

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

THURSDAY, NOVEMBER 12, 2020

All meetings begin 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64NB.

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

November 12, 2020 – 1:40 p.m.
Remote Conferencing via Zoom

- I. Adoption of the Agenda
- II. Approval of the Minutes of the October 13, 2020 College Council (Attachment A), Pg. 3
- III. Approval of Members of the College Council Committees (Attachment B), Pg. 5

Executive Committee of the College Council

- Yousof Abdelreheem is no longer on the committee as a student representative

College Council

- Franklyn Bernabe replaced Saaif Alam as the Treasurer of the **Student** Council
- Students Maia Farina, Jessica Rosario, Gregory Kirsopp and Yousof Abdelreheem are no longer on the committee
- Elizabeth Loorkhoor will serve as a freshman student representative
- Associate Provost and Dean of Research Anthony Carpi and AVP for Enrollment Management Daniel Matos will serve as two alternate members for administration

Undergraduate Curriculum and Academic Standards Committee

- Maia Farina resigned from the committee as a student representative

Committee on Student Interests

- Mark Francis replaced Carol Kashow as the Director of Athletics
- Maria Maxhari will serve as the sixth student representative

Faculty-Student Disciplinary Committee

- Thurai Kugan will serve as the sixth member of the faculty panel

Committee on Faculty Personnel

- Elsa-Sofia Morote replaced Avram Bornstein as the Dean of Graduate Studies
- Schevaletta Alford, Marta Bladek, and Paul Narkunas will serve as at-large faculty members
- Gail Garfield and Maria (Maki) Habersfeld will serve as the second and third alternate members

Budget and Planning Committee

- Franklyn Bernabe replaced Saaif Alam as the Treasurer of the Student Council
- Oswald Fraser, AVP for Administration, will serve on the committee

Strategic Planning Subcommittee

- Jessica Rosario resigned from the committee as a student representative

Committee on Graduate Studies

- Ruby Orth replaced Claire Fleischer as the second graduate student representative

Council of Undergraduate Program Coordinators

- Maria Volpe (Dispute Resolution) was added to the committee

Committee on Honors, Prizes and Awards

- Marco Alba will serve as the third student representative

College-Wide Assessment Committee

- Jonathan Salamak will serve as the third HEO representative

- IV.** Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Proposal to Revise the BA and Minor in Gender Studies, **Pg. 22**
- C2. Proposal to Revise the BS in Applied Mathematics, **Pg. 29**
- C3. Proposal to Revise the BA in International Criminal Justice, **Pg. 34**

New Course

- C4. CSCI 3XX Machine Learning, **Pg. 40**

Mapping to Gen Ed Learning Outcomes

- C5. ART 233 Cultural History of Photography (CO: Learning from the Past), **Pg. 57**

Course Revisions

- C6. MAT 241-244 Calculus I-IV, **Pg. 68**
- C7. AFR 237 Institutional Racism, **Pg. 92**
- C8. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I, **Pg. 95**
- C9. HIS 150 Doing History, **Pg. 97**
- C10. LWS 200 Introduction to Law and Society, **Pg. 103**
- C11. LWS 225 Research in Law and Society, **Pg. 106**
- C12. POL 203 Municipal and State Government, **Pg.108**
- C13. POL 206 Urban Politics, **Pg. 111**
- C14. POL 214 Political Parties, Interest Groups and Social Movements, **Pg. 113**
- C15. POL 232 Media and Politics, **Pg. 115**
- C16. POL 235 Judicial Processes and Policies, **Pg. 118**

- V.** Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

- Proposal for a new graduate course Crime Scene Investigation for Forensic Scientists, **Pg. 120**

- VI.** New Business

- VII.** Administrative Announcements – President Karol Mason

- VIII.** Announcements from the Student Council – President Amber Rivero

- IX.** Announcements from the Faculty Senate – President Warren (Ned) Benton

- X.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

October 13, 2020

The College Council held its second meeting of the 2020-2021 academic year on Tuesday, October 13, 2020. The meeting was called to order at 1:43 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Ben Zid, Mohamed; Benton, Ned; Bladek, Marta; Brownstein, Michael; Dapia, Silvia; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Johnson, Veronica; Kaplowitz, Karen; Lapidus, Ben; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Park, Hyunhee; Pastrana Jr., Antonio; Sheehan, Francis; Suska, Marta-Laura; Wandt, Adam; Yu, Sung-Suk (Violet); Abdelreheem, Yousof; Berezhanysky, Andrew; Farina, Maia; Luna, Aileen; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Hartigan, Ellen; Li, Yi; Mason, Karol; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Caesar, Neil; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Kirsopp, Gregory; *Daniel Matos, *Mulder, Catherine; *Thomas, Alisa; *Tunkara, Fatumata;

Absent: King-Toler, Erica; Paulino, Edward; Velotti, Lucia; *Carpi, Anthony; *Concheiro-Guisan, Marta; *Lee, Anru; *Rosario, Jessica; *Yambo, Kenneth;

Guests: Arismendi, Malleidulid; Austenfeld, Anna; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill; and Ryjov, Alena.

* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the September 14, 2020 College Council

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

III. Approval of Members of the College Council Committees

A motion was made to approve the members with the following changes:

College Council

- Saaif Alam will no longer serve on the committee

Budget and Planning Committee

- Saaif Alam will no longer serve on the committee
- Oswald Fraser, AVP for Administration, will serve on the committee

Committee on Student Interests

- Mark Francis replaced Carol Kashow as the Director of Athletics
- Correct the name of the student representative Esther Sompolinsky

Committee on Graduate Studies

- Claire Fleischer resigned from the committee

Faculty-Student Disciplinary Committee

- Thurai Kugan will serve as the sixth member on the faculty panel

College-Wide Assessment Committee

- Jonathan Salamak will serve as the third HEO representative

Committee on Faculty Personnel

- Elsa-Sofia Morote will replace Avram Bornstein as the Dean of Graduate Studies
- Schevaletta Alford, Marta Bladek, and Paul Narkunas will serve as at-large faculty members
- Gail Garfield and Maria (Maki) Haberfeld will serve as second and third alternate members

Council of Undergraduate Program Coordinators

- Add Dispute Resolution and Maria Volpe

The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (Attachment C)-Dean of Graduate Studies Elsa-Sofia Morote

Proposal to eliminate the specialization within the Inspection & Oversight MPA track called "Independent and Contractual Inspection and Oversight"

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

In Favor: 45

Opposed: 0

Abstention: 1

V. New Business

No new business was presented.

The meeting was adjourned at 2:03 p.m.



**College Council
Membership**

&

**College Council
Committees**

2020-2021

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College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration

- | | |
|--|-------------------|
| 1. President (Chairperson) | Karol Mason |
| 2. Provost and Vice President for Academic Affairs | Yi Li |
| 3. Interim Vice President for Finance and Administration | Mark Flower |
| 4. Interim Vice President for Enrollment Management and Student Affairs | Ellen Hartigan |
| 5. Dean of Graduate Studies | Elsa-Sofia Morote |
| 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |

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

1. Anthony Carpi	2. Daniel Matos
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Faculty

- | | |
|---|-------------------------|
| a. Full-time faculty elected from each academic department: | |
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Marta-Laura Suska |
| 9. Art & Music | Benjamin Lapidus |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Christian Parenti |
| 14. English | Alexander Long |
| 15. History | Edward Paulino |
| 16. Interdisciplinary Studies | Amy Green |
| 17. Latin American & Latinx Studies | John Gutierrez |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann |
| 19. Library | Marta Bladek |
| 20. Mathematics & CS | Mohamed Ben Zid |
| 21. Modern Language & Literature | Silvia Dapia |
| 22. Philosophy | Michael Brownstein |
| 23. Political Science | Maxwell Mak |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Joyce Lau |
| 27. Security, Fire & Emergency Management | Lucia Velotti |
| 28. SEEK | Erica King-Toler |
| 29. Sociology | Jay Pastrana |

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

30. English	Karen Kaplowitz
31. History	Hyunhee Park
32. Law, Police Science, and Criminal Justice Administration	Maria (Maki) Habersfeld
33. Public Management	Warren (Ned) Benton
34. Sciences	Lissette Delgado-Cruzata
35. Sciences	Francis Sheehan
36. SEEK	Schevaletta (Chevy) Alford

- Eight (8) faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

1. Andrea Balis	5. Joel Freiser
2. Chelsea Binns	6. Heath Grant
3. Marta Concheiro-Guisan	7. Anru Lee
4. Jonathan Epstein	8. Catherine Mulder

Higher Education Officers elected by the Higher Education Officers Council:

- Brian Cortijo (ex officio)
- Catherine Alves
- Rulisa Galloway-Perry
- Janet Winter

- Two (2) Higher Education Officer alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative:

1. Neil Caesar	2. Alisa Thomas
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Students

- | | |
|---|--------------------|
| 41. President of the Student Council | Amber Rivero |
| 42. Vice President of the Student Council | Andrew Berezhansky |
| 43. Treasurer of the Student Council | Franklyn Bernabe |
| 44. Secretary of the Student Council | Aileen Luna |
| 45. Elected At-Large Representative | Vacant |
| 46. Elected graduate student representative | Sharon Solomon |
| 47. Elected senior class representative | Vacant |
| 48. Elected junior class representative | Katelynn Seodarsan |
| 49. Elected sophomore class representative | Jose Perez |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Elizebeth Lookhoor |

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

1. Fatumata Tunkara	3. Vacant
2. Kenneth Yambo	4. Vacant

College Council Interim Executive Committee

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
 1. Andrea Balis
 2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council **Vacant**
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezhansky

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

- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Lissette Delgado-Cruzata
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Catherine Alves
- Three (3) students
 1. Amber Rivero
 2. Andrew Berezhansky
 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
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Assistant Dean of Undergraduate Studies Katherine Killoran
- Registrar Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
 1. Africana Studies Crystal Endsley
 2. Anthropology Kimberley McKinson
 3. Art and Music Erin Thompson
 4. Communication & Theater Arts Lorraine Moller
 5. Counseling and Human Services **Vacant**
 6. Criminal Justice Valerie West
 7. Economics Zhun Xu

