

COLLEGE COUNCIL

# AGENDA

& ATTACHMENTS

WEDNESDAY, SEPTEMBER 12, 2018

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

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

- I. Adoption of the Agenda
- II. Approval of Members of the College Council Committees (attachment A), **Pg. 3**
- III. Election of the Secretary to the College Council
- IV. Election of the Executive Committee Members
- V. Approval of the Minutes of the May 9, 2018 College Council (attachment B), **Pg. 19**
- VI. College Council Orientation – President Karol Mason, **Pg. 22**
- VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- C1. Proposal to Revise the BA in Global History and Update to Degree Completion Program, **Pg. 33**
- C2. Proposal for a New Minor in Law and History, **Pg. 49**

New Courses

- |     |         |   |
|-----|---------|---|
| C3. | CHS 4XX | Senior Seminar in Human Services and Community Justice, <b>Pg. 53</b> |
| C4. | CSL 2XX | Intimate Relationships (Ind & Soc), <b>Pg. 70</b>                     |
| C5. | HIS 3XX | Topics in Legal History, <b>Pg. 91</b>                                |
| C6. | SEC 2ZZ | Terrorism, Security and Emergency Management, <b>Pg. 103</b>          |
| C7. | SEC 3WW | Intelligence and Counterintelligence, <b>Pg. 117</b>                  |
| C8. | SEC 3VV | Safety and Security in Higher Education Institutions, <b>Pg. 132</b>  |

Course Revisions

- |     |         |                                      |
|-----|---------|--------------------------------------|
| C9. | SOC 309 | Juvenile Delinquency, <b>Pg. 144</b> |
|-----|---------|--------------------------------------|
- VIII. 2017-2018 College Council Committee Activity Report (attachment D), **Pg. 146**

- IX.** 2018-2019 College Council Calendar (attachment E), **Pg. 147**
- X.** New Business
- XI.** Administrative Announcements – President Karol Mason
- XII.** Announcements from the Student Council – Interim President Elza Kochueva
- XIII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIV.** Announcements from the HEO Council – President Brian Cortijo



**College Council  
Membership  
&  
College Council  
Committees  
2018-2019**

## Table of Contents

<b>College Council .....</b>	<b>2</b>
<b>College Council Interim Executive Committee.....</b>	<b>4</b>
<b>Executive Committee of the College Council.....</b>	<b>4</b>
<b>Undergraduate Curriculum and Academic Standards Committee .....</b>	<b>5</b>
<b>Committee on Student Interests.....</b>	<b>6</b>
<b>Faculty-Student Disciplinary Committee.....</b>	<b>6</b>
<b>Committee on Faculty Personnel .....</b>	<b>7</b>
<b>Budget and Planning Committee.....</b>	<b>9-10</b>
Financial Planning Subcommittee .....	10
Strategic Planning Subcommittee .....	10
<b>Committee on Graduate Studies.....</b>	<b>11</b>
<b>Committee on Student Evaluation of the Faculty .....</b>	<b>11</b>
<b>Provost Advisory Council .....</b>	<b>12</b>
<b>Council of Undergraduate Program Coordinators .....</b>	<b>12</b>
<b>Committee on Honors, Prizes and Awards .....</b>	<b>13</b>
<b>College-Wide Grade Appeals Committee .....</b>	<b>14</b>
<b>College-Wide Assessment Committee .....</b>	<b>14</b>
<b>Committee on Faculty Elections .....</b>	<b>15</b>

### 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"> <li>1. President (Chairperson)</li> <li>2. Provost and Vice President for Academic Affairs</li> <li>3. Vice President for Finance and Administration</li> <li>4. Vice President for Enrollment Management and Student Affairs</li> <li>5. Interim Dean of Graduate Studies</li> <li>6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies</li> <li>7. Associate Provost and Dean of Research</li> <li>8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies</li> </ol> | <p>Karol Mason<br/>Yi Li<br/>Steven Titan<br/>Lynette Cook-Francis<br/>Avram Bornstein</p> <p>Dara Byrne<br/>Anthony Carpi<br/>Roblin Meeks</p> |
|---|---|

#### Faculty:

- |   |   |
|---|---|
| <p>a. Full-time faculty elected from each academic department:</p> <ol style="list-style-type: none"> <li>9. Africana Studies</li> <li>10. Anthropology</li> <li>11. Art and Music</li> <li>12. Communication and Theater Arts</li> <li>13. Counseling and Human Services</li> <li>14. Criminal Justice</li> <li>15. Economics</li> <li>16. English</li> <li>17. Health and Physical Education</li> <li>18. History</li> <li>19. Interdisciplinary Studies Department</li> <li>20. Latin America and Latina/o Studies</li> <li>21. Law, Police Science, and Criminal Justice Administration</li> <li>22. Library</li> <li>23. Mathematics</li> <li>24. Modern Languages and Literatures</li> <br/> <li>25. Philosophy</li> <li>26. Political Science</li> <li>27. Psychology</li> <li>28. Public Management</li> <li>29. Security, Fire and Emergency Management</li> <li>30. Sciences</li> <li>31. SEEK</li> <li>32. Sociology</li> </ol> <p>b. At-Large Adjunct representative of the Faculty Senate:</p> <ol style="list-style-type: none"> <li>33. Public Management</li> </ol> | <p>Charlotte Walker-Said<br/>Marta Laura Suska<br/>Thalia Vrachopoulos<br/>Elton Beckett<br/>Mickey Melendez<br/>Frank Pezzella<br/>Joshua Mason<br/>Jonathan Gray<br/>Vincent Maiorino<br/>Andrea Balis<br/>Amy Green<br/>Brian Montes<br/>Yue Ma<br/>Karen Okamoto<br/>Hunter Johnson<br/><b>Fall:</b> Aida Martinez-Gomez<br/><b>Spring:</b> Silvia Dapia<br/>Michael Brownstein<br/>James Cauthen<br/>Rebecca Weiss<br/>Vijay Sampath<br/>Hung Lung -Wei<br/>Guoqi Zhang<br/>Erica King-Toler<br/>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	Maki Haberfeld
38. Mathematics & Computer Science	Sven Dietrich
39. Mathematics & Computer Science	Jose Olivo
40. Philosophy	Jacoby Carter
41. Psychology	Charles Stone
42. Public Management	Warren (Ned) Benton
43. Public Management	Ronald Calvosa
44. Sciences	Marta Concheiro-Guisan
45. Sciences	Lissette Delgado-Cruzata
46. Sciences	Artem Domashevskiy
47. Sciences	Thomas Kubic
48. Sciences	Francis Sheehan
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
Glenn Corbett	<b>VACANT</b>
Sheeba John-Johnson	<b>VACANT</b>
Thurai Kugan	<b>VACANT</b>

Higher Education Officers elected by Higher Education Officers Council:

51. Brian Cortijo (ex officio)
52. Sandrine Dikambi
53. Sylvia Lopez
54. Naomi Nwosu
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. Interim President of the Student Council
57. Vice President of the Student Council
58. Treasurer of the Student Council

Elza Kochueva  
**VACANT**  
 Paula Caceres

- 59. Secretary of the Student Council
- 60. Elected At-Large Representative
- 61. Elected graduate student representative
- 62. Elected graduate student representative
- 63. Elected senior class representative
- 64. Elected senior class representative
- 65. Elected junior class representative
- 66. Elected junior class representative
- 67. Elected sophomore class representative
- 68. Elected sophomore class representative
- 69. Freshman representative designated according to a method duly adopted by the Student Council.

Andrew Bandini  
 Elisa Crespo  
 Elijah Font  
**VACANT**  
 Jasmine Awad  
 Deandra Simon  
 Musarrat Lamia  
 Nick Almodovar  
 Erik Perez  
 Andrew Berezhansky  
**VACANT**

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

1. <b>VACANT</b>	2. <b>VACANT</b>
------------------	------------------

**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)
- Provost and Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Enrollment Management and Student Affairs
- President of the Faculty Senate
- Vice-President of the Faculty Senate
- Two (2) other members of the Faculty Senate
  - 1. Andrea Balis
  - 2. Francis Sheehan
- President of the Higher Education Officers Council
- Vice-President of the Higher Education Officers Council
- Interim President of the Student Council
- Vice-President of the Student Council

Karol Mason  
 Yi Li  
 Steven Titan  
 Lynette Cook-Francis  
 Warren (Ned) Benton  
 Karen Kaplowitz  
  
 Brian Cortijo  
 Jarrett Foster  
 Elza Kochueva  
**VACANT**

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

**Executive Committee of the College Council**

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the



College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- 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. 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. Jarrett Foster
- Three (3) students
  1. Elza Kochueva
  2. Elisa Crespo
  3. **VACANT**

### **Undergraduate Curriculum and Academic Standards Committee**

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Registrar Daniel Matos
- 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
5. Counseling and Human Services
6. Criminal Justice
7. Economics
8. English
9. Health & Physical Education
10. History
11. Interdisciplinary Studies Program (ISP)
12. Library
13. Latin American & Latina/o Studies
14. Law, Police Science & CJA
15. Mathematics & Computer Science
16. Modern languages & Literature
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire & Emergency Management
23. SEEK
24. Sociology

Bettina Murray  
 Nancy Velasquez-Torres  
 Gohar Petrossian  
 Michelle Holder  
 Karen Kaplowitz  
 Jane Katz  
 Andrea Balis  
 Nina Rose Fischer  
 Maria Kiriakova  
 Suzanne Oboler  
 Maria Haberfeld  
 Michael Puls  
 Maria Julia Rossi  
**VACANT**  
 Alex Moffett-Bateau  
 Brett Stoudt  
 Judy-Lynne Peters  
 Angelique Corthals  
 Lucia Velotti  
 Virginia Diaz-Mendoza  
**VACANT**

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. **VACANT**
  2. **VACANT**
  3. **VACANT**

### **Committee on Student Interests**

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Director of Athletics Carol Kashow
- Director, Center for Student Involvement and Leadership Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. **VACANT**
  2. **VACANT**
  3. **VACANT**
  4. **VACANT**
  5. **VACANT**
  6. **VACANT**

### **Faculty-Student Disciplinary Committee**

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Robert McCrie
  2. 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. **VACANT**
  5. **VACANT**
  6. **VACANT**
  
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Jacqueline Aguilar
  2. **VACANT**
  3. **VACANT**
  4. **VACANT**
  5. **VACANT**
  6. **VACANT**

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.

### **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 | Dara Byrne                    |
| • Associate Provost and Dean of Research  | Anthony Carpi                 |
| • Assistant Vice President for Financial and Business Services                    | Mark Flower                   |
| • President of the Faculty Senate   | Warren (Ned) Benton           |
| • Vice President of the Faculty Senate  | Karen Kaplowitz               |
| • Chair of the Faculty Senate Fiscal Affairs Committee                            | Karen Kaplowitz               |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee                       | Charles Stone                 |
| • Chairperson of each academic department   | Jessica Nembhard              |
| 1. Africana Studies   | <b>Fall:</b> Alisse Waterston |
| 2. Anthropology   | Ben Lapidus                   |
| 3. Art and Music  | Seth Baumrin                  |
| 4. Communication and Theater Arts   | Robert Delucia                |
| 5. Counseling and Human Services  | Brian Lawton                  |
| 6. Criminal Justice   | Jay Hamilton                  |
| 7. Economics  | Jay Gates                     |
| 8. English  | Davidson Umeh                 |
| 9. Health and Physical Education  | <b>Fall:</b> Allison Kavey    |
| 10. History   | Katie Gentile                 |
| 11. Interdisciplinary Studies Department  |                               |

- |  |                           |
|--|---------------------------|
| 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   | <b>Fall:</b> Carmen Solis |
| 24. Sociology  | Robert Garot              |
- Chairperson of the Higher Education Officers Council
  - Two (2) higher education officer representative
    1. Catherine Alves
    2. Michael Scaduto
  - Interim President of the Student Council or designee
  - Treasurer of the Student Council or designee
  - One (1) additional student representative
  - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
    1. Anthony Chambers
    2. **VACANT**

Elza Kochueva  
Paula Caceres  
**VACANT**

Elza Kochueva  
Paula Caceres

**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<br>(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          | Karen Kaplowitz     |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee     | Charles Stone       |
| • Chair of the Council of Chairs                                | Angela Crossman     |
| • Vice Chair of the Council of Chairs                           | James Cauthen       |
| • One (1) representative chosen by the Council of Chairs        | Doug Salane         |
| • Chair of the Higher Education Officers Council                | Brian Cortijo       |
| • One (1) student representative                                | <b>VACANT</b>       |

The Assistant Vice President for Financial and Business Services Mark Flower and the Provost's Assistant Dean for Academic Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- |   |       |
|---|-------|
| • 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. Maki Haberfeld
- Chair of the Council of Chairs
- Two (2) representatives chosen by the Council of Chairs
  1. Jay Gates
  2. Bob Till
- Chair of the Higher Education Officers Council
- One (1) student representative
  1. **VACANT**

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, Virginia Moreno shall staff the subcommittee.

### **Committee on Graduate Studies**

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- Vice President for Enrollment Management and Student Affairs
- 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. **VACANT**
  2. **VACANT**

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. **VACANT**
  4. **VACANT**
- Two (2) students
  1. **VACANT**
  2. **VACANT**

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

### **Provost Advisory Council**

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

- |   |                               |
|---|-------------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li                         |
| • Assistant Dean of Academic Operations, 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                       |                               |
| 1. Africana Studies   | Jessica Nembhard              |
| 2. Anthropology   | <b>Fall:</b> 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   | <b>Fall:</b> 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
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

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

Joe Pollini  
 Brian Arbour\*  
 Jennifer Rutledge\*

- 28. Public Administration
- 29. Security Management
- 30. Sociology
- 31. Spanish
- 32. Toxicology

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. **VACANT**
  2. **VACANT**
  3. **VACANT**

### **College-Wide Grade Appeals Committee**

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. 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. **VACANT**
  2. **VACANT**
  3. **VACANT**

### **Special Committee of the College Council**

#### **Committee on Faculty Elections**

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. Maria Kiriakova
2. Ekaterina Korobkova
3. Schevaletta (Chevy) Alford
4. Hyunhee Park
5. **VACANT**

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

## MINUTES OF THE COLLEGE COUNCIL

Wednesday, May 9, 2018

The College Council held its eighth meeting of the 2017-2018 academic year on Wednesday, May 9, 2018. The meeting was called to order at 1:44 p.m. and the following members were present: Schevaletta (Chevy) Alford, Wanda Baldera, Andrea Balis, Andrew Bandini, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Michael Brownstein, Dara Byrne, Paula Caceres, Anthony Carpi, Jim Cauthen, Katarzyna Celinska, Jean-Marie Col, Lynette Cook-Francis, Sven Dietrich, Sandrine Dikambi, Anila Duro\*, Lisa Farrington, Jarrett Foster, Joel Freiser, Robert Garot\*, Jonathan Gray, Jill Grose-Fifer, Vanessa Gutierrez, Maki Haberfeld, Karen Kaplowitz, Erica King-Toler, Maria Kiriakova, Louis Kontos, Thurai Kugan\*, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Aida Martinez-Gomez, Karol Mason, Roblin Meeks, Mickey Melendez, Brian Montes, Joseph Rebello, Stephen Russell, Francis Sheehan, Charles Stone, Dante Tawfeeq, Steven Titan, Lucia Trimbur, Fatime Uruci, Hung-Lung Wei, Rebecca Weiss, Janet Winter, and Guoqi Zhang.

Absent: Catherine Alvarado, Andreina Avalos\*, Jasmine Awad\*, Brian Carvajal, Helen Cedeno, Diana Chacon, Kinya Chandler, Glenn Corbett\*, Katie Gentile, Heath Grant, Sheeba Johnson\*, Asia M. Johnson, Anru Lee, MariaJose Martinez, Steven Pacheco, Frank Pezzella, Lauren Shapiro, and Melinda Yam.

\* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda with the following correction.

- Add the Proposal to Continue Online Student Evaluations under New Business.

The motion was seconded and approved unanimously.

II. Minutes of the April 19, 2018 College Council

A motion was made to adopt the minutes with the following correction.

- A motion was made to adopt a program revision marked “D2. Revisions to the Master of Arts program in Human Rights.” The motion was seconded. A motion was made to table the program revision marked “D2. Revisions to the Master of Arts program in Human Rights” and will be voted on the May 9, 2018 College Council meeting. The motion was seconded and approved unanimously.

The motion was seconded and approved.

III. Proposal from the Committee on Honors, Prizes, and Awards

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

IV. Approval of the 2017-2018 Graduates

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

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D13)

A motion was made to adopt a program marked “D1. Proposal for a Degree Completion Program for the BA in English.” The motion was seconded and approved.

A motion was made to adopt a program marked “D2. Proposal for a Degree Completion Program for the BA in Global History.” The motion was seconded and approved.

A motion was made to adopt a program marked “D3. Proposal for a New Minor in Community Justice.” The motion was seconded and approved.

A motion was made to adopt the program revisions marked D4 – D8 as a slate. The motion was seconded and approved.

A motion was made to adopt the program revisions marked D4 – D8.

D4. Proposal to Revise the BS in Criminal Justice Management/ MPA in Public Administration (Inspection and Oversight & Public Policy and Administration)

D5. Proposal to Revise the BA in Anthropology

D6. Proposal to Revise the BA in Culture and Deviance Studies

D7. Proposal to Revise the Minor in Africana Studies

D8. Proposal to Revise the Minor in Digital Media and Journalism

The motion was seconded and approved.

A motion was made to adopt a new course marked “D9. CSCI 2XX (275) Linux System Administration and Security.” The motion was seconded and approved.

A motion was made to adopt the course revisions marked D10 – D12 as a slate. The motion was seconded and approved.

D10. ANT 325                      Ethnographic Research Methods in Anthropology

D11. PHI 204                      Logic (Sci World)

D12. PHI/ LAW 310              Ethics and Law

The motion was seconded and approved.

A motion was made to adopt the academic standard marked “D13. Bulletin Language for Policy on Change of Major after Earning 45 Credits.” The motion was seconded and approved.

VI. Report from the Committee on Graduate Studies (attachments E1-E6)

A motion was made to adopt the academic standard marked “E1. Revision to Policy on Grading Method for Graduate Students Taking Undergraduate Courses.” The motion was seconded and approved.

A motion was made to adopt the academic standard marked “E2. Revision to Graduate Grade Appeal Policy.” The motion was seconded and approved.

A motion was made to adopt a program revision marked “E3. Revision to the Advanced Certificate in Forensic Accounting program.” The motion was seconded and approved.

A motion was made to adopt a program revision marked “E4. Revisions to the Master of Arts program in Human Rights.” The motion was seconded and approved.

A motion was made to adopt the new course marked “E5. PAD 768 Governing the Just City: Urban Policy & Politics.” The motion was seconded and approved.

A motion was made to adopt item marked “E6. Proposal for Excellence Funding for the Criminal Justice Master of Arts Program and Programs.” The motion was seconded and approved.

VII. Proposal to amend the Bylaws for the Faculty Personnel Committee to designate appeal panel member as members of the FPC when hearing appeals

The motion was made for the Proposal to amend the Bylaws for the Faculty Personnel Committee to designate appeal panel member as members of the FPC when hearing appeals. The motion was seconded and failed.

VIII. New Business

- A motion was made for the Proposal to adopt Institutional Learning Goals. The motion was seconded and failed.
- A motion was made for the Proposal to Continue Online Student Evaluations. The motion was seconded and approved.

IX. Determination of Need of the May 15, 2018 College Council Meeting

After some discussion, the decision was made to cancel the meeting on May 15, 2018.

The meeting was adjourned at 2:53 p.m.

# 2018-19 COLLEGE COUNCIL ORIENTATION



## **ROLE OF COLLEGE COUNCIL**

- Primary governing body of the College
- Establishes policy on all matters except those expressly reserved to others



COLLEGE COUNCIL  
MEMBERS

69 TOTAL MEMBERS

42 Faculty Members (8 alternates)

5 Higher Education Officers (1 alternate)

14 Students (2 alternates)

8 Administration



Who may propose agenda items?

