lessing's *Laocoön's on the Limits of Painting and Poetry*. Optional reading --"Broadcasting as a Medium of Art" in Encyclopedia Britannica.
- **Audio Editing Exercise #2** - Each student create a 30-second Soundbytes-type audio.
- **Read & Listen** -- "'Serial': The podcast we've been waiting for." / Program #1 "Serial" Go to >>> <https://serialpodcast.org/season-one>
- **Podcast Team Task** - Due at next Team meeting -- Program #1 Proposal. See course eportfolio for the form of this proposal.

WEEK 3

Class Session:

- **Topic** -- "Serial" Podcast. Why was this podcast series so successful? Why was "Serial" a key aspect of the modern podcasting phenomenon?
- **Podcast Networks** - Explain purpose and types -- What is out there in addition to iTunes Podcasting.
- **Critique: Audio Editing Exercise #2** -- Student Soundbyte creations.

LAB Session:

- **Discuss ideas for Podcast Program.** Decide on a focus for this semester's podcast program.
- **Assign Roles** for first program. Program Director/ Librarian/ Sound Editor(s) / Public Relation Managers. These roles will be exchanged for the next podcast programs.
- **LAB Question:** What sort of podcast are you producing? Refer to class discussion from this week.

NEXT WEEK'S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** What is the audience relationship to podcast series? How do audiences listen to podcasts, and how does this listening behavior influence the intended message? Excerpt from [Active Audience/Reception Theory](#). By Maroder, Milano, Nickels & O'Donoghue. 2013.
- **Read & Listen** -- "This American Life: Radio Review -- US Gun Control." / *This American Life* - "487: Harper High School - Part 1" - Go To >>> <https://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one>
- **Podcast Team Task** - Develop 1st Program's Working/Annotated Bibliography. Begin developing social media site for Podcast Program [PRM responsibility]

WEEK 4

Class Session:

- **Topic** - Style and Rhetoric of *This American Life* podcast.
- **Podcast Team Task** - Share Podcast Program ideas.
- ***Favorite Podcast Critique* PREPARATION** - Look through “The 50 Best Podcasts of 2016: From politics shows to horror series, highlights from a year of listening.” Prep for *Team Favorite Podcast Critique*.
- **Establish Team podcast goals.** Listen to Intersection Podcast and note how the moderator establishes the goals of the podcast in this first program of “Intersection.”
- **Interview Technique** - Discuss interviewing techniques.
- **Podcast Critique Assignment.** Each WEEK a Podcast Team will choose a professional podcast to critique. Schedule Teams for rest of semester.

LAB Session:

- **Meet with Instructor & Tech Assistant** -- to Discuss Project #1 goals and planning.
- **Draft** - Podcast Program #1 Organizational Chart.
- **Draft** - Annotated/Working Bibliography for Program #1.
- **Collect Sound and Interviews** - 1st Podcast Program.
- **Discuss PR ideas** - for Social Media presence of Podcast Program.
- **LAB Question:** Who is your audience?

NEXT WEEK’S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** Is podcasting the new “public sphere”--a place for citizens of a democracy to engage in public discourse and social formation? Excerpt from “The Discursive Model of Public Space” [on Habermas] by Seyla Benhabib.
- **Read** - Interview of Jamil Smith producer of *Intersection* Podcast - *The New Republic*.
- **Listen To** - Intersection Podcast- 1st episode - “Intersectionality and Queering Marriage.” Go to >>> <https://soundcloud.com/intersection-tnr>
- **Podcast Team Task** - Continue collecting sound for Program #1. Begin rough edit. Establish a social media presence for podcast program.

WEEK 5

Class Session:

- **Topic** - Podcasting as Advocacy #1 -- Political/social action -- Focus on social justice -- Forms of podcasting advocacy.
- ***Team Favorite Podcast Critique* #1** - TBD

LAB Session:

- **Go over sound edits** -- to date for Program #1.
- **Determine editing needs** -- for Program #1. Determine time-line for completion of program.
- **Critique Social Media presence** -- of podcast program.
- **LAB Question:** In what way is your podcast addressing Democracy and/or Justice issues?

NEXT WEEK’S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** Are modern-day podcasting and processes of communication reflective of the social moment? Excerpt from Raymond Williams’ *The Long Revolution*.
- **Read** -- “Her Aim is True: A Q&A with “Citizen Radio” host Allison Kilkenny.”

- **Listen To** - July 3, 2017 broadcast of *Citizen Radio*. Go To >>>
<http://wearecitizenradio.com/20170703-nra-video-fuels-american-extremists-same-week-of-bronx-hospital-shooting-17-shot-in-little-rock-nightclub-brzezinski-and-scarborough-accuse-trump-of-blackmail/>
- **Podcast Team Task** - Work on drafting edit for final program. Finalize social media presence of podcast program.

WEEK 6

Class Session:

- **Topic** -- Podcasting as Advocacy #2 -- Political/social action -- Focus on social justice. "Citizen Radio" as social action.
- **Favorite Podcast Critique #2** - TBD

LAB Session:

- **Produce a final edit** -- of Program #1.
- **Listen to draft edits** -- of program and suggest improvements for clarity and organization.
- **Plan for posting podcast online** -- Do you want to make the podcast program public?
- **Organize a team reflection** -- to be posted to team's eportfolio and presented in the next class.
- **LAB Question:** How is your podcast programs addressing our time? How does it reflect the present social realities?

NEXT WEEK'S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** What are important, recent developments in podcasting styles? Investigation? Interview and conversation? Entertainment? [Reading "The Best Podcasts of 2017 \(So Far\)."](#)
- **Read** -- "Podcasting Is the New Talk-Radio." Juliette DeMaeyer. *The Atlantic*. May, 2017
- **Podcast Team Task** - Complete Podcast Program #1. Critique presentation in Class Session. Write up a reflection on Program #1. Did your program take on social justice in any way? Could it in the future? See complete reflection prompt in course eportfolio.

WEEK 7

Class Session:

- **Topic** -- How has podcasting changing in recent times? What are the most popular podcasts? What makes these podcasts popular? Who produces them? What styles are featured?
- **Team Critique Podcast Program #1:** What needs to be improved? How is this program style developing?
- **Favorite Podcast Critique #3** - TBD

LAB Session:

- Discuss topic and organization of Program #2
- Arrange new role assignments.
- Discuss potential interviews.
- Discuss how to increase audience listenership using PR in Social Media presence.
- **LAB Question:** How popular is your program topic in relation to the article we read in class this week?

NEXT WEEK'S ASSIGNMENT

- **Investigating Podcast form - Read & Annotate:** Can Podcasting be considered a form of citizen journalism? Excerpts from Jay Rosen's *What are Journalists For?*
- **Read** -- "The future of journalism: Where does podcasting fit in?" Em Kuntze. Content/Insights website. March 2017
- **Podcast Team Task** -- Begin work on Program #2: Pitch Ideas. Change production roles for Program #2. Draft Working Bibliography for Program #2. Draft Organization Chart for Program #2. Make Interview Assignments.

WEEK 8

Class Session:

- **Topic** -- Podcasting and journalism. Where does news-based podcasting fit into the journalism as the Fourth Estate rhetoric? Is citizen podcasting a new variant of journalism in the American Democracy? What forms has it taken and will take? What is the link between podcasting and newspapers?
- **Favorite Podcast Critique #4** - TBD

LAB Session:

- **Discuss** ideas for Podcast Program #2. Make sure that this program develops the program focus.
- **Re-Assign Roles** for second program. Program Director/ Librarian/ Sound Editor(s) / Public Relation Managers. Discuss problems you had with your first role.
- **LAB Question:** To what degree can your podcast program be considered as citizen journalism? Could you bring more of these elements to your programs?

NEXT WEEK'S ASSIGNMENT

- **Read & Annotate** -- "Guide to Podcasting" -- Business of Podcasting. pp. 6 - 17. TOW Center for Digital Journalism - Columbia University
- **Podcast Team Task** -- Develop Program #2 Working/Annotated Bibliography & Program Chart. Continue developing social media site for Podcast Program [PRM responsibility]

WEEK 9

Class Session:

- **Topic** -- Business of Podcasting. How have the economics of podcasting evolved? Is there a profit to be made? How have these business models changed as an aspect of social change and audience listening behaviors?
- **Class Discussion** -- Consider business model for Team Podcast Programs. Do these have potential in a market today?

Lab Session:

- **Meet with Instructor & Tech Assistant** -- to discuss Project #2 goals and planning.
- **Draft** -- Podcast Program #2 Organizational Chart.
- **Draft** -- Working/Annotated Bibliography for Program #2
- **Assign Collecting Sound & Interview assignments** -- for Podcast Program #2.
- **Discuss PR ideas** -- for developing Social Media presence of Podcast Program.
- **LAB Question:** Could your podcast series be monetized? If so - what steps would you take?

NEXT WEEK'S ASSIGNMENT

- **Listen & Annotate** -- The Power of Podcasting: Driving Social Media ..." Go To >>> Start at 00:10:50 <https://soundcloud.com/the-science-of-social-media/the-power-of-podcasting-driving-social-media-and-marketing-results-on-air-tyler-anderson-ssm020?in=the-science-of-social-media/sets/the-science-of-social-media-1>
- **Podcast Team Task** -- Continue work on Program #2.

WEEK 10

Class Session:

- **Topic** -- Getting your Podcast out there. Trending on iTunes -- Not easy at all. Brainstorm as a class for ways to connect with listeners. Would any of these ideas work in the real world?

Lab Session:

- **Go over sound edits** -- to date for Program #2.
- **Determine editing needed** -- for Program #2. Determine time-line for completion of program.
- **LAB Question:** How can you better reach your audience of listeners?

NEXT WEEK'S ASSIGNMENT

- **Listen & Annotate** - The Science of Social Media -- 3 Social Media Management Takeaways from John." Go To >>><https://blog.bufferapp.com/show-notes-john-yembrick-nasa>
- **Podcast Team Task** - Complete Program #2.

WEEK 11

Class Session:

- **Topic** - Building a listener base. "NASA on Social Media." - Podcasting and Social Media. How do you get others to engage with your podcast? What did you learn from the reading and podcast in "The Science of Social Media"?
- **Brainstorming Discussion** - Publicizing your team podcasts. Sharing your work and getting feedback. How might you develop team program idea?

LAB Session:

- Produce a final edit of Program #2.
- Listen to draft edits of program and suggest improvements for clarity and organization.
- Plan for posting podcast online and whether you want to make the podcast program public.
- Organize a team reflection on your work to be posted to team's eportfolio and presented in the next class.
- **LAB Question:** How successful was your social media in developing an audience-base? What more could you have done?

NEXT WEEK'S ASSIGNMENT

- **Listen & Annotate** - *Too Old to Date* -- Episode #1 <https://tooldtodate.com/2017/01/30/episode-1-too-old-to-date/> Prepare for visit from producers of this podcast.

WEEK 12

Class Session:

- **Topic** - Visit from producer of "Too Old to Date" podcast - Michael Tanzillo

LAB Session:

- Complete podcast Program #2
- Podcast uploaded to RADio568 Archive -- so rest of class can listen.

NEXT WEEK'S ASSIGNMENT

- Write up a reflection on Program #2. Is your podcast potentially commercial? What changes would you make to attract listeners? See complete prompt in the course eportfolio.
- **Preparation for Final Reflection Paper** -- Draft a paper outline.

WEEK 13**Class Session:**

- **Review major ideas** -- covered during the semester
- **Prepare** -- for next week's on-air broadcast and podcast. Requirements will be discussed.
- **Final Paper Directions.**

LAB Session:

- Team preparation for next week's on-air broadcast.

NEXT WEEK'S ASSIGNMENT

- **Reflection Final Paper** --
- Team on air presentation of podcast work including segments from both programs with a critique of what was accomplished and what further work is needed.

WEEK 14

Class Session: RADio568 "Live" broadcast. Team conversation about the experience of podcasting.

Class Session: RADio568 "Live" broadcast. Team conversation about the experience of podcasting.

WEEK 15

Class Session: RADio568 "Live" broadcast. Team conversation about the experience of podcasting.

Class Session: RADio568 "Live" broadcast. Final reflection and presentations.

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

New Course Proposal Form

Date Submitted 5/30/2018

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

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

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

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

Phone number(s): (212) 237 8835, (347) 993 3995

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

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

c. **Level** of this course ___100 Level ___200 Level X 300 Level ___400 Level

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

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

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

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

The statistical methods of regression are the most important predictive tools in the data scientist's toolkit. These techniques are central to the emerging field of "data science" as well as core contents in the disciplines of economics, political science and psychology. Regression analysis course will be an integral part of the newly approved Applied Mathematics degree program that is scheduled to start in Fall 2018 semester. This program offers two tracks, namely data science and cryptography. In the data

science track, students will learn principles of data representation, big data management, and statistical modeling. Some of the learning objectives of the data science track are gaining a broad understanding of multivariate techniques, implementing analyses of multivariate methods using statistical software, and using suitable models e.g. linear regression, logistic regression, etc. to analyze data and predict probability distributions.

Regression Analysis refers to statistical techniques used to estimate the relationship between variables, testing the utility of the models, and predicting future outcomes. A regression analysis course will enable students in this degree program to gain the necessary skills of analyzing data which are learning objectives of the degree program. The proposed MAT 3XX course will have all the required topics such as simple linear regression, multiple linear regression, parameter estimation and testing, model selection, residual analysis, and special topics such as logistic regression. This course will have a required software component using the statistical software package R, which is essential in data analysis. This course will help students achieve the data science track learning objectives

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

Regression, perhaps the most widely used statistical technique, estimates relationships between independent (predictor or explanatory) variables and a dependent (response or outcome) variable. One purpose of regression may be to predict, or estimate, the value of one variable from known or assumed values of other variables related to it. The course covers regression techniques with applications to the type of problems encountered in real-world situations. Topics include simple linear regression, residual analysis, multiple regression, parameter estimation and testing, model selection procedures and special topics such as logistics regression. R programming language will be used for data analysis.

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

ENG 201; and MAT 302 Probability and Mathematical Statistics 2 and MAT 310 – Linear Algebra; or permission of the instructor

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

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

No Yes. If yes, then please provide:

- a. Semester(s) and year(s): Spring 2017, 2018
- b. Teacher(s): Leslie Chandrakantha
- c. Enrollment(s): 11, 11
- d. Prerequisites(s): MAT 301, MAT 310

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

1. Question the assumptions of a simple linear model in order to assess the model adequacy and quantify the relationship between an outcome variable and a single predictor variable.
2. Estimate means, construct interval estimates and predictions, and evaluate hypotheses using a multiple linear regression model and the utility of the F-test.
3. Use regression diagnostics to anticipate and adjust for characteristics of the data in order to improve the model fit.
4. How to employ categorical predictors through the model fitting process.
5. Implement analyses of regression methods using the R statistical package.

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

No Yes

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

Major: Applied Mathematics, Data Science concentration. Minor: Mathematics, Part II: Electives

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

Student learning will be assessed on the basis of weekly homework assignments, biweekly quizzes, two midterm exams, and a final exam. The homework assignments cover all regression analysis techniques introduced in the class. Each assignment will require performing data analysis based on regression analysis techniques learned in the class for a given practical research problem and submitting a written report with the conclusions. In doing these assignments, students should be able to translate a research question into more precise hypotheses that could effectively be tested by regression analysis techniques.

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

Two midterm and the final exams and the quizzes are in class assessments that assess students' knowledge of regression analysis techniques learned in the class. The exams consist of technical questions, applying regression techniques using R software to data sets and making conclusions, and short answer questions. The quizzes consist of short answer questions that test the knowledge of fundamental concepts of the regression models.

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

Yes No

- If yes, please state the librarian's name Maureen Richards
- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply.
 - The library catalog, CUNY+
 - EBSCOhost Academic Search Complete
 - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
 - LexisNexis Universe
 - Criminal Justice Abstracts
 - PsycINFO
 - Sociological Abstracts
 - JSTOR
 - SCOPUS
 - Other (please name) STATSnetBASE

12. **Syllabus – see attached**

Attach a sample syllabus for this course, based on the College's model syllabus, found at <http://www.jjay.cuny.edu/ModelSyllabus.pdf> - See syllabus template available in the Faculty eHandbook at: <http://resources.jjay.cuny.edu/ehandbook/planning.php>

13. Date of **Department curriculum committee** approval 5/7/2018
14. **Faculty** - Who will be assigned to teach this course? Leslie Chandrakantha, Peter Shenkin
15. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
- No
- Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
- This course is similar course material of ECO 330, Econometrics, in Economics department.
- Econometrics shares many overlapping areas of interest of statistics: linear models, hypothesis testing, graphical models for causal/non-causal inference, multiple testing, resampling, time series analysis, etc. Our proposed Regression Analysis course has some of these topics and additional topics such as variable selection, residual analysis, and special topics including logistic regression. We do not cover analysis of variance and time series related topics in this course.
- The proposed course is more mathematical, compared to ECO 330 and needs higher level prerequisites such as Probability and Mathematical Statistics II (MAT 302) and Linear Algebra (MAT 310).
- I met with Professor Jay Hamilton (Chairman) and Professor Geert Dondt to discuss about our proposed Regression Analysis course.
16. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
- No
- Yes. If yes, give a short summary of the consultation process and results.
- I consulted with the Professor Jay Hamilton, chairman of economics department. I explained that the proposed regression analysis course covers more advanced and mathematical topics.
17. Will any course be **withdrawn**, if this course is approved?