- | | |
|---|--|
| 8. English | Bettina Carbonell |
| 9. History | Ray Patton |
| 10. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 11. Library | Maria Kiriakova |
| 12. Latin American & Latinx Studies | Suzanne Oboler |
| 13. Law, Police Science & CJA | Beverly Frazier |
| 14. Mathematics & Computer Science | Michael Puls |
| 15. Modern languages & Literature | Maria Julia Rossi |
| 16. Philosophy | Sergio Gallegos |
| 17. Political Science | Ke Li |
| 18. Psychology | Kelly McWilliams |
| 19. Public Management | Judy-Lynne Peters |
| 20. Sciences | Angelique Corthals |
| 21. Security, Fire & Emergency Management | Lucia Velotti |
| 22. SEEK | Virginia Diaz-Mendoza |
| 23. Sociology | Fall: Henry Pontell
Spring: Jana Arsovska |
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 1. Katelynn Seodarsan
 2. Tayvhon Pierce
 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 | Mark Francis |
| • Senior Director for Student Affairs | Danielle Officer |
| • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Ellen Belcher 2. Nicole Elias | |
| • Six (6) students <ol style="list-style-type: none"> 1. Jan Luis Mendez Garcia 2. Julia Jacobellis 3. Esther Sompolinsky 4. Michaela D'Argenio 5. Kayla Noll 6. Maria Maxhari | |

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
 1. Robert McCrie
 2. David Shapiro
 3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Claudia Calirman
 2. Jamie Longazel
 3. Aida Martinez-Gomez
 4. Maureen Richards
 5. Martin Wallenstein
 6. Thurai Kugan

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Michael Scaduto
 2. Electra (Nikki) Gupton
 3. Justin Barden
 4. Yolanda Casillas
 5. Jarrett Foster
 6. **Vacant**

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Sharon Solomon
 2. Pedro Hernandez
 3. Rhojay Brown
 4. Luis Sanchez
 5. Avijit Roy
 6. Hashaam Shahzad

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

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

Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- | | |
|---|---------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • 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 | Teresa Booker |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | David Munns |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Peter Moskos |

13. Library	Larry Sullivan
14. Mathematics and Computer Science	Douglas Salane
15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
 2. Marta Bladec, Associate Professor, Library
 3. Paul Narkunas, Associate Professor, English

- 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. Gail Garfield, Professor, Sociology
 3. Maria (Maki) Haberfeld, Professor, Law & Police 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. Jeffrey Culbertson
 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 |
| • Interim Vice President for Finance and Administration | Mark Flower |

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Assistant Vice President for Administration Oswald Fraser
- Dean of Graduate Studies Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Finance **Vacant**
- Vice President for Institutional Advancement Robin Merle
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Two (2) members chosen by the faculty senate
 1. Maki Haberfeld
 2. Erica King-Toler
- Chairperson of each academic department
 1. Africana Studies Teresa Booker
 2. Anthropology Alisse Waterston
 3. Art and Music Benjamin Bierman
 4. Communication and Theater Arts Seth Baumrin
 5. Counseling and Human Services Katherine Stavrianopoulos
 6. Criminal Justice Brian Lawton
 7. Economics Geert Dhondt
 8. English Jay Gates
 9. History David Munns
 10. Interdisciplinary Studies Katie Gentile
 11. Latin American and Latinx Studies Jose Luis Morin
 12. Law, Police Science, and Criminal Justice Administration Peter Moskos
 13. Library Larry Sullivan
 14. Mathematics and Computer Science Douglas Salane
 15. Modern Languages and Literatures Vicente Lecuna
 16. Philosophy Jonathan Jacobs
 17. Political Science Andrew Sidman
 18. Psychology Daryl Wout
 19. Public Management Warren Eller
 20. Sciences Shu-Yuan Cheng
 21. Security, Fire and Emergency Management Charles Nemeth
 22. SEEK Monica Son
 23. Sociology Robert Garot
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) higher education officer representatives
 1. Catherine Alves
 2. Eli Cohen
- President of the Student Council or designee Amber Rivero
- Treasurer of the Student Council or designee Franklyn Bernabe
- Additional student representative Tayvhon Pierce
- Additional student representative Gregory Kirsopp

- 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**

Financial Planning Subcommittee

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

- | | |
|---|---------------------|
| • Interim President of Finance and Administration (Chairperson) | Mark Flower |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • One (1) representative chosen by the Faculty Senate | Erica King-Toler |
| • Chair of the Council of Chairs | Jay Gates |
| • Vice Chair of the Council of Chairs | Andrew Sidman |
| • One (1) representative chosen by the Council of Chairs | Vacant |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • Student representative | Saaif Alam |
| • Student representative | Andrew Berezhansky |

The Assistant Vice President for Finance (vacant) and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

Strategic Planning Subcommittee

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. 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 |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Interim Vice President of Finance and Administration | Mark Flower |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) representatives chosen by the Faculty Senate <ol style="list-style-type: none"> 1. Catherine Mulder 2. Heath Grant | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |

1. Warren Eller
2. Monica Son
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) student representatives
 1. Amber Rivero
 2. Jessica Rosario

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes Assessment, Dyanna Pooley shall staff the subcommittee.

Committee on Graduate Studies

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

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Dean of Graduate Studies (Chairperson) Elsa-Sofia Morote
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
 1. Criminal Justice Heath Grant
 2. Digital Forensics and Cybersecurity Doug Salane
 3. Economics Ian Seda
 4. Emergency Management Charles Jennings
 5. Forensic Mental Health Counseling Chitra Raghavan
 6. Forensic Psychology Diana Falkenbach
 7. Forensic Psychology BA/MA Program Charles Stone
 8. Forensic Science Mechthild Prinz
 9. Human Rights Charlotte Walker-Said
 10. International Crime and Justice Gohar Petrossian
 11. Protection Management Robert McCrie
 12. MPA: Public Policy and Administration Yi Lu
 13. MPA: Inspection and Oversight Dan Feldman
 14. Security Management Charles Nemeth
- Two (2) graduate students
 1. Cassandra Rodriguez
 2. Ruby Orth

Committee on Student Evaluation of the Faculty

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
 1. Keith Markus
 2. Brett Stoudt
 3. Daniel Yaverbaum
 4. **Vacant**
- Two (2) students
 1. Jose Perez
 2. Jayvhon Thomas

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

Provost Advisory Council

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

- | | |
|---|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs,
Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | David Munns |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 13. Library | Larry Sullivan |

14. Mathematics and Computer Science	Douglas Salane
15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Ed Snajdr
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Evan Mandery
 6. Criminal Justice (B.S.) Eugene O'Donnell
 7. Criminal Justice Management Henry Smart
 8. Criminology (B.A.) Andrew Karmen
 9. Culture and Deviance Studies Shonna Trinch
 10. Dispute Resolution Maria Volpe
 11. Economics Geert Dhondt
 12. English Olivera Jokic
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology (B.A.) Silvia Mazzula*
 16. Forensic Science (B.S.) Angela Crossman*
 17. Fraud Examination and Financial Forensics Jennifer Rosati
 18. Gender Studies David Shapiro
 19. Global History (B.A.) Crystal Jackson
 20. Humanities and Justice Anissa Helie
 21. Human Services and Community Justice Allison Kavey
 22. International Criminal Justice Nancy Velazquez-Torres
 23. Latin American and Latinx Studies Rosemary Barberet
 24. Law and Society Brian Montes
 25. Legal Studies Ke Li*
 - Jamie Longazel*
 - Andrew Sidman

26. Library	Karen Okamoto
27. Philosophy	Amie Macdonald
28. Police Studies	Arthur Storch
29. Political Science	Brian Arbour
30. Public Administration	Elizabeth Nisbet
31. Security Management	Robert McCrie
32. Sociology	Janice Johnson-Dias
33. Spanish	Aida Martinez-Gomez
34. Toxicology	Shu-Yuan (Demi) Cheng

*Co-coordinators

Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Ellen Hartigan
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
 1. Kate Cauley
 2. Anru Lee
 3. Hung-Lung Wei
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Talia Salamatbad
 2. Fernanda Lujan
 3. Marco Alba

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. Chevy Alford
2. Matthew Perry
3. Gloria Proni
4. Toy-Fung Tung
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.

- Director of Assessment (ex officio) Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness Allison Pease
(ex officio)
- Seven (7) Full-time Faculty Members
 1. Mechthild Prinz
 2. Kim Liao
 3. Peter Mameli
 4. Tim McCormack
 5. Karen Okamoto
 6. David Shapiro
 7. Sandra Swenson
- Three (3) Higher Education Officers
 1. Demy Spadideas
 2. Gulen Zubizarreta
 3. Jonathan Salamak

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. Matluba Khodjaeva
3. Hyunhee Park
4. Maureen Richards
5. **Vacant**

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

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** 9/20/2020
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Tara Pauliny, Associate Professor in English; Gender Studies affiliated faculty
 - b. Email address of proposer: tpauliny@jjay.cuny.edu
 - c. Phone number: 718-427-3747
3. **Name of major, minor or certificate program being revised: Gender Studies minor and major**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 9/21/2020
 - b. Name of department chair or major/minor coordinators approving this proposal: Crystal Jackson, Interim Director, Gender Studies
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - Adding the newly approved course ENG 346 Feminist Rhetorics: Histories, Intersections, Challenges to the Gender Studies Program
 - Specifically, this means adding the course to the list of possible electives students must take for the minor or major in Gender Studies
 - For the GS Major, the course would be added to Part V: Gender Studies Area Electives, Category A: Diversities and Representations of Genders and Sexualities
 - For the GS Minor, the course would be added to Part II: Electives, Category A: Diversities and Representations of Genders and Sexualities
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

While this course was initially developed for the new Writing and Rhetoric Minor in the English department, it was always conceived as an interdisciplinary course that bridged the disciplines of Rhetoric and Gender Studies. As a course in feminist rhetorics, namely how and why women have constructed and communicated critical arguments, it is well-suited to be part of the Gender Studies program since it reflects the critical attention Gender Studies pays

to gender's role in social and political structures and movements. By focusing on how intersectional feminists, and especially feminists of color, use rhetorical strategies, the course will ask students to consider what it mean to identify as a feminist, what actions constitute feminist practices, and how feminist activism and scholarship overlap.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected? Gender Studies
This change will add to the list of electives Gender Studies students may take to fulfill the requirement for the major and minor.