Faculty Senate

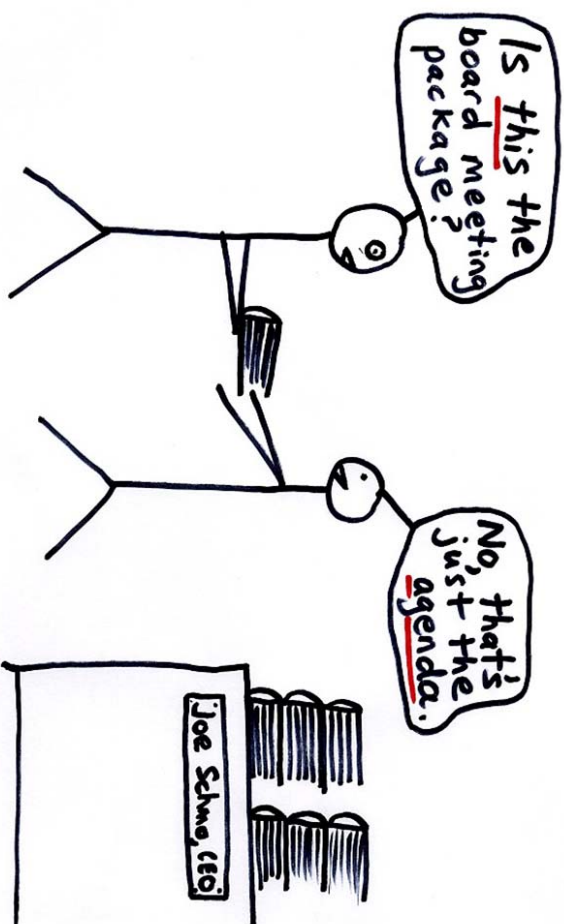
Any Committee of the College Council

Council of Chairs

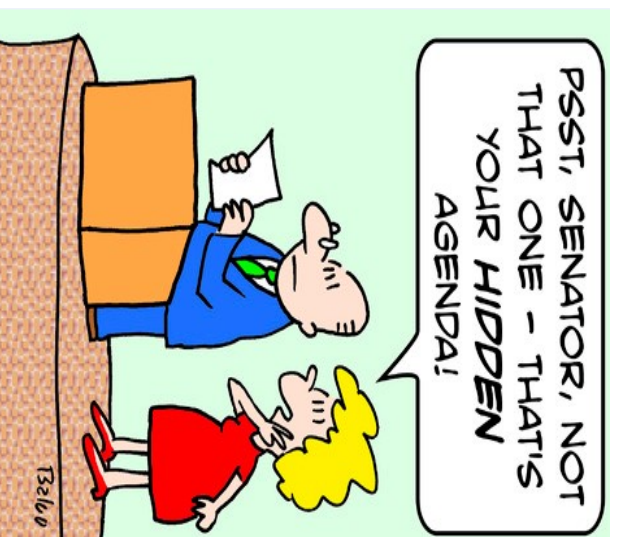
Higher Education Officer Council

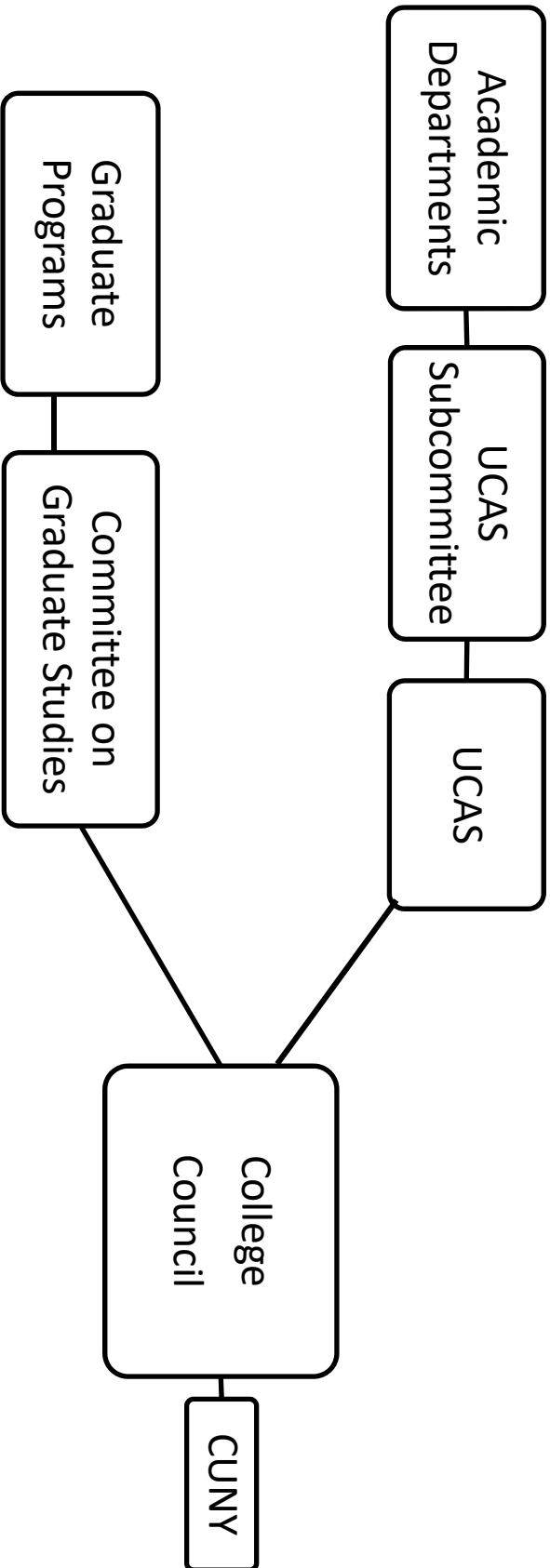
Student Council

Any member of the College Community

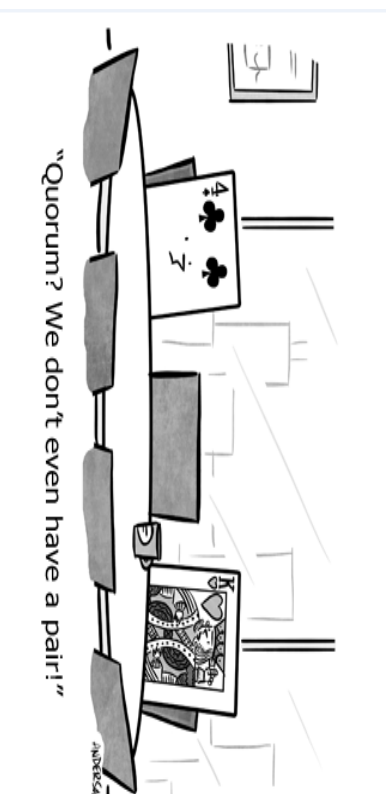


- College Council Agenda is prepared by the Executive Committee:
- President
  - Provost and VP for Academic Affairs
  - VP for Finance and Administration
  - VP for Student Development
  - 7 Faculty members
  - 2 Higher Education Officers
  - 3 Students





## **COLLEGE COUNCIL QUORUM AND VOTING**



A quorum of 35 members is required to convene a meeting and conduct business

An affirmative vote of 35 members is required to take any action on a matter within its authority

## College Council Open Meetings Law Requirements



The public has the right to attend any meeting of the College Council.

- prior public notice of the meeting,
- written minutes,
- a record of the final vote on each matter on which a vote is formally taken.

# COLLEGE COUNCIL

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

## College Council Calendar 2018-2019

<b>Items Due</b>	<b>Executive Committee</b>	<b>College Council Meeting</b>
Monday, August 20, 2018	Wednesday, August 29, 2018	Wednesday, September 12, 2018
Monday, September 17, 2018	Thursday, September 27, 2018	Thursday, October 11, 2018
Friday, October 19, 2018	Wednesday, October 31, 2018	Monday, November 12, 2018
Friday, November 16, 2018	Thursday, November 29, 2018	Tuesday, December 11, 2018
Friday, January 18, 2019	Wednesday, January 30, 2019	Wednesday, February 13, 2019
Friday, February 22, 2019	Thursday, March 7, 2019	Monday, March 18, 2019
Tuesday, March 19, 2019	Thursday, March 28, 2019	Thursday, April 11, 2019
Monday, April 15, 2019	Monday, April 29, 2019	Monday, May 13, 2019

All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

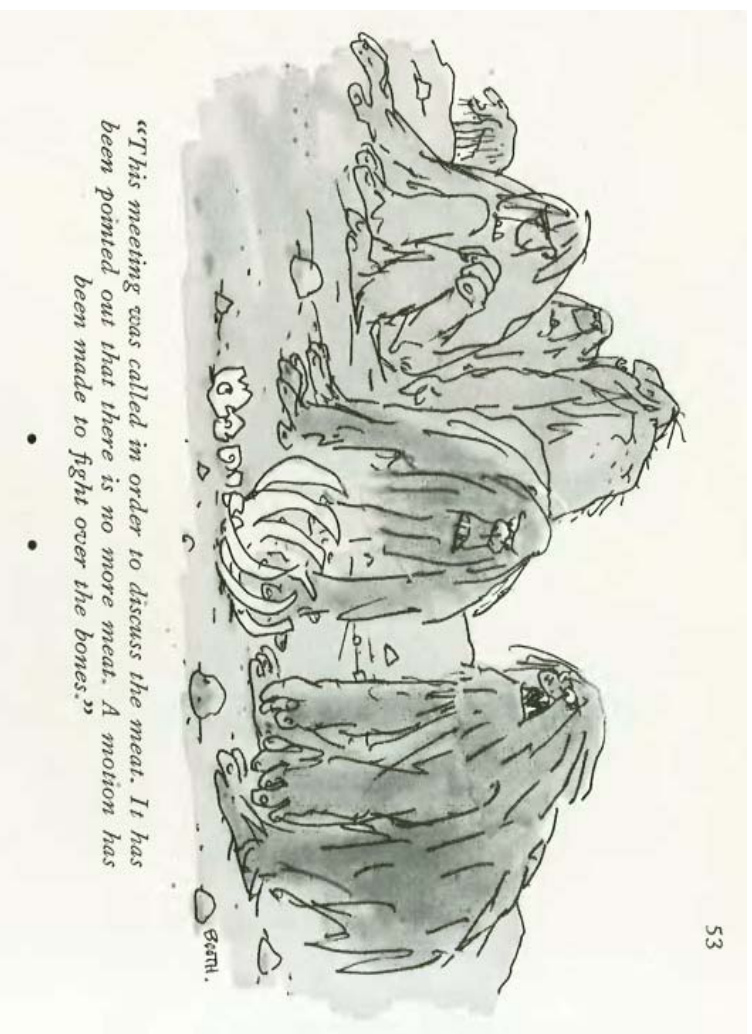
### Additional meetings if needed

<b>Items Due</b>	<b>Executive Committee</b>	<b>College Council Meeting</b>
Thursday, November 29, 2018	Wednesday, December 12, 2018	Thursday, December 13, 2018
Monday, April 29, 2019	Tuesday, May 14, 2019	Wednesday, May 15, 2019



## COLLEGE COUNCIL ROBERTS RULES OF ORDER

A little parliamentary procedure can do wonders when it comes to maintaining order in a meeting.





## CUNY BOARD OF TRUSTEES ROLE

### WHAT HAPPENS AFTER COLLEGE COUNCIL APPROVALS?

All academic curricula must be approved by the CUNY Board of Trustees

Role of CUNY Board of Trustees.

- Committee on Academic Policy Program and Research (CAPPR): reviews all academic program proposals, then reports to the BOT
- Other academic curricular matters, such as revisions in existing degree programs, the introduction of new courses, or revisions in existing courses, must be submitted through the Chancellor's University Report. The Report is a compilation of all routine personnel, fiscal and academic matters of the University and which is Action Item No. 1 on the calendar for each CUNY Board meeting.

*Matthew Perry  
Associate Professor  
Department of History*

*524 W. 59<sup>th</sup> St.  
New York City, NY 10019  
T. 212.237.8814  
F. 212.237.8830  
mperry@jjay.cuny.edu*

TO: Kathy Killoran and UCASC

FROM: Matthew Perry, Interim Chairperson, Department of History

RE: Revisions to the Requirements for the Bachelor of Arts in Global History

DATE: May 10, 2018

---

The History Department is requesting to make two significant revisions to the requirements for the Bachelor of Arts in Global History.

**Revision #1: Revise HIS 150 as a Degree Requirement**

The first revision is to retool HIS 150 (Doing History) as a 200-level course. This new 200-level course will be a prerequisite for HIS 425 (Senior Seminar).

***Rationale***

We added HIS 150 four years ago in an attempt to bolster student success in the program by introducing them to the basic methodological issues at the beginning of their degree progress. By all accounts, it has been a popular and effective course—the problem is that most of the Global History majors are not taking it. Since HIS 150 was designed to be an introductory course, the department decided to allow students entering the major with 60 or more credits to substitute an additional elective in place of HIS 150. Most of our Global History majors transfer into the degree program having already earned 60+ credits, and thus fall into this category. This leads to several administrative issues that often complicate students' progress through the degree requirements.

The new 200-level course will be designed to be taken concurrently with HIS 240 or HIS 300, but prior to HIS 425. This will ensure that more of our majors enroll in this important, skills-based course.

**Revision #2: Eliminate Chronological Tracks and Implement New Breadth Requirement**

The second revision is to eliminate the chronological tracks and replace them with a new breadth requirement. Currently, students must declare a “Chronological Track” (Ancient, Medieval, or Modern); at least four of their six degree electives must be from their period of specialization.

The new breadth structure will require students to meet the following conditions when selecting their degree electives:

- At least two at 300-level
- At least two from category: United States
- At least two from category: Non-United States
- At least two from category: Premodern

### ***Rationale***

Eliminating the chronological tracks will simplify the structure of the Global History major, which will give the department more flexibility when scheduling classes and make it easier for students, departmental advisors, and non-departmental administrators (Registrar, Veteran Certifying Officials, and Financial Aid) to track majors' progress through the degree requirements.

1. With the elimination of chronological tracks, the department will no longer need to ensure that a requisite number of Track A, Track B, and Track C electives are being offered each semester. This does not necessarily mean that less electives will be offered, but rather that the department will have more flexibility in determining which specific electives will be offered each semester. This scheduling flexibility will make it easier for the History department to implement possible new programs, such as a Law and History minor currently in development.
2. The new breadth requirements will ensure that those majors interested in pursuing careers as secondary school social studies teachers will have taken two US and two non-US history courses, which is a necessary prerequisite for certification.
3. Under the new model, interested students may still choose to take all of their degree electives from a single chronological period. Furthermore, the proposed model will make it easier for interested students to focus on a particular theme or geographical era across eras.

## NEW DEGREE REQUIREMENTS (requested by the Department of History)

### Global History (Bachelor of Arts)

The Global History major is derived from the discipline of global history, which emphasizes interactions and collisions between and among cultures. This program provides undergraduates with the knowledge and research skills to better understand the world, to think critically about the past, present, and future problems facing different peoples and communities. After completing the required three-part survey in global history, Global History majors choose the degree electives on the topics or regions that most interest them. The required skills courses introduce students to the main schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminar.

**Honors Option:** To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students should apply for admission to the honors track with the major coordinator as upper juniors (having accumulated at least 75 to 90 credits).

### Learning Outcomes (Revised)

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Identify different theories and methods used in the historical profession.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

Credits required. 39

#### Part One. Survey of Global History (Credits: 9)

##### **Required**

HIS 203 The Ancient World  
HIS 204 The Medieval World  
HIS 205 The Modern World

#### Part Two. Research and Methodology (Credits: 9)

##### **Required**

HIS 240 Historiography  
HIS 2xx Doing History (moved from old Part I, is HIS 150)  
HIS 300 Research Methods in History

**Part Three. Electives (Credits: 15-18)**

Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Students must meet the following requirements when selecting degree electives:

- At least two at 300-level
- At least two from category: United States
- At least two from category: Non-United States
- At least two from category: Premodern

A maximum of two 100-level courses may be applied to the six electives.

**US**

HIS 100 Criminal Justice and Popular Culture  
 HIS 106 Historical Perspectives on Justice and Inequality  
 HIS 127 Microhistories: A Lens into the Past  
 HIS 131 Topics in the History of Science, Technology, and Medicine  
 HIS 144 Reacting to the Past  
 HIS 201 American Civilization - From Colonial Times Through the Civil War  
 HIS 202 American Civilization – From 1865 to the Present  
 HIS 206/MUS 206 Orchestral Music and the World Wars  
 HIS 208 Exploring Global History  
 HIS 214 Immigration and Ethnicity in the United States  
 HIS 217 History of NYC  
 HIS 219 Violence and Social Change in America  
 HIS 224 A History of Crime in New York City  
 HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America  
 HIS 277 American Legal History  
 HIS 3xx Topics in US History  
 HIS 320 Topics in the History of Crime and Punishment in the U.S.  
 HIS 323 History of Lynching and Collective Violence  
 HIS 340 Modern Military History from Eighteenth Century to the Present  
 HIS 352 History and Justice in the Wider World  
 HIS 381 The Social History of Catholicism in the Modern World  
 HIS 383 History of Terrorism  
 MUS 310 Comparative History of African American Musics

**Non-US**

AFR 150 Origins of Contemporary Africa  
 ART 222 Body Politics and Art in Global & Historical Perspectives  
 HIS 106 Historical Perspectives on Justice and Inequality  
 HIS 127 Microhistories: A Lens into the Past  
 HIS 131 Topics in the History of Science, Technology, and Medicine  
 HIS 144 Reacting to the Past  
 HIS 206/MUS 206 Orchestral Music and the World Wars  
 HIS 208 Exploring Global History  
 HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America

HIS 252 Warfare in the Ancient Near East and Egypt  
HIS 254 History of Ancient Greece and Rome  
HIS 256 The History of Muslim Societies and Communities  
HIS 260/LLS 260 History of Contemporary Cuba  
HIS 264 China to 1650  
HIS 265/LLS 265 Class, Race and Family in Latin American History  
HIS 269 History of World Slavery (to 1650 CE)  
HIS 270 Marriage in Medieval Europe  
HIS 274 China: 1650 – Present  
HIS 281 Imperialism in Africa, South Asia, and the Middle East  
HIS 323 History of Lynching and Collective Violence  
HIS 325 Criminal Justice in European Society, 1750 to the Present  
HIS 340 Modern Military History from Eighteenth Century to the Present  
HIS 352 History and Justice in the Wider World  
HIS 354 Law and Society in Ancient Athens and Rome  
HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies  
HIS 359 History of Islamic Law  
HIS 362 History of Science and Medicine: Prehistory to 1650  
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650  
HIS 366 Religions of the Ancient World  
HIS 368 Law and Society in the Ancient Near East  
HIS 370 Ancient Egypt  
HIS 374 Premodern Punishment  
HIS 375 Female Felons in the Premodern World  
HIS 381 The Social History of Catholicism in the Modern World  
HIS 383 History of Terrorism  
LLS 130 Introduction to Latin American History  
MUS 310 Comparative History of African American Musics

### **Premodern**

AFR 150 Origins of Contemporary Africa  
HIS 106 Historical Perspectives on Justice and Inequality  
HIS 127 Microhistories: A Lens into the Past  
HIS 131 Topics in the History of Science, Technology, and Medicine  
HIS 144 Reacting to the Past  
HIS 201 American Civilization - From Colonial Times Through the Civil War  
HIS 208 Exploring Global History  
HIS 252 Warfare in the Ancient Near East and Egypt  
HIS 254 History of Ancient Greece and Rome  
HIS 256 The History of Muslim Societies and Communities  
HIS 264 China to 1650  
HIS 269 History of World Slavery (to 1650 CE)  
HIS 270 Marriage in Medieval Europe  
HIS 323 History of Lynching and Collective Violence  
HIS 354 Law and Society in Ancient Athens and Rome  
HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies

HIS 359 History of Islamic Law  
HIS 362 History of Science and Medicine: Prehistory to 1650  
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650  
HIS 366 Religions of the Ancient World  
HIS 368 Law and Society in the Ancient Near East  
HIS 370 Ancient Egypt  
HIS 374 Premodern Punishment  
HIS 375 Female Felons in the Premodern World  
LLS 130 Introduction to Latin American History

Part Four. Capstone Seminar (Credits: 3-6)

All Global History majors will complete a capstone seminar in their senior year in which they will complete a research paper and present their work at a departmental colloquium.

**Required**

HIS 425 Senior Seminar in History

**Note:** Students on the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

Credits Required For the Major: 39

## GLOBAL HISTORY (BA)

The Global History major is derived from the field of global history, which emphasizes interactions and collisions between and among cultures. The major offers undergraduates the chance to become specialists in their chosen period of the history of the world, either prehistory–500 CE, 500–1650, or 1650–the present. After completing the required three–part survey in global history, students choose the period that most interests them and pursue electives and research topics from it. Electives cover a wide range of topics, but all of them embrace the principles of global history rather than producing students with a narrow and specialized geographic focus. The required skills courses introduce students to the major schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminars.

**Credits required.** 39      Four Year Academic Plan

**Honors option.** To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

**Additional information.** Students who enrolled for the first time at the College in September 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version can be obtained in the Undergraduate Bulletin 2013-14.

### ~~PART ONE. INTRODUCTORY~~ ~~Subtotal: 3 credits~~

**Required**

HIS 150 Doing History

### ~~PART ONE TWO. SURVEY OF GLOBAL HISTORY~~ ~~Subtotal: 9 credits~~

**Required**

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

### ~~PART TWO THREE. RESEARCH AND METHODOLOGY~~ ~~Subtotal: 2 6 credits~~

**Required**

HIS 240 Historiography

**HIS 2XX (was HIS 150, moved from old Part I)**

HIS 300 Research Methods in History

### ~~PART THREE FOUR. ELECTIVES CHRONOLOGICAL TRACKS~~ ~~Subtotal: 15-18 credits~~



Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Students must meet the following requirements when selecting degree electives:

- At least two at 300-level
- At least two from category: United States
- At least two from category: Non-United States
- At least two from category: Premodern

A maximum of two 100-level courses may be applied to the six electives.

### **US**

HIS 100 Criminal Justice and Popular Culture

HIS 106 Historical Perspectives on Justice and Inequality

HIS 127 Microhistories: A Lens into the Past

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 144 Reacting to the Past

HIS 201 American Civilization - From Colonial Times Through the Civil War

HIS 202 American Civilization – From 1865 to the Present

HIS 206/MUS 206 Orchestral Music and the World Wars

HIS 208 Exploring Global History

HIS 214 Immigration and Ethnicity in the United States

HIS 217 History of NYC

HIS 219 Violence and Social Change in America

HIS 224 A History of Crime in New York City

HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America

HIS 277 American Legal History

HIS 3xx Topics in US History

HIS 320 Topics in the History of Crime and Punishment in the U.S.