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

18. Approvals:

Douglas Salane

Name of Chair giving approval, Proposer's Department

Name of Major or Minor Coordinator giving approval (if necessary)

Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
524 West 59th Street, New York, NY 10019

**SYLLABUS FOR
REGRESSION ANALYSIS
MAT 380**

Spring 2018: January 27 – May 24, 2018

Professor: Dr. Leslie Chandrakantha

Semester: Spring 2018

Course Code and Sections: MAT 380 Sections 01

Classroom: NB L2.79

Class Time: Period 05, MW 3:05 pm – 4:20 pm

Office: Room 6.63.17 NB

Phone: 212 237-8835

Office Hours: MW 11:00 am– 12:00 pm or by appointment

E-Mail: lchandra@jjav.cuny.edu

Course Description:

Regression, perhaps the most widely used statistical technique, estimates relationships between independent (predictor or explanatory) variables and a dependent (response or outcome) variable. One purpose of regression may be to predict, or estimate, the value of one variable from known or assumed values of other variables related to it.

This course covers regression techniques with applications to the type of problems encountered in real-world situations. Topics include simple linear regression, residual analysis, multiple regression, parameter estimation and testing, model selection procedures, and special topics such as logistics regression. R programming language will be used for data analysis.

Learning Outcomes: Students will

- Question the assumptions of a simple linear model in order to assess the model adequacy and quantify the relationship between an outcome variable and a single predictor variable.
- Estimate means, construct interval estimates and predictions, and evaluate hypotheses using a multiple linear regression model and the utility of the F-test.
- Use regression diagnostics to anticipate and adjust for characteristics of the data in order to improve the model fit.
- Employ categorical predictors through the model fitting process.
- Implement analyses of regression methods using the R statistical package.

Course pre-requisites:

ENG 201; and MAT 302, and MAT 310, or permission of the instructor

Requirements and Course Policies

Attendance:

Students are expected to attend every class and to arrive on time. Lateness, excessive absences, or a lack of participation will adversely affect a student's final grade. **Any student with more than four (4) absences will receive a failing grade in the course.** You are expected to notify the professor by email on the day of your absence. Two absences are allowed without penalty. Each additional absence results in a deduction of 1% from the total number of points achievable for the course. **You will receive a bonus of 2% for perfect attendance, or 1% if you have just one absence.**

Classroom Etiquette:

- Students will turn off all electronic devices before entering class. Texting or reading texts during class is prohibited and will be penalized.
- No part of this class may be reproduced electronically or digitally without the prior

- written permission of the professor.
- Students will act professionally during class.
 - Discourteous or disorderly behavior in class will not be tolerated.
 - You are asked not to leave the room during class; including after quizzes, except for emergencies.
 - You are expected to participate in class and to be respectful of the opinions of other students.
 - The College maintains a policy prohibiting eating and drinking in classrooms with computers. Please adhere to this policy.

Textbook: *A Second Course in Statistics-Regression Analysis*, 7th edition by William Mendenhall & Terry Sincich, Pearson Publishing, 2012. Print text ISBN: 9780321691699, 0321691695, e-Text ISBN: 9780321831453, 0321831454

Supplementary Tests:

- Chatterjee & Hadi, *Regression Analysis by Example*, 5th Edition, John Wiley and Sons, 2012.
- John Fox, *Applied Regression Analysis and GLM*, 3rd Edition, Sage Publication, 2016.
- John Fox & Sanford Weisberg, *An R companion to Applied Regression*, 2nd Edition, Sage Publication, 2011.
- Montgomery & Peck, *Introduction to Linear Regression Analysis*, 5th Edition, John Wiley and Sons, 2012.

EVALUATION in MAT 380

Biweekly quizzes	10%
Homework Assignments	20%
Exam I	20%
Exam II	20%
Final Exam	30%

Final Exam Date: _____

When a student has to miss a test due to some educational activities such as a field trip, or due to some other acceptable reason, the student must talk to the instructor before the day of the test and arrange for a time before the schedule test-time to take the test. **No make-up tests** will be given unless the student has a verifiable excuse, and a justification for not attempting to take the test ahead time. If a student fails to make any attempt to take a test ahead of time or at the schedule time, no points will be given.

Student learning will be assessed on the basis of weekly homework assignments, biweekly quizzes, two midterm exams, and a final exam. The homework assignments cover all regression analysis techniques introduced in the class. Each assignment will require performing data analysis based on regression analysis techniques learned in the class for a given practical research problem and submitting a written report with the conclusions. In doing these

assignments, students should be able to translate a research question into more precise hypotheses that could effectively be tested by regression analysis techniques.

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

Course Outline

Session	Topics	Chapter
1	Review of basic concepts: Normal and t distributions, sampling distributions and central limit theorem, interval estimation and hypothesis testing. (Assignment one assigned)	1, pp. 1-60
2	Introduction to regression analysis: Modeling a response, overview of regression analysis, and regression applications. (Assignment one due, Assignment two assigned)	2, pp. 80-89
3	Simple Linear Regression (SLR) model: Introduction, straight line model, method of least squares. (Assignment two due, Assignment three assigned)	3, pp. 91-103
4	Simple Linear Regression (SLR) model: Model assumptions, estimator of σ^2 , and inferences about slope β_1 . (Assignment three due, Assignment four assigned)	3, pp 104-115
5	Simple Linear Regression (SLR) model: Coefficient of correlation, coefficient of determination, and using the model for estimation and prediction. (Assignment four due, Assignment five assigned)	3, pp 118-133
6	Simple Linear Regression (SLR) model: Complete examples	3, pp 135-146
7	Simple Linear Regression (SLR) model: Simple linear regression using R and a Case Study. (Assignment five due, Assignment six assigned)	3, Handout & pp 159-165
8	Multiple Linear Regression (MLR) model: General form of a multiple regression model and model assumptions. First order model with quantitative predictors, fitting the model-method of least squares	4, pp 166- 172
9	Multiple Linear Regression (MLR) model: Estimation of σ^2 and testing the utility of the model – The ANOVA F-test. (Assignment six due, Assignment seven assigned)	4, pp 173-178
10	Multiple Linear Regression (MLR) model: : Inferences about individual β parameters. Multiple coefficient of determination (R^2) and using the model for estimation and prediction.	4, pp 179-189
11	Multiple Linear Regression (MLR) model: Using the model for estimation and prediction. An interaction model with quantitative predictors. (Assignment seven due, Assignment Eight assigned)	4, pp 190-200

12	Exam One	
13	Multiple Linear Regression (MLR) model: A quadratic (Second-Order) model with a quantitative predictor.	4, pp 201-208
14	Multiple Linear Regression (MLR) model: More complex multiple regression models. A test for comparing nested models. (Assignment eight due, Assignment nine assigned)	4, pp 209-217, 227-231
15	Multiple Linear Regression (MLR) model: Multiple Regression using R and a Case Study	Handout & pp 248-260
16	Principles of Model Building: Importance of model building, Quantitative and qualitative variables, models with a single quantitative independent variable. (Assignment nine due, Assignment ten assigned)	5, pp 261 - 271
17	Principles of Model Building: Models with two or more quantitative independent variables	5, pp 272-281
18	Principles of Model Building: Models with qualitative independent variables, models with both quantitative and qualitative independent variables. (Assignment ten due, Assignment eleven assigned)	5, pp 288-301
19	. Variable Screening Methods: Stepwise Regression and other selection procedures.	6, pp. 326-338
20	Some Regression Pitfalls: Introduction, observational data versus designed experiments, parameter estimability and interpretation. Multicollinearity and extrapolation, variable transformation. (Assignment eleven due, Assignment twelve assigned)	7, pp 355 -376
21	Exam Two	
22	Residual Analysis: Introduction, Regression residuals, and detecting lack of fit.	8, pp 383 - 397
23	Residual Analysis: Detecting unequal variances, variance stabilizing transformations, and tests for heteroscedasticity. (Assignment twelve due, Assignment thirteen assigned)	8, pp. 398-407
24	Residual Analysis: Checking the normality assumption, Detecting outliers and identifying influential observations.	8, pp. 409-422
25	Residual Analysis: Detecting residual correlation: The Durbin-Watson Test and a Case Study. (Assignment thirteen due, Assignment fourteen assigned)	8, pp. 424-430 & 438-446
26	Special Topics in Regression: Introduction and Logistic Regression.	9, pp 494-502
27	Special Topics in Regression: Logistic regression contd. Applications. (Assignment fourteen due)	Handout
28	Review.	
29	Final Examination	

Incomplete Grade Policy

An Incomplete Grade (INC) is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. A grade of incomplete may be given to a student who does not complete the coursework. Incomplete work is due by the student no later than the

third week of the following semester. The foregoing statement does not relieve the student from his/her responsibility in completing coursework as directed.

(For more information consult the *Undergraduate Bulletin 2012-2013*, p.232)

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located in the New Building, Room L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the Office and to follow the established procedures for having the accommodation notice sent to the instructor." (*Undergraduate Bulletin 2012-2013*, p.260)

(*A Faculty Guide to Teaching College Students with Disabilities 4th ed.*, p.3)

Statement of the College Policy on Plagiarism:

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

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

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

Students are advised to consult with their instructors when they are unsure about how and when to provide documentation. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay.cuny.edu/academics/654.php>, (see *Undergraduate Bulletin 2013-2013: Chapter 6 Academic Standards*)

Wellness and Student Resources (<http://www.jjay.cuny.edu/wellness-resources>)

Students experiencing any personal, medical, financial or familial distress, which may impede on 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 legal and tax aid through Single Stop.

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

New Course Proposal Form

Date Submitted March 7, 2018

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

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

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

Email address(es) mmaras@jjay.cuny.edu

Phone number(s) 212-621-4168

2. a. **Title of the course** Introduction to U.S. Homeland Security

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Intro to Homeland Security

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

Please provide a brief rationale for why the course is at the level: A course at this level introduce students to the field of homeland security.

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

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

After the terrorist attacks on September 11, 2001, homeland security came to forefront of public and private sector concerns. John Jay College of Criminal Justice does not have homeland security courses. An undergraduate course introducing the field of homeland security to students at John Jay College of Criminal Justice is long overdue. Given that both public and private security sectors are responsible for homeland security, students without this basic knowledge would be at a disadvantage at the time of hire.

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

With the majority of U.S. key critical infrastructures privately owned or operated, the private security sector plays a prominent, albeit often overlooked, role in homeland security. This course provides an overview of U.S. homeland security, threats to homeland security, and the role of private security in homeland security. It also examines the Department of Homeland Security and its mission, objectives, structure, responsibilities, and operations, and the challenges it faces. Special attention will be paid to critical infrastructure protection in the United States.

5. **Course Prerequisites or co-requisites.** None

6. Number of:

- | | |
|----------------|----------|
| a. Class hours | <u>3</u> |
| b. Lab hours | <u>0</u> |
| c. Credits | <u>3</u> |

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

X No Yes. If yes, then please provide:

- Semester(s) and year(s): N/A
- Teacher(s): N/A
- Enrollment(s): N/A
- Prerequisites(s): N/A

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

Students will:

- Define homeland security and examine the history of the discipline
- Identify and explain the role of private security in U.S. homeland security
- Critically examine the different threats to homeland security, including terrorism, organized crime, cybercrime, and illegal immigration, distinguishing between popular assumptions and evidence-based research.
- Describe the mission, objectives, structure, responsibilities, and operations of the Department of Homeland Security
- Explain and critically analyze the legal, moral and ethical challenges faced by DHS and its role in infrastructure protection, border defense and the challenge of terrorism

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

_____ No X Yes

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

This course will be part of a new minor in *Homeland Security*.

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

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

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

Student learning will be assessed through two papers, presentations, participation during class discussions. The department's VALUE rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum.

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

Yes X* No _____

- If yes, please state the librarian's name_ *Did not meet in person; sent email to both Maria Kiriakova and Ellen Sexton. They confirmed that there are sufficient resources in the library to support the major. As with other academic disciplines, we can always benefit from more adoptions of works in our field.

- Are there adequate resources in the library to support students' work in the course
Yes X No _____

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

- The library catalog, CUNY+ X
- EBSCOhost Academic Search Complete X
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X
- LexisNexis Universe X

- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR X
- SCOPUS _____
- Other (please name) _____

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval March 9, 2018
15. **Faculty** - Who will be assigned to teach this course? Chuck Nemeth; Lucia Velotti; Chelsea Binns
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
 Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

There are no similarities with other courses or majors. The Departments of Political Science and Law, Police Science, and Criminal Justice Administration were contacted via email. I did not receive any objections.

Discussions were held with the Department of Law and Police Science regarding the minor.

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

Charles Nemeth, Chair, Security, Fire and Emergency Management

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 10th Avenue
New York, New York 10019

Syllabus for Introduction to U.S. Homeland Security (SEC 1XX)

Professor: Dr. Marie-Helen Maras

Office Location: 524 W. 59th Street, Haaren Hall, Room 43311

Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).

Phone: 212-621-4168

Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

With the majority of U.S. key critical infrastructures privately owned or operated, the private security sector plays a prominent, albeit often overlooked, role in homeland security. This course provides an overview of U.S. homeland security, threats to homeland security, and the role of private security in homeland security. It also examines the Department of Homeland Security and its mission, objectives, structure, responsibilities, and operations, and the challenges it faces. Special attention will be paid to critical infrastructure protection in the United States.

LEARNING OUTCOMES

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

- Define homeland security and examine the history of the discipline
- Identify and explain the role of private security in U.S. homeland security
- Critically examine the different threats to homeland security, including terrorism, organized crime, cybercrime, and illegal immigration, distinguishing between popular assumptions and evidence-based research.
- Describe the mission, objectives, structure, responsibilities, and operations of the Department of Homeland Security
- Explain and critically analyze the legal, moral and ethical challenges faced by DHS and its role in infrastructure protection, border defense and the challenge of terrorism

COURSE PREREQUISITES

None

COURSE POLICIES

Attendance/Class Participation

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 10% of your grade. An attendance sheet will be circulated

during class. It is *your* responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day's participation). You must be an active participant in every class.

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

*Absences adversely impact your participation and attendance score.

Assignment Due Dates & Make-Up Work

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

Grades Policy

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

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9
F Failure/Unsuccessful	0.0	Below 60.0

Academic Dishonesty

Plagiarism

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

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

Using Previously Submitted Coursework

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

Class Protocol

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

COURSE REQUIREMENTS

READ ME!

For Participation:

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

For Homework:

- You will be assigned two case studies on homeland security (one case study for each homework). You will also be asked specific questions about the case study which you must answer. The case studies will be included on Blackboard.
- These assignments must be submitted in a Word document, 12-point font. **Each must be at least two full page long (double spaced).** Your paper must have a **minimum of 2 scholarly sources**¹ (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. All submissions must have a separate reference page. Significant points will be deducted for shorter submissions.
- All homework must be **posted on Blackboard in the appropriate drop box** by 11:59 pm on the day they are due.

¹ Information about what constitutes a scholarly source will be included on Blackboard, along with a tutorial on how to find scholarly sources.

For *Midterm*:

- It will be a timed exam (one hour), taken in class during **Week 9**. The exam will consist of short essay (2 questions; 4 points each question), fill-in-the-blank (6 questions; 2 points each question) and multiple choice questions (10 questions; 1 point each question). It will cover the material from Week 1 – Week 8.

For *Group Presentations*:

- Your topic and groups will be selected on the first day of class. The students will be randomly assigned to groups. Each group will have a topic that has been selected by the professor. The topic for the group presentation will be based on current homeland security issues. Using evidence-based arguments, students will be required to critically analyze a pre-assigned homeland security issue and the measures that have been implemented in the U.S. that deal with this issue.
- The **group presentations** are worth **20%** of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi.
- Your **presentation must be submitted to Blackboard on the day of your presentation.**²

REQUIRED TEXTS

Class lectures, handouts, outside readings, PowerPoint presentations, and videos will be used to accomplish the course objectives. Students will be expected to consult the below required texts for class preparation.