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

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

Representatives for both the Writing and Rhetoric minor (Prof. Timothy McCormack, the minor advisor) and the Gender Studies program (Prof. Crystal Jackson, the Gender Studies interim director) have been consulted and both parties approve of this change.

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

See below

Gender Studies, Bachelor of Arts

The Gender Studies major explores how gender and sexuality influence constructions of human identity historically and culturally, and how these in turn shape human development, behavior, and the processes of justice. Students in the major will learn to examine gender and sexuality from a broad variety of academic perspectives. As such, they become versatile thinkers with strong skills in critical problem solving, research, data collection, and writing. The Gender Studies major has been designed in the best tradition of liberal arts study: courses are structured to support independent inquiry, ethical reflection, and critical thought, and they culminate in a final research project that enables students to test their skills on a question of their own choosing. Students graduating with a BA in Gender Studies go on to a wide variety of careers and post-graduate study, including the arts, business, education, health care, media, politics, law, public policy and social work.

Learning outcomes. Students will:

- Identify assumptions about gender and sexuality and how they influence constructions of human identity in historical, cultural, and geographic contexts.
- Write arguments that examine the interrelationships between gender and sexuality and other identity categories, such as race, class, nationality, age, and abilities.
- Recognize major topics and methodological approaches in gender studies.
- Utilize accepted methods of gender studies research to investigate topics in the field.
- Connect scholarly inquiry on gender and sexuality to theories of social justice and activism.

Credits Required.

Gender Studies Major	36
General Education	42
Electives	42
Total Credits Required for B.A. Degree	120

Coordinator. Professor Crystal Jackson., Department of Sociology (212.393.6410, crjackson@jjay.cuny.edu)

Advising resources. Gender Studies Major Advising Resources. Major Checklist.

Honors Option. To receive Honors in the Gender Studies major, a student must complete a 3-credit research project-based independent study prior to taking the senior seminar while achieving a 3.5 grade point average in their major courses (above the 100-level) and an overall GPA of at least a 3.2. Eligible students may enroll in the Honors Option as upper juniors (having accumulated at least 75 to 90 credits) by meeting with the Gender Studies Coordinator.

Additional information. Students who enrolled for the first time at the College or who changed to this major in September 2016 or thereafter must complete the major in the form presented here. Students who enrolled prior to the date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the Undergraduate Bulletin 2015-16.

PART ONE. HISTORICAL AND THEORETICAL FOUNDATIONS SUBTOTAL: 12 CR.

Required

GEN 101	Introduction to Gender Studies or
ISP 145	Why Gender Matters
GEN 205	Gender and Justice
GEN 255/BIO 255	Biology of Gender & Sexuality
GEN 364/HIS 364	History of Gender and Sexuality: Prehistory to 1650

Advisors recommendation. GEN 255 / BIO 255 has a prerequisite of SCI 110 or SCI 112 or SCI 114 (or any STEM variant science course of at least three-credits such as BIO 102 or BIO 103 or BIO 104 or CHE 102 or CHE 103 or CHE 104). These science courses satisfy the Required Core: Life and Physical Science category of the Gen Ed program. Transfer students can use any science course that satisfies this Gen Ed area as the prerequisite for GEN 255/BIO 255.

PART TWO. CRITICAL METHODS

SUBTOTAL: 3 CR.

Required

GEN 333/PHI 333

Theories of Gender and Sexuality

PART THREE. RESEARCH METHODS

SUBTOTAL: 3 CR.

Required**Required**

GEN 350

Feminist and Critical Methodologies

PART FOUR. SENIOR SEMINAR

SUBTOTAL: 3 CR.

Required

GEN 401

Senior Seminar in Gender Studies

PART FIVE. GENDER STUDIES AREA ELECTIVES

SUBTOTAL: 15 CR.

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or GEN 489) for one elective. To ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students must take **at least two courses** in each of the following two categories:

Category A. Diversities and Cultural Representations of Genders and Sexualities

These courses focus on non-dominant U.S. constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature, cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities.

Choose at least two

AFR 248

Men: Masculinities in the United States

ANT 210/PSY 210

Sex and Culture

ART 222

Body Politics

ART 224/AFR 224

African American Women in Art

COR 320

Race, Class and Gender in a Correctional Context

DRA 243

Black Female Sexuality in Film

DRA 245

Women in Theatre

ENG 346**Feminist Rhetorics: Histories, Intersections and Challenges**

GEN 356/HIS 365

Sexuality, Gender, and Culture in Muslim Societies

GEN 380

Selected Topics in Gender Studies

HIS 265/LLS 265

Class, Race and Family in Latin American History

HIS 270

Marriage in Medieval Europe

HIS 323

History of Lynching and Collective Violence

HIS 375

Female Felons in the Premodern World

ISP 334

Sex, Gender and Justice in Global Perspective

LIT 316

Gender and Identity in Literary Traditions

LLS 255

Latin American Woman in Global Society

SOC 243

Sociology of Sexualities

Category B. Socio-Political and Economic Systems and Gender and Sexuality

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Choose at least two

CRJ 420/SOC 420	Women and Crime
CSL 260	Gender & Work Life
ECO 327	The Political Economy of Gender
GEN 277	Introduction to Feminist Praxis
GEN 377	Feminist Praxis: Internship
POL 237	Women and Politics
POL 318	The Law and Politics of LGBTQ Rights
POL 319	Gender and Law
PSC 235	Women in Policing
PSY 333	Psychology of Gender
SOC 215	Women and Social Control in the U.S.
SOC 333	Gender Issues in International Criminal Justice

Students should consult with the Gender Studies Major Coordinator to ensure adequate coverage.

In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and distribute it to Gender Studies majors and minors.

Subtotal: 15

TOTAL CREDIT HOURS: 36

Gender Studies Minor

Description. Gender Studies is an interdisciplinary field that explores the making and meaning of gender-femininity and masculinity-as well as sexuality across cultures and social formations, past and present. The underlying belief of Gender Studies is that gender influences human options, conditions and experiences. Legal, political, economic and cultural systems are shaped by assumptions about gender and sexuality. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

Learning Outcomes. Students will:

- Demonstrate a working knowledge of key concepts in Gender Studies.
- Demonstrate the ability to think reflexively about one's subject position within the literature of Gender Studies courses.
- Identify assumptions about gender and sexuality, including an awareness of how gender, race, class, ethnicity, and sexual orientation intersect, and how these intersections influence constructions of human identity in historical, cultural, and geographic contexts.
- Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories and institutions of justice, criminality and human rights, as per John Jay's mission.

Rationale. One of the strengths of Gender Studies is that it teaches critical analysis by taking one of our most basic experiences-that of being a gendered human being-and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as political science, Latin American and Latina/o Studies, law and police science, and English, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender Studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find future employment. A minor in Gender Studies, with its combination of cross-disciplinary, analytic and practical skills, provides a well-rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue Gender Studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

Minor coordinator. Professor Crystal Jackson., Department of Sociology (212.393.6410, crjackson@jjay.cuny.edu)

Additional information. Students who enrolled for the first time at the College in September 2016 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained in the Undergraduate Bulletin 2015-16.

Requirements. The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four courses (18 credits) from the rich variety of Gender Studies courses offered in the social sciences and humanities. The Gender Studies coordinator compiles a list of all courses offered in the minor prior to student registration and posts it on the Gender Studies minor website: <http://web.jjay.cuny.edu/~wsc/minor.htm>. A maximum of two courses can overlap with a student's major, other minors or programs.

At least one course must be at the 300-level or above. Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Minor Coordinator listed above for permission.

PART ONE. REQUIRED COURSES

SUBTOTAL: 6 CR.

GEN 101	Introduction to Gender Studies
	or
ISP 145	Why Gender Matters
GEN 205	Gender and Justice

PART TWO. ELECTIVES

SUBTOTAL: 12 CR.

Choose four. At least one course from EACH of the following categories. At least one course must be at the 300-level or above.

Category A: Diversities and Cultural Representations of Genders and Sexualities

These courses focus on constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature and cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities.