HIS 323 History of Lynching and Collective Violence

HIS 340 Modern Military History from Eighteenth Century to the Present

HIS 352 History and Justice in the Wider World

HIS 381 The Social History of Catholicism in the Modern World

HIS 383 History of Terrorism

MUS 310 Comparative History of African American Musics

### **Non-US**

AFR 150 Origins of Contemporary Africa

ART 222 Body Politics and Art in Global & Historical Perspectives

HIS 106 Historical Perspectives on Justice and Inequality

HIS 127 Microhistories: A Lens into the Past

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 144 Reacting to the Past

HIS 206/MUS 206 Orchestral Music and the World Wars

HIS 208 Exploring Global History

HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America  
HIS 252 Warfare in the Ancient Near East and Egypt  
HIS 254 History of Ancient Greece and Rome  
HIS 256 The History of Muslim Societies and Communities  
HIS 260/LLS 260 History of Contemporary Cuba  
HIS 264 China to 1650  
HIS 265/LLS 265 Class, Race and Family in Latin American History  
HIS 269 History of World Slavery (to 1650 CE)  
HIS 270 Marriage in Medieval Europe  
HIS 274 China: 1650 – Present  
HIS 281 Imperialism in Africa, South Asia, and the Middle East  
HIS 323 History of Lynching and Collective Violence  
HIS 325 Criminal Justice in European Society, 1750 to the Present  
HIS 340 Modern Military History from Eighteenth Century to the Present  
HIS 352 History and Justice in the Wider World  
HIS 354 Law and Society in Ancient Athens and Rome  
HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies  
HIS 359 History of Islamic Law  
HIS 362 History of Science and Medicine: Prehistory to 1650  
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650  
HIS 366 Religions of the Ancient World  
HIS 368 Law and Society in the Ancient Near East  
HIS 370 Ancient Egypt  
HIS 374 Premodern Punishment  
HIS 375 Female Felons in the Premodern World  
HIS 381 The Social History of Catholicism in the Modern World  
HIS 383 History of Terrorism  
LLS 130 Introduction to Latin American History  
MUS 310 Comparative History of African American Musics

### **Premodern**

AFR 150 Origins of Contemporary Africa  
HIS 106 Historical Perspectives on Justice and Inequality  
HIS 127 Microhistories: A Lens into the Past  
HIS 131 Topics in the History of Science, Technology, and Medicine  
HIS 144 Reacting to the Past  
HIS 201 American Civilization - From Colonial Times Through the Civil War  
HIS 208 Exploring Global History  
HIS 252 Warfare in the Ancient Near East and Egypt  
HIS 254 History of Ancient Greece and Rome  
HIS 256 The History of Muslim Societies and Communities  
HIS 264 China to 1650  
HIS 269 History of World Slavery (to 1650 CE)  
HIS 270 Marriage in Medieval Europe  
HIS 323 History of Lynching and Collective Violence  
HIS 354 Law and Society in Ancient Athens and Rome

HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies

HIS 359 History of Islamic Law

HIS 362 History of Science and Medicine: Prehistory to 1650

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650

HIS 366 Religions of the Ancient World

HIS 368 Law and Society in the Ancient Near East

HIS 370 Ancient Egypt

HIS 374 Premodern Punishment

HIS 375 Female Felons in the Premodern World

LLS 130 Introduction to Latin American History

Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Two of the elective courses for all students must be at the 300 level or above. Students will choose one of three chronological tracks: Prehistory to 500 CE; 500–1650; or 1650 to the Present. At least four elective courses (12 credits) must be taken from the declared chronological track. A maximum of one course from Category D (General Electives) may be applied to the elective requirement.

**Category A. Prehistory to 500 CE**

~~ART 222 Body Politics and Art in Global & Historical Perspectives~~

~~HIS 252 Warfare in the Ancient Near East and Egypt~~

~~HIS 254 History of Ancient Greece and Rome~~

~~HIS 264 China to 1650~~

~~HIS 269 History of World Slavery (to 1650 CE)~~

~~HIS 270 Marriage in Medieval Europe~~

~~HIS 282 Selected Topics in History~~

~~HIS 323 History of Lynching and Collective Violence~~

~~HIS 354 Law and Society in Ancient Athens and Rome~~

~~HIS 362 History of Science and Medicine: Prehistory to 1650~~

~~HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650~~

~~HIS 366 Religions of the Ancient World~~

~~HIS 368 Law and Society in the Ancient Near East~~

~~HIS 370 Ancient Egypt~~

~~HIS 374 Premodern Punishment~~

~~HIS 375 Female Felons in the Premodern World~~

*Note: HIS 282: When topic is appropriate.*

**Category B. 500–1650**

~~ART 222 Body Politics~~

~~HIS 201 American Civilization From Colonial Times Through the Civil War~~

~~HIS 208 Exploring Global History~~

~~HIS 217 History of NYC~~

~~HIS 224 A History of Crime in New York City~~

~~HIS 256 The History of Muslim Societies and Communities~~

~~HIS 264 China to 1650~~

[HIS 269](#) History of World Slavery (to 1650 CE)  
[HIS 270](#) Marriage in Medieval Europe  
[HIS 282](#) Selected Topics in History  
[HIS 323](#) History of Lynching and Collective Violence  
[HIS 356/GEN 356](#) Sexuality, Gender and Culture in Muslim Societies  
[HIS 359](#) History of Islamic Law  
[HIS 362](#) History of Science and Medicine: Prehistory to 1650  
[HIS 364/GEN364](#) History of Gender and Sexuality: Prehistory to 1650  
[HIS 374](#) Premodern Punishment  
[HIS 375](#) Female Felons in the Premodern World  
[HIS 381](#) The Social History of Catholicism in the Modern World  
[HIS 383](#) History of Terrorism  
[HIS 3XX](#) African Diaspora History II: Since 1808  
[MUS 310](#) Comparative History of African American Musics

*Note: [HIS 208](#): If topic meets appropriate time period.  
[HIS 282](#): When topic is appropriate.*

### **Category C. 1650 to the Present**

[ART 222](#) Body Politics  
[HIS 201](#) American Civilization—From Colonialism Through the Civil War  
[HIS 202](#) American Civilization—From 1865 to the Present  
[HIS 206/MUS 206](#) Orchestral Music and the World Wars  
[HIS 208](#) Exploring Global History  
[HIS 217](#) History of NYC  
[HIS 219](#) Violence and Social Change in America  
[HIS 224](#) A History of Crime in New York City  
[HIS 225](#) American Problems of Peace, War, and Imperialism, 1840 to the Present  
[HIS 242/LLS 242/POL 242](#) U.S. Foreign Policy in Latin America  
[HIS 256](#) The History of Muslim Societies and Communities  
[HIS 260/LLS 260](#) History of Contemporary Cuba  
[HIS 265/LLS 265](#) Class, Race and Family in Latin American History  
[HIS 274](#) China: 1650—Present  
[HIS 277](#) American Legal History  
[HIS 281](#) Imperialism in Africa, South Asia, and the Middle East  
[HIS 282](#) Selected Topics in History  
[HIS 320](#) Topics in the History of Crime and Punishment in the U.S.  
[HIS 323](#) History of Lynching and Collective Violence  
[HIS 325](#) Criminal Justice in European Society, 1750 to the Present  
[HIS 340](#) Modern Military History from Eighteenth Century to the Present  
[HIS 356/GEN 356](#) Sexuality, Gender and Culture in Muslim Societies  
[HIS 359](#) History of Islamic Law  
[HIS 381](#) Social History of Catholicism in the Modern World  
[HIS 383](#) History of Terrorism  
[HIS 3XX](#) African Diaspora History I: To 1808

~~HIS 3XX African Diaspora History II: Since 1808~~  
~~MUS 310 Comparative History of African American Musics~~

*Note: ~~HIS 208: If topic meets appropriate time period.~~*  
~~*HIS 282: When topic is appropriate.*~~

### **Category D. General Electives**

One course from Category D may be applied to Part Four Electives

~~HIS 100 Criminal Justice and Popular Culture-~~  
~~HIS 106 Historical Perspectives on Justice and Inequality~~  
~~HIS 127 Microhistories: A Lens Into the Past~~  
~~HIS 131 Topics in the History of Science, Technology, and Medicine~~  
~~HIS 144 Reacting to the Past~~  
~~HIS 208 Exploring Global History~~  
~~HIS 352 History and Justice in the Wider World~~

### **PART FOUR FIVE. CAPSTONE SEMINAR**

**Subtotal: 3-6 credits**

All Global History majors will complete a capstone seminar in their fourth year, which unites students from all three chronological tracks in the study of a particular theme, complete a research paper, and present their work at a departmental colloquium.

#### **Required**

~~HIS 425 Senior Seminar in History~~  
~~HIS 489 Independent Study 400-level~~

*~~HIS 489: For Honors Track students only - required~~*

*Note: ~~Students in the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.~~*

**Total Credit Hours: 39**

Degree Completion program bulletin page, updated for revisions to major

# Global History, Bachelor of Arts: Degree Completion Program

The Global History Bachelor of Arts Degree Program allows students who have completed an associate's degree in History at an accredited college to enter the Global History degree program at John Jay at the Junior level. In order to be admitted to the program, students must have completed an Associate's degree (AA) in History (defined as a program in which 4 or more History courses are completed).

The Global History major is derived from the discipline of global history, which emphasizes interactions and collisions between and among cultures. This program provides undergraduates with the knowledge and research skills to better understand the world, to think critically about the past, present, and future problems facing different peoples and communities. After completing the required three-part survey in global history, Global History majors choose the degree electives on the topics or regions that most interest them. The required skills courses introduce students to the main schools of historical thought, varied techniques and approaches to doing historical research, and provide them with the opportunity to do original research in their capstone seminar.

## Learning Outcomes

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Identify different theories and methods used in the historical profession.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

## Credits Required.

Global History Major	24-27 (at John Jay)	12-15 (from Associate's Degree)
General Education	6 (at John Jay)	30 (from Associate's Degree)
Electives	27-30 (at John Jay)	15-18 (from Associate's Degree)

## Total Credits Required for B.A. Degree

**120**

Note: Students must take at least 20 credits in the major in residency at John Jay in order to receive a John Jay BA degree.

**Coordinator.** Professor Michael Pfeifer, Department of History (212.237.8856, [mpfeifer@jjay.cuny.edu](mailto:mpfeifer@jjay.cuny.edu))

**Advisor.** Professors James DeLorenzi (646.557.4653, [idelorenzi@jjay.cuny.edu](mailto:idelorenzi@jjay.cuny.edu)), and Anissa Helie (646.557.4646, [ahelie@jjay.cuny.edu](mailto:ahelie@jjay.cuny.edu)), Department of History

**Advising information.** [Global History Major Advising Resources](#). [Sample Four-year Plan of Study](#). [Major Checklist](#). [Handbook for Global History Majors](#).

**Honors option.** To receive Honors in Global History, a student must complete an extended senior thesis over the course of their senior year (two semesters) while achieving a 3.5 grade point average in their major courses. Eligible students may enroll in the honors track as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the major coordinator.

**Additional information.** Students who enrolled for the first time at the College in September 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version can be obtained in the [Undergraduate Bulletin 2013-14](#).

### Part One. Research and Methodology (Credits: 3-6)

#### **Required**

HIS 240 Historiography

(note: this course may be completed in some associate's programs. Check your degree audit or see and advisor.)

HIS 300 Research Methods in History

### Part Two. Electives (Credits: 15-18)

Students will complete six elective courses (18 credits). History majors who are in the Honors track will complete five elective courses (15 credits). Students must meet the following requirements when selecting degree electives:

- At least two at 300-level
- At least two from category: United States
- At least two from category: Non-United States
- At least two from category: Premodern

A maximum of two 100-level courses may be applied to the six electives.

#### US

HIS 100 Criminal Justice and Popular Culture

HIS 106 Historical Perspectives on Justice and Inequality

HIS 127 Microhistories: A Lens into the Past

HIS 131 Topics in the History of Science, Technology, and Medicine

HIS 144 Reacting to the Past

HIS 201 American Civilization - From Colonial Times Through the Civil War

HIS 202 American Civilization – From 1865 to the Present

HIS 206/MUS 206 Orchestral Music and the World Wars

HIS 208 Exploring Global History  
HIS 214 Immigration and Ethnicity in the United States  
HIS 217 History of NYC  
HIS 219 Violence and Social Change in America  
HIS 224 A History of Crime in New York City  
HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America  
HIS 277 American Legal History  
HIS 3xx Topics in US History  
HIS 320 Topics in the History of Crime and Punishment in the U.S.  
HIS 323 History of Lynching and Collective Violence  
HIS 340 Modern Military History from Eighteenth Century to the Present  
HIS 352 History and Justice in the Wider World  
HIS 381 The Social History of Catholicism in the Modern World  
HIS 383 History of Terrorism  
MUS 310 Comparative History of African American Musics

### **Non-US**

AFR 150 Origins of Contemporary Africa  
ART 222 Body Politics and Art in Global & Historical Perspectives  
HIS 106 Historical Perspectives on Justice and Inequality  
HIS 127 Microhistories: A Lens into the Past  
HIS 131 Topics in the History of Science, Technology, and Medicine  
HIS 144 Reacting to the Past  
HIS 206/MUS 206 Orchestral Music and the World Wars  
HIS 208 Exploring Global History  
HIS 242/LLS 242/POL 242 U.S. Foreign Policy in Latin America  
HIS 252 Warfare in the Ancient Near East and Egypt  
HIS 254 History of Ancient Greece and Rome  
HIS 256 The History of Muslim Societies and Communities  
HIS 260/LLS 260 History of Contemporary Cuba  
HIS 264 China to 1650  
HIS 265/LLS 265 Class, Race and Family in Latin American History  
HIS 269 History of World Slavery (to 1650 CE)  
HIS 270 Marriage in Medieval Europe  
HIS 274 China: 1650 – Present  
HIS 281 Imperialism in Africa, South Asia, and the Middle East  
HIS 323 History of Lynching and Collective Violence  
HIS 325 Criminal Justice in European Society, 1750 to the Present  
HIS 340 Modern Military History from Eighteenth Century to the Present  
HIS 352 History and Justice in the Wider World  
HIS 354 Law and Society in Ancient Athens and Rome  
HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies  
HIS 359 History of Islamic Law  
HIS 362 History of Science and Medicine: Prehistory to 1650  
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650  
HIS 366 Religions of the Ancient World



HIS 368 Law and Society in the Ancient Near East  
 HIS 370 Ancient Egypt  
 HIS 374 Premodern Punishment  
 HIS 375 Female Felons in the Premodern World  
 HIS 381 The Social History of Catholicism in the Modern World  
 HIS 383 History of Terrorism  
 LLS 130 Introduction to Latin American History  
 MUS 310 Comparative History of African American Musics

**Premodern**

AFR 150 Origins of Contemporary Africa  
 HIS 106 Historical Perspectives on Justice and Inequality  
 HIS 127 Microhistories: A Lens into the Past  
 HIS 131 Topics in the History of Science, Technology, and Medicine  
 HIS 144 Reacting to the Past  
 HIS 201 American Civilization - From Colonial Times Through the Civil War  
 HIS 208 Exploring Global History  
 HIS 252 Warfare in the Ancient Near East and Egypt  
 HIS 254 History of Ancient Greece and Rome  
 HIS 256 The History of Muslim Societies and Communities  
 HIS 264 China to 1650  
 HIS 269 History of World Slavery (to 1650 CE)  
 HIS 270 Marriage in Medieval Europe  
 HIS 323 History of Lynching and Collective Violence  
 HIS 354 Law and Society in Ancient Athens and Rome  
 HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies  
 HIS 359 History of Islamic Law  
 HIS 362 History of Science and Medicine: Prehistory to 1650  
 HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650  
 HIS 366 Religions of the Ancient World  
 HIS 368 Law and Society in the Ancient Near East  
 HIS 370 Ancient Egypt  
 HIS 374 Premodern Punishment  
 HIS 375 Female Felons in the Premodern World  
 LLS 130 Introduction to Latin American History

**Part Three. Capstone Seminar (Credits: 3-6)**

All Global History majors will complete a capstone seminar in their senior year in which they will complete a research paper and present their work at a departmental colloquium.

**Required**

HIS 425 Senior Seminar in History

**Note:** Students on the Honors track will enroll in an Independent Study (HIS 489) with a faculty mentor in the first semester of their senior year, and then in HIS 425 the following semester.

Total Credits: 21-24 taken at John Jay (39 total)

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: History**
2. **Name of minor: Law and History**
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):

Students in this minor will explore legal history, a vital and exciting field that historicizes the study of law while using legal sources to enrich our understanding of the past. The minor acquaints students with key arguments and concepts in the field as well as major personalities, institutions, and debates in the legal histories of the United States, Africa, Europe, Latin America, and the Middle East. It also introduces students to international topics such as slavery, genocide, human rights, and legal pluralism, and to international institutions like the United Nations War Crimes Commission (UNWCC) and International Criminal Court (ICC) in a historical context.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the minor?):
  - Identify and explain basic theories, concepts, principles, and norms in legal history from the premodern world up to the present.
  - Explain the contribution of the discipline of history to the study of law, and of the analysis of legal sources to the understanding of history.
  - Identify, contextualize, and evaluate the usefulness of different forms of primary source evidence relevant to legal history.
  - Effectively read scholarly texts by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
  - Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent written defense of this thesis.

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?):

The minor in Law and History expands the department's commitment to responding to expressed student interests and to furthering the connection to the college's justice oriented mission. The minor also capitalizes on one of the research strengths of the History Department faculty. It uses historical methods to scrutinize the origins and development of law in different regional and transregional settings, thereby complementing the approach of other majors and minors that take a contemporary approach to similar topics.

The minor provides students with writing, critical thinking, and research skills that will be valuable in any post-baccalaureate endeavor. It will be of particular use to students interested in one of two career paths. First, the rigorous, writing-intensive foundation is widely recognized as traditional preparation for the legal profession, most notably by the American Bar Association. Second, the minor provides students with the communication skills and specific combination of U.S. and non-U.S. history coursework that is required by the current state guidelines for social studies education at the secondary level.

The department has a strong track record of mentoring students into both of these professional tracks, and has partnered with the John Jay Pre-Law Institute, CUNY Law School, and various CUNY graduate schools of education to support this mentoring work. The department organizes workshops and internships to support both of these career paths.

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.*

**Core Courses (6 credits)**

HIS 277 American Legal History  
***HIS 3XX Topics in Legal History (New Course)***

**Elective Courses (12 credits)**

HIS 224 History of Crime in New York City  
 HIS 323 History of Lynching and Collective Violence  
 HIS 325 Criminal Justice in European Society since 1750  
 HIS 352 History and Justice in the Wider World

*This is a topics course that includes the following sections:  
 Colonial Justice in Africa, South Asia, and Middle East;  
 Genocide in Latin America and Caribbean; and History of  
 Human Rights*

HIS 354	Law and Society in Ancient Athens and Rome
HIS 359	History of Islamic Law
HIS 368	Law and Society in the Ancient Near East
HIS 374	Premodern Punishment
HIS 375	Female Felons in the Premodern World

**8. Administration of the minor:**

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

Sara McDougall  
smcdougall@jjay.cuny.edu  
212.237.8817

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

n/a

**9. Statement on expected enrollment and resources required:**

Given both student interest in legal history and the number of students applying for admission to law school, we anticipate a total enrollment of 50-100 students in minor.

No new resources will be required for this minor.

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

We met with Marta Bladok. The library has excellent resources for studies in legal history, including a variety of books, journals, and source databases.

These include:

History databases (<https://www.lib.jjay.cuny.edu/databases/history>). Crime, Punishment and Popular Culture, 1790-1920, History of Capital Punishment Database, Issues & Controversies in American History, Slavery and Anti-Slavery, Slavery in America and the World: History, Culture & Law, Very Short Introductions, World Scholar: Latin America and the Caribbean Archive. Law databases (<https://www.lib.jjay.cuny.edu/databases/law>), including CQ Press Electronic Library, Hein Online.

Several History faculty have also been using our own Criminal Trial Transcripts Collection, Lloyd Sealy Library to teach aspects of legal history.

The Library has also created a Guide to Human Rights that links to reference and primary sources, as well as other digital archives.

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

None

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

Current campus facilities are adequate. No new resources will be required.

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

We consulted extensively with Professor Monica Varsanyi of the Political Science department, who is the coordinator for the Law and Society major. She was enthusiastic about the new minor and believed that it would complement their program meritoriously.

We also shared our proposal with the Law, Police Science, and Criminal Justice Administration Department; no objections were raised in our initial exchanges, before we voted as a department to propose the minor. Since then, LPS raised concerns that we need to clarify that the minor is historical, a product of the discipline of history, which we have endeavored to do with this revised proposal.

**13. Name(s) of the Chairperson(s):** Matthew Perry

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** December 7, 2017

**Chair of department(s) proposing this minor:**

Matthew Perry, 2/14/18

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

## New Course Proposal Form

Date Submitted 4-18-18

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

1. a. **Department(s) or program(s)** proposing this course SEEK, Africana Studies and Counseling and Human Services Departments

b. **Name** and contact information of proposer(s) Nancy Velazquez-Torres, and Jessica Gordon-Nembhard

Email address(es) ntorres@jjay.cuny.edu; jnembhard@jjay.cuny.edu  
Phone number(s) (212) 237-8135; 646-557-4658

2. a. **Title of the course: Senior Seminar in Human Services & Community Justice**

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Seminar in Hum Serv & Com Just

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:

This is the required capstone for the Human Services and Community Justice Major. In this senior seminar, students will integrate skills and synthesize knowledge gained over time in previous courses and field experiences. Before taking this course, students should have completed the required 300 level courses and at least 80% of the required field experience hours. They will critically and analytically interpret, evaluate and assess data while completing their culminating project, a program evaluation plan, and cumulative professional portfolio. The portfolio provides a framework for reflection, self-assessment and professional development. The evaluation plan requires utilizing all they have learned as well as conduct new research to analyze strengths and weaknesses of a human services or community program, and propose solutions.

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

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 Senior Seminar in Human Services and Community Justice Major is designed for students to demonstrate they have the intellectual and practical skills in their field of study for transition from college. This capstone is designed to be an integrative experience which allows students to develop a culminating project while reflecting on and utilizing the knowledge and skills acquired throughout their coursework. This course requires students to design an in-depth evaluation plan to utilize all they have learned and apply new research to assess the effectiveness of a program and make recommendations for improvements.

Completing elements of a professional portfolio will be included as part of this course's goal to develop them as program evaluators. Many human services programs require students to develop portfolios that demonstrate the competencies established by the National Organization for Human Services. This seminar meets the Self-Development standard established by the Council for Standards in Human Service Education (CSHSE).

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.)

In this senior seminar, students will integrate and synthesize the skills, knowledge, professional standards and values acquired through the Human Services and Community Justice Major, and apply what they have learned to current human systems challenges. Students will design an evaluation plan of a community-level human services or community justice program, utilizing new research along with all they have learned to assess the effectiveness of a program and make recommendations for improvements. Students will create a summative capstone portfolio documenting their integration of theory, research, professional skills, and practical experiences, as part of their development as program evaluators.

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

ENG 201; CHS 320 Program Planning and Development; AFR 325 Research Methods in Community Justice and Human Systems; and either CHS 311 Field Education in College Community Outreach, CHS 381 Field Education in Human Services I or AFR 3XX (Field Education in Community Justice I).

5. Number of:  
 a. Class hours 3

- b. Lab hours     —  
c. Credits         3

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):

7. **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:**

1. Recognize and explain how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit equity in human services provision and effect people in diverse communities.
2. Synthesize and apply research findings, theories, and practice into a comprehensive explanation and resolution of an individual, family or community issue or problem.
3. Design a program evaluation plan, and recommend equitable strategies, services, and/or interventions using knowledge acquired about community-based approaches to justice and human services practices.
4. Evaluate evidence and arguments critically and analytically, and produce well-reasoned, high level written and oral arguments using evidence to support conclusions.
5. Develop and demonstrate orally and in written communication, community justice and human services values and attitudes as established by the National Organization for Human Services.