Nemeth, C. P. (2017). *Homeland Security: An Introduction to Principles and Practice*. Boca Raton, Florida: CRC Press.

Other peer-reviewed academic journal articles and scholarly works will be used in this course as well (see Course Calendar). The course is structured in such a way that you will not be able to participate in class if you have not done the assigned reading. Handouts will also be provided to students whenever required. Students are encouraged to read widely and strategically beyond the assigned texts (some recommendations for such readings will be made for you in each week, under the further reading section).

GRADING

Participation: 10%

Homework: 40% [2 homework assignment; 20 points each]

Midterm Exam: 30%

Group Presentation: 20%

² An exemplar presentation will be posted on Blackboard.

COURSE CALENDAR

	Topics Covered	Discussions/Assignments Due
Week 1	Introduction to the Course	Review of syllabus and general introduction to the course. In addition, the assignments of the course will be discussed in detail. Examples of exemplar papers, outlines, and presentations will be provided.
Week 2	Genesis of Homeland Security Students will be introduced to the origin of homeland security in historical context.	Required Readings Chapter 1, Nemeth.
Week 3	The Department of Homeland Security Students will be introduced to the Department of Homeland Security and its responsibilities.	Homework #1 Due Required Readings Chapter 2, Nemeth.
Week 4	Homeland Security: Law and Practice Students will examine the laws and regulations governing U.S. homeland security	Required Readings Chapter 3, Nemeth.
Week 5	Risk, Threat and Hazard Management As the title indicates, students will be introduced to risks, threats, and hazards and the ways to manage them.	Required Readings Chapter 4, Nemeth.
Week 6	Homeland Security: Training and Exercises Students will examine the exercises used by homeland security and the type of training that members of DHS participate in.	Required Readings Chapter 5, Nemeth.

<p>Week 7</p>	<p>DHS Challenges</p> <p>Students will discuss the differences between national security and homeland security, and the challenges that DHS' faces it</p>	<p>Required Readings</p> <p>Chapter 6, Nemeth.</p>
<p>Week 8</p>	<p>FEMA, Response, and Recovery</p> <p>Students will discuss emergency management and its four phases. FEMA, the agency responsible for emergency management, will also be discussed.</p>	<p>Required Readings</p> <p>Chapter 7, Nemeth.</p>
<p>Week 9</p>	<p>Intelligence</p> <p>Students will be introduced to the collection and use of intelligence in homeland security.</p>	<p>*Midterm</p> <p>Required Readings</p> <p>Chapter 8, Nemeth.</p>
<p>Week 10</p>	<p>Border Security, U.S. Citizenship, and Immigration Services</p> <p>Students will explain and critique border security and immigration.</p> <p>ETHICAL CONSIDERATION: THE CHALLENGE OF SANCTUARY POLICIES AND EXISTING IMMIGRATION LAW</p>	<p>Required Readings</p> <p>Chapter 9, Nemeth.</p>
<p>Week 11</p>	<p>Critical Infrastructure Protection</p> <p>Students will examine U.S. critical infrastructure protection.</p>	<p>Homework #2 Due</p> <p>Wortzel, L. (2003). Securing America's Critical Infrastructure Sector: A Top Priority for the Department of Homeland Security. Heritage Foundation, May 7, 2003. https://www.heritage.org/homeland-security/report/securing-americas-critical-infrastructures-top-priority-the-department</p>

		Note: As you read, consider the source of this text and the extent to which its political standpoint does or do not affect its argument.
Week 12	<p>Transportation Security</p> <p>As the title indicates, students will explore transportation security.</p> <p>ETHICAL CONSIDERATIONS: PRIVACY AND PERSONHOOD IN THE OPERATIONAL POLICY OF THE TSA</p>	<p>Required Readings</p> <p>Chapter 10, Nemeth.</p>
Week 13	<p>Homeland Security and Public Health</p> <p>Students will examine public health issues as a homeland security concern.</p>	<p>Required Readings</p> <p>1) Chapter 11, Nemeth. 2) Maras M.-H. & Miranda, M. D. (2015). State Intervention During Public Health Emergencies: Is the United States Prepared for an Ebola Outbreak? <i>Journal of Homeland Security and Emergency Management</i>, 12(2), 257–271.</p>
Week 14	<p>Homeland Security, IT and the Communications Sector</p> <p>Students will explore the role of homeland security in the communications and information technology sectors.</p> <p>ETHICAL CONSIDERATIONS: PRIVACY IN THE AGE OF CYBER</p>	<p>Required Readings</p> <p>1) DHS, “Communications Sector,” https://www.dhs.gov/communication-s-sector 2) DHS, “Information Technology Sector,” https://www.dhs.gov/communication-s-sector</p>
Week 15	<p>The Future of Homeland Security</p> <p>Students will explore future concerns of homeland security.</p>	<p>Required Readings</p> <p>1) Chapter 12, Nemeth.</p>

COLLEGE-WIDE POLICIES

Plagiarism Policy

According to the John Jay College of Criminal Justice Undergraduate Bulletin 2014-2015, “[p]lagiarism is the act of presenting another person’s ideas, research or writings as your own.” Please refer to the Undergraduate Bulletin for examples of plagiarism: John Jay College of Criminal Justice Undergraduate Bulletin 2014-2015, <http://www.jjay.cuny.edu/college-bulletins>; see Chapter 2, Academic Standards, Academic Integrity, p. 25-26.

Americans with Disabilities Act Policy

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

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

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

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

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

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

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

Books appear like this: Maras, M-H. (2009). *Is Sicilian Mafia Dead?* New York: All in My Imagination Press. [i.e. Author. (date). *Title*. Location: Publishing House].

Articles appear like this: Maras, M-H. (2009). Captain Buckaroo. *A Random Journal*, 3(9), 17 – 39. [i.e. Author. (date). Title of article. *Journal*, *Volume*(Number), page numbers].

An article from an edited collection appear like this: Maras, M-H. (2009). Crazy for the Cause. In A. Person (Ed.), *The Psychology of the Terrorists Responsible for 9/11* (pp. 1-13). New York: All in Your Imagination Press. [i.e. Author. (date). Title of Article. In Editor (Ed.), *Title*. Location: Publishing House.]

Wellness and Student Resources (<http://www.jjay.cuny.edu/wellness-resources>)

Students experiencing any personal, medical, financial or familial distress, which may impede on 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 legal and tax aid through Single Stop.

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: **4/20/2018**

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

2. Contact information of proposer(s):

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

3. Current number and title of course: **SOC 202/ PSY 202 The Family: Change, Challenges and Crisis Intervention**

4. Current course description:

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout Western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101, SOC 101, PSY 101**

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

Revised Course Title, Revised prerequisites, and Removal of PSY Cross-list

6. Rationale for the proposed change(s):

After a general review of several course descriptions in the department curriculum it was determined that this course is on tap for a full revision and redesign which will be undertaken in the 2018/2019 academic year. In the interim, we propose changing the title to better reflect the intent and content of the course and its future direction. In addition, as the course

is no longer listed on the Forensic Psychology Major or the Psychology Minor, the Psychology department has agreed that we can drop the cross-list. In addition, we propose that the Prerequisites be changed to ENG 101, AND EITHER SOC 101 OR PSY 101 so that the course will still be easily accessible for those Psychology Majors and Sociology and Criminology majors who would like to take the course. The department curriculum committee approved the rewrite below in a meeting on 4/12/2018.

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

- a. Revised course description: **NA**
- b. Revised course title: **Sociology of Families**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Soc of Families**
- d. Revised learning outcomes: **NA**
- e. Revised assignments and activities related to revised outcomes: **NA**
- f. Revised number of credits: **NA**
- g. Revised number of hours: **NA**
- h. Revised prerequisites: **ENG 101, and either SOC 101 OR PSY 101 OR ANT 101**

8. Enrollment in past semesters: **Current enrollment (Spring 2018): 110 (4 sections)**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

Consultation took place with the Psychology Department in Spring 2018, and their curriculum committee has agreed to the removal of the cross-list and the proposed pre-requisites.

11. Date of Department or Program Curriculum Committee approval: **4/12/2018**

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

Henry Pontell, Sociology Department, Chair

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: **4/20/2018**

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

2. Contact information of proposer(s):

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

3. Current number and title of course: **SOC 213 Race and Ethnic Relations**

Short title: **Race & Ethnic Relatn**

4. Current course description:

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in urban ghetto communities, the role of minority group police officers, the community environment and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities, and American groups contesting for program funding and services in the urban environment.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101**

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

Revised Course Title, Revised Course Description, and removal of PSY Cross-list

6. Rationale for the proposed change(s):

After a general review of all course descriptions in the department curriculum it was determined that this course was in need of an updated course description in order to remove problematic language and an over emphasis on policing. In addition, as the course is no longer listed on the Forensic Psychology Major or the Psychology Minor, Psychology has agreed that we should drop the PSY cross-list. Further, in order to acknowledge the sociological grounding of this course as our department teaches it, we propose changing the title to Sociology of Race and Ethnic Relations. The department curriculum committee approved the rewrite below in a meeting on 4/12/2018.

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

a. Revised course description:

This course provides a critical analysis of the social and symbolic construction of race and ethnic relations in the US. By examining the fluidity of ideas in shaping institutional policies and practices in forming those relations, the varied and similar experiences of racial and ethnic groups will be examined to explain the past as well as the persistence of inequality and injustice in society. Throughout the course students will examine both historical and contemporary issues in analyzing how race and ethnic relations have evolved, been sustained, challenged, and changed over time, with a focus on the role of such things as culture, law, public policy, and protest.

b. Revised course title: **Sociology of Race and Ethnic Relations**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Soc of Race & Ethnic Relations**

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: **NA**

8. Enrollment in past semesters: **Current enrollment (Spring 2018): 50 (2 sections)**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

Psychology was consulted in Spring 2018 and has agreed to the removal of the PSY cross-list.

11. Date of Department or Program Curriculum Committee approval: **4/12/2018**

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

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: **4/20/2018**

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

2. Contact information of proposer(s):

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

3. Current number and title of course: **SOC 215 Social Control and Gender: Women in American Society**

4. Current course description:

The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions and schools. Examination of organized efforts by women to change both their social roles and organized institutions.

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101**

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

Revised Course Description and Revised Course Title

6. Rationale for the proposed change(s):

After a general review of several course descriptions in the department curriculum it was determined that this course was in need of an updated course description in order to revise language which conflated the notion of “gender” with women. The proposed Course Title and Course Description better represent the intent and the content of the course. The department curriculum committee approved the rewrite below in a meeting on 4/12/2018.

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

a. Revised course description:

This course examines how women negotiate and navigate the various systems of social control that influence how they are positioned in society. It offers an intersectional analysis which explores the complex ways race, gender, and class give meaning to and shape women’s diverse experiences and life chances, as they actively engage family, health, education, economic, political, and other social institutions of society. Throughout the course students will critically examine both historical and contemporary issues to analyze how women’s experiences have evolved, been sustained, challenged, and changed by examining the role of law, public policy, and protest in altering the institutions of social control that influence women’s lives.

b. Revised course title: **Women and Social Control in the US**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Women & Social Control US**

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: **NA**

8. Enrollment in past semesters: **Current enrollment (Spring 2018): 50 (2 sections)**

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **4/12/2018**

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

Sociology

To: Kathy Killoran and members of UCASC

From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology

Date: 9/12/2018

Re: Removal of SOC Cross-listing from ANT/SOC 450

The Sociology Department Curriculum Committee requests the following:

Removal of the SOC Cross-listing for the Course ANT 450/SOC 450 (Majors Works in Deviance and Social Control)

The reasons for the removal of this cross-listing include:

1. This course is not listed on the Criminology Major, the Sociology Major or the Criminology or Minors.
2. It is currently listed on the Sociology Minor only the Sociology Minor includes all SOC courses.
3. The Pre-requisites for this course are ENG 201, senior standing, and majoring in Culture and Deviance Studies, which is not useful for our majors in the Sociology Department.
4. Sociology department faculty have not taught this course in recent memory.

This proposed change has been brought to the attention of the Major Coordinator for Culture and Deviance Studies and the Chair of the Anthropology department.

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: 9/24/18

Date of Program Approval:

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Jay Hamilton Ian Seda	jhamilton@jjay.cuny.edu iseda@jjay.cuny.edu	212-237-8093

2. Course details:

Program Name	Master of Arts in Economics
Course Prefix & Number	745
Course Title	International Economics
Catalog Description	This course studies alternative economics approaches to understanding economic flows across international borders. The cross-border flows of resources, people, intermediate goods, consumables, services, financial capital, physical capital and “intellectual property” are intertwined and therefore studied as aspects of one subject. Empirical evidence is examined to evaluate alternative theories of international flows and their value to policy makers. Theories arising from non-mainstream and non-western traditions are considered.
Pre- and/or Corequisites (specify which are pre, co, or both)	None
Credits	3
Contact Hours (per week)	3

-Lab Hours	0
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3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course covers a vast field of economics that cannot be adequately covered in required courses. Many applications of economics will take place within the field of “international economics” and therefore should be an option for all Economics MA students.

4. Degree requirements satisfied by the course:

This course serves as an elective in the Economics MA program.

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

Yes _____ No XX_____

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- III. Enrollment(s):
- IV. Prerequisite(s):

6. Learning Outcomes:

- a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
 1. Students should expect to be conversant in alternative theoretical perspectives on international economic issues; able to apply them to contemporary issues and controversies.
 2. Students should be able to draw upon data sources to produce their own arguments for and against theories and policies.
 3. Students should have a sense of the political and economic circumstances which generate international economic theories and policies.
- b. How do the course outcomes relate to the program’s outcomes?

The course learning outcomes directly support the program learning objective that students learn how to “critically evaluate policies from multiple economic perspectives.”
- c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Course grades will be determined as follows: two take-home exams (Exam 1, 40% of grade; Exam 2, 45%) and participation in class discussions (15% of grade). The exams will be distributed in class (see course outline below for dates). Extensions will not be given. You may use all course materials and your own notes in preparing this exam, but you may not talk with any of your colleagues (or anyone else) about the exam. Assessment of class participation will depend on your demonstrated preparation for class each week, and on the quality (and not primarily the quantity) of your contributions to class discussion.

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

Krugman, Obstfeld & Melitz. 2015 International Economics: Theory & Policy, 10th Ed. Pearson, ISBN: 0133423646

Supplemental readings in Syllabus below.

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

Kathleen Collins

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

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

b. Books, Journals and eJournals

The library electronic journals holdings are sufficient for students to carry out successful research for this course. We will make a purchase request for the library to purchase a copy of the textbook and will arrange for a copy to be placed with the reserve loans. John Jay and CUNY currently hold a very comprehensive collection of books and journals on International Economics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Library's Economics Database list at: <https://www.lib.jjay.cuny.edu/databases/economics>

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

Textbook: retail price as high as \$235.

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

Any of the databases relevant for economics are sufficient.

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

Yes _____ XX _____ No _____

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

13. Proposed instructors:

Jay Hamilton
Ian Seda
Josh W. Mason
Christian Parenti

14. Other resources needed to offer this course:

None

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

N/A

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

**ECO 745 International Economics
Syllabus**

John Jay College of Criminal Justice-City University of New York

Instructor:

Office:E-mail:

Phone:

Office Hours:

Class Meeting Time: XXX

Course Description: This course studies alternative economics approaches to understanding economic flows across international borders. The cross-border flows of resources, people, intermediate goods, consumables, services, financial capital, physical capital and “intellectual property” are intertwined and therefore studied as aspects of one subject. Empirical evidence is examined to evaluate alternative theories of international flows and their value to policy makers. Theories arising from non-mainstream and non-western traditions are considered.

Prerequisites: None

Instructional Objectives:

1. Students should expect to be conversant in alternative theoretical perspectives on international economic issues; able to apply them to contemporary issues and controversies.
2. Students should be able to draw upon data sources to produce their own arguments for and against theories and policies.
3. Students should have a sense of the political and economic circumstances which generate international economic theories and policies.

Texts:

Krugman, Obstfeld & Melitz. 2015 International Economics: Theory & Policy, 10th Ed. Pearson, ISBN: 0133423646

You can find the other required readings for the course in a few different venues. Most readings are in Blackboard (these are in the “Course Documents” folder and are marked on the syllabus with BB). You can also find many of the readings on your own by using Jstor, Google, or Google Scholar. Note that optional readings are not available through Blackboard.