Select at least one

AFR 248	Men: Masculinities in the United States
ANT 210/PSY 210	Sex and Culture
ART 222	Body Politics
ART 224/AFR 224	African American Women in Art
COR 320	Race, Class and Gender in a Correctional Context
DRA 243	Black Female Sexuality in Film
DRA 245	Women in Theatre
ENG 346	<u>Feminist Rhetorics: Histories, Intersections and Challenges</u>
GEN 255/BIO 255	Biology of Gender & Sexuality
GEN 333/PHI 333	Theories of Gender and Sexuality
GEN 350	Feminist and Critical Methodologies
GEN 356/HIS 356	Sexuality, Gender, and Culture in Muslim Societies
GEN 364/HIS 364	History of Gender and Sexuality: Prehistory to 1650
GEN 380	Selected Topics in Gender Studies
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 323	History of Lynching and Collective Violence
HIS 375	Female Felons in the Premodern World
ISP 334	Sex, Gender and Justice in Global Perspective
LIT 316	Gender and Identity in Literary Traditions
LLS 255	Latin American Woman in Global Society
SOC 243	Sociology of Sexualities

Category B: Socio-Political and Economic Systems and Gender and Sexuality

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Select at least one

CRJ 420/SOC 420	Women and Crime
CSL 260	Gender & Work Life
ECO 327	The Political Economy of Gender
GEN 277	Introduction to Feminist Praxis
GEN 377	Feminist Praxis: Internship
POL 237	Women and Politics
POL 318	The Law and Politics of LGBTQ Rights
POL 319	Gender and Law
PSC 235	Women in Policing
PSY 333	Psychology of Gender
SOC 215	Women and Social Control in the U.S.
SOC 333	Gender Issues in International Criminal Justice

TOTAL CREDIT HOURS: 18

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

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** 7/28/20
2. **Department or program proposing these revisions:**
 Mathematics and Computer Science Department
 - a. Name and contact information of proposer(s): Michael Puls
 - b. Email address of proposer: mpuls@jjay.cuny.edu
 - c. Phone number: 212-484-1178
3. **Name of major, minor or certificate program being revised: Applied Mathematics, BS**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 7/13/20
 - b. Name of department chair or major/minor coordinators approving this proposal:
Doug Salane
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We would like to add the following courses to the Part IV, electives of the AMM:

1. CSCI 376 Artificial Intelligence
2. CSCI 377 Computer Algorithms
3. CSCI 3XX Machine Learning (proposal under preparation)
4. MAT 354 Regression Analysis
5. MAT 361 Introduction to Functions of a Complex Variable
6. MAT 421 Quantum Computing (recently approved)

Cryptography only Electives:

1. MAT 302 Probability and Mathematical Statistics II
2. MAT 367 Multivariate Analysis
3. MAT 455 Data Analysis
4. CSCI 362 Databases and Data Mining

Data Science only Electives:

1. MAT 341 Advanced Calculus I

2. MAT 410 Abstract Algebra
3. MAT 460 Mathematical Cryptography
4. CSCI 360 Cryptography and Cryptanalysis

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

Complex Variables is a standard math course and should be available as an elective to students who want to learn it. CSCI 376 and CSCI 377 are computer science courses with a significant mathematical foundation and are thus appropriate courses for electives in the AMM. MAT 354, MAT 367 and MAT 455 are required for the Data Analysis track of the major, but students who are in the Cryptography track should have the option to take them as an elective if they so choose. MAT 341, MAT 342, MAT 460 and CSCI 360 are required for the Cryptography track, but students in the Data Analysis track should be allowed to take it if they so choose.

7. How do these proposed changes affect other academic programs or departments?

No

- a. Which program(s) or department(s) will be affected? None

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

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

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

See below

Applied Mathematics: Data Science and Cryptography, Bachelor of Science

The Applied Mathematics major has two concentrations, Data Science and Cryptography. The Data Science concentration presents the principles of data representation, big data management, and statistical modeling. Students learn to use modern computing techniques to reveal hidden causal and temporal relationships within large data sets. Hidden information is often benign but it might also be evidence of malevolent activities that have already occurred or are in progress. Cryptography is the science of both personal and institutional data security. Students learn to secure information, maintain data integrity, authenticity, and non-reputability. Cryptologists play a vital role in detecting events yet to unfold, especially when attempting to interdict and thwart incipient cyber intrusions and terrorist attacks.

The curriculum offers an integrated academic program with the depth and breadth necessary to make graduates truly competitive in the job market. Both concentrations provide the knowledge and the skills that are in demand in high tech entrepreneurship, finance, modern communications, medicine, security, transportation, and manufacturing. The New York City metropolitan region is being repositioned as a nexus of technological innovation and discovery as well as a haven for entrepreneurial leadership. Such a metamorphosis requires the availability of a renewable work force possessing skills in data analysis and data security. Consequently, employment opportunities are expected to be available for applied mathematics graduates for the foreseeable future.

Those individuals that opt to undertake graduate study will find that they are well prepared to enroll in a wide range of Masters and Doctoral programs such as Digital Forensics and Cyber Security, Financial Mathematics, Machine Learning, traditional Mathematics, and Mathematics Education. Indeed, the required mathematics core aligns well with the core requirements of other CUNY mathematics programs thereby affording graduates the widest possible choice of subsequent educational opportunities.

Learning Outcomes. Students will:

- Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples with the context of the real number axioms and the axioms defining various algebraic structures.
- Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
- Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

Credits Required.

Applied Mathematics: Data Science & Cryptography Major	51-54
General Education	42
Electives	24-27
Total Credits Required for B.S. Degree	120

Coordinator. Professor Samuel Graff, Department of Mathematics and Computer Science (212-237-8767, sgraff@jjay.cuny.edu)

Advisors. Professors Michael Puls (212.484.1178, mpuls@jjay.cuny.edu), Hunter Johnson (212.237.8846, hujohnson@jjay.cuny.edu), Antoinette Trembinska (212.237.8838, atrembinska@jjay.cuny.edu), Shaobai Kan (646.557.4866, skan@jjay.cuny.edu), Department of Mathematics and Computer Science

Advising information. Applied Mathematics Advising Resources Page (including a Sample Four Year Advising Plan)

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2020 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 may be obtained in the 2019-20 Undergraduate Bulletin.

FOUNDATIONAL COURSES

SUBTOTAL: 3 CR.

May be required depending on mathematics placement

MAT 141 Pre-Calculus

Advisor recommendation: MAT 141 fulfills the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program.

PART ONE. CORE COURSES

SUBTOTAL: 12 CR.

Required

CSCI 271 Introduction to Computer Science

CSCI 272 Object-Oriented Programming

MAT 241 Calculus I

MAT 242 Calculus II

PART TWO. MATHEMATICS CORE COURSES

SUBTOTAL: 21 CR.

Required

MAT 243 Calculus III

MAT 244 Calculus IV

MAT 250 Elements of Mathematical Proof

MAT 301 Probability & Mathematical Statistics I

MAT 310 Linear Algebra

MAT 351 Introduction to Ordinary Differential Equations

CSCI 373 Advanced Data Structures

Subtotal: 21

PART THREE. CONCENTRATIONS

SUBTOTAL: 12 CR.

Students must choose one concentration and complete four courses

Concentration A. Data Science

Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

Learning outcomes for Data Science Concentration. Student will:

- Use mathematical methods to analyze and recognize the properties of large data sets as well as any anomalies.
- Use suitable models such as linear regression, logical regression, to analyze data and predict probability distributions.
- Recognize clustering in large data sets and explain its significance.

Required

CSCI 362 Databases and Data Mining

MAT 302 Probability and Mathematical Statistics II

MAT 367 Multivariate Analysis

MAT 455 Data Analysis

Concentration B. Cryptography

Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

Learning outcomes for the Cryptography Concentration. Students will:

- Use the mathematics upon which specific cryptographic algorithms are based to analyze the strengths and weaknesses of cryptographic schemes.
- Guarantee authenticity and integrity of data and ensure that transactions are non-repudiable, when appropriate.
- Develop cryptographic algorithms.

Required

CSCI 360	Cryptography and Cryptanalysis
MAT 341	Advanced Calculus 1
MAT 410	Abstract Algebra
MAT 455	Data Analysis

PART FOUR. ELECTIVES

SUBTOTAL: 6 CR.

Choose two.

CSCI 354	Regression Analysis
CSCI 360	Cryptography and Cryptanalysis
CSCI 361	Functions of a Complex Variable
CSCI 376	Artificial Intelligence
CSCI 377	Computer Algorithms
CSCI 421	Quantum Computing
CSCI 3XX	Machine Learning
MAT 302	Probability and Mathematical Statistics II
MAT 323	Operations Research Models I
MAT 324	Operations Research Models II
MAT 341	Advanced Calculus I
MAT 352	Applied Differential Equations
MAT 365	The Mathematics of Signal Processing
MAT 367	Multivariate Analysis
MAT 371	Numerical Analysis
MAT 380	Selected Topics in Mathematics
MAT 410	Abstract Algebra
MAT 442	Advanced Calculus II
MAT 455	Data Analysis
MAT 460	Mathematical Cryptography

Note: Students can use a course only once to satisfy a requirement in the major. Choice of the electives listed above will be limited by which concentration students select as some of these courses are required in Part III above. Students should see the major coordinator/advisor when planning their elective courses.

TOTAL CREDIT HOURS: 51-54

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

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** October 14, 2020
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Rosemary Barberet
 - b. Email address of proposer: rbarberet@jjay.cuny.edu
 - c. Phone number: 212 237 8676
3. **Name of major, minor or certificate program being revised: International Criminal Justice major**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: ICJ Governance Committee
 - a. Please provide the meeting date for approval: October 14, 2020
 - b. Name of department chair or major/minor coordinators approving this proposal: Rosemary Barberet, ICJ coordinator
5. **Please describe the curriculum changes you are proposing:**
 - a. Remove the internship course (ICJ381) as an option and categorize the internship course as a Category IV Part A elective
 - b. Remove HIS 380 from Part IV. Category B since it is no longer offered.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

Currently, ICJ381 is optional for ICJ majors. Since its creation in the late 2000s, it has historically failed to attract enough students to run and is frequently cancelled. In addition, DegreeWorks flags major transcripts without ICJ381 completion as incomplete, thus creating anxiety among graduating majors. We propose to add ICJ381 to the Part IV, Category A electives. This will encourage uptake of ICJ 381, and encourage ICJ majors to pursue internships. It will also count towards 3 credits in the major.
7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected?
ICJ 381 is a course designed for ICJ majors, so it doesn't affect any other departments. The History Department Chair was consulted regarding the removal of HIS 380.

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

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

See above

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

See attached below

International Criminal Justice, Bachelor of Arts

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

Learning Outcomes. Students will:

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

Credits Required.

International Criminal Justice Major	45- 54 57
General Education	42
Electives	24 24-33
Total Credits Required for B.A. Degree	120

Coordinator. Professors Rosemary Barberet, (212.237.8676, rbarberet@jjay.cuny.edu), Department of Sociology

Advisor. Ms. Jaelyn Buggs, Academic Advisement Center (jbuggs@jjay.cuny.edu)

Advising resources. Course Checklist. International Criminal Justice Advising Resources.