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)

Capstone course for the Human Services and Community Justice Major



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?**

Students are expected to arrive to class having read the assigned material and ready to participate in and lead class discussions and small group activities. As class discussion leaders, students will be required to offer discussion topics, recommend readings, give oral presentations, and design class activities. In addition, students will also be assigned peer reviews (to encourage students to give each other constructive feedback and support), and a variety of required online activities and reflections. In addition, written assignments include reflection essays, a program evaluation plan including preparation papers to develop the plan proposal, and a poster.

Grades will be based on class participation and the quality of written and oral completed assignments.

<b>Program Evaluation Proposal</b> (composed of scaffolded assignments)	75%
<b>Class Participation, Oral Presentations, Online Discussions and Peer Reviews</b>	25%

12. 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.
 

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ <input checked="" type="checkbox"/></li> <li>➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/></li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/></li> <li>➤ LexisNexis Universe <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ Criminal Justice Abstracts</li> <li>➤ PsycINFO <input checked="" type="checkbox"/></li> <li>➤ Sociological Abstracts _____</li> <li>➤ JSTOR _____</li> <li>➤ SCOPUS _____</li> </ul>
---	---

Other (please name) \_\_\_\_\_

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval \_\_\_ March 7, 2017 \_\_\_
15. **Faculty** - Who will be assigned to teach this course?

Professor Nancy Velázquez-Torres; Jessica Gordon-Nembhard and other faculty in Counseling and Human Services and Africana Studies.

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:

Caridad Sanchez , Counseling and Human Services  
 \_\_\_\_\_  
 Chair, Counseling and Human Services Department

Jessica Gordon-Nembhard, Africana Studies  
 \_\_\_\_\_  
 Chair or Major Coordinator, Africana Studies Department

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**Human Services and Community Justice Major**  
**524 W. 59<sup>th</sup> Street**  
**New York, NY 10019**

***CHS 4XX Senior Seminar in Human Services & Community Justice***

Professor: Nancy Velazquez-Torres, PhD, and Jessica Gordon-Nembhard

Office Location:

Office Phone:

E-mail:

Class Meeting Times:

Room:

**Course Description:**

In this senior seminar, students will integrate and synthesize the skills, knowledge, professional standards and values acquired through the Human Services and Community Justice Major, and apply what they have learned to current human systems challenges. Students will design an evaluation plan of a community-level human services or community justice program, utilizing new research along with all they have learned to assess the effectiveness of a program and make recommendations for improvements. Students will create a summative capstone portfolio documenting their integration of theory, research, professional skills, and practical experiences, as part of their development as program evaluators.

**Learning Outcomes. Students will:**

1. Recognize and explain how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit equity in human services provision and effect people in diverse communities.
2. Synthesize and apply research findings, theories, and practice into a comprehensive explanation and resolution of an individual, family or community issue or problem.
3. Design a program evaluation plan, and recommend equitable strategies, services, and/or interventions using knowledge acquired about community-based approaches to justice and human services practices.
4. Evaluate evidence and arguments critically and analytically, and produce well-reasoned, high level written and oral arguments using evidence to support conclusions.
5. Develop and demonstrate orally and in written communication, community justice and human services values and attitudes as established by the National Organization for Human Services.

**Course pre-requisites**

ENG 201; AFR 325 Research Methods in Community Justice and Human Systems; and CHS 320 Program Planning and Development; and at least the first 300-level Field Education course (CHS 311 Field Education in College Community Outreach or CHS 381 Field Education in Human Services I or AFR 3XX Field Education in Community Justice I).

## COURSE REQUIREMENTS

### Course Materials

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical program evaluation*. John Wiley & Sons. ISBN-13: 978-0470522479

Thomas, Gary. (2017). *How to Do Your Research Project: A Guide for Students* 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage Publications. ISBN 978-1-4739-4887-7

Online Resources:

Success Measures [http://www.successmeasures.org/articles\\_and\\_publications](http://www.successmeasures.org/articles_and_publications)

NeighborWorks <http://www.nw.org/network/index.asp>

American Psychological Association (2009) Publication Manual of the American Psychological Association (6<sup>th</sup> Edition) Washington, DC: American Psychological Association.

Council for Standards in Human Service Education <http://www.cshse.org/standards.html>

National Organization for Human Services  
<http://www.nationalhumanservices.org/home->

## GRADING

Grades will be based on class participation and the quality of written and oral completed assignments.

Program Evaluation Proposal (see below for details)	75%
Class Participation, Oral Presentations, Online Discussions and Peer Reviews	<u>25%</u> 100%

### Program Evaluation Plan and Proposal (75%)

You will design a **plan** to evaluate a community-level human services program or intervention, or a community justice organizing or advocacy project or initiative that addresses a human systems challenge. For this project, you will act in the role of a consultant to a human services or community organization, and provide a proposal for how you would evaluate their program. Course assignments are designed to gradually prepare you to develop an in-depth evaluation plan. The following assignments are required: reflection essays on your experiences in the Major and your professional philosophy; a description of the program you will evaluate; deep analysis of the needs or problem(s) the program addresses or should address, research about theories and best practices to address these needs and evaluate such programs; and outlining a plan to evaluate the program/project based on evidence-based suggestions, success measures, and solutions. The plan will also include a discussion of the type(s) of support or resources needed to conduct and complete the evaluation. See below for a description of each component of this project, and how much they contribute to your final grade.

## 1. Summative Reflections (20%)

Students will amass a professional portfolio reflecting on previously studied theory, research, and coursework. Your portfolio demonstrates your accomplishments as you progressed through the Major. Submit a final portfolio in an academic and professional format appropriate for a human service professional as defined by the National Organization for Human Services.

During the first week or 2 weeks of class, students will work in small groups to reflect on the courses you took to fulfill the major. Develop a simple table by semester of what courses you took and even the grades you earned for each course, and any other pertinent information about each course. Discuss with each other and comment on what courses you took for the Major, what you learned, and strengths and weaknesses of each of the courses, as well as the effort you put in; connections, similarities, and differences between the courses; etc. Keep a copy of the table your group makes to include with your final Portfolio.

Written Assignments for the Portfolio:

- i. Field Experience Essay – this will be a **reflexive** essay (3-4 pages) on your field experiences. In addition to describing the field experiences, in this essay you must examine how these experiences impacted you personally and helped you to grow as a person and as a professional. How did your participation in and study of these programs/projects/activities change you? Do you think your participation impacted the programs or any people you worked with? Explore these questions for each individual field experience, and then for experiential learning in general that this Major requires. Include supporting documentation (journal entries, timesheet, description of the organization, etc.) in an appendix (not counted in the 3-4 pages). (5%)

Please note that a **reflexive** essay (#i) is more than a reflective essay. A reflective essay has you look back over the subject or experience and discuss what you have learned, connections between experiences/information, and strengths and weaknesses of the experience, etc. A reflexive essay asks you to both reflect, but also to assess how the experience impacted you and/or changed you (or if it didn't, why it might not have); and impacted others.

- ii. Professional Philosophy Essay: this will be a short paper (4-5 pages) about your professional philosophy; including your theory of change and other theories you find useful to do this work; as well as your values, beliefs, and perspectives as related to human services and community justice. You may use the Logic Model as a template. (This will be discussed more in class before the assignment is due.) (10%)
- iii. In addition, you will create a professional and/or class Portfolio over the semester that may include in-class written work and online discussions, blogs and peer reviews, essays and papers (except the final Program Evaluation Proposal). See separate assignment description handed out in the first weeks of class. After the 2 major writing assignments are completed in the middle of the semester, the Portfolio will be examined by the Professor to make sure you are keeping it up to date. It will also be collected at the 13<sup>th</sup> week of class for final assessment by the Professor and then returned to you to keep. (5%)

## 2. Introduction and Description of the Program to be evaluated (2 pages, plus beginning bibliography at least 2 sources, 5%)

This component introduces your audience (classmates) to the program and the issues of concern. The program can be a human services program or intervention and/or a community justice organization, project or initiative. Include in the description of the program, information such as demographics of the participants and the neighborhood, urban or rural, type of organization or initiative it is (human services program, intervention, not-for-profit, social enterprise, project of a community organization, informal group, etc.), date it started, mission and accomplishments, etc. Why did you choose to study and evaluate this?

### 3. **Statement of Need and Literature Review** (8-10 pages, 25%)

The statement of need and problem statement explains and justifies the problem that the program addresses, and your understanding of the problem and the challenges facing the project or program. The statement of need is both the background motivation for your evaluation and the reason for conducting a review of the literature – to document and understand the need, as well as how it has already been addressed. Assemble your facts and arguments and present them persuasively. Cite your sources.

For this class, the Statement of Need and Problem Statement will be the introduction to your Literature Review - and should itself be about 2-3 pages. It will also be the basis of your first official oral presentation.

#### i. **The Statement of Need/Problem Statement Outline of what to include:**

- What is the problem or need? What type of need is it? Why is this problem important?
- Who does it affect?
- Who is the target audience?
- How will you document the need? What evidence do you have to show that the problem is real and important? Do you have statistical data? Are the data specific to your region or community? Where and how did you get this evidence?
- Do you have testimonial data from potential beneficiaries of the project? Can you prove that they also think that the problem is important?
- Present data, facts and statistics to support your argument that the need is real, urgent, serious, widespread, important, etc.

#### ii. **Literature Review and Bibliography** (6-8 pages, minimum of 8 academic sources)

The literature review will include a critical summary of the sources you use for this study, including: the sources of information about the program or project; the sources you use for the evidence of the problem and Need Statement, including data sources; the sources you use that provide theories about the needs, and theories and models of evaluation and how to evaluate human services programs and community projects; any other references including testimonial data, statistics and news reports. All the sources you use need not be academic, but if not academic peer reviewed studies, they do not count toward the 8 academic sources - but should still be included. Sources about the organization and some of the sources about the problem might not be academic, however you still must include them (but again, they do not count toward the 8 academic sources you need). To conclude the literature review, summarize the Needs Statement, summarize the findings from the literature, and include a draft outline of the organization of the Evaluation Proposal.

**4. Evaluation Plan and Significance** (final draft: 20 pages includes all previous sections and the evaluation plan, bibliography and appendices not included in the 20 pages, 15%)

Design a plan to evaluate the program/intervention/project/initiative you describe in part 1. The plan should provide a list of program/project components to be evaluated, success measures and best practices to use as models to compare the project with, and the proposed procedure to follow to conduct the evaluation. The evaluation criteria and qualitative analysis should reflect the theories and best practices you uncover in your literature review, and should be relevant to the program/project's goals and objectives. A comprehensive evaluation should uncover and highlight both the successes and strengths of a program/project as well as its challenges and weaknesses. A comprehensive evaluation should also provide theory-based analyses of both the strengths and weaknesses, suggestions for change and growth; and offer evidence-based alternative practices.

Such an evaluation may also include suggestions for financing and raising money. Also include a discussion of the type(s) of support or resources needed to conduct and complete the evaluation. Provide a potential time line to conduct and complete the evaluation.

Significance and Conclusions: Why is this evaluation significant or important? How will it help the organization? Why should the organization want this evaluation and spend money on this evaluation? If the program/project does not seem to be working and/or you think the evaluation if done will not be positive, do you have a solution, based on research and evidence? Why and how does the research indicate that the solutions or alternative strategies or actions are viable? Did they work elsewhere? Give details. Can this evaluation and/or your solution to the problem serve as a model for other places and groups?

**A draft of the full proposal will be due the last day of regular classes, and the final proposal is due 48 hours after a student gives her/his poster presentation.**

**5. Poster and Presentation (10%).**

Toward the end of the semester students will create a Poster based on their evaluation plan and at the end of the semester will also give a 10-12 minute oral presentation with the presentation of the Poster. The oral poster presentation format will be similar to a conference poster presentation or a thesis oral defense: students will present their proposal, the professor, classmates, and perhaps other professors in the Major will ask questions about the topic and the proposal; and the student will dialogue with the participants. This feedback will help the students finalize their evaluation plan.

**Class participation (25%)**

This is a senior seminar run like a graduate seminar, and not a lecture course, so class participation is essential. This is the culminating class in the HSCJ Major and requires students to apply knowledge, and to be both learners and teachers - both processors of knowledge and creators of knowledge. Students are expected to arrive to class having read the assigned material and ready to participate in and lead class discussions and small group activities. As class discussion leaders, students will be required to offer discussion topics, recommend readings, give oral presentations, and design class activities. In addition, students will also be assigned

peer reviews (to encourage students to give each other constructive feedback and support), and a variety of required online activities and reflections (15%).

Missed classes or lack of participation in online discussions will have an adverse effect on your participation grade. If you miss a class, it is your responsibility to contact another student for the assignment and have the assignment completed on time for the appropriate class. If, after you have the assignment, you have questions, you may contact the professor for clarification.

**Oral Presentations:** In addition to leading a class discussion, students will give two oral presentations during the semester, not including their final poster presentation. Grades for these are included in the Class Participation grade.

1. The needs assessment (5%): once they choose a community justice project or initiative or a human services program or intervention to evaluate, and complete the Need Statement (see description above), students will be required to give a short 5-7 minute oral presentation to the class about their topic, and the Need Statement.

2. A draft fundraising pitch (5%): students will create a fundraising presentation for the program/project they are evaluating or for a program or activity that they participated in during one of the required experiential courses required for the Major. The fundraising presentation will be an oral pitch of about 10 minutes to persuade a foundation or government entity to provide financial support for the project. The presentation should discuss evaluation criteria and success measures; and include some combination of quantitative and/or qualitative data analysis, and human-interest stories or testimonies. A separate assignment sheet will be handed out with more details about both oral assignments in the first few weeks of the semester.

## **STATEMENT OF THE COLLEGE POLICY ON PLAGIARISM**

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

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

Students who are unsure on 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. You can also refer to the College's Undergraduate Bulletin, Chapter II Academic Standards.

**Plagiarism detection software – The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. We will be using plagiarism detection software in this course for all writing assignments.**



**THE FIRST INSTANCE OF PLAGIARISM WILL RESULT IN A FAILING GRADE FOR THE ASSIGNMENT IN QUESTION. A SECOND INFRACTION WILL RESULT IN COURSE FAILURE AND POTENTIAL EXPULSION FROM THE UNIVERSITY.**

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

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

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4<sup>th</sup> Ed., City University of New York, p.3.  
[http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

### **SCHEDULE OF CLASSES**

#### **Week One:** Introduction

Introduction to the Course, Community Building, Course Syllabus Discussion, Review Human Services Professional Standards and Portfolio Requirements.

#### **Readings:**

Syllabus  
 Council for Standards in Human Service Education  
<http://www.cshse.org/standards.html>

National Organization for Human Services  
<http://www.nationalhumanservices.org/home->

Klenowski, Val. (2002). "Introduction." *Developing Portfolios for Learning and Assessment*. New York: RoutledgeFalmer.  
[https://researchonline.jcu.edu.au/817/2/817\\_Klenowski\\_2002\\_Front\\_pages.pdf](https://researchonline.jcu.edu.au/817/2/817_Klenowski_2002_Front_pages.pdf)

**Assignment: Small group** discussion to reflect on the courses you took to fulfill the Major. Create a group Table (more details under "Summative Reflections" above under "Grading: Program Evaluation Proposal").

**Homework:** Post in Blackboard Discussion Board questions or comments about the syllabus and/or the Portfolio assignment by day 2; respond to at least 2 postings before next class.

**Week Two:** Human Services and Community Justice training and courses; Experiential Learning: Human Services and Community Justice Field Experiences

## Discussion Questions:

1. Has the HSCJ curriculum for the Major provided you with the breath of knowledge and skills you think are necessary to be an effective Human Services worker and/or community justice advocate?
2. How were you impacted by the field experiences you had? Did your presence make a difference, how?

**Readings:**

Compton, B.R., Galaway, B., & Cournoyer, B.R. (2004). Ch.2 "The eco-systems perspective and use of knowledge." *Social work processes*. United States: Brooks/Cole.

Kivel, Paul. 2007. "Social Service or Social Change?" in *The Revolution will not be Funded*, ed. by INCITE! Women of Color Against Violence, pp. 129-150. Cambridge, MA: South End Press. [Blackboard] also <http://coavp.org/sites/default/files/social%20service%20vs%20change.pdf>

Eyler, Janet, and Dwight E. Giles, Jr. 1999. "Program Characteristics of Effective Service-Learning." Chapter 8 of *Where's the Learning in Service-Learning?* By Eyler and Giles, pp. 165-185. San Francisco, CA: Jossey-Bass.

**Assignment due:** Review small group discussions from Week 1 and course table created. Review Blackboard discussions.

**Week Three:** Theoretical Frameworks and the Logic Model

- Discussion Questions:
1. What are theoretical frameworks?
  2. What theoretical frameworks in Human Services have you found intriguing and/or useful, and why?
  3. What is a Logic Model and how do we use it?

**Readings:**

Bronfenbrenner, U. (1977). "Toward an Experimental Ecology of Human Development." *American Psychologist* 32(7), pp. 513-531. Doi.10.1037/0003-066X.32.7.513.

"New Ecology and Human Services Delivery," (Including the 8 principles) pp. 487-494 in Ungar, M. (2002). A Deeper, More Social Ecological Social Work Practice. *Social Service Review*, 76(3), 480-497. doi:10.1086/341185

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). Chapter 3: "Using Logic Models." *Handbook of practical program evaluation*, pp. 55-80.

**Assignment Due:** Reflexive essay on your field experiences, including supporting documentation.

**Week Four:** Needs Assessments and Community Assets

## Discussion Questions:

1. Compare deficit models with assets models of community and human development.
2. How do we conduct a community asset assessment, and why do it?
3. Questions for the guest speaker.

Guest Speaker:

**Readings:**

Kemp, L. , Chavez, R. , Harris-Roxas, B. & Burton, N. (October 2008). “What’s in the box? Issues in evaluating interventions to develop strong and open communities.” *Community Development Journal*, 43(4), 459-469.

McKnight, John L. and John P. Kretzmann. 1996 (revised). *Mapping Community Capacity*. The Asset-Based Community Development Institute, Institute for Policy Research Northwestern University (1990). <http://www.abcdinstitute.org/docs/MappingCapacity.pdf>.

**Assignment Due:** Short Paper about your professional philosophy.

**Assignment:** Identify a community-level human services program or intervention, or a community justice project or initiative that you would like to focus on for your Program Evaluation Plan. Be prepared to tell the class what you chose during the next class.

**Week Five:** Developing a Needs Assessment; The Need Statement

Discussion Questions:

1. What is a Need Statement?
2. How does one create a Need Statement and why?
3. What makes a strong needs and asset assessment and need statement?

**Readings:**

Altschuld, James W. Hsin-Ling Huang, and Yi-Fang Lee. (2014). “Needs Assessment and Asset/Capacity Building: A Promising Development in Practice.” In James W. Altschuld and Ryan Watkins, eds. *Needs Assessment: Trends and a View Toward the Future*, Chapter 7. San Francisco: Jossey-Bass.

Gohr, Tara, Erin Hielkema, Aly Sanchez. (2010) “Grant Writing Tool Kit: The Needs Statement.” United Way of New Mexico.

<https://www.centerfornonprofitexcellence.org/sites/default/files/Needs%20Statement%20Toolkit%20Formatted.pdf>

**Assignment:** Report to the class what community-level human services program or intervention, or community justice project or initiative you have chosen to evaluate.

**Week Six:** Fundraising and Financing Community Organizations and Human Services; grant writing.

Discussion Questions:

1. How do community organizations and human services programs get funding?
2. What are best practices and alternative strategies for fundraising?
3. What are best practices in grant writing and examples of strong grant proposals?
4. What are the marketing and communication challenges in fundraising?

Guest Speaker:

**Readings:**

Shier, M. L. & Handy, F. (2015). Social Change Efforts of Direct Service Nonprofits: The Role of Funding and Collaborations in Shaping Social Innovations *Human Service Organizations: Management, Leadership & Governance*, 39:6-24. Taylor & Francis Group.

Greco, Lois, Maggie Grieve, Ira Goldstein. (2015). "Investing in Community Change: An Evaluation of a Decade of Data Driven Grantmaking." *The Foundation Review* 7(3), pp. 51-71.

Fundraising Success website: <http://www.nonprofitpro.com/>

**Assignment Due:** Introduction and description of the program, intervention, project, or initiative to be evaluated

**Week Seven:** The Literature Review and Evidence-Based Research

Discussion Questions:

1. What is a literature Review and components of a Literature Review?
2. Why do we write literature reviews?
3. What makes an effective Literature Review?

**Readings:**

Thomas, Gary. (2017). Chapter 3 "The Literature Review," pp. 57-90.

"Guide to Writing a Literature Review" John Jay Library.  
<http://guides.lib.jjay.cuny.edu/c.php?g=322839&p=2162061>

Pautasso M (2013) Ten Simple Rules for Writing a Literature Review. *PLOS Computational Biology* 9(7): e1003149. <https://doi.org/10.1371/journal.pcbi.1003149>

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). Chapter 25: "Writing for Impact." *Handbook of practical program evaluation*, pp. 594-619.

**Weeks Eight and Nine:** Review Need Statement, Need Statement Presentations

**Assignment Due:** Oral Presentations of the Need Statement during Weeks 8 & 9.

**Assignment:** Post comments on one of your classmate's presentations on Blackboard by the end of Week 9.

**Week Ten:** Program Outcomes and Evaluation

Discussion Questions:

1. Why evaluate programs?
2. What theories and strategies are used in program evaluation?
3. What are best practices in evaluation?
4. What are Success Measures?

**Readings:**

Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health and Mental Health Services Research*, 38(1), 4-23.

Smith, C.A. (Winter 2006). *New Evaluative Methods: Measuring Your Impact on the Community*, 25(4), 8-10. NeighborWorks. Bright Ideas.

Grieve, Margaret, and Deborah Visser. (2011). "Including the Beneficiary Voice: The Success Measures Experience." *Community Development Investment Review* 7 (2), pp 35-42.

Waters, K. R. (2011). The Importance of Program Evaluation: A Case Study. *Journal of Human Services*, 31(1), 83-93.

About Success Measurement. <http://www.successmeasures.org/about-success-measures>

**Week Eleven:** Drafting an Evaluation Plan  
Oral Fundraising Presentations and peer evaluations

**Readings:**

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). Chapter 1: "Planning and Designing Useful Evaluations." *Handbook of practical program evaluation*, pp. 5-29.