Grading: Course grades will be determined as follows: two take-home exams (Exam 1, 40% of grade; Exam 2, 45%) and participation in class discussions (15% of grade). The exams will be distributed in class (see course outline below for dates). Extensions will not be given. You may use all course materials and your own notes in preparing this exam, but you may not talk with any of your colleagues (or anyone else) about the exam. Assessment of class participation will depend on your demonstrated preparation for class each week, and on the quality (and not primarily the quantity) of your contributions to class discussion.

Criteria for Assessment of Exams:

1. Complete answer to the question posed
2. Depth and breadth in knowledge of reading
3. Coherence, originality and persuasiveness of argument
4. Clarity in writing

Data Sources on International Trade

World Bank's World Development Indicators (import and export duties, trade volumes, other cross-national data).

<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:21725423~pag>

[ePK:64133150~piPK:64133175~theSitePK:239419,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:21725423~pag)

NBER Data Sets, including detailed trade statistics

- <http://www.nber.org/data/>

The Center for International Data at UC Davis.

- <http://cid.econ.ucdavis.edu/>

World Bank Trade Data, including the international trade and production database.

- <http://go.worldbank.org/K2LPHKBoMo>

United Nations COMTRADE data base

- <http://comtrade.un.org/>

UNCTAD Trade Analysis and Information System (TRAINS):

- <http://www.unctad.org/trains/index.htm>

US Census Bureau Foreign Trade Statistics:

- <http://www.census.gov/foreign-trade/www/>

Detailed US and Canada imports by source (6-digit HS) from Industry Canada:

- http://strategis.ic.gc.ca/sc_mrkti/tdst/engdoc/tr_homep.html

Jon Haveman's International Trade Data:

<http://www.maclester.edu/research/economics/page/haveman/trade.resources/tradedata.html>

Office of the United States Trade Representative National Trade Estimate Report on Foreign Trade Barriers:

- http://www.ustr.gov/Document_Library/Reports_Publications/Section_Index.html

Inter-American Development Bank's Trade and Integration Databases:

- <http://www.iadb.org/research/index.cfm?language=english>

U.S. Department of State Country Commercial Guides:

Link: www.state.gov/r/pa/ei/bgn/

World Trade Organization's Trade Policy Reviews. These are up-to-date reviews of commercial policies in member countries.

- http://www.wto.org/english/tratop_E/tpr_e/tpr_e.htm

Tuck Trade Agreements Data Base. Comprehensive, searchable collection of the text of RTAs.

- <http://www.dartmouth.edu/~tradedb/index.php>

Trade polls. Conveniently collected results from recent polls covering globalization-related questions.

- <http://www.pollingreport.com/trade.htm>

WorldTradeLaw.net. An online source for world trade law, including WTO dispute settlement.

- <http://www.worldtradelaw.net/>

Policies

Academic Integrity Policy

For quick definitions of violations of academic integrity go to:

<http://www.jjay.cuny.edu/academics/762.php>.

For the entire policy on academic integrity please see the Graduate Bulletin:

<http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>

Plagiarism Policy

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

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

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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

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

Americans with Disabilities Act (ADA) Policies

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

Incomplete Grade Policy

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. <http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>
Subject to Change.

SCHEDULE

INTRODUCTION TO THE GLOBAL ECONOMIC SYSTEM: AN OVERVIEW OF THE KEY ISSUES, DEBATES, AND PROBLEMS

Week 1

There are no required readings for the first meeting of the course. In order to set the context for our study this term, I will present an overview of the key challenges confronting the global trade system. ***The Coughlin piece listed below presents a wonderful summary of many of the themes that will appear in this course. Also some interesting global trade empirics are presented graphically in World Maps # 10-13 & 21.***

Optional:

Coughlin, Cletus. 2002. "The Controversy Over Free Trade: The Gap Between Economists and the

General Public." *The Federal Reserve Bank of St. Louis Review* 84(1): 1-21. Available at www.research.stlouisfed.org/publications/review/02/01/1-22Coughlin.pdf.

Yglesias, Matthew, "38 Maps That Explain the Global Economy," Dec. 18, 2014; see "World Maps"

#10-13 & 21.

Krugman, Paul. 2008. "The Great Illusion." *The New York Times* Op-ed page, August 16.

Krugman, Paul. 1993. "What Do Undergrads Need to Know About Trade?" *The American Economic*

Review, Papers and Proceedings 83(2): 23-26. (Don't worry: this is also relevant to graduate students, though the reading is nevertheless optional.)

Leamer, Edward. 2007. "A Flat World, a Level Playing Field, a Small World After All, or None of the

Above? A Review of Thomas L. Friedman's *The World is Flat*," *Journal of Economic Literature* 45(1): 83-126.

I. THE EVOLUTION OF THE INTERNATIONAL TRADE SYSTEM: AN HISTORICAL OVERVIEW

Week 2

Lots of reading this week, which raises many important themes that will recur throughout the course.

A. The Pre-GATT World

Required:

1. Bairoch, P. and Kozul-Wright, R., "Globalization Myths: Some Historical Reflections on Integration, Industrialisation, and Growth in the World Economy," *UNCTAD Discussion Paper Number 113*, 1996. (Note: do not get distracted by the discussion of international financial flows, except when the discussion turns to FDI. A very important piece.)

2. Chang, Ha-Joon, "Once Industrialised, Preach Free Trade," *South Bulletin*, July 30 2002, http://www.southcentre.org/index.php?option=com_content&task=view&id=559&Itemid=126. (Note: focus on the historical discussion rather than on the prescriptions that are discussed toward the end of the article. This article draws from Chang's book, *Kicking away the ladder*—see optional readings below for full citation.)

3. Arthur Stein, "The Hegemon's Dilemma: Great Britain, the United States, and the International Economic Order," *International Organization* 38 (Spring 1984): 355-386.

Optional:

- Baldwin, R., P. Martin. 1999. "Two Waves of Globalization: Superficial Similarities, Fundamental Differences." NBER Working Paper No. 6904.
- Wallerstein, Immanuel. 1980. *Mercantilism and the Consolidation of the European World Economy, 1600-1750*. New York: Academic Press.
- Chang, Ha-Joon, *Kicking Away the Ladder: Development Strategy in Historical Perspective*, London: Anthem Press, 2002. Introduction.
- Antoni Esteveordal, Brian Frantz, Alan M. Taylor, "The Rise and Fall of World Trade, 1870-1939," NBER Working Paper, 2003.
- Michael D. Bordo, Barry Eichengreen, Douglas A. Irwin, "Is Globalization Today Really Different than Globalization a Hundred Years Ago?", NBER Working Paper, 1999.
- Kevin H. O'Rourke, Jeffrey G. Williamson, "From Malthus to Ohlin: Trade, Growth and Distribution Since 1500", NBER Working Paper, 2002
- Alan M. Taylor, "Globalization, Trade, and Development: Some Lessons From History", NBER Working Paper, 2002.
- David Lazer, "The Free Trade Epidemic of the 1860s and Other Outbreaks of Economic Discrimination," *World Politics* 51 (July 1999): 447-483.
- Williamson, Jeffrey, "Winners and Losers Over Two Centuries of Globalization," *WIDER Annual Lecture 6*, World Institute for Development Economics Research, 2002. (This paper is also relevant to the discussion of unequal exchange theory in part III of the course.)
- Irwin, D.A. 1996. "The United States in a New Global Economy? A Century's Perspective." *American Economic Review* 86(May): 41-46.
- Barry Eichengreen, "The Political Economy of the Smoot-Hawley Tariff," NBER Working Paper No. 2001, August 1986. (Note: do not get distracted by the model in section V.)

B. The Post-GATT World: The WTO and the Rise of Bi- and Multilateral Trade Regimes

Required:

4. John Barton, Judith Goldstein, Timothy Josling, and Richard Steinberg, *The evolution of the trade regime: Politics, law and economics of the GATT and the WTO*, Princeton and Oxford: Princeton University Press, 2006. Read chapters 1-2 (though focus on the big picture rather than the minute details).
5. Shadlen, Kenneth. 2005. Exchanging development for market access: Deep integration and industrial policy under multilateral and regional-bilateral trade agreements. *Review of International Political Economy*, 12(5), pp. 750-775. **This is an important piece, and we will revisit its main themes throughout the course.**

Optional:

- Rorden Wilkinson, Plus ca Change? Business as Usual in the Governance of Global Trade, in *Handbook of Global Economic Governance*, Manuela Moschella and Catherine Weaver (eds.), London and NY: Routledge, 2014, pp. 25-39.
- Siles-Brugge, "Explaining the Resilience of Free Trade: The Smoot-Hawley Myth and the Crisis," *Review of International Political Economy*, 2014, 21(3), pp. 535-74.
- Kevin P. Gallagher, Trading Away Stability and Growth: United States Trade Agreements in Latin America, PERI Working Paper No. 266, Sept. 2011, available at http://www.peri.umass.edu/fileadmin/pdf/working_papers/working_papers_251-
- Rick Rowden, "Rich Countries Seek to Block UN from Working on Global Financial Reforms," at <http://truth-out.org/news/item/8609-rich-countries-seek-to-block-un-from-working-on-global-finance-reforms>
- Arvind Panagariya, "The Regionalism Debate: An Overview," *World Economy*, June

1999, 477-511. (Note: do not get distracted by the technical discussion in part 2 of the article. This is also a reading where you should focus on the “big picture.”)

Susan Ariel Aaronson, *Trade and the American Dream: A Social History of Postwar Trade Policy* (Lexington: University of Kentucky Press, 1996).

Andrew G. Brown, *Reluctant Partners: a History of Multilateral Trade Cooperation, 1850-1900*

(Ann Arbor: University of Michigan Press, 2003).

Orin Kirschner, ed., *The Bretton Woods-GATT System: Retrospect and Prospect after Fifty Years*

(Armonk, NY: M.E. Sharpe, 1996).

Jacob Viner, “Conflicts of Principle in Drafting a Trade Charter,” *Foreign Affairs* 25, no. 4 (July 1947).

Thomas W. Zeiler, *Free Trade, Free World : The Advent of GATT* (Chapel Hill : U. of North Carolina Pr., 1999).

Wade, Robert. 2003. What strategies are viable for developing countries today? The WTO today and the shrinking of the ‘development space.’ *Review of International Political Economy*. 10(4), pp. 621-44.

II. CORE TRADE THEORIES AND EMPIRICAL TESTS (4 sessions)

REVIEW SESSION:

In week 2 or 3 of the course I will hold an **optional review session** that will explore some of the

basic ideas that inform neoclassical economics, and which are relevant to neoclassical trade theory.

I’ll poll the class to find the best time to hold the session. If you think you don’t really understand

microeconomic theory, you should come. If you think you do understand microeconomic theory, you should **definitely** come.

A. Ricardian/Classical Model of Trade

Week 3

Required:

Ricardo, David. 1821. Chapter 7 “On Foreign Trade” in *On the Principles of Political Economy and Taxation*. London: John Murray, Third Edition. Focus only on paragraphs 7.11-7.19 (the rest of the chapter is optional, but may be of interest to those of you who have already studied IMR).

- Available at: <http://www.econlib.org/library/Ricardo/ricP2a.html>.

Krugman and Obstfeld, *International Economics*, read chapters 2-3 (8th or 9th ed), read chapters

3-4 (10th edition). (Note: SKIP any discussion of the gravity model-we will discuss that in a few weeks.)

Krugman, Paul. “Ricardo’s Difficult Idea,” 1996, unpublished paper. Read only pp. 1-7. The important ideas appear in section 3, pp. 5-7, where he summarizes and debunks what he takes to be misguided critiques of trade theory).

Prasch, Robert. 1996. “Reassessing the Theory of Comparative Advantage,” *Review of Political Economy* 8(1): 37-55. NB: we have not yet studied the Hecksher-Ohlin model of trade (we do that next week), which he discusses in section 9 of the paper. But I think you can begin to make sense of his critique based on what you see here. This section will make more sense to you after next week's readings. For the rest, keep Krugman's arguments in mind as you read Prasch. Is Prasch susceptible to Krugman's critique?

Optional:

Lepenes, Robert, 2014, "Economists as Political Philosophers-A Critique of Normative Trade Theory," EUI Working Paper, No. 11, Max Weber Program.

Deardorff, Alan. 1979. "Weak Links in the Chain of Comparative Advantage." *Journal of International Economics* 9(2): 197-209.

Cohen, Stephen, Joel Paul and Robert Blecker. 1996. *Fundamentals of U.S. Foreign Trade Policy*.

Boulder: Westview Press. Chapter 3, "Economic Theories of International Trade"

Maneschi, Andrea. 1992. "Ricardo's International Trade Theory: Beyond the Comparative Cost Example." *Cambridge Journal of Economics* 16: 421-437.

Milberg, W. 2002. "Keynes' Rejection of Comparative Advantage: Say's Law in the Open Economy,"

in S. Dow and J. Hillard, Keynes, Uncertainty and the Global Economy, Aldershot: Edward Elgar.

B. Factor Endowments, Heckscher-Ohlin, & Empirical Tests

Week 4

Required:

Krugman and Obstfeld: 9th and 10th ed., chapter 5 (skip appendix); **OR** 8th ed., chapter 4 (skip appendix)

Subasat, Turan. 2003. "What Does the Heckscher-Ohlin Model Contribute to International Trade

Theory? A Critical Assessment." *Review of Radical Political Economics* 35(2): 148-165.

Wood, Adrian. June 2008. "Heckscher-Ohlin in theory and reality." *QEH Working Paper* No. 157. Available at: <http://www3.qeh.ox.ac.uk/pdf/qehwp/qehwps157r1.pdf> (Please read sections 1-4, and the first paragraph only of section 5. Then read section 6. (So, essentially, you're reading the whole thing but for most of section 5).

Optional:

Bhagwati, Jagdish. 1964. "The Pure Theory of International Trade." *Economic Journal* 74(293): 1-84.

Bowen, Harry, Edward Leamer and Leo Sveikauskas. 1987. "Multicountry, Multifactor Tests of the

Factor Abundance Theory." *The American Economic Review* 77(5): 791-809.

Jones, R.W. 1956-57. "Factor Proportions and Heckscher-Ohlin Theorem." *The Review of Economic*

Studies 24(1): 1-10.

Neary, Peter. 1978. "Short-run Capital Specificity and the Pure Theory of International Trade." *Economic Journal* 88(351): 488-510.

Samuelson, Paul. 1948. "International Trade and the Equalization of Factor Prices." *Economic Journal* 58(230): 163-184.

Trefler, Daniel. 1995. "The Case of Missing Trade and Other Mysteries." *The American Economic*

Review 85(5): 1029-1046.

Trefler, Daniel. 1993. "International Factor Price Differences: Leontief Was Right!" *Journal of Political Economy* 101(6): 961-987.

C. New Trade Theories #1: Strategic Trade Theory: Does it Matter What You Export?

Week 5

Required:

Krugman and Obstfeld, 10th ed., pp. 291-298 (“Sophisticated Arguments for Activist Trade Policy,” ending at “Globalization and Low-Wage Labor”; 9th ed., pp. 272-279 (“Sophisticated Arguments for Activist Trade Policy,” ending at “Globalization and Low Wages”); **OR** 8th ed., pp. 267-273.

Krugman, Paul. 1987. “Is Free Trade Passé?” *Journal of Economic Perspectives*, Vol. 1, pp. 131-144.

Cowling, Keith and Roger Sugden. 1998. “Strategic Trade Policy Reconsidered: National Rivalry vs.

Free Trade vs. International Cooperation.” *Kyklos* 51(3): 339-57.

Shafaeddin, Mehdi. 1998. “How Did Developed Countries Industrialize? The History of Trade and

Industrial Policy: The Cases of Great Britain and the USA.” *UNCTAD Discussion Paper* 139.

Optional:

Anna Maria Mayda and Dani Rodrik, “Why are Some People (and Countries) More Protectionist than Others?” *European Economic Review* 49, no. 6 (2005), pp. 1393-1430.

Chang, Ha-Joon. 2002. *Kicking Away the Ladder: Development Strategy in Historical Perspective*.

London: Anthem Press. Read chapter 2.

Paul R. Krugman, ed., *Strategic Trade Policy and the New International Economics* (Cambridge, MA, MIT, 1986).

Baldwin, Robert E. 1989. “The Political Economy of Trade Policy.” *Journal of Economic Perspectives*

3(4): 119-135.

Feenstra, Robert. 1992. “How Costly is Protectionism?” *Journal of Economic Perspectives* 6(3): 159-178.

Harrison, Ann and Ana Revenga. 1995. “The Effects of Trade Policy Reform: What Do We Really Know?” NBER Working Paper No. 5225.