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

Experiential Learning Opportunities. Students in the ICJ BA program can participate in a variety of experiential learning opportunities over the course of their studies. During the freshman and sophomore years, students can participate in service learning through various student activities on campus such as the International Criminal Justice Students Club, United Nations Student Association, International Student Association and Students without Borders. In the junior year, students can engage in an internship experience and are encouraged to participate in study abroad programs around the world which not only enhances their academic experience but also lets them experience the reality of what they have learned in the classroom. During the senior year, the capstone seminar provides students with extensive research experience and opportunity to present their original research at a poster session open to the public. Students are also encouraged to participate and present their research with professors in professional conferences. In recent years, students in the ICJ program have interned with federal agencies such as Homeland Security (ICE), DEA, local criminal justice agencies and NGOs and with the United Nations and International Criminal Court. They have also undertaken independent research supervised by faculty leading to publication in academic journals.

Dual Admission / Accelerated Program Leading to the MA in International Crime and Justice. This program allows student an accelerated approach to earning their BS in International Criminal Justice and MA in International Crime and Justice at John Jay College.. Students complete 134 credits to earn both degrees. Contact the Coordinator for information about the requirements and application process.

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

FOUNDATIONAL COURSES

SUBTOTAL: 9 -15 CR.

Mathematics (0-3 cr.)

May be required depending on math placement

MAT 108	Social Science Math
	or
MAT 141	Pre-Calculus

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

Foreign Language (0-3 cr.)

May be required depending on language placement

FLN 102 Beginning Level II Foreign Language

Required Courses (9 cr.)

ECO 101	Introduction to Economics and Global Capitalism
	or
ECO 120	Introduction to Macroeconomics
	or
ECO 125	Introduction to Microeconomics
POL 101	American Government & Politics
SOC 101	Introduction to Sociology

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

PART ONE. CORE COURSES

SUBTOTAL: 9 CR.

Required

ICJ 101	Introduction to International Criminal Justice
ECO 231	Global Economic Development and Crime
POL 259/LAW 259	Comparative Criminal Justice Systems

PART TWO. FOUNDATION COURSES

SUBTOTAL: 9 CR.

Select one in each category

Category A (Select one)

ANT 230	Culture and Crime
POL 250	International Law and Justice

Category B (Select one)

ECO 245	International Economics
PAD 260	International Public Administration
POL 257	Comparative Politics
POL 260	International Relations

Category C

Required

SOC 341	International Criminology
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PART THREE. SKILLS COURSES

SUBTOTAL: 6-9 CR.

Category A. Language Skills

Required depending on placement

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

Students who have prior knowledge of a foreign language can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu) to place out of this language requirement. Placement tests are available in: Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish. Please note: The FLN 201 courses are typically offered in the Fall semesters

Please note: SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

Category B. Research Methods

Required

STA 250

Principles and Methods of Statistics

ICJ 310

Foundations of Scholarship in International Criminal Justice

PART FOUR. SPECIALIZED AREAS

SUBTOTAL: 9 CR.

Students select **three courses**, with at least one in each category.

Category A. Global Perspectives on Crime

Select at least one

CJBA 367

Wildlife Crime: Issues and Prevention

COR 303

Comparative Correction Systems

ECO 260

Environmental Economics, Regulation and Policy

ECO 327

The Political Economy of Gender

ECO 333

Sustainability: Preserving the Earth as Human Habitat

EJS 240

Environmental Crime

EJS 300

Environmental Justice

HIS 352

History & Justice in Wider World

HIS 383

History of Terrorism

ICJ 380

Selected Topics in International Criminal Justice

ICJ 381

Internship in International Criminal Justice

POL 210

Comparative Urban Political Systems

POL 246

Politics of Global Inequality

POL 320

International Human Rights

POL 325

The Politics of Transnational Crime

POL 328

Politics of International Security

POL 362

Terrorism and International Relations

PSC 309

Comparative Police Systems

PSC 312

International Police Cooperation

PSC 415

Seminar on Terrorism

SOC 251

Sociology of Human Rights

SOC 275

Political Imprisonment

POL 322

International Organizations

SOC 333

Gender Issues in International Criminal Justice

SOC 335

Migration and Crime

Category B. Area/Regional Studies

Select at least one

AFR 210

Drugs and Crime in Africa

AFR 220

Law and Justice in Africa

AFR 229

Restoring Justice: Making Peace and Resolving Conflict

AFR 320

Perspectives on Justice in the Africana World

HIS 325

Criminal Justice in European Society, 1750 to the Present

HIS 359	History of Islamic Law
HIS 380	The Secret Police in Western Society
LLS 220	Human Rights and Law in Latin America
LLS 232/AFR 232	Comparative Perspectives on Crime in the Caribbean
LLS 242/POL 242/HIS 242	U.S. Foreign Policy in Latin America
LLS 250	Drugs, Crime and Law in Latin America
LLS 356	Terror and Transitional Justice in Latin America
LLS 401	Seminar in Latinx Issues: Gender, Race, Ethnicity and the Legal System
POL 331	Government and Politics in the Middle East and North Africa
PSC 250	Criminal Justice in Eastern Europe
SOC 351	Crime and Delinquency in Asia
SOC 354	Gangs and Transnationalism

PART FIVE. INTERNSHIP**SUBTOTAL: 0-3 CR.**

A highly recommended elective

ICJ 381	Internship in International Criminal Justice
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PART SIX. CAPSTONE COURSE**SUBTOTAL: 3 CR.**

Required

ICJ 401	Capstone Seminar in International Criminal Justice
Subtotal: 3	

TOTAL CREDIT HOURS: 45-~~54~~ 57

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

New Course Proposal Form

Date Submitted: Sept, 2020

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

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

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

Name: Hunter Johnson

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

Phone number(s): 301.706.5654

2. a. Title of the course: Machine Learning

b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Machine Learning

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 has a relatively heavy prerequisite requirement, including programming (CSCI 272), linear algebra (MAT 310), and calculus-based probability (MAT 301). Because the course has two 300 level prerequisites and because the course is not a capstone course, it makes sense to offer the course at the 300 level. Additionally, there is some difficult material, making a 200-level designation inappropriate.

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

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

John Jay now has an Applied Mathematics major, with a track specializing in Data Science. That program has an existing 400 level data science course which is heavily mathematical. The proposed course takes a more practical approach in which the aim is to engineer machine learning systems that solve real problems. Some mathematics is presented to justify the

techniques, but the treatment will not be deep. Students who take this course will acquire the programming skills needed to do basic data science in an employment or research capacity. The course also builds on the required ethics course, PHI 216, Ethics and Information Technology by presenting examples of implicit bias and data manipulation.

Aside from the needs of the mathematics major, computer science students can take this course as an elective. This may aid them in finding employment in the field of data science which is a high-demand area, with many available jobs. Students who wish to apply to data oriented graduate programs in any of several disciplines can also take this course to bolster their credentials.

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 machine learning - a collection of techniques for extracting useful information from data. This information is commonly used to make predictions. Students learn how many companies use predictive analytics for calculating or identifying such information as credit scores, real estate values, social connections, online behavior, and/or financial performance. Students will also understand how some applications of machine learning can be loaded with ethical implications such as the prediction of criminality, gene expression, credit worthiness and/or job effectiveness. In this course students will focus on understanding and applying basic issues and techniques in machine learning such as overfitting, linear models, validation, and standard algorithms. Students will primarily study supervised learning, though the course will also investigate unsupervised methods (for example clustering) toward the end of the semester.

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 201 as prerequisites):

Prerequisite: ENG 201, CSCI 272, MAT 301, MAT 310

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

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

 No

 X Yes. If yes, then please provide:

- Semester(s) and year(s): CSCI 380 - Spr 2019 & Spr 2020
- Teacher(s): Hunter Johnson
- Enrollment(s): 19 in Spr 2019, 19 in Spr 2020
- Prerequisites(s): Same as Part 5 above.

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

Students will:

1. Use models to analyze data and make predictions in code.
2. Identify the causes overfitting, and how to avoid it.
3. Gauge the likely reliability of a model in a real-world setting.
4. Explain the mathematics supporting simple machine learning algorithms, such as linear models for classification and regression.

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

_____No XYes

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

This will be an elective course in the Applied Mathematics major (Part IV) and the Computer Science major (PART III. Category A, Computer Science Electives).

10. 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**?

The grades for this course will be determined on the basis of the following assessments. Homework assignments (6 in total) will be comparatively short coding assignments. Projects (2 in total) are coding assignments that are more complex than homework and will take multiple weeks to complete. The second project will require students to write an accompanying paper. There will be a midterm, which will present analytical problems, qualitative questions about machine learning, and short answer questions concerning definitions and various ML scenarios.

Note: the most heavily weighted grades come from homeworks and projects.

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 Ellen Sexton

- 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+ _____ | ➤ PsycINFO _____ |
| ➤ EBSCOhost Academic Search Complete _____ | ➤ Sociological Abstracts _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR _____ |
| ➤ LexisNexis Universe _____ | ➤ SCOPUS _____ |
| ➤ Criminal Justice Abstracts _____ | ➤ Other (please name) _____ |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 12/2/19

15. **Faculty** - Who will be assigned to teach this course? H. Johnson, Ramansenthil, Chandrakantha, Jain, 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.

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:

Douglas Salane, Chair, Department of Math and Computer Science

John Jay College, CUNY 524 W 59th St, New York, NY 10019

CSCI 3XX

Machine Learning, Fall 2019

Professor: Hunter Johnson

Office: 6.63.19

Meeting place and time: T/Th 10:50-12:05 , 6.61 NB **Phone:** 212-237-8846

Office hours: 4:30-5:30 T/Th and by appointment

Email: hujohnson@jjay.cuny.edu

1. Course Description:

This course focuses on machine learning - a collection of techniques for extracting useful information from data. This information is commonly used to make predictions. Students learn how many companies use predictive analytics for calculating or identifying such information as credit scores, real estate values, social connections, online behavior, and/or financial performance. Students will also understand how some applications of machine learning can be loaded with ethical implications such as the prediction of criminality, gene expression, credit worthiness and/or job effectiveness. In this course students will focus on understanding and applying basic issues and techniques in machine learning such as overfitting, linear models, validation, and standard algorithms. Students will primarily study supervised learning, though the course will also investigate unsupervised methods (for example clustering) toward the end of the semester.