And Chapter 5: "Performance Measurement: Monitoring Program Outcomes," pp. 100-124.

**Assignment Due:** Oral Fundraising Presentations. And an online discussion about today's readings and questions from students about their own evaluation plans.

**Week Twelve:** Pitfalls and Challenges in Evaluation

Discussion Questions:

1. What are the major pitfalls and challenges in doing program evaluations? How do we avoid them?
2. Discussion of how to write peer reviews of draft literature reviews.

**Readings:**

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). Chapter 23: "Pitfalls in Evaluations." *Handbook of practical program evaluation*, pp. 557-580.

And Chapter 28: "Evaluation, Challenges, Issues and Trends," pp. 668-680.

**Assignment Due:** Need Statement and Literature Review

**Assignment:** Peer Reviews of Literature Reviews; Comment/reflect on your own Literature Review and 2 others, as a post on Blackboard due before next class.

**Week Thirteen:** Individual meetings with Professor, Revise Proposals and Prepare Oral Presentations

**Assignment Due: Review Portfolios and draft Evaluation Plans**

**Weeks Fourteen and Fifteen:** Wrap UP; Posters and Oral Presentations of Evaluation Plan Proposals, with critical feedback from classmates.

**Assignments Due:** Evaluation Proposal, Poster and oral presentation.

**Assignment:** Self-Assessment on Blackboard of your effort and quality of the Proposal, and your commitment to the class work. Comment on 2 classmates' oral presentations on Blackboard by 2 days after final exam class.

**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 19, 2018

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

1. a. **Department(s) or program(s) proposing this course** Department of Counseling and Human Services

b. **Name and contact information of proposer(s)** Katherine Stavrianopoulos, Ph.D.

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

Phone number(s) 212-237-8146

2. a. **Title of the course** Intimate Relationships: Love, Sex, and Attachment

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

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:

The course integrates strategies for Common Learning Goals for the Flexible Core that are appropriate for 200-level courses. Additionally, anticipating registration by primarily second year students, the course incorporates high impact practices including e-portfolio, to combat the “second year slump” in which students are most at risk for decreased interest in academics, and low level of curricular engagement.

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

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

There is increased recognition of a distinct developmental stage for those between late adolescence and young adulthood, when many young people attend college. During this phase, individuals are discovering themselves, trying out different careers, forming intimate relationships, and slowly taking on more adult responsibilities. These young adults are also conceptualizing who they are

and what their life goals will be, as well as forming expectations about relationship roles and responsibilities. One primary task during this developmental stage is preparation for long-term committed relationships, as students move from dependency to autonomy and from bonds shared with primary care givers to bonds shared with romantic partners. In fact, research suggests that the quality of adolescent romantic relationships is one of the strongest predictors of adolescent well-being indicators, including self-esteem, depression, and suicide attempts and completions. In some instances, college students' dating relationships are associated with positive developmental outcomes such as desirable influences on academic performance, development of interpersonal skills, support of identity formation and future aspirations, and resilience in at-risk youth. In other instances, however, they are associated with negative outcomes, including adolescent depression, dating partner abuse, unintended pregnancies, and sexually transmitted diseases. Relationships make us happy, and they can be part of what we need to feel successful. Colleges and universities aim at developing successful adults, thus coursework focused on relationships has clear potential benefits and is compatible with the academic mission.

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

This course explores the individual, couple, and contextual factors that affect the development, maintenance, and decline of intimate relationships in social and cultural context. Students will be introduced to the concepts, principles and trends in intimate relationship scholarship and apply these to relationships they have observed, read about, and personally experienced. By examining scholarly articles and non-fiction texts in personal and socio-cultural terms, students will become more critical, analytical and reflective when it comes to intriguing topics like attraction, love, and effective communication. The course will also include in class discussions for students to reflect on their own behavior in intimate relationships.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 101
6. Number of:
- a. Class hours 3
  - b. Lab hours 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): Fall 2017, Fall 2016, Fall 2015, Fall 2014
- b. Teacher(s): Prof. Stavrianopoulos
- c. Enrollment(s): 13, 23, 36, 18
- d. Prerequisites(s): ENG 101, CSL 150

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?

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between individual and society, including but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate ethical uses of data and other information resources to respond to problems and questions.

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)

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:

**Flexible Core:**

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

E. Scientific World	
---------------------	--

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

The course content and learning outcomes are reflected in the topic and learning outcomes of the area, Individual and Society. The course not only focuses on the individual, couple and contextual factors that affect the development, maintenance and decline of relationships, but also focuses on exploring one's relationship experiences, position in society and how these experiences shape theirs and others respective values, choices, and views.

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

Exams, Worksheets, Journal entries and low stakes writing assignments

Case Study (scaffolded in three parts with peer review feedback)

E-portfolio assignment

Classroom discussion/participation and small group activities

12. 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) \_\_\_\_\_

13. **Syllabus – see attached**

14. **Date of Department curriculum committee approval** March 28, 2018

15. **Faculty** - Who will be assigned to teach this course? Katherine Stavrianopoulos, Ph. D.
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:
- Cary Sanchez, Ph. D.
- 
- Chair, Department of Counseling and Human Services

**CUNY Common Core  
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	John Jay College of Criminal Justice
<b>Course Number</b>	CSL 2XX
<b>Course Title</b>	Intimate Relationships: Love, Sex and Attachment
<b>Department(s)</b>	Counseling and Human Services
<b>Discipline</b>	Counseling/Human Services
<b>Subject Area</b>	Counseling/Human Services
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites</b>	None
<b>Mode of Instruction</b>	Select only one:  XX <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
<b>Course Attribute</b>	Select from the following:  <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive X <input type="checkbox"/> Other (specify): _____ Sophomore _____
<b>Catalogue Description</b>	This course explores the individual, couple, and contextual factors that affect the development, maintenance, and decline of intimate relationships. Students will be introduced to the concepts, principles, and trends in intimate relationship scholarship and apply these to relationships observed, read about, and personally experienced. By examining scholarly articles and non-fiction texts, students will become more critical, analytical and reflective when it comes to intriguing topics like attraction, love, and effective communication. The course will also include opportunities for students to reflect on their own behavior in intimate relationships.

<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max	
<p><b>Indicate the status of this course being nominated:</b></p> <p><input type="checkbox"/> current course   <input type="checkbox"/> revision of current course   X X <input type="checkbox"/> a new course being proposed</p>		
<p><b>CUNY COMMON CORE Location</b></p> <p><b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b></p>		
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	<p>X <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>
<p><b>Learning Outcomes</b></p> <p><b>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</b></p>		
<p><b>D. Individual and Society</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>		
<p>In Week 2 we will visit the library to review and evaluate various sources: blogs, magazine articles, peer reviewed articles etc. which will be examined for the following:</p> <p>a. authority of publisher</p> <p>b. sources of /credibility of evidence: on what basis is author making arguments</p> <p>c. Author: What are author's credentials?</p> <p>d. What type of sources is text based on, primary or secondary</p> <p>e. What is the purpose of the text?</p> <p>f. Year text published</p> <p>g. Logic of arguments</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>	

<p>In week 3, students will complete an online tutorial: Anatomy of a scholarly article where they will learn the parts of a scholarly article and what they mean. This process will be further demonstrated in class.</p> <p>In week 5, students will have library assignments for which they are required to retrieve peer reviewed articles using PsylInfo; compare and evaluate the quality of information.</p>	
<p>Students will analyze the many ways intimate relationships are presented within popular culture and news. Students will critically engage with the scholarly and non-fiction readings, evaluate the arguments of each author and the methodologies they use to support their claims, and apply these skills to specific library assignments, in-class discussions of real life experiences, viewing assignments, relationship case studies, cultural analysis of a novel, and in writing a blog where they will investigate a popular myth about human behavior in intimate relationships. This will take place throughout the semester.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students are expected to develop well-reasoned arguments supported by primary or secondary sources when articulating conclusions. This will occur throughout the semester in reflection journals, relationship case studies and in the blog where students will investigate a myth about human behavior as it relates to intimate relationships.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students gain a working knowledge of fundamental concepts (i.e. attachment, attraction, sexuality, hook-up culture, etc.) and methodologies involved in the interdisciplinary (psychology, counseling, literature and communications) study of intimate relationships. These concepts explore</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>

<p>the dynamics of intimacy and the ways in which attachment history and cultural expectations shape individual experiences. All writing assignments in class require students to apply the concepts to the analysis of relationship case studies exploring how these expectations impact couple relationships. Learning will be assessed through reflection papers, case studies, blog assignments and three exams designed to measure a student's comprehension of the general terms and concepts in intimate relationships. Students will explore the relationship between individual and society throughout the course in all readings. Class discussions and papers asking students to reflect on their own experiences, in relation to the readings will help them articulate and better understand the links between individual and society.</p>	
<p>Using literature and scholarly works, students develop the ability to think reflexively about one's relationship experiences and begin to articulate how these experiences shape theirs and others respective values, choices, and views. This learning occurs throughout the semester and specifically in week 3 (Social and Cultural Contexts of Meeting and Dating), week 6 (social exchange theory), week 8 (The Influence of Culture on Relationships), week 10 (same sex couples and asexuality), and week 11 (intimate partners violence).</p> <p>Learning is assessed throughout the semester through participation in-class discussions, reflection papers asking students to reflect on their own experiences in relation to the literature and scholarly readings where they have to articulate their understanding of the link between individual and society. Additionally, a 5-7-page scaffolded relationship case study, and a blog where they investigate a myth related to intimate relationships.</p>	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
<p>In oral and written work, students will articulate ethical considerations of data use to respond to</p>	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>



<p>problems and questions regarding relationships. Learning will be measure by various Information Literacy assignments in weeks 2, 3 and 5. In Week 4, we discuss the ethical collection and use of human data in research of intimate relationships. Ethics groundwork for sharing personal experiences and confidentiality during class discussion is repeated weekly.</p>	
	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

**John Jay College of Criminal Justice 524 W. 59<sup>th</sup> St, NY NY 10019**  
**Intimate Relationships: Love, Sex, and Attraction**

Professor: Katherine Stavrianopoulos, Ph.D

Office: Counseling and Human Services Department 8.65.20NB

Telephone: (212)237-8146; [stavros@jjay.cuny.edu](mailto:stavros@jjay.cuny.edu)

Office Hours: by appointment

**Course Description:**

This course explores the individual, couple and contextual factors that affect the development, maintenance and decline of intimate relationships. Students will be introduced to the concepts, principles and trends in intimate relationship scholarship (i.e. attachment theory, social exchange theory, defining cycles of distress, hook-up culture etc.) and apply these to relationships observed, read about, and personally experienced. By examining scholarly articles, non-fiction texts, and constructing case studies, students will become more critical, analytical, and thoughtful when it comes to intriguing topics like attraction, love and effective communication. The course will also include opportunities for students to reflect on their own behavior in intimate relationships.

**Learning Objectives:**

Students will:

- 1) Gather, interpret, and assess information from a variety of sources and points of view.
- 2) Evaluate evidence and arguments critically or analytically.
- 3) Produce well-reasoned written or oral arguments using evidence to support conclusions.
- 4) Identify and apply the fundamental concepts and methods of counseling and psychology field in exploring the relationship between the individual and society.
- 5) Examine how an individual's place in society affects experiences, values, or choices
- 6) Articulate ethical uses of data and other information resources to respond to problems and questions.

**Specific Course Objectives**

Students will:

- Demonstrate a working knowledge of key terms and theoretical concepts in the interdisciplinary field of intimate relationships.
- Demonstrate the ability to think reflexively about one's relationship experiences, position in society, and articulate how these experiences shape theirs and others respective values, choices, and views.

- Critically engage with the readings, analyze the viewpoints of each author and the methodologies they use to support their claims, and apply these skills to in class-readings, discussions and writing assignments.
- Students are expected to use primary and secondary sources to develop well-reasoned arguments about gender, sexuality, and intersections of identity in relationship case studies that are group or individual; and in-class writings.
- Demonstrate ability to compose relationship case study.

### REQUIRED TEXTS:

Miller, R. (2015). *Intimate relationships*. New York, NY: McGraw-Hill.

Jones, T. (2018). *An American Marriage: A novel*. Capel Hill, NC: Algonquinn Books.

### REQUIERED READINGS:

Buss, D. M., Shackelford, T. K., Kirkpatrick, L. E., & Larsen, R. J. (2001). A half century of mate preferences: The cultural evolution of values. *Journal of Marriage and Family*, 63, 491-504.

Coan, J., Schaefer, H., & Davidson, R. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science*, 17(12), 1032-9.

Fisher, H. (2009). Why him? Why her? *Psychotherapy Networker*, 33 Retrieved from <http://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/233320872?accountid=11724>

Gurman, A. (2011). Couple Therapy Research and the Practice of Couple Therapy: Can We Talk? *Family Process*, 50(3), 280-292.

Halford, W., Pepping, C., & Petch, J. (2016). The Gap Between Couple Therapy Research Efficacy and Practice Effectiveness. *Journal of Marital and Family Therapy*, 42(1), 32-44.

Karen, R. (1990). *Becoming Attached*. Retrieved from <https://www.theatlantic.com/magazine/archive/1990/02/becoming-attached/308966/>

Madey, S., & Jilek, L. (2012). Attachment Style and Dissolution of Romantic Relationships: Breaking Up Is Hard to Do, Or Is It? *Individual Differences Research*, 10(4), 202-210.

Real, T. (2002). The awful truth. *Psychotherapy Networker*, 26 Retrieved from <http://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/233320872?accountid=11724>

Solomon, A. (2016). Inside Hookup Culture: Are we having fun yet? *Psychotherapy Networker*, 40 Retrieved from <http://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/233320872?accountid=11724>

Stavrianopoulos, K. (2015). Enhancing Relationship Satisfaction Among College Student Couples: An Emotionally Focused Therapy (EFT) Approach. *Journal of Couple & Relationship Therapy*, 14(1), 1-16.

## COURSE REQUIREMENTS:

The material for this course will be presented through assigned reading, online videos, lectures, a relationship case study reflection journals, library assignments and exams. Here's some more detail about each of these.

**Reading:** For each week, there is required reading from the Intimate Relationships text and sometimes one additional article and or viewing assignment (i.e. YouTube video). This is the main way to understand the material of this course. The reading associated with each week of lectures is listed in this syllabus. You are advised to have the readings done before the lectures for that week. **You are responsible for all of the material in the text, even if it is never discussed in class.**

**Online videos:** Usually these are You Tube videos or TED talks. Please view them as I have selected them to further illustrate a concept, trend, or theoretical construct that we have been reading and discussing in class. For your convenience, videos are embedded in corresponding topic modules on Blackboard.

**Lectures:** The purpose of the lectures is to amplify, explain, demonstrate, and expand on the material in the text. Naturally, there will be some overlap between the text and the lectures, but there will be a substantial amount of material that is unique to each. The lectures will assume that you have already done the reading for the week and thus are ready to contribute to the class discussion. More than 4 absences will reduce your grade (i.e. C to C-). Four latenesses are equal to one absence. I take attendance at the start of the period- please make every effort to be on time. **You are responsible for the material of each class meeting, whether or not you attend.**

**Relationship case study (30%):** You are required to submit, a **5 –7page, double-spaced relationship case study** discussing and reacting to the novel, *An American Marriage* by Tayari Jones. This is a scaffolded assignment, which means that you will first submit an outline of your paper (see date in course calendar); then you will submit the introduction with thesis statement (see date on course calendar) and lastly the final paper. Through a peer review process you will obtain feedback from your peers, and make edits before submitting the final version. The peer review process will account for 10% of your final grade while the case study will account for 20% of your final grade. Many more details about this requirement are presented at the end of the syllabus and on Blackboard.

Reflection Journals: (20%): As part of your homework, you will be asked to produce 5 informal one-page typed, single spaced responses to a question I will provide, based on the class novel. You must submit these “reflection pieces” on Blackboard on the day they are due. In order to receive full credit, on the reflection journals, you must address the assignment, show that you have done the required reading, reveal interesting, engaged thinking, and be at least one single-spaced page long. **Calendar indicating due dates is on the next page.**

Exams (20%): There will be three exams. All will be multiple choice in format.

What will the exams test? **The emphasis in the exams will be on ideas, theories, and research more than on names, dates, and statistics.** The exams will draw equally from both text and the lectures. You can expect some questions about definitions, research designs, theories, and results, but most of the questions will ask you to apply the materials of this course to some real-world situation. These applied questions are crucial to assessing the goals of the course: to get you to view relationships differently. The final will be NOT BE cumulative.

**About missing exams:** No make-up exams will be allowed without documentation of illness, death in the family, or other suitably traumatic event. If you must miss an exam for one of these reasons, documentation is required at least 24-hours before the day of the exam. If for some reason you cannot provide documentation before the exam, then you must contact the instructor within 24-hours after the exam. If you miss the exam and fail to contact the instructor within this time period, you will not be allowed to take a make-up exam under any circumstances.

E-portfolio (20%): You will select a popular myth about human behavior as it relates to intimate relationships (i.e. men are weak if they talk about their feelings) and over the course of the semester you will create a blog to investigate that myth. Your goal will be to correct a common misunderstanding and connect readers to better information. The e-portfolio format means that you can include links to other websites, images, video clips, audio recordings, and scholarly references.

Information Literacy (10%): One of the goals of the undergraduate curriculum at John Jay is to encourage students to think carefully and critically by evaluating scholarly material. Your homework assignments will help to foster these skills. You will be introduced to theoretical concepts and key terms in the interdisciplinary relationship field, and you will have to dig deeply into the readings in order to make connections with theories that we will cover in this class and assess the quality and relevance of the information. To this end, you will **answer guided questions about assigned articles and will be asked to find additional supporting information from academic sources.** Over the course of the semester, you will learn how to compare and evaluate articles from academic sources, and you will learn about a Psychology-related database (PsycINFO). These assignments are designed to provide **more experience with writing and selecting appropriate sources, which in turn will improve your information literacy skills** that you will need for your future college classes. It is important that you complete the homework on time, since initial assignments will provide the foundation for later assignments.

### Grades:

20% Relationship Case Study

10% Peer review feedback on case study

20% Exams  
 20% Reflection Journals  
 20% E-portfolio  
 10% Other Info Lit assignments

100-93 pts. = A	92-90 pts. = A-	89-87 pts. = B+	86-83 pts. = B
82-80 pts. = B-	79-77 pts. = C+	72-70 pts. = C-	69-67 pts. = D+
66-63 pts. = D	62-60 pts. = D-	59-0 pts. = F	

### **Academic Integrity**

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

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

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

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

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

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

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

## Class Schedule

### Part I: Introduction to Intimate Relationships, Society, and Culture

#### **Week 1:**

**[1] Introduction to the course and each other**

**[2] Defining Intimate Relationships**

What are the characteristics of intimate relationships? How are these shaped by society and culture?

Reading: IR Ch 1

#### **Week 2:**

**[1] Importance of intimate relationships**

Reading and Assignment: Coan, J., Schaefer, H., & Davidson, R. (2006).

Anatomy of a scholarly article (tutorial)

<https://library.hunter.cuny.edu/research-toolkit/how-do-i-read-stuff>

**[2] Library Workshop: Identifying and Evaluating Primary Sources**

Assignment: Identify a scholarly article that shows why intimate relationships are important

#### **Week 3:**

**[1] Analyzing a Journal Article**

Assignment: Worksheet: Analyzing a Journal Article

**[2] Social and Cultural Contexts of Meeting and Dating**

A short History Lesson: Social Contexts and Relationships

Reading and Assignment: Buss, D. M., Shackelford, T. K., Kirkpatrick, L. E., & Larsen, R. J. (2001).

Worksheet: Analyzing a Journal Article

#### **Week 4:**

**[1] Research Methods in the study of intimate relationships**

What do we want to know about Intimate Relationships?

Reading: IR Ch 2

**[2] Research Methods in the study of intimate relationships**

How do we study relationships?

Reading: Halford, Pepping, & Petch (2016).

#### **Week 5:**

**[1] Theoretical Frameworks: Attachment Theory**

What are attachments and how are they formed?

How long do they last? Can we change them?

Reading and Viewing Assignments:

Karen, R. (1990). *Becoming Attached*.

Still Face Experiment

**[2] Theoretical Frameworks: Attachment Theory (continued)**

Evaluating Attachment Theory

What are the implications of attachment theory in adult intimate relationships?

Reading and Library Assignment: Karen, R. (1990). *Becoming Attached*.

Select two peer reviewed articles studying attachment in couple relationships. Evaluate the methods used to answer the investigator's question(s). What other questions come up for you that you might be interested in investigating?

**Week 6:****[1] Theoretical Frameworks: Social Exchange Theory**

How are relationships like economies? What is exchanged?

How can we remain satisfied in our relationships?

Reading: IR Ch 6**[2] Theoretical Frameworks: Social Exchange Theory**

What determines if we will stay in our current relationships?

Why do some relationships fall apart quickly?

Assignment: Reflection Journal 1**Week 7:****[1] Introduction to thinking through a relationship case study. What do you need to know?****[2] Small groups- Constructing a Relationship Case Study****Part II: Relationship Formation in Social and Cultural Context: Getting Together****Week 8:****[1] Attraction- Proximity, Physical Attractiveness, Reciprocity**

What do we consider physically attractive and why? How is this shaped by culture?

What are other reasons for attraction besides physical appearance?

Reading and Assignment: IR Ch 3

Relationship Case Study, due\*

**[2] The Influence of Culture on Relationships**

Race, culture, and ethnic minority groups in the United States

Intermarriage: History to Present Day

Reading and Viewing Assignment:

Fisher, H. (2009)

The Human Face: Does Beauty Matter?

Journal Reflection 2, due



**Week 9:****[1] Love: A Brief History**

Does love last or does it fade away? What do we know?

Reading & Assignment: IR Ch 8

Peer Reviews, due\*

**[2] Long-Distance Relationships among young adults**

Reading: Real, T. (2002).

**Week 10:****[1] Sexual Intimacy and Social Expectations**

Sexuality: Physiology or Psychology

Sexuality with Friends and Strangers

Sexuality within Intimate Relationships

Reading & Viewing Assignment: Solomon, A. (2016).