Irwin, Douglas, “Mercantilism as Strategic Trade Policy: The Anglo-Dutch Rivalry for the East India Trade,” *Journal of Political Economy*, 99(6), 1296-1314, 1991.

Redding, Stephen. 1999. “Dynamic Comparative Advantage and the Welfare Effects of Trade.” *Oxford Economic Papers* 51: 15-39.

Rodrik, Dani. 1995. “Taking Trade Policy Seriously: Export Subsidization as a Case Study in Policy

Effectiveness,” in *New Directions in Trade Policy*. Jim Levinsohn, Alan Deardoff and Robert Stern

(eds.) Ann Arbor: University of Michigan Press.

Hausmann, Ricardo, Jason Hwang, and Dani Rodrik. 2007. “What You Export Matters.” *Journal of Economic Growth*, 12(1): 1-25.

Karl C. Kaltenthaler, Ronald D. Gelleny and Stephen J. Ceccoli, “Explaining Citizen Support for Trade Liberalization,” *International Studies Quarterly* 48, no. 4 (December 2004): 829-51.

Schott, Peter K. 2004. “Across-Product versus Within-Product Specialization in International Trade.” *Quarterly Journal of Economics* 119(2):647-678.

Shaikh, Anwar. 2003. “Globalization and the Myth of Free Trade.” Paper for the Conference on Globalization and the Myths of Free Trade, New School University.

D. New Trade Theories, #2: Increasing Returns, Geography, Intra-industry Trade, Monopolistic Competition, Technology Gaps & the Gravity Model

Week 6

Required:

Krugman & Obstfeld, 10th ed.: Chs. 7 and (parts of) ch. 8; and section of chapter 1 on the gravity model, pp. 10-13.

NB: In ch. 8, read pp. 164-168 (stopping at “Monopolistic Competition”). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

92

Then: Read the section “The Significance of Intra-Industry Trade,” pp. 178-181. Then skip ahead to the section on “Dumping,” pp. 188 – 190.

Then: If you’re using the 10th or the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

OR:

Krugman & Obstfeld, 9th ed.: Chs. 7 and (parts of) ch. 8; and section of chapter 2 on the gravity model, pp. 11-15.

NB: In ch. 8, read pp. 155-159 (stopping at “Monopolistic Competition”). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

Then: Read the section “The Significance of Intra-Industry Trade,” pp. 169-171. Then skip ahead to the section on “Dumping,” pp. 178 – 180.

Then: If you’re using the 9th ed., please find on Blackboard a few pages from the 8th edition that I’d like you to read: pp. 129 to 131, paying close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages.

OR:

Krugman & Obstfeld, 8th ed.:

Ch. 6 (just parts; see below) and sub-section of chapter 2 on the gravity model, pp. 15-18.

NB: In ch. 6, read pp. 114-120 top (stopping at “Monopolistic Competition”). This will take you through the basic model of monopoly that we discussed last week. Have your lecture notes from last week on hand as you go through this.

Then: Resume reading on p. 129, at the heading "Economies of Scale and Comparative Advantage."

Pay close attention to the lessons (the four enumerated points) on p 131, where Krugman summarizes the findings of the preceding pages. Read the rest of the chapter (129-149).

IN THIS WEEK’S READINGS: Please pay close attention to the intuition behind “external economies” and “internal economies” (quick quiz: Is the clustering of firms in one industry--say, software development in Silicon Valley, an example of the former or the latter?); external economies and trade, and interregional trade and geography. All of this is intuitively accessible,

thankfully, but also important in understanding how economists make sense of contemporary trade patterns.

We also turn here to “internal economies” which yield monopolies (and other corporate forms that diverge from the perfectly competitive firm).

THEN READ:

Palley, Tom. 2006. “Rethinking Trade and Trade Policy: Gomory, Baumol, and Samuelson on Comparative Advantage.” Levy *Economics Institute Public Policy Brief* No. 86. (As you read the Palley essay I want to draw your attention to one particularly important argument: it concerns the DYNAMIC and ENDURING effects of strategic trade policy (such as currency devaluation). The relevant arguments appear from about p. 17 through pp. 20-21. Emphasis is placed on the long-run effects of even temporary strategic trade policy. In Palley's view, the arguments relate directly to the situation facing US-China conflict today.

Cagatay, Nilufer. 1994. “Themes in Marxian and Post-Keynesian theories of International Trade: A Consideration with Respect to New Trade Theory,” in Mark Glick (ed.) *Competition, Technology and Money*. London: Edward Elgar. (Be prepared to raise any questions you might have about Marxian concepts and approach in class).

Optional:

Deraniyagala, S., and Fine B. 2001. “New Trade Theory Versus Old Trade policy; A Continuing Enigma.” *Cambridge Journal of Economics* 25: 809-825.

Elmslie, Bruce and Antoine James. 1993. “The Renaissance of Adam Smith in Modern Theories of International Trade,” in R.F. Hebert (ed.) *Perspectives in the History of Economic Thought*, Vol. IX.

Helpman, Elhanan and Paul Krugman. 1985. *Market Structure and Foreign Trade*. Cambridge: MIT Press.

Gomory, R. and W. Baumol. 2000. *Global Trade and Conflicting National Interests*.

Cambridge: MIT

Press.

Grossman, Gene (ed.) 1992. *Imperfect Competition and International Trade*. Cambridge: MIT.

Krugman, Paul. 1979. “Increasing Returns, Monopolistic Competition, and International Trade.” *Journal of International Economics* 9(4): 469-479.

Krugman, Paul. 1991. “Increasing Returns and Economic Geography.” *Journal of Political Economy*

99(3): 483-499.

Neary, J. Peter. “Of Hype and Hyperbolas: Introducing the New Economic Geography.” *Journal of Economic Literature* 39: 536-561, 2001.

Blecker, Robert. 1997. “The ‘Unnatural and Retrograde Order:’ Adam Smith’s Theories of Trade and

Development Reconsidered.” *Economica* 64(255): 527-37.

Milberg, William. 1994. “Is Absolute Advantage Passé? Towards a Post-Keynesian/Marxian Theory

of International Trade,” in Mark Glick (ed.) *Competition, Technology and Money*. London: Edward Elgar.

EXAM 1:

III. CONTEMPORARY DEBATES IN INTERNATIONAL THEORY AND POLICY

The Debate over Free Trade versus Fair Trade

Week 7

Required:

Bhagwati, Jagdish. 1995. "Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues." *The World Economy*, vol. 18: 745-59.

Dorman, Peter. 2006 (April). "Worker rights and economic development." Presented at the conference on "Economic Rights" Conceptual, Measurement and Policy Issues,"

University of Connecticut, October. 27-29, 2005.

Krugman, Paul. "In Praise of Cheap Labor." (If you'd like to read more Krugman on this topic, see the Blackboard for list of articles and links. To see how his thinking has evolved, see his 2007 piece).

David Barbosa, "Foxconn Plans to Lift Pay Sharply at Factories in China," NYT, at <http://www.nytimes.com/2012/02/19/technology/foxconn-to-raise-salaries-for-workers-by-up-to-25.html>

DeMartino, George. 2011. "Free Trade or Social Tariffs."

Fair Labor Association, "Assessments of Apple Supplier Factories..." August 15, 2014.

Optional:

Apple Press Release: Fair Labor Association Begins Inspections of Foxconn, at

<http://www.apple.com/pr/library/2012/02/13Fair-Labor-Association-Begins-Inspections-of-Foxconn.html?sr=hotnews.rss>

OR

DeMartino, 2000. *Global Economy, Global Justice*, London: Routledge. Chapter 6. (This is a more extensive treatment of the issues that are raised in the previous article. I will lecture in class on the conflict between moral objectivism and cultural relativism that arises in the context of this debate.)

Optional:

DeMartino, George, Jonathan Moyer, Kate Watkins, 2015, Achieving Fair Trade Through a Social Tariff Regime: A Policy Thought Experiment, *Cambridge Journal of Economics*, forthcoming.

Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, D.C.: Institute for International Economics, chapters 1-3.

Esty, Daniel. 2001. "Bridging the Trade-Environment Debate." *Journal of Economic Perspectives*

15(3): 113-130.

Bhagwati, Jagdish. 2004. *In Defense of Globalization*. Chapter 12. Oxford: Oxford University Press.

Kabeer, Naila. 2004. "Globalization, labor standards, and women's rights: dilemmas of collective

(in)action in an interdependent world." *Feminist Economics* 10(1): 3-35.

Brown, Drusilla. 2001. "Labor Standards: Where Do They Belong on the International Trade Agenda?" *Journal of Economic Perspectives* 15(3): 89-112.

Gitterman, Daniel P. A race to the bottom, a race to the top or the march to a minimum floor? 2002. UCIAS Edited volume 1, Dynamics of regulatory change.

Ederington, Josh, Arik Levinson and Jenny Minier. 2005. "Footloose and Pollution-Free." *The Review*

of Economics and Statistics 87(1): 92-99.

Braunstein, E. and Epstein, G., "How Much Bargaining Power Do 1.3 Billion Consumers Have?"

FDI in China,” PERI Working Paper. Working Paper No. 45, 2000.

Kishor Sharma, Labor standards and WTO rules: Survey of the issues with reference to child labor in South Asia. *Journal of Economic Issues*, March 2009. XLIII(1), pp. 29-42.

Bagwell, Kyle and Robert Staiger. 2001. “The WTO as a Mechanism for Securing Market Access Property Rights: Implications for Global Labor and Environmental Issues.” *Journal of Economic Perspectives* 15(3): 69-88.

95

Galli, Rossana and David Kucera. 2004. “Labor Standards and Informal Employment in Latin America.” *World Development* 32(5): 809-828.

Flows and Gender

Week 8

Required:

Elson, Diane and Ruth Pearson. 1981. “Nimble fingers make cheap workers: An analysis of women’s employment in Third World export manufacturing.” *Feminist Review*, Vol. 7, pp. 87-107.

Elson, Diane, Caren Grown, and Nilufer Cagatay. 2007. “Mainstream, heterodox and feminist trade theory,” in Irene van Staveren, Diane Elson, Caren Grown and Nilufer Cagatay (eds.) *The Feminist Economics of Trade*. London and New York: Routledge, pp. 33-52. (NB: the section entitled ‘Heterodox Trade Theories: Absolute Advantage and Capital Accumulation’ draws on literatures that we’ve not studied in this course—post-Keynesian and Marxian theory. My sense is that this section doesn’t provide enough detail to be accessible to those of you who haven’t studied these theoretical traditions. So you can skip this section (or skim it). More important to focus on the section that follows: ‘Feminist-heterodox theories of trade,’ which begins on page 44. Pages 44-48 are most important, in fact.

Bussmann, Margit. 2009. “The Effect of Trade Openness on Women’s Welfare and Work Life,” *World Development* 37, 6: 1027–1038. Keep your eye on the several hypotheses that she tests here, and the findings she offers in regard to each hypothesis.

Wamboye, Evelyn and Stephanie Seguino, 2015, “Gender Effects of Trade Openness in Sub-Saharan Africa,” *Feminist Economics*, forthcoming.

Seguino, Stephanie. “Gender wage inequality and export-led growth in South Korea,” *Journal of Development Studies*, 34:2, December 1997, pp. 102-132.

Seguino, Stephanie. 2000. “Gender Inequality and Economic Growth: A Cross-Country Analysis.” *World Development* 28, 7: 1211-1230.

Optional:

Elson, Diane. 1996. “Appraising recent developments in the world market for nimble fingers.” In Amrita Chhachhi and Renee Pittin (eds.), *Confronting State, Capital and Patriarchy: Women’ Organizing in the Process of Industrialization*. St. Martin’s Press, Inc., New York.

Laura MacDonald, “Trade with a Female Face: Women and the New International Trade Agenda,” in Annie Taylor and Caroline Thomas, eds., *Global Trade and Global Social Issues*, London, Routledge, 1999, ch. 3.

M. Williams. 2007. Gender issues in the multilateral trading system, in Irene van Staveren, Diane Elson, Caren Grown and Nilufer Cagatay (eds.) *The Feminist Economics of Trade*.

London

and New York: Routledge, pp. 277-91.

van Staveren, Irene. 2007. Gender indicators for monitoring trade agreements, in Irene van Staveren, Diane Elson, Caren Grown and Nilufer Cagatay (eds.) *The Feminist Economics of Trade*.

London and New York: Routledge, pp. 257-276.

Braunstein, Elissa and Mark Brenner. 2007. "Foreign Direct Investment and Gendered Wages in Urban China." *Feminist Economics* 13(3&4): 213-238.

Braunstein, Elissa. 2006. *Foreign Direct Investment, Development and Gender Equity: A Review of*

Research and Policy. Geneva: United Nations Research Institute for Social Development.

Benería, Lourdes. 2003. "Economic Rationality and Globalization: A Feminist Perspective," in Marianne Ferber and Julie Nelson (eds.) *Feminist Economics Today: Beyond Economic Man*.

Cagatay, Nilufer. 2001. *Trade Gender and Poverty*. Background Paper for the United Nations Development Programme. Available at: www.undp.org/poverty/docs/pov_tradegenderpoverty_doc.pdf

Kucera, David and William Milberg. 2000. "Gender Segregation and Gender Bias in Manufacturing

Trade Expansion: Revisiting the 'Wood Asymmetry.'" *World Development* 28(7): 1191-1210.

Fontana, Marzia and Adrian Wood. 2000. "Modeling the Effects of Trade on Women, at Work and at

Home." *World Development* 28(7): 1173-1190.

Seguino, Stephanie. 2007. "Is More Mobility Good? Mobile Capital and the Low-wage Low-Productivity Trap." *Structural Change and Economic Dynamics* 18(1): 27-51.

Standing, Guy. 1999. "Global Feminization Through Flexible Labor: A Theme Revisited." *World Development* 27(3): 583-602.

Caren Grown, Elissa Braunstein, and Anju Malhotra, eds., *Trading women's health and rights: Trade*

liberalization and reproductive health in developing countries, London: Zed Books, 2006.

Tejani, Sheba and Will Milberg, "Global Defeminization? Industrial upgrading, occupational segmentation and manufacturing employment in middle-income countries," SCEPA

Working Paper 2009-2010, Ap. 27, 2010.

Trade Liberalization, Growth, Poverty and Inequality

Week 9

Required:

Rodrik, Dani. 2001. *The Global Governance of Trade as if Development Really Mattered*. UNDP

Background Paper. (Rodrik provides a very nice Executive Summary at the beginning of this article. Read that first, and then re-read it as you move from section to section of the paper since he provides a nice summary in the ES of each section of the paper.)

Koujianou Goldberg, Pinelopi and Nina Pavcnik, "Distributional Effects of Globalization in Developing Countries," *Journal of Economic Literature* 45, no. 1 (March 2007), pp. 39-82.

(You can skip section 2 entirely—it focuses on definitional and measurement issues which, though important, are not directly relevant for this course. Focus in particular on section 3 (the empirical findings on the connection between trade and inequality); and sections 5-6 (you can just skim section 4). Section 5 includes the authors' attempts to explain the empirical findings of section 3. And in a magnanimous gesture, the authors then summarize the central points of the paper in section 6.

Bivens, Josh, 2014 (Dec. 15), "New Trade Agreements Will Take Center Stage in 2015-So Will Bad

Arguments on Their Behalf," blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).

Optional:

- Akyuz, Yilmaz, William Milberg, and Robert Wade. 2006. "Developing Countries and the Collapse of the Doha Round." *Challenge* 49(6): 6-19.
- Bivens, Josh. 2007. "The Gains from Trade: How Big and Who Gets Them?" *Economic Policy Institute Working Paper #280*.
- Rodríguez, Francisco and Dani Rodrik. 1999. "Trade Policy and Economic Growth: A Skeptic's Guide to the Cross-National Evidence." *NBER Working Paper*, No. 7081.
- Baker, Dean. 2008 (January) Trade and inequality: The role of economists. Center for Economic and Policy Research, Washington DC.
- 97
- Dornbusch, Rudiger. 1992. "The Case for Trade Liberalization in Developing Countries." *Journal of Economic Perspectives* 6(1): 69-85.
- Joseph Stiglitz and Andrew Charlton, Fair Trade for all: How trade can promote development, Oxford: Oxford University Press, 2005.
- Baldwin, Robert E.. 2000. "Trade and Growth: Still Disagreement about the Relationships." OECD Economics Department Working Papers No. 264.
- Bardhan, Pranab. 2004. "The Impact of Globalization on the Poor," in *Brookings Trade Forum*. Washington, D.C.: Brookings Institution.
- Frankel, Jeffrey and David Romer. 1999. "Does Trade Cause Growth?" *The American Economic Review* 89(3): 379-399.
- Hallak, Juan Carlos and James Levinsohn. 2004. "Fooling Ourselves: Evaluating the Globalization and Growth Debate." NBER Working Paper No. 10244.
- Rodrik, Dani. 2005. "Why We Learn Nothing from Regressing Economic Growth on Policies." Harvard University.
- Sachs, Jeffrey and Andrew Warner. 1995. "Economic Reform and the Process of Global Integration." *Brookings Papers on Economic Activity* 1: 1-118.
- Winters, L. Alan, Neil McCulloch, and Andrew McKay. 2004. "Trade Liberalization and Poverty: The Evidence So Far." *Journal of Economic Literature* 42(1): 72-115.
- Samuelson, Paul. 2006. The pros and cons of globalization. *Japan and the world economy*. 18, pp. 592-94.