2. Learning Outcomes. Students will:

1. Use models to analyze data and make predictions in code.
2. Identify the causes overfitting, and how to avoid it.
3. Gauge the likely reliability of a model in a real-world setting.
4. Explain the mathematics supporting simple machine learning algorithms, such as linear models for classification and regression.

3. Prerequisites: MAT 301, MAT 310, CSCI 272, ENG 201

4. Course Policies

I reserve the right not to accept late work. If you miss an exam without 48 hours notice, I reserve the right to assign a zero. If code from the internet shows up without citation in your code, or if you are not supposed to use outside code, then you will receive an F for the relevant assignment and possibly for the course. If you collaborate too closely with another student without permission then both you and the collaborator may be subject to a grade penalty.

5. Texts

1. *Learning from Data*, by Abu-Mostafa, Magdon-Ismael, and Lin. ISBN 10: 1-60049-006-9.
2. *Introduction to Machine Learning with Python: A Guide for Data Scientists*, by Müller and Guido. ISBN 13: 978-1-449-36941-5.

1. Other Resources

- The website <http://www.learnpython.org/> is a source for Python readings and (some) exercises.
- The website <http://amlbook.com> has links to supplemental chapters, slides, video lectures, and discussion forums for the *Learning From Data* book.
- This book is excellent and probably better than Müller and Guido: *Hands-On Machine Learning with Scikit-Learn & Tensorflow*, by Géron, ISBN 13: 978-1-491-96229-9
- If you google “CS 229 videos” you will find links to lectures by Andrew Ng at Stanford. These are great lessons.
- This is a nice tutorial on pandas and numpy: <http://cs231n.github.io/python-numpy-tutorial/>
- The documentation for scikit-learn can be very useful: <https://scikit-learn.org/stable/documentation.html>
- Here is a useful “map” of machine learning: https://scikit-learn.org/stable/tutorial/machine_learning_map/index.html
- Student projects for CS 229 at Stanford: <http://cs229.stanford.edu/proj2017/index.html>
- Kaggle is a great site to see ML in action: <https://www.kaggle.com/>
- The UC Irvine data repository is a nice place to get datasets: <https://archive.ics.uci.edu/ml/index.php>
- Papers:

The Unreasonable Effectiveness of Data: <http://goo.gl/q6LaZ8>

No Free Lunch Theorem: <https://goo.gl/dzp946>

6. Grading

Your grade will be determined on the basis of the following assessments. Homeworks (6 in total) will be based on the Assessments as described in the course calendar below (see the note on Assessments at the end of this blurb). Projects (2 in total) are coding assignments that are more complex than homework and they *will take multiple weeks to complete*. Your second project will require you to write a short accompanying paper. For examples of such papers check the link above under Other Resources, item 8. Descriptions for the projects and homeworks will be posted to Cocalc. There will be a midterm and a final, each of which will present analytical problems, qualitative questions about machine learning, and short answer questions concerning definitions and various ML scenarios.

Note that the most heavily weighted grades come from homeworks and projects.

Assessments

On the topics schedule below there are many things called Assessments. These are suggested, not required. However I will use these when putting together your required homeworks and projects. It will be good for you to try all the assessments if you have time. Some of them are quite challenging. Help is available from me and from the forums on the amlbook.com website.

Grade	Numerical Value	Percentage Range in interval notation	Equivalent
A	4.0	[93, 100)	Excellent
A-	3.7	[90, 93)	Excellent

Grade	Numerical Value	Percentage Range in interval notation	Equivalent
B+	3.3	(87, 90)	Very Good
B	3.0	[83, 87]	Very Good
B-	2.7	[80, 83)	Very Good
C+	2.3	(77, 80)	Satisfactory
C	2.0	[73, 77]	Satisfactory
C-	1.7	[70, 73)	Poor
D+	1.3	(67, 70)	Poor
D	1.0	[63, 67]	Poor
D-	0.7	[60, 63)	Poor
F	0.0	Below 60	Failure

Assessment	Percentage
Homework (6)	25
Project 1	20
Final Project (including essay)	25
Midterm	15
Final	15
Total	100

7. Schedule of Topics

Lectures 1 and 2:

Theme: Python

Resources: <http://cs231n.github.io/python-numpy-tutorial/>
<https://www.practicepython.org/>

Objectives: Learn an amount of Python sufficient to do the assignments in this class.

Syntax: for, while, enumerate

if, elif

print, formatted printing

list manipulation

list comprehensions

dictionaries: ways to define, ways to enumerate

sets

functions: default parameter values, optional parameters

lambdas

passing functions to functions

Assessments:

1. Load a csv file (manually).
 - 1a. Print out the mean of each column.
 - 1b. The same exercise but with pandas.
2. Generate 100 points in the unit square, uniformly at random.
 - 2a. Distributed normally ($\mu = 0.5$, $\sigma=1$) on the x axis, but uniformly on the y axis.
 - 2b. Distributed normally ($\mu = 0.5$, $\sigma=1$) on both the x and y axis.
 - 2c. Produce a 2d histogram for this data.
3. Read in a text file. Store it as a string.
 - 3a. Make the string all lowercase.
 - 3b. Remove all punctuation from the string except for spaces.
 - 3c. Convert the string in to a list of words.
 - 3d. Produce a dictionary that has words as keys and frequency counts as values.
 - 3e. Produce a bar chart showing the 15 most commonly occurring words and their frequencies
 - 3f. Verify Zipfs law

3g. Convert a new text file into a word vector using the first file as a lexicon.

Lectures 3 and 4:

Theme: Numpy

Resources: <http://cs231n.github.io/python-numpy-tutorial/>

Objectives:

Numpy arrays:

- Allocating memory

- Datatypes

- Slicing

- Universal functions

Linear algebra operations:

- dot product

- matrix product

- transpose

- Row selection

- Vectorized operations

- Axes

Matplotlib:

- plots

- scatterplots

- subplots

- contour plots

Pandas:

- loading data

- pair plots

Assessments:

1. Read in a CSV file using pandas
 - 1a. Convert the pandas dataframe to a numpy array
 - 1b. Given a target column, separate the matrix into an X and y part
 - 1c. Add a bias column to the X part
 - 1d. Split X into a test part and train part

- 1e. If y values are in $\{0,1\}$, convert to $\{-1,+1\}$.
- 1f. Perform column normalization.
2. Create synthetic data using numpy functions
 - 2a. Make "noisy" data based on a curve
 - 2b. Plot the curve and the points in the same frame
3. Make an image plot of a numpy array
4. Make a 2x2 plot in which the plots are:
 - 4a. The logistic function $y = \exp(x)/(1+\exp(x))$
 - 4b. The first derivative of the logistic function
 - 4c. The second derivative of the logistic function
 - 4d. The function $y = 2*\text{atan}(x)/\pi$

Lectures 5, 6 & 7:

Theme: An introduction to learning

Resources: Learning From Data (textbook) ch. 1

Objectives:

- Name and describe the main types of learning
- Understand the Perceptron Learning Algorithm
- Draw a diagram including the main components of a learning problem (eg Figure 1.9, p. 21)
- Ethical issues
- Understand training error, testing error, and out-of-sample error
- The Hoeffding inequality
- Understand error measures and noise

Assessments:

- Exercise 1.10 p. 23
- Exercise 1.11 p. 25
- Exercise 1.12 p. 26
- Problem 1.1 p. 33
- Problem 1.2 p. 33
- Problem 1.3 p. 33/34
- Problem 1.4 p. 34
- Implement the PLA on real (linearly separable) data

Try the PLA on non-linearly separable data

Problem 1.11 p. 38

Lectures 8 & 9:

Theme: Linear Classification and Linear Regression

Resources: Learning From Data (textbook) ch. 3.1,3.2

Objectives:

Understand and implement the Pocket Algorithm

Understand and implement basic linear regression

Use analysis to minimize the loss function for OLS linear regression

Use gradient descent to minimize the loss function for OLS linear regression

Assessments:

Implement the Pocket Algorithm

Implement linear regression with analytic optimization

Implement linear regression with gradient descent optimization

Lecture 10:

Theme: Logistic regression

Resources: Learning From Data (textbook) ch. 3.3

Objectives:

Understand and implement logistic regression

Use gradient descent to minimize the loss function for logistic regression

Use stochastic gradient descent to minimize the loss function for logistic regression

Brief introduction to non-linear transformations

Assessments:

Implement logistic regression with batch gradient descent

Implement logistic regression with stochastic gradient descent

Do a simple non-linear transformation on non-linearly-separable data

Problem 3.16 p. 115

Lecture 11 & 12:

Theme: Dichotomies and Shattering

Resources: Learning From Data (textbook) ch. 2.1

Objectives:

Understand the theoretical problem of generalization with an infinite hypothesis space

Understand the definition of shattering

Understand the definition of a break point

Understand the definition of VC dimension

Be able to compute the VC dimension for some simple concept classes

Understand the meaning of Theorem 2.4

Assessments:

Exercise 2.4 p. 52

Problem 2.1 p. 69

Problem 2.2 p. 69

Problem 2.3 p. 69

Problem 2.6 p. 70

Problem 2.7 p. 70

Problem 2.10 p. 70

Problem 2.13 p. 71

Problem 2.18 p. 72

Lecture 13:

Theme: Sample complexity

Resources: Learning From Data (textbook) ch. 2.2

Objectives:

Understand how VC dimension and sample size relate to accuracy and confidence.

Assessments:

Produce a plot like Figure 2.3 on p. 59 for a given dataset by using more and more complex transformations of variables and a linear classifier.