Watch "Tea for Consent" video

Journal Reflection 3, due\*

**[2] Sexual Intimacy and Social Expectations**

Same-Sex couples

Asexuality

**Part III: Relationship Issues and how they affect the Individual and Society****Week 11:****[1] Verbal Conflict**

The Four Horsemen

Jealousy

Reading and Assignment: IR Ch 11

Case Study, due\*

**[2] Violence in Relationships in modern society**

Reading and Viewing Assignment: IR Ch 12

Ted talk, "Why domestic violence victims don't leave" (Leslie Morgan Steiner)

Peer Reviews, due\*

**Week 12:****[1] Communication**

How does communication differ between happy and unhappy couples?

Love Languages

Viewing Assignment: TED Talk, "Five ways to listen better" (Julian Treasure)

Journal Reflection 4, due\*

**[2] Communication**

Being aware of what is happening inside

Reading & Assignment: IR Ch 5

## Part IV: Losing and Enhancing Relationships

### **Week 13:**

#### **[1] Breaking up**

Cheating, Infidelity, and social expectations

Readings: IR Ch 13

#### **[2] Breaking up**

In what ways do relationship break-ups affect individuals?

Reading and Assignment: Madey & Jilek (2012).

Case Study, due\*

### **Week 14:**

#### **[1] Improving Relationships**

What are some strategies for maintaining relationship satisfaction over time?

What are the ways in which people can repair relationships?

Reading: IR Ch 14

#### **[2] Interventions for distressed relationships**

What interventions are effective?

Reading and Assignment: Gurman, A. (2011)

Stavrianopoulos, K. (2015).

Peer Review, due\*

### **Week 15:**

#### **[1] Wrap up and Review**

Assignment: Final case study, due

## **RELATIONSHIP CASE STUDY**

**Relationship cultural analysis case study (30%).** This assignment first involves reading the assigned novel. As you will discover the relationship of this couple is tested. The couple had resources to draw on at the time of their crisis. This assignment asks you to reflect on this relationship, using theory, concepts, and principles from course material, and complete a case study. A case study is an in-depth analysis of a single person, couple, family, business, or society, depending upon the setting. Here, it will be an in-depth analysis of a couple. Your job will be to write the case study as if you are a professional helper working with couples and the couple from the memoir you read is your client. I have included time for you to revise your paper to improve your writing, as well as a peer review process that will give each of you experience critiquing your fellow students' writing.

**Section I** of the case study is *Background Information and Description of the Presenting Problem*, that is, about a page or so in which you will present your client's background. Include factors such as age, gender, work, health status, family background, goals and coping skills, weaknesses and attachment history/style. If you are going to quote the book word for word, make sure you enclose the quote in quotation marks and cite the page (e.g. (p. 2)). Next, describe the problem or symptoms that the couple presented to you. In Section I, you will be graded on the quality and breadth of your description, and your creativity in describing the couples presenting problem.

**Section II** of the assignment focuses on *Your Assessment*. Using theories and concepts we have studied in class, describe the issues that this couple is having. Where do the problems come from? How is each partner experiencing the problem? How did class theories and concepts help you as you made your diagnosis? As you analyze the couple's relationship to make your diagnosis, weave theories and concepts from class with the story of the couple.

**Section III** of the assignment focuses on *Intervention*. Again, using theories and concepts we have studied in class, discuss how the couple weathered the problems they experienced. Many couples who experience stressful events find that their relationship suffers, even when the event is a positive one, such as the birth of a child. The events experienced in the memoirs were stressful for the couple. How did they keep their relationship going? What advice would you give to other couples who may be experiencing similar problems? Again, you will be graded on how well you synthesize the material from the course with the couple's story from the novel. Style points will be awarded for well-written (i.e. organized, clearly supported arguments, each paragraph has a thesis statement or a clear purpose), grammatically correct papers.

Section I should be about 1-2 pages long, double-spaced. Sections II and III should be about 2 -3 pages long double-spaced, each. The font should be 12 point, and margins should be 1 inch. **THE PAPER MUST BE UPLOADED TO BLACKBOARD BY THE DATE IT IS DUE.** Late papers will not be accepted without documentation of illness, death, or other documented emergency. Documentation is required at least 24-hours before the paper is due.

*Sometimes many different feelings come up in a class such as this. If you find yourself feeling overwhelmed or even curious, you may want to reach out to the Wellness Center, located at L.68.00 NB.*

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

## New Course Proposal Form

Date Submitted \_\_\_\_\_ 3/19/2018 \_\_\_\_\_

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

1. a. **Department(s) or program(s)** proposing this course: Global History\_(for our proposed Law and History minor)\_\_\_\_\_

b. **Name** and contact information of proposer(s)\_\_\_\_ Sara McDougall \_\_\_\_\_

Email address(es)\_\_\_\_ smcdougall@jjay.cuny.edu \_\_\_\_\_

Phone number(s)\_\_\_\_\_ (203) 915-3961 \_\_\_\_\_

2. a. **Title of the course** \_\_\_\_ Topics in Legal History \_\_\_\_\_

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) \_\_\_\_\_ Topics in Legal Hist \_\_\_\_\_

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 will function as an advanced seminar in the field of legal history, with readings and writing assignments suitable for a 300 level. The assigned texts will introduce theoretical and historiographical debates with some complexity, though no background in history is required. Students will be asked to identify and evaluate historical academic arguments as well as primary source legal texts, and will write a research paper.

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

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

This course would serve as an important component of a Law and History minor, which the Global History department wishes to offer. This course is designed for students who are specifically interested in studying the relationship of history and law. As we have a number of faculty with expertise in many different areas of legal history, we did not want this course to be restricted to one geographic area or time period, but chose instead to develop a topics course

with a model syllabus as guide to faculty. The attached syllabus serves as a model syllabus as a guide to faculty interested in developing courses in this area, and will be offered as such if approved by the college.

This course will offer students the opportunity to work at a relatively advanced level in a field of great interest to many students, particularly those interested in applying to law school, but also any students who have an interest in engaging with the ideas and functioning of law and law courts in the past.

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.)

Topics in Legal History invites students to engage with the history of law and legal systems. The specific topics will vary by semester, according to the specific expertise of the faculty. Using the disciplinary tools of a historian, in each of these courses, students will draw upon primary law texts as well as a range of other sources on topics such as slavery, human rights, and gender studies. The course will focus on seeking out how to understand both the historical context of legal ideas and also how using legal sources can enrich our understanding of the past.

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

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

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

  X   No        Yes. If yes, then please provide:

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

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

in this course students will:

- Demonstrate a solid understanding of basic theories, concepts, principles, and norms in legal history.
- Explain the contribution of the discipline of history to the study of law, and of the analysis of legal sources to the understanding of history.
- Produce oral and written arguments based on primary and secondary sources in legal history.
- Analyze and synthesize ideas and information from historical legal sources as well as modern scholarship on a given subject.

These learning outcomes are all specific to the Law and History minor, with skills that are widely applicable to other fields.

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)

Required for the **proposed** Law and History minor, elective in the Global History major and minor, elective in Humanities and Justice major and minor (this has been approved by the HJS major coordinator, Prof. Hyunhee Park).

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

No   x        Yes \_\_\_\_\_      If yes, please indicate the area:

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

Reading quizzes, graded in-class discussions and activities, short papers and a series of scaffolded assignments related to the final research project.

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   Marta Bladek
- 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.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ <input checked="" type="checkbox"/></li> <li>➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/></li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/></li> <li>➤ LexisNexis Universe _____</li> <li>➤ Criminal Justice Abstracts _____</li> </ul> | <ul style="list-style-type: none"> <li>➤ PsycINFO _____</li> <li>➤ Sociological Abstracts _____</li> <li>➤ JSTOR <input checked="" type="checkbox"/></li> <li>➤ SCOPUS _____</li> <li>➤ Other (please name) _____</li> </ul> |
|---|--|

13. **Syllabus – see attached**

Since this is a topics course, the attached syllabus is an example of the kinds of topics, content, and assignments that we consider appropriate for this seminar.

14. Date of **Department curriculum committee** approval \_\_\_\_\_ 3/18/2018 \_\_\_\_\_

15. **Faculty** - Who will be assigned to teach this course? \_\_\_ McDougall, Perry, DeLorenzi, Pfeiffer, Ringel, H lie, Russell and others \_\_\_\_\_

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.

Many other departments of course have courses related to law but not legal history, law & literature for example often studies legal texts from the past, but not with a focus on teaching the disciplinary tools of a historian, humanities & justice comes the closest but there is no course that engages specifically with legal history exclusively.

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.

We consulted extensively with Professor Monica Varsanyi of the Political Science department, who is the coordinator for the Law and Society major. She was enthusiastic about the new minor and particularly its inclusion of this topics course, and believed that it would complement their program meritoriously.

We also shared our proposal with the Law, Police Science, and Criminal Justice Administration Department; no objections were raised.

Hyunhee Park for Humanities and Justice agreed there is no conflict but rather a benefit for both programs.

Jay Gates for Law and Literature also agreed.

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:

Matthew Perry, Global History

---

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)



**Law and Justice in Medieval Europe**  
**HIS 3xx Topics in Legal History**  
**Professor Sara McDougall**



**Bulletin Course Description:**

Topics in Legal History invites students to engage with the history of law and legal systems. The specific topics will vary by semester, according to the specific expertise of the faculty. Using the disciplinary tools of a historian, in each of these courses, students will draw upon primary law texts as well as a range of other sources on topics such as slavery, human rights, and gender studies. The course will focus on seeking out how to understand both the historical context of legal ideas and also how using legal sources can enrich our understanding of the past.

**Section Course Description:**

Feuds, ordeals, outlaws, harsh punishment, sanctuary, and pardon... This course will look at the nature and development of private and state justice in the European middle ages (ca. 500-1500) and examine how and why legal cultures change over time. We will begin by studying dispute resolution in the early middle ages, when there was no centralized system of justice. In this time and place with no system of incarceration, law was largely unwritten and disputes were resolved informally by the community. We will then discuss the so-called "legal renaissance" of the twelfth and thirteenth centuries, the development of notions of proof and punishment, and some sensational trials of the late medieval period. Readings will be drawn from a variety of sources, including the "barbarian" laws, accounts of feuds, stories of outlaws and crime, as well as more formal sources of canon, Roman and secular law.

**LEARNING OUTCOMES. Students will:**

- Demonstrate a solid understanding of basic theories, concepts, principles, and norms in the legal history of medieval Europe.
- Explain the contribution of the discipline of medieval history to the study of law, and of the analysis of legal sources to the understanding of medieval history.
- Produce oral and written arguments based on primary and secondary sources in medieval legal history.
- Analyze and synthesize ideas and information from historical legal sources as well as modern scholarship on the subject of medieval justice.

**REQUIRED TEXTS - ALL MADE AVAILABLE ON THE COURSE BLACKBOARD PAGE**

Miller, William Ian. *An Eye for An Eye*. Cambridge: Cambridge University Press, 2006.

Tierney, *Crisis of Church and State*

Jager, Eric. *The Last Duel: A True Story of Crime, Scandal, and Trial by Combat in Medieval France*. New York: Broadway Books, 2004.

Galbert of Bruges, *The Murder of Charles the Good*

Stein, Peter, *Roman Law in European History*. Cambridge: Cambridge University Press, 2000.

Additional book chapters, articles, and primary sources.

**GRADING AND EXPECTATIONS**

Attendance, participation in class discussion, and completion of in-class assignments (20%).

Investiture Assignment (15%)

Midterm Paper-Mock encyclopedia article (20%)

Joan of Arc Assignment (15%)

Final Paper (20%)

The Advocate assignment. (10%)

*Attendance and Participation: Class attendance is mandatory* and students are expected to come to class *on time*. Students may miss *two classes* for reasons not outlined by university policies without penalty. Additional absences will result in no credit for participation or in-class assignments on those days.

**Come to every class ready to participate.**

- For each primary and secondary source we read in the course students will be asked to answer a set of questions. Bring these to class with you. Instructor will occasionally collect these to make sure students are doing the work and understanding the course materials properly.
- Students will also be asked to complete random reading quizzes during the semester to show that they are preparing for class.
- Good participation consists of a thoughtful engagement with the class and the readings. Students are expected to contribute to a discussion environment that is both dynamic and respectful of others. Participation tips are provided on hand-out. Readings on Blackboard will be posted at least one week in advance. **Always bring assigned readings to class.**

*Investiture Assignment (15%):*

- Students will write a short paper (500-700 words). Due XXX at the beginning of class. Students will be assigned a role—either the emperor or the pope, and will argue why they should have to right to investiture (a right that will be explained in your readings) and superior jurisdiction over the other. Handout with more detailed description of assignment will be distributed at least one week before assignment is due. We will then argue the question in a group debate in class.

Midterm Mock Encyclopedia Article (20%) Students will write a 500-700 word encyclopedia article on two of five terms addressing topics that we have covered in the first half of the class.

*Joan of Arc - Mock Trial (15%):* Student will read handout associated to their role, write a short paper (500 words, worth 15%) about their trial strategy and perform in the mock trial (10%). Handout will describe the assignment in more detail. Paper is due XXX in class, at the beginning of class.

Final Paper (20%) 1,000 paper on one of three suggested primary sources texts covered in the second half of the course (Joan of Arc, the Murder of Charles the Good, or the Farce of Master P).

Final exam: Advocate Assignment-(10%) watch the movie the Advocate and write a short review in the style of a newspaper article, attacking the movie for the various ways it misrepresents legal proceedings in medieval Europe.

**Note:** Please come see me if you any questions or issues you might have about the course, the readings or the assignments. Please make use of my office hours or make an appointment to meet with me. Email me for answers to brief questions, questions needing longer discussion will be addressed in person. If your question is about an assignment, make sure to email me at least 48 hours before it is due to get an answer when it is still useful.

## SECONDARY SOURCE questions:

1. What is this source (book, article)?
2. When was it written?
3. Who wrote it?
4. What is this source about?
5. What is the thesis (What claims does the author or authors make)?
6. Are any other scholars' arguments on the subject mentioned? If so, what are they?
7. What evidence is offered in support of that thesis (primary sources, data, secondary work)?
8. Does the evidence convincingly support the thesis?
9. What are any strengths or weaknesses in the thesis or use of evidence?
10. What do you learn about law, crime, trials, punishment, in the particular time and place in question?

## PRIMARY SOURCE questions:

1. What is this source? Law code, fiction, image, artifact?

2. When written or made and by whom and where?
3. What might have been the function of this source in its society?
4. Assess its reliability as a historical document.
5. Summarize the contents in your own words and offer your interpretation.

## **CLASS SCHEDULE**

### **WEEK 1—FROM ROMAN TO ‘BARBARIAN’ LAW**

#### **Jan 20—Introduction**

**Discussion: Ideas & Impressions of Law & Justice**

**Jan 22—Discussion: Compare how Stein and Miller approach the ideas of law and justice. Which approach do you find more compelling and why?**

**To prepare, before sketching out your ideas, for each author write out answers to "secondary source" outline found above on page 3, bring all these notes to class to facilitate discussion, you can use these notes if we have a quiz:**

**Stein, *Roman law in European History* p. 14-36**

**Miller, *An Eye for an Eye* p. 1-16**

### **WEEK 2—EARLY MEDIEVAL LAW**

#### **Jan 25— Roman Background and Early Germanic Law Codes**

**Write out answers to "secondary source" outline found above on page 3, bring all these notes to class to facilitate discussion, you can use these notes if we have a quiz:**

**Joseph Canning “The Origin of Medieval Political Ideas” p. 1-3, 16-25**

#### **Jan 27— Law and Authority**

**For each text write out answers to "primary source" outline found above on page 3, bring all these notes to class to facilitate discussion, you can use these notes if we have a quiz.**

**Discussion topic: From where does law draw its authority here? What can law tell us about society (how it was constructed, what was important to it)?**

**Selection from Salic Laws, Laws of Aethelberht**

#### **Jan 29—Law and Punishment**

**Prepare secondary source questions.**

**Discussion topic: Was talion a philosophy of justice? How did it work, was it effective? Can we draw comparisons to modern society?**

**W.I. Miller, *An Eye for an Eye* p. 24-7, 46-57, 109-129**

### **WEEK 3—IDEAS OF JUSTICE IN THE EARLY MIDDLE AGES: THE FEUD**

**Feb 1 & 3— How do we see notions of poetic justice and satisfaction play out in early medieval society?**

– Write brief 1-page response to Miller’s *An Eye for an Eye* p. 58-69, 140-159 and bring it to class.

**Feb 5—Can we make sense of the feud? What relationship did feuding have to dispute resolution, if any? What do you think of Gluckman’s anthropological approach?**

**Max Gluckman, “Peace in the Feud” {BB}**

**Gregory of Tours “Sichar and Chramnesind” {BB}**

#### **WEEK 4— THE TWO SWORDS**

**Feb 8— The Investiture Controversy**

**Tierney, *Crisis of Church and State* p. 1-5**

**Feb 10— What is the background to the investiture controversy? Where are claims on either side based? How does the debate change over time?**

**Tierney, *Crisis of Church and State* p.7-15, 24-32**

**Feb 12— Who has superior jurisdiction over the other?**

**Investiture Group Debate: Popes vs Emperors (based on Tierney p.45-73)**

#### **WEEK 5— THE PROBLEM OF PROOF I**

**Feb 15— Ordeals & Judicial Duels**

**Feb 17— What attitudes toward the ordeal can we glean from these sources? In what ways did it work, in what ways did it not work?**

##### **Ordeal Docs**

**Feb 19— What are the fundamental problem with proof here? Why do they use the judicial duel at this late date? How does reading this account compare to reading the primary sources?**

**Jaeger, *The Last Duel* chapters 1-3.**

#### **WEEK 6— UNIVERSITIES AND THE LEARNED LAW**

**Feb 22— The “Rediscovery” of Roman Law**

**Peter Stein, *Roman Law in European History* p.38-70**

**Feb 24— How would you describe the process of legal thinking in these sources? How does it compare to materials we saw earlier? Where does law draw its authority here?**

##### **Selected Roman Law and Canon Law Sources**

**Feb 26—**

**In Class Glossing Exercise:** Everyone choose one of the primary sources we have read for weeks 2, 3 or 5 (ie not from the Investiture controversy documents), select 1-2 interesting paragraphs, and type it up on

a blank sheet such that there are at least three-inch margins surrounding it. On a separate sheet, explain what the passage is about and why it is important (4-5 sentences)

### **WEEK 7— THE PROBLEM OF PROOF II**

**Feb 29— Why did reasonable doubt rules develop the way they did? What does that tell us about conceptions of justice in medieval society? How would you describe the relationship between law and religion?**

**James Q. Whitman, “Salvation for the Judge, Damnation for the Witness” (*The Origins of Reasonable Doubt*, 91-124)**

**March 2— Preparation for Midterm Mock Encyclopedia Article. Peer Review of Drafts**

**March 4— Midterm Essay Due.**

### **WEEK 8— Spring Break**

**March 7-11 -- No class**

### **WEEK 9— CRIME**

**March 14—Crime and Criminals**

**March 15---** Trevor Dean, Crime in Medieval Europe

**March 16—** Claude Gauvard "Fear of Crime in Late Medieval France" in Hanawalt, ed. *Medieval Crime and Social Control*

**March 18— Karl Shoemaker, “Sanctuary in Medieval Europe”**

### **WEEK 10— PUNISHMENT**

**March 21— Punishment in the Later Middle Ages**  
Paul Friedland, *Seeing Justice Done* selection

**March 23— Why was punishment such a spectacle? What does this tell us about medieval notions of criminality, community, and justice?**

**Paul Friedland, *Seeing Justice Done* selection**

**Esther Cohen, “To Die a Criminal for the Public Good: The execution Ritual in Late Medieval Paris” in *Law, Custom and the Social Fabric in Late Medieval Europe: Essays in Honor of Bruce Lyon*, ed. Bernard Bachrach and David Nicholas (Kalamazoo, 1990) 285- 304. {BB}**

**March 25— Trip to Metropolitan museum on own time to study selected images related to justice. 500 word response paper due by 5pm by email.**

### **WEEK 11— Sensational Trials of the Late Middle Ages**

**March 28—Joan of Arc: first half of the trial.**  
I will offer a lecture on context in class.

**March 30— Joan of Arc: second half. Assignments of roles and preparation for mock trial.**

**April 1— Joan of Arc: Mock Trial**

**WEEK 12—Legal Professionals: Here Come the Lawyers**

**April 4— When and how did law become professional?**

**Susan Reynolds, “The Emergence of Professional Law in the Long Twelfth Century” {BB}**

**April 6—**

**Class Performance of “The Farce of Master Pathelin”**

**April 8— Why is Pathelin funny? What did late medieval people think about lawyers, judges and law courts? How does humor give us an insight into history?**

**Discussion of the Farce**

**WEEK 13— RIGHTS & LIBERTIES I**

**April 11— The Communal Movement & the Language of Rights**

**Alan Harding “Political Liberty in the Middle Ages”**

**April 13— What rights and wrongs is the community responding to here? What sort of ideas of they have of servitude, freedom, liberty, and lordship?**

**Galbert of Bruges, *The Murder of Charles the Good***

**April 15— What was the goal of the uprising? How did contemporary people think of the methods used?**

**Galbert of Bruges, *The Murder of Charles the Good***

**WEEK 14— Final Paper prep. 1**

**April 18— In class discussion of the three different topics, development of thesis statements.**

**April 20— 500 word prospectus on the final paper due.**

**April 22-- Research day, progress report of 300 words or revised prospectus due by 5pm.**

**WEEK 15— Final Paper prep. 2**

**April 25— In class peer review of drafts.**

**April 27— no class meeting, extended office hours.**

**April 29—In-class presentations of final papers**

**WEEK 16—**

**May 2: In-class presentations of final papers**

**May 4: final paper due.**

**Final exam date: Final paper on "the Advocate" due**

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

## New Course Proposal Form

Date Submitted March 7, 2018

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto: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** Terrorism, Security and Emergency Management
- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Terrorism, Security & Emergency Mgt
- c. **Level** of this course    \_\_\_ 100 Level    X 200 Level    \_\_\_ 300 Level    \_\_\_ 400 Level

**Please provide a brief rationale for why the course is at the level:** A course at this level expands on students' general knowledge of homeland security, looking in particular at one security threat to homeland security and the measures taken to deal with this threat. In particular, the course builds upon the material in SEC IXX *Introduction to U.S. Homeland Security*. This course introduces students to terrorism, counterterrorism, and antiterrorism.