OTHER ISSUES (We'll choose one of the following for Week 10):

China and Global Trade

First, read these two short academic articles:

1. Rodrik, Dani. 2006. "What's so special about China's exports?"

Rodrik argues (and try to demonstrate) that China has achieved a much higher level of sophistication in its exports than one would expect of a country at its level of GDP/capita. He then claims that this is very important for its economic development; and he then tries to explain how it has managed this achievement. Pay closest attention to the latter two points. (For an alternative view, see Daniel Lederman and William F. Maloney of the World Bank, "Does What You Export

matter? In search of empirical guidance for industrial policies,” Sept. 27, 2010. In particular, see the introduction and section 2.)

2. Kevin Gallagher, JC Moreno-Bird and Roberto Porzecanski, “The Dynamism of Mexican Exports:

Lost in (Chinese) Translation.”

A year ago during a trade class I interviewed via conference call a recent Korbel alum who was then working in trade for the Jamaican government. When asked about the challenges facing Jamaica in its efforts to develop, she answered “CHINA!” She explained that Jamaica was losing its comparative advantage in low-skilled manufacturing, and was being forced to return to primary good exports.

The piece by Gallagher, Moreno-Bird and Porzencanski explores this matter systematically, focusing on the case of Mexico. Mexico is far more industrialized than Jamaica, and would seem by virtue of its level of development and proximity to the US (remember the gravity model) to be insulated from competition with China. This article suggests that this is not true—that Mexican exports are under threat from China. Think about the implications for developing countries more generally, as you weigh the arguments and evidence.

3. Then read the collection of articles that I’ve also placed on the Blackboard, in the China folder (or as many of these as you have time for):

1. “Brazilian Factories tested by Chinese Imports,” Joe Leahy, Financial Times, Jan. 30, 2011.

2. “A Strategy to Straddle the Planet,” Dyer, Pilling and Sender, (Jan. 17, 2011).

3. Naturally, we need to read some Krugman. Read “Chinese New Year,” (1/1/2010) and “Taking on China,” (Sept. 30, 2010), both from the NYT.

4. “China-US Trade: A big Outlier,” David Leonhardt (Oct. 8, 2010).

5. “Enter the Dragon,” John Cassidy, The New Yorker, (Dec. 13, 2010).

6. The *Economist*, “The End of Cheap China: What do Soaring Chinese Wages mean for Global Manufacturing?” at <http://www.economist.com/node/21549956>

These next three articles give a glimpse of the complicated relationship between US businesses and China.

7. “Beijing Asked to do More for US Businesses,” Ed Crooks, [FT.com](http://www.ft.com) (Jan. 20, 2011).

8. “Sitting out the China Trade Battles,” Keith Bradsher, New York Times (Dec. 23, 2010).

9. “For Our China Trade Emergency, Dial Section 301,” Sherrod Brown, New York Times, Oct. 17, 2010.

10. Listen to this (depressing?) NPR story (July 2011) about a US company that has broken into the

Chinese market:

<http://www.npr.org/2011/07/27/138761682/georgia-company-exports-chopsticks-to-china>

Optional:

David Barbosa, “As Wages Rise in China, Export Prices Could Follow,” *New York Times*, Tuesday, June 8, 2010, B1, B7.

Here is the link to the video (about 7 mins) on China's development and trade strategies, and its

effects on other countries. "How China is shaping the world":

<http://video.ft.com/v/753437010001/How-China-is-shaping-the-world>

Robert Lawrence, "China and the Multilateral Trading System," NBER Working Paper No. 12759, December 2006.

Barry Eichengreen, Yeongseop Rhee, and Hui Tong, "The Impact of China on the Exports of Other Asian Countries," WP no. w10768, September 2004.

Richard B. Freeman, "Does Globalization of the Scientific/Engineering Workforce Threaten US Economic Leadership?" NBER Working Paper 11457, June 2005.

Peter K. Schott, "The Relative Sophistication of Chinese Exports," NBER Working Paper, No. W12173, April 2006.

Robert Dekle, Jonathan Eaton and Samuel Kortum, "Unbalanced Trade," NBER Working Paper No. 13035, 2007.

Trade, Wages & Outsourcing: Empirical Evidence. Is Outsourcing Different From Regular Trade?

Required:

Krugman and Obstfeld, 10th ed. ; pp. 21-22 ("Do old rules still apply") and pp. 299-303; 9th ed., p. 21 and pp. 279-282; 8th ed., p. 23 and pp. 273-76.

Bhagwati, Jagdish, Arvind Panagariya and T.N. Srinivasan. 2004. "The Muddles over Outsourcing."

Journal of Economic Perspectives 18(4): 93-114.

Drezner, Daniel. 2004. "The Outsourcing Bogeyman." *Foreign Affairs*. 83, May/June. pp. 22-34.

Freeman, Richard. 2003. "Trade Wars: The Exaggerated Impact of Trade in Economic Debate." NBER Working Paper 10000.

Blinder, Alan. 2006. "Offshoring: The Next industrial revolution." *Foreign Affairs*. 85(2), pp. 113-128.

Wood, Adrian. 1995. "How Trade Hurt Unskilled Workers." *Journal of Economic Perspectives* 9(3): 57-80.

Bivens, Josh. 2007. "Globalization, American Wages and Inequality: Past, Present and Future." Economic Policy Institute Working Paper No. 279.

Bivens, Josh, 2014 (Dec. 15), "New Trade Agreements Will Take Center Stage in 2015-So Will Bad

Arguments on Their Behalf," blog post to Working Economics, Economic Policy Institute. If you have the time, you may wish to read the article by Glesser referenced in this blog post (see hyperlink to it in Bivens).

Scott Malone, "After "Lemming" Exodus, Manufacturers Look to the U.S." Reuters, Feb. 14, 2012,

available at <http://www.reuters.com/article/2012/02/14/us-usa-manufacturing-onshoringidUSTRE81C1B720120214>

Optional:

Samuelson, Paul. 2004. "Where Ricardo and Mill Rebut and Confirm Arguments of Mainstream Economists Supporting Globalization." *Journal of Economic Perspectives* 18(3): 135-146.

Freeman, Richard. 1995. "Are Your Wages Set in Beijing?" *The Journal of Economic Perspectives* 9(3):

15-32.

Mankiw, Greg and Philip Swagel. 2006. "The Politics and Economics of Offshore Outsourcing." NBER Working Paper, 12398, July.

- David Wessel and Bob Davis. 2007 (March 28). "Prospects: Pain From Free Trade Spurs Second Thoughts; Mr. Blinder's Shift Spotlights Warnings Of Deeper Downside." *Wall Street Journal*, p. A.1.
- Hanson, Gordon and Ann Harrison. 1995. "Trade, Technology and Wage Inequality." *NBER Working Paper* 5110.
- Leamer, Edward. 1998. "In Search of Stolper-Samuelson Linkages between International Trade and Lower Wages," in Susan Collins (ed.) *Imports, Exports and the American Worker*. Washington, D.C.: Brookings Institution.
- Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, D.C.: Institute for International Economics, chapters 1-3.
- Slaughter, Matthew. 1999. "Globalization and Wages: A Tale of Two Perspectives." *World Economy* 22: 609-630.
- Wood, Adrian. 1997. "Openness and Wage Inequality in Developing Countries: The Latin American Challenge to East Asian Conventional Wisdom." *The World Bank Economic Review* 11(1): 33-57.
- Milanovic, B. and Squire, L., "Does Tariff Liberalization Increase Wage Inequality? Some Empirical Evidence," *NBER Working Paper Number 11046*, Washington DC, 2005.

Trade and the Environment

- Kevin P. Gallagher. "International Trade and Sustainable Development," in *Handbook of Sustainable Development*, ed. Neumayer, Eric. London: Edward Elgar, 2007: 413-430.
- Kevin P. Gallagher. *Free trade and the environment*. Stanford University Press, 2004. Chapters 1-3 and 7.
- Bhagwati, Jagdish. 1993 (November). "The case for free trade." *Scientific American*. pp. 41-57 (these pages include the Daly article below).
- Daly, Herman, 1993 (November). "The perils of free trade" in *Scientific American*.
- French, Hilary. 1993 (March) Costly tradeoffs: reconciling trade and the environment. Worldwatch paper, No. 113.
- Shrybman, Steven. 1991 (Winter). Trading away the environment. *World Policy Journal*. 9(1), pp. 93-110.
- Chapman, Duane. 1991 (Summer). Environmental standards and international trade in automobiles and copper: The case for a social tariff. *Natural resources journal* 3(3), pp. 449-61.

The Political Economy of the WTO

- John H. Barton et al., *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO* (Princeton University Press, 2006), chapter 7, pp. 61-90.
- Gallagher, Kevin P. "Understanding Developing Country Resistance to the Doha Round." *Review of International Political Economy*, 15:1, February, 2008, 62-85.
- Alice Amsden, "Promoting industry under WTO law, in Kevin Gallagher (ed.) *Putting development first: the importance of policy space in the WTO and IFIs*, 2005, London: Zed Books, pp. 216-232.
- Ajit Singh, "Special and differentiated treatment: The multilateral trading system and economic development in the twenty-first century, in Kevin Gallagher (ed.) *Putting development first: the importance of policy space in the WTO and IFIs*, 2005, London: Zed Books, pp. 233-263.
- Susan Ariel Aaronson, "Seeping in Slowly: How Human Rights Concerns are Penetrating the

WTO,” *World Trade Review* 6, no. 3 (November 2007), pp. 413–49.

Dani Rodrik, “The Global Governance of Trade as if Development Really Mattered,” UNDP, New York, 2001.

Rose, A.K., 2002, “Do WTO Members have More Liberal Trade Policy?” NBER Working Paper No. 9347, Cambridge, MA: NBER.

Optional:

Aadity Mattoo and Arvind Subramanian, “The WTO and the Poorest Countries: The Stark Reality,” *World Trade Review* 3, no. 3, November 2004, pp. 385-407.

Donald MacLaren, “The Role of the WTO in Achieving Equity and Efficiency in International Markets for Agricultural Products,” *World Trade Review* 4, no. 2 (July 2005), pp. 229-47.

Gilbert R. Winham, “International Regime Conflict in Trade and Environment: The Biosafety Protocol and the WTO,” *World Trade Review* 2, no. 2 (July 2003), pp 131-155.

Arvind Subramanian, Shang-Jin Wei, “The WTO Promotes Trade, Strongly But Unevenly,” NBER Working Paper, No. __, 2003.

Robert E. Hudec, “Free Trade, Sovereignty, Democracy: The Future of the World Trade Organization,” *World Trade Review* 1, no. 2 (July 2002): 211-22.

Ernst-Ulrich Petersmann, “Human Rights, Cosmopolitan Democracy and the Law of the World Trade Organization,” in Ian Fletcher et al., eds., *Foundations and Perspectives of International Trade Law* (London: Sweet & Maxwell, 2001), chap. 8, pp. 79-96.

Sabrina Shaw and Risa Schwartz, “Trade and Environment in the WTO: State of Play,” *Journal of World Trade* 36, no. 1 (February 2002), pp. 129-154.

Terms of Trade and Unequal Exchange vis-à-vis Developing Countries

Required:

Singer, H.W. 1950. “The Distribution of Gains Between Investing and Borrowing Countries.” *American Economic Review* 40(2): 473-485. (This is a classic article.)

Sarkar, P. and H.W. Singer. 1991. “Manufactured Exports of Developing Countries and Their Terms of Trade Since 1965.” *World Development* 19(4): 1991.

Heintz, James. 2006. “Low-wage manufacturing and global commodity chains: a model in the unequal exchange tradition.” *Cambridge Journal of Economics* 30(4): 507-520. Focus on sections

1 and 3 (you can skip the model in section 2, and the appendix).

Optional:

Emmanuel, Arighiri. 1972. *Unequal Exchange*. A Study of the Imperialism of Free Trade. New York: Monthly Review Press. [Read entire book—the book is on reserve (hard copy) at Penrose Library.]

Darity, William and Lewis Davis. 2005. “Growth, Trade and Uneven Development.” *Cambridge Journal of Economics* 29(1): 141-170.

Prebisch, R. 1962. “The Economic Development of Latin America and Its Principal Problems.” *Economic Bulletin for Latin America*. (This is a “classic” article.)

Bacha, Edmar. 1978. “An Interpretation of Unequal Exchange from Prebisch-Singer to Emmanuel.” *Journal of Development Economics* 5(4): 319-330.

Milberg, W. 1994. “Is Absolute Advantage Passe? Towards a Keynesian /Marxian Theory of International Trade”, in *Competition, Technology and Money, Classical and Post-Keynesian Perspectives*, ed. Mark Glick, Edward Elgar, Great Britain.

Lucke, M. 1993. “Developing Countries Terms of Trade in Manufactures, 1967-87: A Note.” *Journal of Development Studies* 29(3):

Sapsford, D. and Chen, John-ren, “The Prebisch-Singer Terms of Trade Hypothesis: Some (Very) New Evidence,” in *Development Economics and Policy*, ed. Sapsford and Chen,

NY: St. Martin's Press, 1998.

Zanias, George, "Testing for trends in the terms of trade between primary commodities and manufactured goods," *Journal of Development Economics*, 78, pp. 49-59, 2005.

Diakosavvas, D and Scandizzo, P., "Trends in the Terms of Trade of Primary Commodities, 1900- 1982: The Controversy and its Origins," *Economic Development and Cultural Change*, 39(2), pp. 231-264, Jan. 1991.

Trade and Capital Controls

Anderson, Sarah, "[Capital Controls and the Trans-pacific Partnership](#)," Washington, Institute for Policy Studies.

Kevin P. Gallagher, "Policy Space to Prevent and Mitigate Financial Crises in Trade and Investment Agreements," G-24 Discussion Paper No. 58, April 2010.

Gallagher, Kevin, P, "[Trading Away Financial Stability in Colombia: Capital Controls and the USColombia](#)

[Free Trade Agreement](#)," Latin American Trade Network, Buenos Aires.

Gallagher, Kevin, "South Africa and Ecuador Lead by Example," Triple Crisis (blog), <http://triplecrisis.com/south-africa-and-ecuador-lead-by-example/#more-10814>

Council on Foreign Relations, "U.S. Trade and Investment Policy," Washington, at <http://www.cfr.org/trade/us-trade-investment-policy/p25737> See the additional view by

Nancy Birdsall, James W. Owens and Laura D'Andrea Tyson, stating that "in any future bilateral trade agreements with developing countries, the United States ought to recognize, as has the International Monetary Fund, that complete and immediate opening of capital markets is not necessarily in the interest of all countries all the time."

Ilge, Burghard and Kavaljit Singh, "[European Union: Protecting The "Rights of Investors" at the Expense of Democracy](#)," Centre for Research on Globalization, Canada.

The Trans-Pacific and Trans-Atlantic Partnerships

Gallagher, Kevin, Sarah Anderson, Annamaria Viterbo, "Capital Flow Management and the Trans-Pacific Partnership Agreement," G-24 Policy Brief No. 79, October 2013 (on policy autonomy regarding capital controls in the TPP).

Capaldo, Jeronim, "The Trans-Atlantic Trade and Investment Partnership: European Disintegration, Unemployment, and Instability, Global Development and Environment Institute, Working Paper No. 14-03, October 2014.

Optional:

Kevin Gallagher, Fast track to financial instability,: <http://triplecrisis.com/fast-track-to-financialinstability/#more-11625>

Maier, Jurgan, "Trade Ministers Beg Brussels to Remove More National Sovereignty," October 27 2014, Open Democracy blog post. (also on TTIP)

These issues are unfolding, and there is not much in the way of good analyses of them to date. I will

likely add materials to this topic if you select it.

The WTO and Food Security

Clapp, Jennifer and Kim Burnett, "Governing Trade in Global Food and Agriculture," in *Handbook of Global Economic Governance*, Manuela Moschella and Catherine Weaver (eds.), London and NY: Routledge, 2014, pp. 79-94.