Exercise 2.6 p. 60

Problem 2.10 p. 70

Problem 2.12 p. 71

Problem 2.13 p. 71

Problem 2.14 p. 71

Lecture 14: Midterm

Lecture 15:

Theme: Nonlinear transformations of the input space

Resources: Learning From Data (textbook) ch. 3.4

Objectives:

Understand how transformations can improve linear separability in higher dimensions

Understand that as a consequence overfitting may occur

Apply transformations to data

Assessments:

Apply transformations to data to improve classification performance

Exercise 3.12 p. 103

Exercise 3.13 p. 104

Exercise 3.14 p. 105

Problem 3.18 p. 116

Lectures 16 & 17:

Theme: Neural Networks

Resources: Supplement to LFD on Neural Networks (available at <http://amlbook.com>)

Objectives:

Understand the multilayer perceptron architecture

Understand the metaphor with biological neurons

Understand what an activation function is

Know that backpropagation is a way to compute the gradient of the network

Be able to perform backpropagation

Using backpropagation, optimize a network architecture to solve a learning problem

Understand the Universal Approximation Theorem

Assessments:

Implement a neural network

Exercise 7.1

Exercise 7.2

Exercise 7.6

Exercise 7.7

Exercise 7.18

Problem 7.1

Problem 7.3

Problem 7.10

Lecture 18:

Theme: The bias-variance tradeoff

Resources: Learning From Data (textbook) ch. 2.3

Objectives:

Understand the advantages and costs of more expressive hypotheses

Be able to state the technical meaning of bias and variance

Understand example 2.8 on p. 65

Understand how bias and variance depend on sample size

Construct learning curves using python

Assessments:

Using synthetic data, produce a learning curve for a simple linear model.

Now produce a learning curve for a more complex model of the same data.

Code up Example 2.8 on p. 65

Problem 2.23 on p. 75

Problem 3.14 on p.114

Lecture 19:

Theme: Overfitting

Resources: Learning From Data (textbook) ch. 4.1

Objectives:

Understand the picture on the cover of the book (Figure 4.3, p. 124)

Understand how noise causes overfitting

Understand how high bias causes "deterministic noise" leading to overfitting

Assessments:

Exercise 4.2, p.123

Exercise 4.3, p.125

Lecture 20:

Theme: Regularization

Resources: Learning From Data (textbook) ch. 4.2

Objectives:

Understand hard and soft constraints, and the advantages of introducing them

The ability to use regularization to improve the performance of a linear classifier

Understand ridge and lasso regression and their performance characteristics

Assessments:

Use regularization to improve the performance of a linear classifier

Problem 4.8 p. 156

Problem 4.10 p. 157

Problem 4.19 p. 161

Problem 4.24 p. 163

Lecture 21:

Theme: Validation

Resources: Learning From Data (textbook) ch. 4.3

Objectives:

Understand why training error is a biased estimate of out-of-sample error

Understand why test error is **not** a biased estimate

Relate both of these to these inequalities:

(1.5) p. 22

(1.6) p. 24

(2.1) p. 40

(2.12) p.53

Be able to implement cross-validation

Articulate the distinction between a test set and a validation set (p. 138)

Understand the tradeoffs between large validation set and large training set (Figure 4.8, p. 140)

Understand the meaning of model selection

Understand the meaning of "hyperparameter"

Assessments:

Exercise 4.7 p. 139

Exercise 4.8 p. 142

Exercise 4.9 p. 142

Problem 4.27 p. 165

Lecture 22 & 23:

Theme: Decision Trees and Random Forests

Resources: Introduction to Machine Learning with Python ch 2, p. 72-94

Objectives:

- Understand information gain in relation to tree nodes
- Understand how to avoid overfitting in decision trees
- Use decision trees to produce human readable rules for classification and regression
- Understand why trees can interpolate but not extrapolate
- Understand how trees can be used for multiclass classification
- Know the definition of an ensemble method
- Understand how tree diversity is encouraged in random forests
- Know the rough definition of boosting
- Understand what gradient boosted random forests are
- Know the definition of stacking

Assessments:

- Create your own ensemble methods using sklearn primitives
- Implement boosting and stacking using sklearn primitives
- Implement a simple decision tree without using sklearn**

Lecture 24:

Theme: Multiclass classification

Resources: Introduction to Machine Learning with Python ch 2, p. 65-69

Objectives:

- Understand one vs rest and one vs one techniques
- Know the benefits and costs of each method
- Understand softmax methods with logistic regression and neural networks

Assessments:

- Be able to implement one vs rest and one vs one techniques from sklearn primitives
- Implement logistic regression with softmax output using only python and numpy**

Lectures 25,26 & 27:

Theme: Unsupervised machine learning techniques

Resources: Introduction to Machine Learning with Python ch 2, p. 133-210

Objectives:

Understand how to scale data and when to do it

Understand dimensionality reduction and when it should be used

Understand clustering and the k-means clustering algorithm

Understand feature selection methods and when they should be used

Assessments:

Implement k-means clustering in python

Use PCA at the sklearn library to produce useful visualizations of high dimensional data

Use feature scaling to improve the performance of models which use regularization

Other topics we might have covered, which you could check out:

Evaluation Metrics: (Ch 5 IMLWP)

Binary (precision/recall F1-score)

Multiclass (confusion matrix)

Working with Text Data (Ch 7 IMLWP)

Support Vector Machines

Kernel Methods

Deep Learning

Generative Methods

Naive Bayes

College wide policies for undergraduate courses

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

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

Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located 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.

John Jay General Education College Option Course Submission Form

Course Prefix & Number	ART 233	
Course Title	Cultural History of Photography	
Department or Program	Art and Music	
Discipline	Art	
Credits	3	
Contact Hours	3	
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101	
Co-requisites	n/a	
Course Description	This course covers the history of photography from its beginnings in 1830's Europe to the selfies you take with your cellphone. We will look at the use of photography for social and scientific as well as aesthetic purposes, including examining photojournalism, advertising, and police photography. We will discuss the uses and functions of pictures: how they are to be understood and interpreted; whether they have clear-cut content and meanings; how they shape and are shaped by politics, economics, and social life. Students will become more critical consumers of images in a time when the proliferation of digital images has led to new debates about photography as an art form and as a social practice.	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
X current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed		
John Jay College Option Location		
Please check below the area of the College Option for which the course is being submitted. (Select only one.)		
Justice Core <input type="checkbox"/> Justice & the Individual (100-level) <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level) <input type="checkbox"/> Justice in Global Perspective (300-level)	X Learning from the Past	<input type="checkbox"/> Communication

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<p>I. Learning from the Past - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Students will demonstrate knowledge of formative events, ideas and works in the arts, humanities, natural sciences and social sciences that participated in photography through reading the course materials and taking weekly short-answer tests, which ask questions such as “What role did the French government play in the invention of photography?”, “What were some of the roles photography played in the expansions of European colonial control in Africa and Asia?” and “How did corporations use photography to depict labor conditions in factories?”</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences
<p>Students will analyze the significance of major developments in U.S. and World History through the lens of photography in weekly assignments. For example, in a 4-part assignment scaffolded over the course of the semester, students work together to create an online exhibit about the history of the links between photography and war through choosing and analyzing examples of war photography from the 19th and 20th centuries, concluding by writing an analysis of what the relationship of photography and war looks like today.</p>	<ul style="list-style-type: none"> • Analyze the significance of major developments in U.S. and World History.
<p>Students will differentiate multiple perspectives on the same subject through weekly discussion board prompts asking them to read and understand one point of view on a topic in the history of photography and then find or create alternate ways of understanding this topic. For example, students will consider arguments about the negative effects on young people of viewing photoshopped images of celebrities; the ethics of photographing subjects on the margins of society; and the reliability of images from police body cameras.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

ART 233

A Cultural History of Photography

Professor Erin L. Thompson
Department of Art & Music,
Haaren Hall, Room 325-01
ethompson@jjay.cuny.edu
Student Hours: by appointment

COURSE DESCRIPTION: This course covers the history of photography, from its beginnings in 1830's Europe to its present global practice. We will look at the use of photography for social and scientific as well as aesthetic purposes, including examining photojournalism, advertising, and police photography. We will discuss the uses and functions of pictures; how they are to be understood and interpreted; whether they have clear-cut content and meanings; how they shape and are shaped by politics, economics, and social life. Students will become more critical consumers of images in a time when the proliferation of digital images has led to new debates about the role and ethics of photography. **Prerequisite:** ENG 101.



LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- identify key works, photographers, styles, and working methods
- discuss major photographic works linked to historical events, intellectual history, and scientific and cultural trends
- use the specialized vocabulary and analytical techniques of historians of photography
- exercise critical thinking while looking, reading, writing and speaking about photographers and photographic images
- communicate ideas and questions about photography and its history clearly and succinctly
- understand the role of photographic witness or documentary photojournalism and its social, political and scientific impact as well challenges which the digital revolution pose for this tradition of photographic representation

ASSESSMENT TOOLS:

Assignments: 40%
Discussion Board Posts: 30%
Unit Tests: 20%
Discussion Board Comments: 10%

Text: The required text for this course is Mary Warner Marien, *Photography: A Cultural History*, 4th edition, Pearson, 2015 (ISBD-13 978-0-205-98894-5). New (\$120) and used (\$100) print copies are available through amazon.com, where you can also rent the book for the semester (\$25). You can also use the 3rd edition (\$55), but you are responsible for locating the appropriate sections of the readings.

Contacting Me: As a student in an online-only course, you have a special responsibility to work on creating a relationship with me so that I can advise you about career plans, internships, letters of recommendation, networking, and so on. I encourage you to take full advantage of the following opportunities to contact me:

- You can email me at EThompson@jjay.cuny.edu. Here are some tips for making our email exchanges more efficient:
 - o Use your CUNY email account to send me email and be sure to check it regularly. I will send course announcements to your CUNY email address, and email from a personal email address may be blocked by my spam filters.
 - o Include a subject line with your first and last name, course, and an indication of what your email is about. For example: "Firstname Lastname, Art and Crime, Question about Unit 4 Discussion."
 - o Use proper grammar, spelling, and punctuation, and proof-read your emails.
 - o I will generally reply to your email within 24 hours. If your email asks a question that is answered in the syllabus, I may reply simply "see syllabus."
- We can arrange to talk via Blackboard chat, phone, or an in-person meeting in my office, North Hall 4220. To arrange this, please email me with three time slots when you will be available during the upcoming week.