- d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): SEC 2ZZ
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

A course covering terrorism, antiterrorism and counterterrorism in this department 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.



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.)

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.

5. **Course Prerequisites.** ENG 101

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**?

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:

- Identify and critically evaluate existing definitions of terrorism, the labeling of incidents as terrorism, and popular discourse, narratives, theories, and perspectives on terrorism.
- Differentiate between different forms of terrorism worldwide.
- Critically examine existing risk assessments of terrorism, and identify the limitations of these assessments.
- Appraise the social, political, legal and ethical implications of counterterrorism and antiterrorism measures and practices.

- Utilize an evidence-based approach to analyze and assess antiterrorism and counterterrorism strategies.

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?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No   X        Yes \_\_\_\_\_      If yes, please indicate the area:

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

Student learning will be assessed through 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+<br><u>  X  </u>         | ➤ Electronic encyclopedia<br>collections (e.g. from Gale; Sage;<br>Oxford Uni Press) <u>  X  </u> |
| ➤ EBSCOhost Academic Search<br>Complete <u>  X  </u> | ➤ LexisNexis Universe <u>  X  </u>  |
|  | ➤ 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? Lauren Shapiro; Marie-Helen Maras; Alex Alexandrou

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

   No

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

While courses related to terrorism exist elsewhere in the college that is to be expected for such a pertinent and interdisciplinary field. This course differs from all others in that it is tailored to the disciplinary approach of private security.

The Chair discussed the course with the Department of Law and Police Science UCASC representative.

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

   Not applicable

   No

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

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?

  X   No

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

19. Approvals:

Charles Nemeth, Chair, Security, Fire and Emergency Management

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

**Syllabus for Terrorism, Security and Emergency Management (SEC 2XX)**

**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**

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.

### **LEARNING OUTCOMES**

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

- Identify and critically evaluate existing definitions of terrorism, the labeling of incidents as terrorism, and popular discourse, narratives, theories, and perspectives on terrorism.
- Differentiate between different forms of terrorism worldwide.
- Critically examine existing risk assessments of terrorism, and identify the limitations of these assessments.
- Appraise the social, political, legal and ethical implications of certain counterterrorism and antiterrorism measures and practices.
- Utilize an evidence-based approach to analyze antiterrorism and counterterrorism strategies.

### **COURSE PREREQUISITES**

ENG 101

### **COURSE POLICIES**

#### **Attendance/Class Participation**

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is *your* responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day's participation). You 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 Paper #1:*

- Building on the ethical issues discussed in Weeks 2 through 4 of the course, write a **3 to 4 page paper** (12 font, double-spaced) on ethical considerations in terrorism investigations. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books.<sup>1</sup> This assignment is due **Week 5** and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.

#### *For Paper #2:*

---

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

- Write a **7 to 8 page paper** (12 font, double-spaced) that includes the following information and answers the following questions:
  - Make an evidence-based argument on which type of terrorism (e.g., left-wing, right-wing, nationalist-separatist, religious, or special interest terrorism) poses the greatest security threat? In what ways (if any), does this differ from popular notions and conceptions on terrorism?
  - What are some of the most important measures that governments, international agencies, and the private security sector have implemented to deal with this threat?
  - Based on what you learned in this course on “what works” and “does not work” in the discipline, how effective are these measures in dealing with the particular type of terrorism you identified in your paper?
  - What role can and should private security professionals play in countering this form of terrorism?
- A first draft of the paper is due no later than **Week 11**, and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.
- Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books).<sup>2</sup> This assignment is due by **Week 15**, and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.

*For Presentation:*

- The **oral presentations** are worth **15%** of your total grade.<sup>3</sup> The due dates for the presentation are included in the **Course Schedule** section in this syllabus and will be posted on Blackboard.
- Your topic will be selected on the first day of class. This topic will be based on current national and international terrorism incidents and responses to them. Using evidence-based arguments, you will be required to critically evaluate these incidents and responses to them.
- In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The **PPT slides or Prezi** is worth **10%** of the total grade.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- You will be required to **write an outline** for the Presentation by **Week 4**, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth **5%** of the total grade. An example of the required format for the outline is posted on Blackboard.

---

<sup>2</sup> Information on scholarly sources and how scholarly sources can be accessed via the Library will be posted on Blackboard.

<sup>3</sup> An exemplar presentation will be posted on Blackboard.

## A GUIDE TO PERFORMING

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

## REQUIRED TEXTS

Maras, M.-H. (2012). *Counterterrorism*. Burlington, Massachusetts: Jones and Bartlett.

Peer-reviewed journal articles are also assigned as required reading (see Course Calendar). These articles are available on Blackboard.

## GRADING

Participation: 28%

Paper 1: 20%

Paper 2: 22%

Outline of Presentation: 5%

PowerPoint Slides or Prezi: 10%

Presentation: 15%

## 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.  The need for a course of this nature for the field of security and emergency management will be discussed.
Week 2	Introduction to Transnational Terrorism	Required Readings



	<p>Students will examine terrorism and differentiate between various forms of terrorism. Students will also be introduced to a brief history of terrorism. The role of private security professionals and emergency management professionals in combating transnational terrorism will be highlighted as well.</p>	<ol style="list-style-type: none"> <li>1) Chapter 1 in Maras, <i>Counterterrorism</i>.</li> <li>2) H. Prunckun, "The first pillar of terror – Kill One, Frighten Ten Thousand: A critical Discussion of the Doctrinal Shift Associated with the 'New Terrorism,'" <i>The Police Journal: Theory, Practice, and Principles</i> 87:3 (2014), 178-185.</li> </ol>
<b>Week 3</b>	<p><b>Perspectives and Theories on Terrorism</b></p> <p>Students will identify and discuss various perspectives and theories on terrorism.</p>	<p><b>Required Readings</b></p> <p>Chapter 2 in Maras, <i>Counterterrorism</i></p>
<b>Week 4</b>	<p><b>Sustainment and Disengagement from Terrorism</b></p> <p>Students will discuss factors that influence the sustainability of and disengagement from terrorism.</p>	<p><b>*Outline for presentations due this week!</b></p> <p><b>Required Readings</b></p> <p>Chapter 3 in Maras, <i>Counterterrorism</i></p>
<b>Week 5</b>	<p><b>Assessing the Risk of Terrorism</b></p> <p>Students will assess the threat of terrorism and the risk of terrorism. Students will also examine terrorism risks assessment in the private sector and by private security and emergency managers.</p>	<p><b>*Paper #1 on ethical considerations in terrorism investigations due this week!</b></p> <p><b>*Student presentations</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) Chapter 4 in Maras, <i>Counterterrorism</i></li> <li>2) J. P. Walsh, "Moral panics by design: the case of terrorism," <i>Current Sociology</i> 65:5 (2017), 643-662.</li> </ol>
<b>Week 6</b>	<p><b>Precautionary and Preemptive Responses to Terrorism</b></p> <p>Students will discuss and analyze precautionary and preemptive measures against</p>	<p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) Chapter 5 in Maras, <i>Counterterrorism</i></li> <li>2) G. Mythen and S. Walkate, "Counterterrorism and the</li> </ol>

	terrorism. Precautionary measures and preemptive practices of private security and emergency management professionals are explored.	Reconstruction of (In)Security: Divisions, Dualisms, and Duplicities,” <i>British Journal of Criminology</i> 56:6 (2016), 1107-1124.
<b>Week 7</b>	<p><b>Private Security and Emergency Management: War on Terrorism and its Impact</b></p> <p>Students will assess the war on terrorism and its implications for antiterrorism and counterterrorism. The impact of the war on terrorism on private security and emergency management practices are also explored.</p>	<p><b>Required Readings</b></p> <p>Chapter 6 in Maras, <i>Counterterrorism</i> R. de Nevers, “Private Security Companies and the Laws of War,” <i>Security Dialogue</i> 40:2 (2009), 169-190.</p>
<b>Week 8</b>	<p><b>Intelligence Gathering, Surveillance and Mass Registration</b></p> <p>Students will examine intelligence gathering, surveillance and registration by the public and private sector.</p>	<p><b>*Student presentations</b></p> <p><b>Required Readings</b></p> <p>Chapter 7 in Maras, <i>Counterterrorism</i></p>
<b>Week 9</b>	<p><b>Law Enforcement Tactics</b></p> <p>Students will critique law enforcement techniques used against identified and suspected terrorists.</p>	<p><b>Required Readings</b></p> <p>Chapter 8 in Maras, <i>Counterterrorism</i> A. P. Morriss, <i>The Public-Private Security Partnership: Counterterrorism Considerations for Employers in a Post-9/11 World</i>, 2 <i>Hastings Business Law Journal</i> 2:2 (2006), 427-452.</p>
<b>Week 10</b>	<p><b>Preventive Detention</b></p> <p>Students will explore preventive detention around the world and its implications.</p>	<p><b>Required Readings</b></p> <p>Chapter 9 in Maras, <i>Counterterrorism</i></p>

<p><b>Week 11</b></p>	<p><b>Punishment for Terrorists</b></p> <p>Students will identify and assess individual and collective forms of punishment of terrorists. The impacts of these punishments are also explored.</p>	<p><b>*First draft of paper due this week!</b></p> <p><b>Required Readings</b></p> <p>Chapter 10 in Maras, <i>Counterterrorism</i></p>
<p><b>Week 12</b></p>	<p><b>Rehab for Terrorists</b></p> <p>Students will critically examine the imprisonment of terrorists and a “soft” approach to counterterrorism - the rehabilitation of terrorists around the globe. Private prisons and the security of these prisons nationally and internationally is also explored.</p>	<p><b>*Student presentations</b></p> <p><b>Required Readings</b></p> <p>Chapter 11 in Maras, <i>Counterterrorism</i></p>
<p><b>Week 13</b></p>	<p><b>The Media, The Internet and Terrorism</b></p> <p>Students will discuss the relationship between the media and terrorism, and terrorists’ use of the Internet. The role of private companies, and security and emergency managers in countering terrorists’ use of the Internet are also covered.</p>	<p><b>Required Readings</b></p> <p>Chapter 12 in Maras, <i>Counterterrorism</i>  Maras, M.-H. (2017). Social Media Platforms: Targeting the “Found Space” of Terrorists. <i>Journal of Internet Law</i>, 21(2), 3-9.</p>
<p><b>Week 14</b></p>	<p><b>Peace Agreements, Terrorism and the Role of Private Security</b></p> <p>Students will explore negotiations, peace accords, and peace agreements with various types of terrorism. The role of private security and emergency management</p>	<p><b>Required Readings</b></p> <p>Chapter 13 in Maras, <i>Counterterrorism</i>  C. M. Faulkner, “Buying Peace? Civil War Peace Duration and Private Military and Security Companies,” <i>Civil Wars</i>, published online December 5, 2017.</p>

	professionals in peace negotiations, agreements, and accords is also explored.	
<b>Week 15</b>	<p><b>The Future of Antiterrorism and Counterterrorism</b></p> <p>Students will examine new threats and future considerations for private security and emergency management professionals in antiterrorism and counterterrorism.</p>	<p><b>*Student presentations</b></p> <p><b>*Paper #2 due this week!</b></p> <p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1) Chapter 14 in Maras, <i>Counterterrorism</i></li> <li>2) S. S. Bhashyam and G. Montibeller, "In the Opponent's Shoes: Increasing the Behavioral Validity of Attackers' Judgments in Counterterrorism Models," <i>Risk Analysis</i>, 36:4 (2016), 667-680.</li> </ol>

## 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.]

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](mailto: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** Intelligence and Counterintelligence: Public and Private Practices

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Intel & Counterintel

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 is a specialized course on intelligence and counterintelligence in homeland security. As the capstone of the Homeland Security minor, it requires the background knowledge of the 100 and 200 level courses before it, which are its prerequisites. A 300 level offering is recommended.

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

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

A 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.

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.)

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.

5. **Course Prerequisites.**

ENG 201

SEC 1XX Introduction to U.S. Homeland Security

SEC 2XX Terrorism, Security and Emergency Management

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**?

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:

- Identify and describe intelligence and counterintelligence and their importance to public and private sectors.
- Critically evaluate the human, technical and open sources of intelligence, and the processes involved in intelligence gathering, analysis, and dissemination

- Critically analyze the laws and policies regulating the intelligence communities nationally and internationally, including ethical considerations.
- Examine challenges faced by private and public actors in intelligence sharing, and formulate reforms to improve vertical and horizontal information sharing.
- Use evidence to recommend effective intelligence and counterintelligence practices.

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? Alex Alexandrou; Marie-Helen Maras; Kevin Cassidy

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

   No

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

While courses related to intelligence exist elsewhere in the college that is to be expected for such a pertinent and interdisciplinary field. This course differs from all others in that it is tailored to the disciplinary approach of private security.

The Chair discussed the course with the Department of Law and Police Science UCASC representative.

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

   Not applicable

   No

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

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?

  X   No

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

19. Approvals:

Charles Nemeth, Chair, Security, Fire and Emergency Management

---

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE****The City University of New York****899 10th Avenue****New York, New York 10019****Syllabus for Intelligence and Counterintelligence: Public and Private Practices (SEC 3WW)****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**

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.

**LEARNING OUTCOMES**

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

- Identify and describe intelligence and counterintelligence and their importance to public and private sectors.
- Critically evaluate the human, technical and open sources of intelligence, and the processes involved in intelligence gathering, analysis, and dissemination
- Critically analyze the laws and policies regulating the intelligence communities nationally and internationally, including ethical considerations.
- Examine challenges faced by private and public actors in intelligence sharing, and formulate reforms to improve vertical and horizontal information sharing.
- Use evidence to recommend effective intelligence and counterintelligence practices.

**COURSE PREREQUISITES:** ENG 201, SEC 1XX Introduction to U.S. Homeland Security  
SEC 2XX Terrorism, Security and Emergency Management**COURSE POLICIES****Attendance/Class Participation**

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is *your* responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day's participation). You 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 Paper #1:*

- Think (or look) back on your ethics assignments from Introduction to Homeland Security and Terrorism, Security and Emergency Management. How has your understanding of the ethics related to homeland security grown since you started the minor in *Homeland Security*? Building upon the ethical issues identified and discussed in previous courses in the minor, and in the course material covered in the previous weeks in this class, write a **3 to 4 page paper** (12 font, double-spaced) on the ethical considerations in intelligence collection from either human, technical or an open source. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal

articles; government reports and studies; and scholarly books.<sup>1</sup> This assignment is due **Week 5** and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.

For *Paper #2*:

- This paper is a capstone course for the *Homeland Security* Minor. It requires students to piece together what they learned in the previous courses and apply it to a specific homeland security-intelligence issue – namely, espionage.
- Write a **7 to 8 page paper** (12 font, double-spaced) on espionage. Please include the following in your paper:
  - Examine what information resources are available, and choose a country. Describe the country's main intelligence agency and its functions.
  - Choose an incident in the past which involved espionage against the country you chose to analyze. Please describe the incident in detail.
  - How was the incident revealed?
  - What role did the country's intelligence agency play in the incident?
  - What are some of the most important measures that were implemented by this intelligence agency in response to the incident?
  - What role did private security play in this incident? What role should it have played in this incident?
  - Critically evaluate the measures implemented to deal with this espionage incident. Using evidence-based arguments, what measures would have been effective in dealing with this incident?
- A first draft of the paper is due no later than **Week 11**, and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.
- Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). This assignment is due by **Week 15**, and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.

For *Presentation*:

- The **oral presentations** are worth **15%** of your total grade. In this presentation, you will discuss your topic and the highlights of your research.<sup>2</sup> Your presentation will be no more than 10 minutes long.
- The topic for your presentation will be based on current intelligence issues. You will be required to use evidence-based arguments to explain the assigned intelligence issue, and critically evaluate “what works” and “what does not” work in terms of responses to the issue. Your topic will be selected on the first day of class. The due dates for the presentation are included in the **Course Schedule** section in this syllabus and will be posted on Blackboard.

---

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

<sup>2</sup> An exemplar presentation will be posted on Blackboard.

- You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The **PPT slides or Prezi** is worth **10%** of the total grade.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- You will be required to **write an outline** for the Presentation by **Week 4**, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth **5%** of the total grade. An example of the required format for the outline is posted on Blackboard.

## A GUIDE TO PERFORMING

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

## REQUIRED TEXTS

Lowenthal, M. M. *Intelligence: From Secrets to Policy*, 6<sup>th</sup> edition (CQ Press, 2014).

Peer-reviewed journal articles are also assigned as required reading (see Course Calendar). These articles are available on Blackboard.

## GRADING

Participation: 28%

Paper 1: 20%

Paper 2: 22%

Outline of Presentation: 5%

PowerPoint Slides or Prezi: 10%

Presentation: 15%

## 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.

		The need for a course of this nature for the field of security and emergency management will be discussed.
<b>Week 2</b>	<p><b>Intelligence Studies and the Private Security Sector: An Introduction</b></p> <p>This week defines intelligence and examines intelligence as a social construct. The role of the private security sector in intelligence is explored.</p>	<p><b>Required Readings</b></p> <p>Chapters 1 and 2, Lowenthal</p>
<b>Week 3</b>	<p><b>The Intelligence Community: Where do Private Security Professionals Fit In?</b></p> <p>This week examines different intelligence agencies, their structures, functions, and processes both domestically and abroad. The place of private security professionals with respect to the intelligence community is also examined.</p>	<p><b>Required Readings</b></p> <p>Chapter 3 and 15, Lowenthal</p>
<b>Week 4</b>	<p><b>The Intelligence Process – Technical Collection</b></p> <p>This week considers the various technical collection functions, such as SIGINT and IMINT.</p>	<p><b>*Outline for presentations due this week!</b></p> <p><b>Required Readings</b></p> <p>Chapter 5, Lowenthal</p>
<b>Week 5</b>	<p><b>The Intelligence Process – Open Source</b></p> <p>This week explores the use of open source material and discusses classification issues. The manner in which private professionals conduct investigations of open source material</p>	<p><b>Required readings:</b></p> <p>Lomas, D. W. B. (2015). Open source intelligence in a networked world. <i>Journal of Intelligence History</i> 14(1), 76-77.</p> <p>Gibson, S. (2004). Open source intelligence: An intelligence lifeline. <i>The RUSI Journal</i> 149(1), 16-22.</p> <p>Hulnick, A. S. (2002). The Downside of Open Source Intelligence. <i>International Journal of</i></p>

	(especially social media data) is explored and critically evaluated.	<i>Intelligence and CounterIntelligence</i> 15(4),565-579
<b>Week 6</b>	<p><b>The Intelligence Process – Analysis</b></p> <p>This week exposes students to the process through which intelligence communities interact.</p>	<p><b>*Paper #1 in intelligence collection from either human, technical or an open source!</b></p> <p><b>Required Readings</b></p> <p>Chapter 4, Lowenthal Macdonald, M. S. and Oettinger, A. G. (2002). Information Overload: Managing Intelligence Technologies. <i>Harvard International Review</i> 24(3), 44-48</p>
<b>Week 7</b>	<p><b>Public-Private Partnerships and the Dissemination of Intelligence</b></p> <p>This week investigates the barriers to intelligence sharing both domestically and abroad. It also explores public-private partnerships.</p>	<p><b>Required Readings</b></p> <p>Chapter 6, Lowenthal L. Sustar, “Public-private partnership? Intelligence Sharing, <i>Security Magazine</i>, June 1, 2015, <a href="https://www.scmagazine.com/public-private-partnership-intelligence-sharing/article/536733/">https://www.scmagazine.com/public-private-partnership-intelligence-sharing/article/536733/</a></p>
<b>Week 8</b>	<p><b>Counterintelligence</b></p> <p>As the title indicates, this week covers counterintelligence practices worldwide.</p>	<p><b>*Student presentations</b></p> <p><b>Required Readings</b></p> <p>Chapter 7, Lowenthal</p>
<b>Week 9</b>	<p><b>Covert Action and the Role of the Private Sector</b></p> <p>This week examines the different types of covert actions by national and international intelligence agencies. The controversial role of the CIA in past secret attempts to overthrow governments and assassinate foreign leaders is considered as well. The role of the private sector in covert actions is examined.</p>	<p><b>Required Readings</b></p> <p>Chapter 8, Lowenthal</p>



<p><b>Week 10</b></p>	<p><b>Warnings, Surprise Attacks, Security, and The Private Sector</b></p> <p>This week examines the role of strategic warning, different approaches to warning, how warning priorities are assessed, the role of denial and deception in the warning process, the differences between the capabilities and intentions of a threat, and the problem of credibility. Special attention will be paid to the roles of the private sector and private security sector.</p>	<p><b>*Student presentations</b></p> <p><b>Required Readings</b></p> <p>1) Dahl, E. J. “Why Won't They Listen? Comparing Receptivity Toward Intelligence at Pearl Harbor and Midway,” <i>Intelligence and National Security</i> 28:1 (2013), 68-90.</p> <p>2) Dahl, E. J. “Warning of terror: explaining the failure of intelligence against terrorism,” <i>Journal of Strategic Studies</i> 28:1 (2005), 31-55.</p>
<p><b>Week 11</b></p>	<p><b>Military Intelligence and Counterinsurgency</b></p> <p>This week considers the use of intelligence for military support. Special attention will be placed to private military companies.</p>	<p><b>Required Readings</b></p> <p>1) Blanken, L. and Overbaugh, J. “Looking for Intel? ... or Looking for Answers? Reforming Military Intelligence for a Counterinsurgency Environment,” <i>Intelligence and National Security</i> 27:4 (2012), 559-575.</p> <p>2) Porch, D. and J. Delgado, ‘Masters of today’: military intelligence and counterinsurgency in Colombia, 1990–2009,” <i>Small Wars &amp; Insurgencies</i> 21:2 (2010), 277-302.</p>
<p><b>Week 12</b></p>	<p><b>Oversight and Accountability Mechanisms</b></p> <p>This week exposes students to the nature and extent of executive and judicial oversight on the actions of the intelligence community. The oversight and accountability mechanisms for private military and security forces are also critical evaluated.</p>	<p><b>Required Readings</b></p> <p>Chapters 9 and 10, Lowenthal  Manget, F. F. “Intelligence and the rise of judicial intervention,”  <a href="https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol39no5/pdf/v39i5a06p.pdf">https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol39no5/pdf/v39i5a06p.pdf</a></p>
<p><b>Week 13</b></p>	<p><b>The Role of the Media</b></p>	<p><b>Required Readings</b></p>

	<p><b>and Public Awareness</b></p> <p>This week examines the role of the media and public awareness in the intelligence community.</p>	<p>Matei, F. C. "The media's role in intelligence democratization," <i>International Journal of Intelligence and Counterintelligence</i> 27 (2014), 73-108.</p>
<p><b>Week 14</b></p>	<p><b>Ethical and Moral Issues in Intelligence</b></p> <p>This week explores the controversies surrounding intelligence practices looking in particular at ethical and moral issues.</p>	<p><b>Required Readings</b></p> <p>Chapter 13, Lowenthal</p>
<p><b>Week 15</b></p>	<p><b>Intelligence Reform and Future Threats</b></p> <p>This week considers ways to reform the intelligence process and the sharing of information between agencies of the intelligence community.</p>	<p><b>*Student presentations</b></p> <p><b>*Paper #2 due this week!</b></p> <p><b>Required Readings</b></p> <p>Maras, M.-H. (2017). Overcoming the Intelligence Sharing Paradox: Improving Information Sharing Through Change in Organizational Culture. <i>Comparative Strategy</i>, 36(3), 1-11.</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.