Optional:

Margulis, Matias, 2014, "Trading Out of the Global Food Crisis: The WTO and the Geopolitics of Food Security," *Geopolitics*, 19(2), pp. 322-50.

Wise, Timothy and Jeronim Capaldo, "Will the WTO Fast Track Trade at the Expense of Food Security?" GDAE Globalization Commentaries, July 24, 2014.

There is a not a great deal of analysis of this issue to this point. But we'll keep an eye out for it as the quarter unfolds.

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:

Date of Program Approval:

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Jay Hamilton Cathy Mulder Ian Seda	jhamilton@jjay.cuny.edu cmulder@jjay.cuny.edu iseda@jjay.cuny.edu	8093 1039

2. Course details:

Program Name	Master of Arts in Economics
Course Prefix & Number	799
Course Title	Seminar in Economics
Catalog Description	Students will prepare original research for publication in peer reviewed journals. Students will draw upon research conducted in ECO 752 <i>Research Methods II</i> and their elective courses to craft a manuscript worthy of publication in a peer-reviewed journal. Students will engage in extensive and peer-editing and revision. Students will produce and deliver conference quality presentation of their research throughout the course.
Pre- and/or Corequisites (specify which are pre, co, or both)	Prerequisite: ECO 752: Research Methods II
Credits	3
Contact Hours (per	3

week)	
Lab Hours	0

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

The Economics MA is an “applied economics” program and therefore needs a course dedicated to student production of original research where they can demonstrate their ability to apply economic theories and methodologies.

4. Degree requirements satisfied by the course:

This course is a required “core” course in the Economics MA curriculum to be taken at the end of the program.

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

Yes _____ No _____

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- III. Enrollment(s):
- IV. Prerequisite(s):

6. Learning Outcomes:

- a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
 - Students will engage in peer-editing.
 - Students will produce and deliver conference quality presentations of their research.
 - Students will produce publishable research.

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

The emphasis on completing a manuscript worthy of peer-review publication relates to the program’s learning objective that students “Conduct applied economic research suitable for government and nonprofit advocacy organizations.”

The emphasis on peer editing relates to the program’s learning objective that students “Produce effective communications.”

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

Grades will be based on the final paper and presentation.

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

None

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

Kathleen Collins

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

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

b. Books, Journals and eJournals

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

9. Identify recommended additional library resources

The Library's Economics Database list at: <https://www.lib.jjay.cuny.edu/databases/economics>

10. Identify recommended additional library resources

None

11. Estimate the cost of recommended additional library resources (For new courses and programs): None**12. Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question).

Any of the databases relevant for economics are sufficient.

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

Yes _____ X _____ No _____

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

14. Proposed instructors:

Jay Hamilton
Cathy Mulder
Ian Seda

15. Other resources needed to offer this course:

None

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

N/A

17. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

Seminar in Economics

John Jay College of Criminal Justice

ECO 799

Professor:

Office:

Office hours: TBA

email:

Telephone:

COURSE SYLLABUS**COURSE DESCRIPTION:**

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

PREREQUISITES: Research Methods II**Instructional Objectives**

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

Grade

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

Academic Honesty

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

Disability Policy

Students with disabilities will be provided reasonable accommodations if they are determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS (phone # 212-237-8031). It is the student's responsibility to initiate contact with that office and to follow the established procedures for having the accommodation notice sent to the instructor.

Course Schedule

Week 1 Presentation of research conducted in previous classes.

Week 2 Workshop on crafting a clear thesis.

Week 3 Outlines due. Outlines presented in class.

Week 4 Outline presented in class.

Week 5 Workshop on peer-editing.

Week 6 Supervised peer-editing.

Week 7 Roundtable on progress.
Week 8 Supervised peer-editing.
Week 9 Roundtable on progress.
Week 10 Workshop on presentation.
Week 11 Presentations.
Week 12 Presentations.
Week 13 Presentations.
Week 14 Presentations. Final papers due.

RESOLUTIONS OF THE COLLEGE COUNCIL**November 12, 2018****SECOND READING****AMENDING THE BYLAWS TO CORRECT COMMITTEE MEMBERSHIPS**

WHEREAS, the John Jay College Charter of Governance, Article I, Section 9, establishes committees as College Council committees, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2, establishes memberships for the College Council committees, and

WHEREAS, certain titles of officers/personnel designated as members are obsolete or otherwise incorrect, and

WHEREAS, the College Council wishes to amend certain committee memberships to insert or add titles in order to correct obsolete or incorrect titles, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2 are hereby amended to effect title changes in the following sections:

Article I, Section 2a: Executive Committee and Interim Executive Committee

Article I, Section 2b: Committee on Undergraduate Curriculum and Academic Standards

Article I, Section 2c: Committee on Student Interests

Article I, Section 2e: Committee on Faculty Personnel

Article I, Section 2f: Budget and Planning Committee; Financial Planning Subcommittee; Strategic Planning Subcommittee

Article I, Section 2g: Committee on Graduate Studies

Article I, Section 2i: Provost Advisory Council

Article I, Section 2j: Council of Undergraduate Program Coordinators

Article I, Section 2k: Committee on Honors, Prizes, and Awards

And it is hereby

RESOLVED, the John Jay College Council Bylaws, Article I, Section 2, are hereby amended as set forth in the edited Bylaws, attached hereto and incorporated herein, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to take necessary actions to implement these resolutions.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
COLLEGE COUNCIL BYLAWS**

Approved by the College Council on February 13, 2018

I. College Council Committees

1. General Provisions:

- i. Unless otherwise specified in the John Jay Charter of Governance (“Charter”) or these Bylaws, the Faculty Senate, Higher Education Officer Council and Student Council shall each elect or appoint representatives from among its constituency group to College Council committees. The names of those elected or appointed to College Council committees by each constituency group shall be forwarded to the College Council for a vote of ratification at the next regularly scheduled meeting.
- ii. Except where a committee chairperson is designated in the Charter of Governance or these Bylaws, the President shall appoint a convenor for each committee.
- iii. Except where a committee chairperson is designated in the Charter of Governance or these Bylaws, at its first meeting of the academic year, each committee shall elect a chairperson and a vice chairperson.
- iv. Each committee shall meet at least once during the academic year.
- v. The committee chairperson shall submit a schedule of meetings to the Executive Committee at the beginning of each academic semester. The chairperson of each committee shall enter the meeting dates onto the College’s electronic calendar.
- vi. Subject to the provisions of state law, all College Council committee meetings are open to the public.
- vii. All committees shall keep minutes of their meetings, including attendance, and submit them to the Secretary of the College Council within 14 days of approval.
- viii. The chairperson of each committee shall submit an annual written summary of its activities to the Secretary of the College Council no later than 14 days before the last scheduled meeting of the College Council each academic year. Each summary shall include a report of the attendance of committee members.
- ix. The Faculty Senate, Council of Chairs, Higher Education Officers Council and the Student Council may refer items to College Council committee chairpersons for the committee’s consideration

as agenda items. Copies of all such items shall be simultaneously submitted to the Executive Committee.

- x. College Council committee members shall serve for a term of one (1) year except for ex officio members and except when otherwise set forth in the Charter of Governance or these Bylaws.
- xi. Administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President.
- xii. When a vacancy on a College Council committee occurs, as determined by the Executive Committee, the Executive Committee shall notify the constituency. If 30 days after notification the constituency fails to elect an interim representative, the Executive Committee shall appoint a representative from the affected constituency. A member serving to fill a vacancy shall serve only to complete the regular term of the member he or she has replaced.
- xiii. No person shall participate in more than one constituency election for College Council committee representatives.
- xiv. No student may serve on more than two (2) College Council committees, unless he or she serves by virtue of his or her office.

2. Standing Committees:

a. Executive Committee:

The Executive Committee shall consist of the following members: President, chairperson; Provost and ~~Senior~~ Vice President for Academic Affairs; ~~Senior~~ Vice President for Finance and Administration; ~~Vice President for Student Development~~ ~~Vice President for Enrollment Management and Student Affairs~~; seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i of the Charter; two (2) higher education officers; and three (3) students.

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; Provost and ~~Senior~~ Vice President for Academic Affairs; ~~Senior~~ Vice President for Finance and Administration; ~~Vice President for Student Development~~ ~~Vice President for Enrollment Management and Student Affairs~~; the President and Vice President of the Faculty Senate; two (2) other members of the Faculty Senate; the President and Vice President of the Higher Education Officers

Council; and the President and Vice President of the Student Council. 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.

b. Committee on Undergraduate Curriculum and Academic Standards:
The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: ~~Provost and Senior Vice President for Academic Affairs, chairperson;~~ Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies; Assistant Dean of Undergraduate Studies; 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, 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; and three (3) students, each of whom have a cumulative grade point average of at least 3.0. The Committee shall elect a vice chairperson from among its faculty members. The ~~Provost and Senior Vice President for Academic Affairs~~ Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

c. Committee on Student Interests:
The Committee on Student Interests shall consist of the following members: Assistant Vice President and Dean of Students, chairperson; the Director of Athletics; ~~Director of Student Activities;~~ Senior Director for Student Affairs; six (6) students; and two (2) members of the faculty.

d. Judicial Committee:
A Judicial Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- i. 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 Judicial Committee.

- ii. The two (2) full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
- iii. The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
- iv. 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.

e. Committee on Faculty Personnel:

The Committee on Faculty Personnel shall consist of the following members: President, chairperson; the Provost and ~~Senior~~ Vice President for Academic Affairs; Dean of Graduate Studies; ~~Associate Provost for Undergraduate Retention and~~ the Dean of Undergraduate Studies; ~~Associate Provost and~~ Dean of Research; and, the chairperson of each academic department. The full-time faculty, as defined in Article I, Section 3.a.i of the Charter, shall elect six (6) 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 the six (6) at-large members of the faculty, the three (3) who receive the highest number of votes in a general faculty election shall be the permanent at-large faculty representatives of the committee. The 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.

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.

f. Budget and Planning Committee:

A Budget and Planning Committee shall consist of the following members: President, chairperson; ~~Senior~~ Vice President for Finance and Administration; Provost and ~~Senior~~ Vice President for Academic Affairs; ~~Vice President for Student Development~~ Vice President for Enrollment Management and Student Affairs; ~~Vice President for Enrollment Management~~; ~~Assistant Vice President for Strategic Planning~~ Associate Provost for Institutional Effectiveness; Associate Provost and Dean of Research; ~~Dean~~ Executive Director for Human Resources; Dean of Graduate Studies; ~~Associate Provost for Undergraduate Retention and~~ Dean of Undergraduate Studies; ~~Executive Director of Finance and Business Services~~ Assistant Vice President for Finance; Vice President for Institutional Advancement; President and Vice President of the Faculty Senate; Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; all academic department chairpersons; the President of the Higher Education Officers Council, or designee; two (2) higher education officer representatives; the President and Treasurer of the Student Council, or designees; one (1) additional student representative; and two (2) members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.

- i. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: ~~Senior~~ Vice President of Finance and Administration, chairperson; Provost and ~~Senior~~ Vice President for Academic Affairs; President of the Faculty Senate and Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; and one (1) student representative. The ~~Executive Director of Finance and Business Services~~ Assistant Vice President for Finance and the Provost's ~~Director~~ Assistant Dean for Academic Operations and Financial Affairs shall staff the subcommittee.
- ii. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and ~~Senior~~ Vice President for Academic Affairs, chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council

of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and one (1) student representative. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

g. Committee on Graduate Studies:

The Committee on Graduate Studies shall consist of the following members: Dean of Graduate Studies, chairperson; Assistant Vice President and Dean of Students; Vice President for Enrollment Management and Student Affairs; Chief Librarian; Graduate Program Directors; the BA/MA Director; and two (2) graduate students.

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.

h. Committee on Student Evaluation of the Faculty:

The Committee on Student Evaluation of the Faculty shall consist of the following members: four (4) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, and two (2) students. The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

i. Provost Advisory Council:

The Provost Advisory Council shall consist of the following members: Provost and Senior Vice President for Academic Affairs, chairperson; Director of Operations Assistant Dean for Academic Operations and Financial Affairs Office of the Provost; President and Vice President of the Faculty Senate; and, department chairpersons.

j. Council of Undergraduate Program Coordinators:

The Council of Undergraduate Program Coordinators shall consist of the following members: Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; and coordinators of undergraduate majors.

k. Committee on Honors, Prizes, and Awards

There shall be a Committee on Honors, Prizes, and Awards. The committee shall consist of the following members: ~~Vice President for Student Development~~ Vice President for Enrollment Management and Student Affairs, chairperson; Assistant Vice President and the Dean of Students; the ~~Director of Student Activities~~ Senior Director for Student Affairs; three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance; and three (3) students who have a minimum cumulative grade point average of 3.0. Student representatives shall not be seniors.

3. Special Committees

a. 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.

II. Amendments

The Bylaws may be amended by a two-thirds vote of members of the College Council present and voting at a regular meeting of the College Council, as long as there is at least an absolute majority of affirmative votes. Any amendment to the Bylaws shall be proposed and discussed at a regular meeting of the College Council and shall be voted on at the next regular meeting of the College Council.



**College Council
Membership
&
College Council
Committees
2018-2019**

Table of Contents

College Council	2
College Council Interim Executive Committee.....	4
Executive Committee of the College Council.....	4
Undergraduate Curriculum and Academic Standards Committee	5
Committee on Student Interests.....	6
Faculty-Student Disciplinary Committee.....	6
Committee on Faculty Personnel	7
Budget and Planning Committee.....	9-10
Financial Planning Subcommittee	10
Strategic Planning Subcommittee	10
Committee on Graduate Studies.....	11
Committee on Student Evaluation of the Faculty	11
Provost Advisory Council	12
Council of Undergraduate Program Coordinators	12
Committee on Honors, Prizes and Awards	13
College-Wide Grade Appeals Committee	14
College-Wide Assessment Committee	14
Committee on Faculty Elections	15

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:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. President (Chairperson) 2. Provost and Vice President for Academic Affairs 3. Vice President for Finance and Administration 4. Vice President for Enrollment Management and Student Affairs 5. Interim Dean of Graduate Studies 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies 7. Associate Provost and Dean of Research 8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies | <p>Karol Mason
Yi Li
Steven Titan
Lynette Cook-Francis
Avram Bornstein</p> <p>Dara Byrne
Anthony Carpi
Roblin Meeks</p> |
|---|---|

Faculty:

- | | |
|--|---|
| <ol style="list-style-type: none"> a. Full-time faculty elected from each academic department: <ol style="list-style-type: none"> 9. Africana Studies 10. Anthropology 11. Art and Music 12. Communication and Theater Arts 13. Counseling and Human Services 14. Criminal Justice 15. Economics 16. English 17. Health and Physical Education 18. History 19. Interdisciplinary Studies Department 20. Latin America and Latina/o Studies 21. Law, Police Science, and Criminal Justice Administration 22. Library 23. Mathematics 24. Modern Languages and Literatures 25. Philosophy 26. Political Science 27. Psychology 28. Public Management 29. Security, Fire and Emergency Management 30. Sciences 31. SEEK 32. Sociology b. At-Large Adjunct representative of the Faculty Senate: <ol style="list-style-type: none"> 33. Public Management | <p>Charlotte Walker-Said
Marta Laura Suska
Thalia Vrachopoulos
Elton Beckett
Mickey Melendez
Frank Pezzella
Joshua Mason
Jonathan Gray
Vincent Maiorino
Andrea Balis
Amy Green
Brian Montes
Yue Ma
Karen Okamoto
Hunter Johnson
Fall: Aida Martinez-Gomez
Spring: Silvia Dapia
Michael Brownstein
James Cauthen
Rebecca Weiss
Vijay Sampath
Hung Lung -Wei
Guoqi Zhang
Erica King-Toler
Rosemary Barberet</p> <p>Joel Freiser</p> |
|--|---|

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

- | | |
|--|----------------------------|
| 34. English | Veronica Hendrick |
| 35. English | Karen Kaplowitz |
| 36. Law, Police Science, and Criminal Justice Administration | Heath Grant |
| 37. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 38. Mathematics & Computer Science | Sven Dietrich |
| 39. Mathematics & Computer Science | Jose Olivo |
| 40. Psychology | Charles Stone |
| 41. Public Management | Warren (Ned) Benton |
| 42. Public Management | Ronald Calvosa |
| 43. Sciences | Marta Concheiro-Guisan |
| 44. Sciences | Lissette Delgado-Cruzata |
| 45. Sciences | Artem Domashevskiy |
| 46. Sciences | Thomas Kubic |
| 47. Sciences | Francis Sheehan |
| 48. VACANT | |
| 49. SEEK | Schevaletta (Chevy) Alford |
| 50. Sociology | Louis Kontos |

- Eight faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

Robert Garot	Dante Tawfeeq
Thurai Kugan	VACANT
VACANT	VACANT
VACANT	VACANT

Higher Education Officers elected by Higher Education Officers Council:

- 51. Brian Cortijo (ex officio)
- 52. Sandrine Dikambi
- 53. Sylvia Lopez
- 54. Naomi Nwosu-Stewart
- 55. Mark Rivera

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.

Anila Duro

Students:

- | | |
|---|---------------|
| 56. President of the Student Council | Jasmine Awad |
| 57. Vice President of the Student Council | Elza Kochueva |
| 58. Treasurer of the Student Council | Tomas Garita |

- 59. Secretary of the Student Council Andrew Bandini
- 60. Elected At-Large Representative Elisa Crespo
- 61. Elected graduate student representative Elijah Font
- 62. Elected graduate student representative Ludy Thenor
- 63. Elected senior class representative Mahtab Khan
- 64. Elected senior class representative Deandra Simon
- 65. Elected junior class representative Musarrat Lamia
- 66. Elected junior class representative Nickolas Almodovar
- 67. Elected sophomore class representative Melissa Ceren
- 68. Elected sophomore class representative Andrew Berezhansky
- 69. Freshman representative designated according to a method duly adopted by the Student Council. Kermina Tofek

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

1. Laura Bally Mahabir	2. Natalie Segev
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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
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
 - 1. Andrea Balis
 - 2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Jarrett Foster
- President of the Student Council Jasmine Awad
- Vice-President of the Student Council Elza Kochueva

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
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Sven Dietrich
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Mark Rivera
- Three (3) students
 1. Jasmine Awad
 2. Elza Kochueva
 3. Elisa Crespo

Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Assistant Dean of Undergraduate Studies Katherine Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.
 1. Africana Studies Crystal Endsley
 2. Anthropology Ed Snajdr
 3. Art and Music Erin Thompson

- | | |
|---|------------------------|
| 4. Communication & Theater Arts | Bettina Murray |
| 5. Counseling and Human Services | Nancy Velasquez-Torres |
| 6. Criminal Justice | Gohar Petrossian |
| 7. Economics | Michelle Holder |
| 8. English | Karen Kaplowitz |
| 9. Health & Physical Education | Jane Katz |
| 10. History | Andrea Balis |
| 11. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 12. Library | Maria Kiriakova |
| 13. Latin American & Latina/o Studies | Suzanne Oboler |
| 14. Law, Police Science & CJA | Maria Haberfeld |
| 15. Mathematics & Computer Science | Michael Puls |
| 16. Modern languages & Literature | Maria Julia Rossi |
| 17. Philosophy | VACANT |
| 18. Political Science | Alex Moffett-Bateau |
| 19. Psychology | Brett Stoudt |
| 20. Public Management | Judy-Lynne Peters |
| 21. Sciences | Angelique Corthals |
| 22. Security, Fire & Emergency Management | Lucia Velotti |
| 23. SEEK | Virginia Diaz-Mendoza |
| 24. Sociology | Liza Steele |
- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Paula Caceres
 2. Fidel Osorio
 3. Mahtab Khan

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- | | |
|--|------------------|
| • Assistant Vice President and Dean of Students
(Chairperson) | Michael Sachs |
| • Director of Athletics | Carol Kashow |
| • Director, Center for Student Involvement
and Leadership | Danielle Officer |
| • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Ellen Belcher 2. Nicole Elias | |
| • Six (6) students <ol style="list-style-type: none"> 1. Brianna Rojas 2. Solana Roman 3. Joy Gonzales 4. Melissa Ceren 5. Warren Adote 6. Raj Mohanty | |

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Robert McCrie
 2. Yue Ma
 3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Jamie Longazel
 2. Liliana Soto-Fernandez
 3. Thurai Kugan
 4. Margaret Escher
 5. **VACANT**
 6. **VACANT**

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Jacqueline Aguilar
 2. Bianca Hayles
 3. Tasfia Arshad
 4. Luis Sanchez
 5. Warren Adote
 6. Raul Sanchez-Ortiz

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.

Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
 - 1. Africana Studies Jessica Nembhard
 - 2. Anthropology **Fall:** Alisse Waterston
 - 3. Art and Music Ben Lapidus
 - 4. Communication and Theater Arts Seth Baumrin
 - 5. Counseling and Human Services Robert Delucia
 - 6. Criminal Justice Brian Lawton
 - 7. Economics Jay Hamilton
 - 8. English Jay Gates
 - 9. Health and Physical Education Davidson Umeh
 - 10. History **Fall:** Allison Kavey
 - 11. Interdisciplinary Studies Department Katie Gentile
 - 12. Latin American and Latino/a Studies Jose L. Morin
 - 13. Law, Police Science, and Criminal Justice Administration Peter Moskos
 - 14. Library Larry Sullivan
 - 15. Mathematics and Computer Science Douglas Salane
 - 16. Modern Languages and Literatures Bettina Carbonell
 - 17. Philosophy Jonathan Jacobs
 - 18. Political Science James Cauthen
 - 19. Psychology Angela Crossman
 - 20. Public Management Warren Eller
 - 21. Sciences Shu Yuan Cheng
 - 22. Security, Fire and Emergency Management Robert Till
 - 23. SEEK **Fall:** Carmen Solis
 - 24. 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. Rosemary Barberet, Professor, Sociology
 - 2. Elise Champeil, Associate Professor, Sciences
 - 3. Michael Pfeifer, Professor, History
- 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. Warren (Ned) Benton, Professor, Public Management

2. Nicholas Petraco, Associate Professor, Sciences
 3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. **VACANT**
 2. **VACANT**

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • Associate Provost for Institutional Effectiveness | Erez Lenchner |
| • Assistant Vice President for Administration | Raj Singh |
| • Interim, Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | |
| • Associate Provost and Dean of Research | Dara Byrne |
| • Assistant Vice President for Financial and Business Services | Anthony Carpi |
| • President of the Faculty Senate | Mark Flower |
| • Vice President of the Faculty Senate | Warren (Ned) Benton |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Chairperson of each academic department | Erica King-Toler |
| 1. Africana Studies | Jessica Nembhard |
| 2. Anthropology | Fall: Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert Delucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Jay Hamilton |
| 8. English | Jay Gates |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Fall: Allison Kavey |
| 11. Interdisciplinary Studies Department | Katie Gentile |

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|--|---------------------------|
| 12. Latin American and Latino/a Studies | Jose L. Morin |
| 13. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Bettina Carbonell |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Robert Till |
| 23. SEEK | Fall: Carmen Solis |
| 24. Sociology | Robert Garot |
| • Chairperson of the Higher Education Officers Council | Brian Cortijo |
| • Two (2) higher education officer representative | |
| 1. Catherine Alves | |
| 2. Michael Scaduto | |
| • President of the Student Council or designee | Jasmine Awad |
| • Treasurer of the Student Council or designee | Tomas Garita |
| • One (1) additional student representative | VACANT |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. | |
| 1. Anthony Chambers | |
| 2. VACANT | |

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

- | | |
|---|------------------------|
| • Vice President of Finance and Administration
(Chairperson) | Steven Titan |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberbeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Chair of the Council of Chairs | Angela Crossman |
| • Vice Chair of the Council of Chairs | James Cauthen |
| • One (1) representative chosen by the Council of Chairs | Doug Salane |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • One (1) student representative | Elijah Font |

The Assistant Vice President for Financial and Business Services Mark Flower and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
|---|-------|

- Associate Provost for Institutional Effectiveness
- Vice President of Finance and Administration
- President of the Faculty Senate
- Two (2) representatives chosen by the Faculty Senate
 1. Karen Kaplowitz
 2. Erica King-Toler
- Chair of the Council of Chairs
- Two (2) representatives chosen by the Council of Chairs
 1. Jay Gates
 2. Robert Till
- Chair of the Higher Education Officers Council
- One (1) student representative
 1. Elijah Font

Erez Lenchner
Steven Titan
Warren (Ned) Benton

Angela Crossman

Brian Cortijo

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes 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:

- Vice President for Enrollment Management and Student Affairs
- Interim Dean of Graduate Studies (Chairperson)
- Assistant Vice President and Dean of Students
- Chief Librarian
- Graduate Program Directors
 1. Criminal Justice
 2. Digital Forensics and Cybersecurity
 3. Economics
 4. Emergency Management MS
 5. Forensic Mental Health Counseling
 6. Forensic Psychology
 7. Forensic Psychology BA/MA Program
 8. Forensic Science
 9. Human Rights
 10. International Crime and Justice
 11. Protection Management
 12. MPA: Public Policy and Administration
 13. MPA: Inspection and Oversight

Lynette Cook-Francis
Avram Bornstein
Michael Sachs
Larry Sullivan

Jeff Mellow
Doug Salane
Jay Hamilton
Charles Jennings
James Wulach
Diana Falkenbach
Jennifer Dysart
Mechthild Prinz
Susan Kang
Gohar Petrossian
Robert McCrie
Yi Lu
William Pammer, Jr.

- 14. Security Management MS program
- Two (2) graduate students
 1. Hana Chae
 2. Lauren Stepinski

Marie-Helen Maras

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. Brett Stoudt
 3. Daniel Yaverbaum
 4. **VACANT**
- Two (2) students
 1. Diana Mendoza
 2. Raj Mohanty

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:

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost
Kinya Chandler
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Chairperson of each academic department

<ol style="list-style-type: none"> 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. Health and Physical Education 10. History 11. Interdisciplinary Studies Department 12. Latin American and Latino/a Studies 13. Law, Police Science, and Criminal Justice Administration 	Jessica Nembhard Fall: Alisse Waterston Ben Lapidus Seth Baumrin Robert DeLucia Brian Lawton Jay Hamilton Jay Gates Davidson Umeh Fall: Allison Kavey Katie Gentile Jose L. Morin Peter Moskos
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14. Library
15. Mathematics and Computer Science
16. Modern Languages and Literatures
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire and Emergency Management
23. SEEK
24. Sociology

Larry Sullivan
 Douglas Salane
 Bettina Carbonell
 Jonathan Jacobs
 James Cauthen
 Angela Crossman
 Warren Eller
 Shu Yuan Cheng
 Robert Till
Fall: Carmen Solis
 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:

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Johanna Lessinger
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Sven Dietrich
 5. Criminal Justice (B.A.) Brian Lawton
 6. Criminal Justice (B.S.) Serguei Cheloukhine
 7. Criminal Justice Management Denise Thompson
 8. Criminology (B.A.) **VACANT**
 9. Culture and Deviance Studies Ed Snadjr
 10. Dispute Resolution Maria R. Volpe
 11. Economics Geert Dhondt
 12. English Olivera Jokic
 13. Emergency Services Administration Glen Corbett
 14. Fire Science Glen Corbett
 15. Forensic Psychology (B.A.) **Fall:** Angela Crossman
 16. Forensic Science (B.S.) **Spring:** Silvia Mazzula
 17. Fraud Examination and Financial Forensics Nicholas Petraco
 18. Gender Studies David Shapiro
 19. Global History (B.A.) Antonio Jay Pastrana
 20. Humanities and Justice James DeLorenzi
 21. International Criminal Justice Hyunhee Park
 22. Latin American and Latina/o Studies Mangai Natarajan
 23. Law and Society Brian Montes
 24. Library Jean Carmalt*
 25. Philosophy Michael Yarbrough*
 26. Police Studies Karen Okamoto
 27. Political Science Mary Ann McClure

- 28. Public Administration
- 29. Security Management
- 30. Sociology
- 31. Spanish
- 32. Toxicology

Jennifer Rutledge*
 Elizabeth Nisbet
 Robert McCrie
 Antonio (Jay) Pastrana
 Aida Martinez-Gomez
 Shu-Yuan Cheng (Demi)

*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)
Lynette Cook-Francis
- Assistant Vice President and Dean of Students
Michael Sachs
- Director, Center for Student Involvement and Leadership
Danielle Officer
- Three (3) full-time members of the faculty
 1. Lauren Shapiro
 2. Kevin Wolff
 3. **VACANT**
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 1. Musarrat Lamia
 2. Joy Gonzales
 3. Fidel Osorio

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Toy-Fung Tung
2. Thurai Kugan
3. Brian Montes
4. Melinda Powers
5. **VACANT**

College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external

constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- Chairperson Lucia Velotti
- Co-Chairperson Denise Thompson
- Director of Assessment **VACANT**
- Associate Provost for Institutional Effectiveness (ex officio) Erez Lenchner
- Seven (7) Full-time Faculty Members
 1. Mechthild Prinz
 2. Jennifer Rutledge (Fall)
 3. **VACANT**
 4. **VACANT**
 5. **VACANT**
 6. **VACANT**
 7. **VACANT**
- Three (3) Higher Education Officers
 1. Ritu Jajoo
 2. Kristina Hardy
 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. Maria Kiriakova
2. Ekaterina Korobkova
3. Schevaletta (Chevy) Alford
4. Hyunhee Park
5. **VACANT**

RESOLUTIONS OF THE COLLEGE COUNCIL

NOVEMBER 12, 2018

FIRST READING

AMENDING THE BYLAWS TO CLARIFY GPA REQUIREMENTS FOR HONORS PRIZES
AND AWARDS AND UNDERGRADUATE CURRICULUM AND ACADEMIC
STANDARDS COMMITTEES

WHEREAS, the John Jay College Charter of Governance, Article I, Section 9, establishes committees as College Council committees, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2, establishes memberships for the College Council Committees, and

WHEREAS, the Committee on Undergraduate Curriculum and Academic Standards defines the requirements of student membership to be three (3) students, each of whom have a cumulative grade point average of at least 3.0, and

WHEREAS, the Committee on Honors, Prizes, and Awards also defines the requirements of student membership to be three (3) students who have a minimum cumulative grade point average of 3.0, and

WHEREAS, neither of the two aforementioned committee descriptions specifies whether or not the grade point average of at least a 3.0 must be from John Jay College, leaving room for ambiguity of whether or not that GPA can be from another college for first year and transfer students, and

WHEREAS, the College Council wishes to amend the language of these student memberships for Undergraduate Curriculum and Academic Standards Committee and the Honors, Prizes, and Awards Committee to reflect that the student grade point average of at least a 3.0 must be a John Jay College grade point average for a minimum of one semester, for the following reasons:

- In order to be a voting member for academic curriculum and policies for John Jay Students, students should have at least one semester of experience with John Jay College Curriculum, as college policies and curriculum vary within different institutions, and
- In order to be a voting member for Honors, Prizes, and Awards that are given directly to John Jay College Graduates for merit, status, and activity within the John Jay Campus, students should have at least one semester of experience on the campus in order to grant these awards.
- It has been common practice for our student representation on both committees to be accepted contingent on having a John Jay grade point average of at least a 3.0.

And it is hereby,

RESOLVED, the Undergraduate Curriculum and Academic Standards Committee Membership language in the John Jay College Council Bylaws, Article I, Section 2, Paragraph B, is hereby

amended to state, “three (3) students, each of whom have a John Jay College cumulative grade point average of at least 3.0 for a minimum of one semester,” and

RESOLVED, the Honors, Prizes, and Awards Committee Membership language in the John Jay College Council Bylaws, Article I, Section 2, Paragraph K, is hereby amended to state, “three (3) students who each has a minimum John Jay College grade point average of 3.0 for a minimum of one semester,” and it is further,

RESOLVED, the Secretary of John Jay College Council is hereby authorized to take necessary actions to implement these resolutions.

Bylaw GPA requirements for Students

Committee on Undergraduate Curriculum and Academic Standards (I.2.b):

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: ~~Provost and Senior Vice President for Academic Affairs, chairperson;~~ Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies; Assistant Dean of Undergraduate Studies; 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, 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; and three (3) students, each of whom have a John Jay College cumulative grade point average of at least 3.0 for a minimum of one semester. The Committee shall elect a vice chairperson from among its faculty members. The ~~Provost and Senior Vice President for Academic Affairs~~ Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

Committee on Honors, Prizes, and Awards (I.2.k):

There shall be a Committee on Honors, Prizes, and Awards. The committee shall consist of the following members: ~~Vice President for Student Development~~ Vice President for Enrollment Management and Student Affairs, chairperson; Assistant Vice President and the Dean of Students; the ~~Director of Student Activities~~ Senior Director for Student Affairs; three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance; and three (3) students who each has a minimum John Jay College grade point average of 3.0 for a minimum of one semester. Student representatives shall not be seniors.