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

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

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

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

Each and every piece of written work needs in-text citations and a bibliography 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.]

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

## New Course Proposal Form

Date Submitted: 3/13/2018\_\_\_\_\_

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

1. a. **Department(s) or program(s)** proposing this course - SFEM
- b. **Name** and contact information of proposer(s) Charles P. Nemeth, JD, PhD, LL.M and Chief Ed Bogats, Jr. –Adjunct Professor in SFEM

Email address(s) [cnemeth@jjay.cuny.edu](mailto:cnemeth@jjay.cuny.edu); [ebogats@jjay.cuny.edu](mailto:ebogats@jjay.cuny.edu)

Phone number 8756/8599

2. a. **Title of the course: Safety and Security in Higher Education Institutions**
- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Safety & Sec in Higher Ed Inst
- c. **Level** of this course    \_\_\_100 Level    \_\_\_200 Level    xx300 Level    400 Level

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

This course prepares students for careers as a security supervisor and manager at college and university facilities. The course primarily aims at those interested in security supervision and the operational concerns common to college settings. It is a specialty class- one of many sectors requiring advanced and specialized knowledge. The course will focus on needs assessment which predicts and prevents criminality; delivers best practices regarding persons and property; recommends crime prevention tactics workable in the college setting and integrates diverse technologies in the campus setting including but not limited to CCTV and surveillance programs, implementation of an Incident Command system, and a series of practical, operational plans for the integration of physical security technology in the college setting.

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).

Educational security is a well-entrenched and growing area in security management and security studies. Security curriculum should offer a course specifically geared towards public safety responses to critical incidents and safety planning within higher education. The focus of the course is specific to a vital need today of educating our administrators and supervisors within higher education on how to maintain a safe learning and working environment.

This course focuses on the unique security and safety circumstances that are generally experienced in higher education. The course will evolve as a stepping stone that administrators and supervisors can use as a guideline when they are creating a comprehensive emergency response plan to whatever the specific needs are of the institution based upon demographics, crime data and community needs.

The course stresses best practices and systematic responses that are the most effective in higher education settings and fosters a full understanding of critical incident policy and protocols and also explores the dynamics of crime prevention through environmental design, staffing, and training needs of the security team operating on college and university campuses. Special emphasis will focus on equipping the security force and retaining those within the security force.

Lastly, the student will learn how to put together a comprehensive security response plan based upon true principles that are the industry standard in Higher Education today. Response to both everyday needs and critical incidents as they rapidly unfold are key concerns of any security administrator or supervisor within Higher Education today. The needs of securing a safe learning environment are critical today as more and more college and university campuses find themselves targets for violence and terror both home grown and international in scope.

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

This course focuses on the theory and practice of safety and security within Higher Education, including protecting to the security and safety of persons and property by the Security Executive tasked with this responsibility. Students will examine the management of risk associated with a range of conditions and events including emergency response protocol for active shooting situations, critical incident management of natural and man-made disasters, fire, building security systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies.

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, SEC 101

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): Once each academic year  
 b. Teacher(s): Various  
 c. Enrollment(s): 30  
 d. Prerequisites(s): SEC 101

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:**

- Explain the role of threat assessment in higher education safety.
- Assess a working plan in threat assessment.
- Author and apply response modules for critical incidents both natural and man-made.
- Correlate the risks of loss prevention and risk mitigation.
- Categorize effective working communications within the Incident Command System.
- Explain NIMS – the full spectrum of training and why it is so important.
- Identify and assess the methods to prevent and/or mitigate natural disasters, emergencies, fire, explosions, hazardous and toxic materials, infectious diseases, and terrorism.
- Compose a Security Survey, Risk Assessment Plan and Emergency Response Framework

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)

BS in Security Management, Part Two Security Applications, Category B

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**?

- Exams and quizzes
- Classroom participation
- Final project (Comprehensive plan completion) based upon a given scenario

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

Yes  No

- If yes, please state the librarian's name \_\_\_\_\_
- Are there adequate resources in the library to support students' work in the course  
Yes  X  No
- Will your students be expected to use any of the following library resources? Check all that apply.
 

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+   <input checked="" type="checkbox"/></li> <li>➤ EBSCOhost Academic Search Complete x <input type="checkbox"/></li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/></li> <li>➤ LexisNexis Universe <input checked="" type="checkbox"/></li> <li>➤ Criminal Justice Abstracts <input checked="" type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>➤ PsycINFO <input type="checkbox"/></li> <li>➤ Sociological Abstracts x <input type="checkbox"/></li> <li>➤ JSTOR <input checked="" type="checkbox"/></li> <li>➤ SCOPUS <input checked="" type="checkbox"/></li> <li>➤ Other (please name)   <input checked="" type="checkbox"/> Legitimate Law Enforcement Sources/Research sources that can be internet based</li> </ul>
--	---

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval \_\_\_\_\_ 3/20/2018 \_\_\_\_\_

15. **Faculty** - Who will be assigned to teach this course? Professors Edward Bogats and Kevin Cassidy

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:

CHARLES P. NEMETH JD, Ph.D, LL.M

---

Chair, Department of Security, Fire and Emergency Management

DR.ROBERT MCCRIE, DEPUTY CHAIR- SECURITY MANAGEMENT

---

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

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Course SEC: TBD/Safety/Security in Higher Education - Name of course**  
**Instructor Name – Ed Bogats, Jr.**  
**Instructor JJAY email – ebogats@jjay.cuny.edu**

### **COURSE DESCRIPTION**

This course introduces the theory and practice of Safety and Security within Higher Education as applied to the security and safety of persons and property by the Security Executive tasked with this responsibility. Examines the management of risk associated with a range of conditions and events including emergency response protocol for active shooting situations, critical incident management of natural and man-made disasters, fire, building security systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies.

### **LEARNING OUTCOMES**

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

- Explain the role of threat assessment in higher education safety.
- Assess a working plan in threat assessment.
- Author and apply response modules for critical incidents both natural and man-made.
- Correlate the risks of loss prevention and risk mitigation.
- Categorize effective working communications within the Incident Command System.
- Explain NIMS – the full spectrum of training and why it is so important.
- Identify and assess the methods to prevent and/or mitigate natural disasters, emergencies, fire, explosions, hazardous and toxic materials, infectious diseases, and terrorism.
- Compose a Security Survey, Risk Assessment Plan and Emergency Response Framework

### **HOW THE CLASS WORKS**

This is a regular residential/hybrid or online college course- all formats having activities that are tracked in Blackboard- such as Discussion and Extra Credit assignments. In Discussion forums, provide input of your own and respond thoughtfully to your fellow students' comments. The discussion area will be facilitated and the discussions will be monitored and directed as needed. The discussions are dependent on your contributions. In addition, when posting in discussion forums, please treat your fellow classmates with respect, even if you strongly disagree with their postings. Do not forget to maintain contact with your instructor. Ask questions when needed and please do not let problems go unresolved! Please make sure to contact your instructor with any questions or concerns.

### **CLASS REQUIREMENTS**

#### **READ ME!**

For *Discussion Forums*:

- You are required to provide a submission in the discussion forum, which must be a minimum of 350 words.
- Each submission must also contain a question for your classmates to answer (this will help facilitate discussion on the topic)
- You are also required to respond to at least ONE classmate in the discussion. Your response to a classmate must be a minimum of 100 words.
- Each submission must also contain in-text citations according to MLA or APA and a proper reference list. Posting links to websites as an in-text citation or reference is INCORRECT and UNACCEPTABLE. Some examples of ways to properly cite are included under the “A Guide to In-Text Citations and References (or Bibliographies)” section of this syllabus. See also: <http://owl.english.purdue.edu/owl/resource/560/01/> (for APA) or <http://owl.english.purdue.edu/owl/resource/747/01/> (for MLA). Improper citations will result in a loss of points on the assignment.
- **All discussion forum posts are due on the designated time and date as indicated in the post.**

For *Assignments*:

- Each submission for the DQ must be a minimum of 350 words.
- Responses to a classmate’s initial submission have no numerical assignment of words and can be as long as you wish, just so they are articulate.
- Assignments throughout the course relate to the Learning Objectives and Outcomes noted in this syllabus.
- **All assignments are due on the designated time and date.**

For the *Research Paper*:

- Write a **10 to 12 page paper** (12 fonts, double-spaced) on one of the topics covered during the semester. The paper shall detail deficiencies and successes in risk and loss prevention in their chosen topics based on published reports and academic journal articles. At the end of Week 3, each student must submit a topic and outline for their topic for approval; this will be submitted in the assignment dropbox (Research Paper Topic & Outline). The **cover page** (if you include it) and the **reference page** (which you MUST include) **do not count in the minimum page requirement**. Time and Date for turn in will be posted in the course calendar.

For the *Final Exam*:

- The exam will be posted forty-eight (24) hours prior to the due date.
- You are forbidden from copying and pasting work you have already submitted for discussions and assignments throughout this course. You will receive a ZERO if you copy work you have already submitted or plagiarize in any way (this - of course - includes copying

the work of your classmates or other uncited or referenced sources). DO NOT use any part of your answer to one question for another. Points will be deducted if you do so.

\*You will have **24 hours** to complete the exam from the time it is opened. The exam will be made available on the designated time/date.

For ***Due Dates*** of Papers, Discussion Forums, Exams and other Assignments:

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

**\*\*\*IMPORTANT:** Any submission that does not meet these requirements will receive a ZERO grade.

**REQUIRED TEXTS – Managing Campus Safety and Security in Higher Education – J.Eric Coleman/Peter Johnstone – University of North Texas – Kendall Hunt – 2014 – ISBN – 978-1-4652-4822-0**

#### GRADING

Discussions/Weekly assignments: 50%

Research Paper: 25%

Final Exam: 25%

#### GRADING 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 where almost all work for the semester has been successfully completed. A student's procrastination in completing his/her paper, final exams, discussion forum contributions and/or assignments is **not** a basis for an Incomplete.

#### COURSE CALENDAR

Module	Assignments
Week 1	This week, students need to complete the following: <ol style="list-style-type: none"> <li>1) <i>Introduce Yourself - discussion forum</i> (due Wednesday; responses to classmates due by Friday)</li> <li>2) <i>Acknowledgements of the Class Requirements</i> (due Wednesday)</li> <li>3) Discussion forum (due Wednesday; responses to classmates due by Friday)</li> <li>4) <i>Course Text/Chapters – 1- Pages 3 thru 12 - The Emergence of Campus Police and Security in the US</i></li> </ol>
Week 2	This week, students need to complete the following: <ol style="list-style-type: none"> <li>1) Lecture – Understanding Campus Police and Safety</li> <li>2) Discussion Forum/Weekly assignment</li> <li>3) <i>Course Text/Chapter – 2 – Pages 13 thru 23 -Major Campus Incidents Driving Change and Modernization</i></li> </ol>

	<ol style="list-style-type: none"> <li>4) <i>Case studies: The University of Texas Mass Shooting in 1966, The 1970 Kent State Massacre, The Virginia Tech Massacre 2007.</i></li> <li>5) <i>Learning Outcome:</i> Author and Apply response modules for critical incidents both natural and man-made.</li> </ol>
Week 3	<p>This week, students need to complete the following:</p> <p>Lecture – The Nature and Scope of Campus Crime</p> <ol style="list-style-type: none"> <li>1). Lecture</li> <li>2). Research Paper Topic and Brief Outline (due on Tuesday of class week)</li> <li>3) Workshop on Outline and Topic for Research Paper</li> <li>4) <i>Course text/Chapter – 3 – Pages 25 thru 37 - The Impact of Title XI and the Clery Act on Campus Safety</i></li> </ol>
Week 4	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1) Lecture</li> <li>2) Discussion Forum/Weekly assignment</li> <li>3) Workshop on Paper Body and Design</li> <li>4) <i>Course Text/Chapter – 4 – Pages 41 thru 51 - Confronting the Unimaginable-Tragedy, Harm and Injury in the College Setting</i></li> <li>5) <i>Learning Objective:</i> Analyze the methods to prevent and/or mitigate natural disasters, emergencies, fire, explosions, hazardous and toxic materials, infectious diseases, and terrorism.</li> </ol>
Week 5	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1) Lecture – Managing and Preventing Campus Crime and Crisis</li> <li>2) Discussion Forum/Weekly assignment</li> <li>3) <i>Course Text/Chapter – 5 – Pages 53 thru 67 - Guns on College Campuses</i></li> <li>4) <i>Learning Outcome:</i> Evaluate and Measure the role of threat assessment in school safety.</li> </ol>
Week 6	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1) Lecture – Campus Safety Challenges</li> <li>2) Discussion Forum/Weekly assignment</li> <li>3) <i>Course Text/Chapter – 6 – Pages 69 thru 83 - Mental Health and Campus Public Safety</i></li> <li>4) <i>Learning Outcome:</i> Author and Apply response modules for critical incidents both natural and man-made.</li> </ol>
Week 7	<p>This week, students need to complete the following:</p>

	<ol style="list-style-type: none"> <li>1) Lecture – Whats new in the world of campus security discussion/Current threat assessments</li> <li>2) Discussion Forum/Weekly assignment</li> <li>3) <i>Course Text/Chapter – 7 – Pages 87 thru 95 - Developing an Effective Emergency Management Program</i></li> <li>4) <i>Learning Outcome:</i> Appraise a working plan in threat assessment.</li> </ol>
Week 8	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1) Lecture – Follow up on growing trends (Reality based discussion on what is trending today) Current issues analysis</li> <li>2) Discussion forum/Weekly assignment</li> <li>3) <i>Course Text/Chapter – 8 – Pages 97 thru Critical Interagency Collaborations and Response Capacity</i></li> <li>4) <i>Learning Outcomes:</i> Categorize effective working communications within the Incident Command System. Define NIMS – the full spectrum of training and why it is so important.</li> </ol>
Week 9	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture –Growing concerns - Part 2</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). <i>Course Text/Chapter – 9 – Pages 108 thru 115 - Safety and Security considerations for campus events</i></li> <li>4) <i>Learning Outcome:</i> Correlate the risks of loss prevention and risk mitigation.</li> </ol>
Week 10	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture – Campus Safety Challenges</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). <i>Course Text/Chapter – 10 – Pages 119 thru 132 - Communications and Media Skills: Core assets, Not add-on's.</i></li> <li>4). <i>Learning Outcome:</i> Categorize effective working communications within the Incident Command System.</li> </ol>
Week 11	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture – Campus Safety Challenges - Part 2</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). <i>Course Text/Chapter – 11 – Pages 135 thru 137 - Future Trends: The National Center for Campus Public Safety</i></li> <li>4). <i>Learning Outcome:</i> Evaluate and Measure the role of threat assessment in school safety.</li> </ol>
Week 12	<p>This week, students need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture – Growing issues involving Crime Prevention through Environmental Design (CPTED)</li> <li>2). Discussion Forum/Weekly assignment</li> </ol>

	<p>3). Workshop on Final Prep for Research paper</p> <p>4). Learning Outcome: <b>Evaluate and Measure the role of threat assessment in school safety.</b></p>
Week 13	<p>This week, students need to complete the following:</p> <p>Case Study – The Jeanne Clery Act of 1990</p> <ol style="list-style-type: none"> <li>1). Lecture – Outside campus threats</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). Learning Outcome: <b>Appraise a working plan in threat assessment.</b></li> </ol>
Week 14	<p>This week, students will need to complete the following:</p> <p>Case Study: The Penn State Sexual Abuse Scandal</p> <ol style="list-style-type: none"> <li>1). Lecture – Inside campus threats</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). Learning Outcome: <b>Analyze the methods to prevent and/or mitigate natural disasters, emergencies, fire, explosions, hazardous and toxic materials, infectious diseases, and terrorism.</b></li> </ol>
Week 15	<p>This week the student will need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture – Introduction to the Security Assessment Plan</li> <li>2). Discussion Forum/ Weekly assignment</li> <li>3). Research Paper is due by the last day of class for the week at 11:59 PM EST</li> <li>4). Learning Outcome: <b>Compose a Security Survey, Risk Assessment Plan and Emergency Response Framework</b></li> </ol>
Week 16	<p>This week the student will need to complete the following:</p> <ol style="list-style-type: none"> <li>1). Lecture – Finish up any loose ends or catching up if needed/ In closing</li> <li>2). Discussion Forum/Weekly assignment</li> <li>3). Final exam will be posted with directions at the end of the class week</li> </ol>

## **COLLEGE-WIDE POLICIES**

### **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 is advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>; see Chapter IV Academic Standards)

**\*\*\*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. For the second offense, you will be dropped from the course.

### **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. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the criminal justice.

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: Title (Bogats, 2015: 29) when paraphrasing or "Title" (Bogats, 2015: 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: (Bogats, 2014).

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*. Vol 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*. New York: All in Your Imagination Press. [i.e. Author. (date). Title of Article. In Editor (Ed.). *Title*. Location: Publishing House.]



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

## **Course Revision Form**

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: **5/7/2017**

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 309 Juvenile Delinquency**

4. Current course description:

**This course focuses on the illegal conduct of youth whose cases are handled by the juvenile justice system. It examines the ways that adults have reacted to transgressive behavior by youth over the centuries, and how treatment approaches and prevention efforts by social welfare and social control agencies have changed. The course explores how the teenage offenders' race, class, and gender might influence the social and legal response to their delinquent activities. This course also evaluates the many sociological, psychological and even biological theories that attempt to identify the root causes of gang fighting, drug-taking, stealing, vandalism (graffiti), status offenses (such as truancy), and other varieties of adolescent misbehavior.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201, SOC 101, and junior standing or above**

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 all course descriptions in the department curriculum it was determined that this course's description was in need of revision in order to avoid reproducing stereotypes about youth crime and justice issues and also in need of a better title that is aligned with the current nature of the field of study today. "Juvenile Delinquency" is simply an out dated term. The department curriculum committee approved the proposed revisions below in a meeting on 4/20/2018.**

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

a. Revised course description:

**This course focuses on the illegal conduct of youth. It examines the ways that adults have reacted to misbehavior by youth over the centuries, how treatment approaches and prevention efforts by social welfare and social control agencies have changed, and how young peoples' race, class, gender, and sexual orientation influence social and legal responses to problematic activities. This course also critically evaluates many of the sociological, psychological, and biological theories that attempt to identify the causes of a variety of youth crime and misbehavior.**

b. Revised course title: **Youth, Crime, and Justice**

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

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): 200 (8 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**

## 2017-2018 College Council Committee Activity Report

Committee	Agendas	Minutes	Attendance Lists	No. Scheduled Meetings	Meetings Held
Faculty Personnel Committee	Y	Y+	Y	5	5
College Council	Y	Y	Y	10	8
Graduate Studies	Y	Y	Y	8	7
Honors, Prizes and Awards	Y	Y	Y	1	1
Student Evaluation on the Faculty	Y	Y+	Y	8	8
Council of Undergraduate Program Coordinators	Y	Y+	Y	8	7
Student Interests	Y	Y	Y	7	1
UCASC	Y	Y+	Y	9	9
Faculty-Student Disciplinary Committee (formally Judicial Committee)	N	N	N	0	0
Budget and Planning Committee	Y	Y+	Y	1	1
Interim Executive Committee of the College Council	Y	Y	Y	1	1
Executive Committee of the College Council	Y	Y	Y	9	7
Committee on Faculty Elections	N	Y	Y	2	2
College Wide Assessment Committee	N	N	N	0	0
Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget & Planning	Y	Y+	Y	8	8

†May minutes have not yet been approved, therefore not submitted

## Submitted Proposals and Reports for Academic Year 2017-2018

Committee	Number of Proposals/Reports
Undergraduate Curriculum and Academic Standards	66
Graduate Studies	37
Honors, Prizes and Awards Committee	1
Registrar	1
Faculty Senate	1
Executive Committee of the College Council	2
Student Council	1
	Total:109

109 proposals and reports were put on the College Council agenda for consideration in academic year 2017-2018.

**Last Updated: August 22, 2018**

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

**College Council Calendar 2018-2019**

147

<b>Items Due</b>	<b>Executive Committee</b>	<b>College Council Meeting</b>
Monday, August 20, 2018	Wednesday, August 29, 2018	Wednesday, September 12, 2018
Monday, September 17, 2018	Thursday, September 27, 2018	Thursday, October 11, 2018
Friday, October 19, 2018	Wednesday, October 31, 2018	Monday, November 12, 2018
Friday, November 16, 2018	Thursday, November 29, 2018	Tuesday, December 11, 2018
Friday, January 18, 2019	Wednesday, January 30, 2019	Wednesday, February 13, 2019
Friday, February 22, 2019	Thursday, March 7, 2019	Monday, March 18, 2019
Tuesday, March 19, 2019	Thursday, March 28, 2019	Thursday, April 11, 2019
Monday, April 15, 2019	Monday, April 29, 2019	Monday, May 13, 2019

All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

**Additional meetings if needed**

<b>Items Due</b>	<b>Executive Committee</b>	<b>College Council Meeting</b>
Thursday, November 29, 2018	Wednesday, December 12, 2018	Thursday, December 13, 2018
Monday, April 29, 2019	Tuesday, May 14, 2019	Wednesday, May 15, 2019