Technology Expectations: Check your CUNY email every day to avoid missing important communications about the course. All of your coursework will be assigned and submitted in an online; thus, to successfully complete the course, you must have access, either on your personal computer or in a CUNY computer lab, to these technology tools:

- Internet connection
- Desktop or Laptop computer with 2Gb RAM and 60Gb Hard drive space (4Gb RAM, 400Gb Hard drive is preferred)
- Windows Vista or 7 32-bit, or Windows Vista or 7 64-bit, or Mac OSX "Leopard®"
- Internet Explorer 8, Firefox, Chrome, or Safari 4.0
- Text Editor (MS Word preferred)
- Audio/Video Player
- Digital Camera (this can be in your smartphone)

Your browser must have JavaScript enabled for you to access your courses properly. To make sure your browser and computer settings are supported for Blackboard, click [here](#) to run a browser check. For technological help, click on the "[Help for Blackboard/Technical](#)" link on the main course menu or visit [John Jay's Blackboard Help Page](#) for information on how to obtain Blackboard help in person or over the phone. Please use these resources before contacting me; if your technical issue is due to your computer or a general Blackboard error, I cannot help you.

COURSE STRUCTURE

When you enter the course by clicking on the course title from your Blackboard home page, you will see the following sections in the main course menu, at the left-hand side of every page.

Navigating This Course: contains key resources for navigating the course: this syllabus; help videos for using Blackboard; a link to a “Student Lounge” discussion board where you can ask general questions about the course; and links to the calendar, tasks, and my grades tools for keeping track of assignments, due dates, and grades.

Help for Blackboard/Technical: link to Blackboard help, for instructions on how to use Blackboard and help on technical issues. Check here first for any questions related to Blackboard features and functions.

Tasks: use the tasks tool for keeping track of the assignments, discussion posts, and tests you need to complete.

Calendar: the calendar displays the due date for the tests, discussion posts, and assignments for our course. You can also use the calendar to enter in reminders to yourself, like “start working on final assignment.”

Assignments: link to all assignments.

Units 1-14: click on each unit for folders that contain all content for each unit other than the reading from the textbook, along with links to the test, discussion board, and assignment for each unit.

Course Schedule

Unit	Materials and Topics	Tasks	Due Date for Tasks
Unit 1 Introduction and The Origins of Photography (to 1839)	Textbook: Introduction and Chapter 1: The Origins of Photography (to 1839), pp. 1-21. Topics: <ul style="list-style-type: none"> - the invention of photography - early photographic technologies - responses to the invention of photography 	<ul style="list-style-type: none"> - Read the entire syllabus and contact instructor with any questions or scheduling difficulties - Take this unit’s test - Post on this unit’s discussion board - Comment on the unit’s discussion board posts - Complete this unit’s assignment - Complete this unit’s reflection 	11:59 p.m., Sunday, [date]
Unit 2 The Second Invention of Photography (1839-1854)	Textbook: Chapter 2: The Second Invention of Photography (1839-1854), pp. 23-72 Topics: <ul style="list-style-type: none"> - early photographic 	<ul style="list-style-type: none"> - Take this unit’s test - Post on this unit’s discussion board - Comment on the unit’s 	11:59 p.m., Sunday, [date]

Approved by UCASC, Oct 16, to College Council, Nov 12, 2020

	<p>technologies, cont.</p> <ul style="list-style-type: none"> - photography and the sciences - war and photography (Mexican-American War) - expeditionary and travel photography (Egypt and the Holy Land) - portraiture - the first police photographs 	<p>discussion board posts</p> <ul style="list-style-type: none"> - Complete this unit's assignment - Complete this unit's reflection 	
<p>Unit 3 Popular Photography and the Aims of Art</p>	<p>Textbook: Chapter 3: Popular Photography and the Aims of Art, pp. 74-95.</p> <p>Topics:</p> <ul style="list-style-type: none"> - photographic societies and clubs - the stereograph - the <i>carte-de-visite</i> - photography as a fine art - early female photographers 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Unit 4 Imaging of the Social World</p>	<p>Textbook: Chapter 4: Imaging of the Social World, pp. 97-139.</p> <p>Topics:</p> <ul style="list-style-type: none"> - war and photography (Crimean and American Civil Wars) - topographical surveys and photography (Transcontinental Railway; Yellowstone and Yosemite) - war and the photography of Native Americans 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Unit 5 Science and Social Science</p>	<p>Textbook: Chapter 5: Science and Social Science, pp. 141-159.</p> <p>Topics:</p> <ul style="list-style-type: none"> - ethnographic studies and display - ethnic types - studies of human expression - medical photography 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>

<p>Unit 6 The Explosion of Vernacular Photography</p>	<p>Textbook: Chapter 6: The Great Divide, pp. 161-199 Topics:</p> <ul style="list-style-type: none"> - mass media and mass marketed cameras - new challenges for art photography - Pictorialism and the Photo-Secession 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Unit 7 Photography and Modern Life</p>	<p>Textbook: Chapter 7: Modern Life, pp. 201-229. Topics:</p> <ul style="list-style-type: none"> - photography and the modern city - social reform photography - photography and exploration (<i>National Geographic</i>) - war and photography (Spanish-American War, World War I, and the Russian Revolution) 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Unit 8 Art and the Age of Mass Media</p>	<p>Textbook: Chapter 8: Art and the Age of Mass Media, pp. 230-275. Topics:</p> <ul style="list-style-type: none"> - photojournalism - Soviet photography as a revolutionary art - Dada and Surrealistic photography - photographic advertising 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Unit 9 The Origins of Documentary Photography</p>	<p>Textbook: Chapter 9: Documentary Expression and Popular Photography, pp. 277-307. Topics:</p> <ul style="list-style-type: none"> - the origins of documentary photography (Farm Security Administration and worker photography in Europe) 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's 	<p>11:59 p.m., Sunday, [date]</p>

	<ul style="list-style-type: none"> - popular science photography - photography and war (World War II) 	<p>assignment</p> <ul style="list-style-type: none"> - Complete this unit's reflection 	
Unit 10 International Perspectives	<p>Textbook: Chapter 10: The Human Family, pp. 309-335.</p> <p>Topics:</p> <ul style="list-style-type: none"> - Central and South America - Africa - Asia - India - photographing the atomic bomb 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	11:59 p.m., Sunday, [date]
Unit 11 The Cold War Era	<p>Textbook: Chapter 11: The Cold War Era, pp. 337-391.</p> <p>Topics:</p> <ul style="list-style-type: none"> - photographing the social landscape of postwar America - photography and the suburbs - color photography and the polaroid process - television, photojournalism, and national events 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	11:59 p.m., Sunday, [date]
Unit 12 Globalism, Technology, and Social Change	<p>Textbook: Chapter 12: Globalism, Technology, and Social Change, pp. 393-435.</p> <p>Topics:</p> <ul style="list-style-type: none"> - photography and science - Post-Photography - photography and social justice (including the Cambodian Genocide Photographic Database) 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	11:59 p.m., Sunday, [date]
Unit 13 Postmodern Photography	<p>Textbook: Chapter 13: The Culture of Critique, pp. 437-491.</p> <p>Topics:</p> <ul style="list-style-type: none"> - New Social Documentary 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board 	11:59 p.m., Sunday, [date]

	<p>photographic movement</p> <ul style="list-style-type: none"> - postmodern art photography - feminism and photography - fashion photography 	<ul style="list-style-type: none"> - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	
<p>Unit 14 Photography in the Twenty-First Century</p>	<p>Textbook: Chapter 14: Into the Twenty-First Century, pp. 493-519.</p> <p>Topics:</p> <ul style="list-style-type: none"> - war and photography - photography and globalization - new photographic technologies 	<ul style="list-style-type: none"> - Take this unit's test - Post on this unit's discussion board - Comment on the unit's discussion board posts - Complete this unit's assignment - Complete this unit's reflection 	<p>11:59 p.m., Sunday, [date]</p>
<p>Final Deadline for all work</p>		<ul style="list-style-type: none"> - Complete any missing work for partial credit 	<p>11:59 p.m., Sunday, [date]</p>

Tests, Discussion Board Posts, and Assignments

Your first steps for each week should be reading the assigned reading from the textbook and watching or reading the additional content (videos, podcasts, online exhibits, etc.) in the Unit's "Additional Content" folder. Then, you will complete each Unit's test, discussion board post, and assignment. Finally, you will answer two questions for a pass/fail reflection on what you learned during the Unit. The following paragraphs contain brief overviews of these tasks; click on the links within the Unit folders for detailed instructions and grading rubrics.

Due Dates: All the content, tests, discussion board posts, and assignments for the course are available from the beginning of the semester. You can complete your work on any unit early (although you will have to wait until enough other students have completed their work in order to make your required comments). If you complete a test, discussion board post, or assignment after the deadline listed for that unit, you will receive a late penalty. All tests, discussion board posts, and assignments must be completed by 11:59 p.m. on [date]. After this time, they will be closed. You will not be able to access them and you will receive a grade of zero on any uncompleted test, discussion board post, or assignment.

Tests: You will be tested both on the readings from the textbooks and on the additional. Tests are untimed, but you should complete the test in a single session so that you do not lose your answers. You may use your textbook and online resources during tests, but you may not consult with fellow students or anyone else.

Discussion Board Posts: You must post a reply to a discussion board prompt for each unit. For the discussion prompt for each unit, instructions on how to respond to it, and the grading rubric, click on the discussion board link within the unit folders.

Assignments: You must complete an assignment for each unit. Some assignments can be completed entirely online. Other assignments require a trip or an off-line task. You are responsible for planning ahead to assure that you have time to complete the assignments. Please email me at ethompson@jjay.cuny.edu as soon as possible if you have location or scheduling conflicts with an assignment so that we can arrange an alternative.

Comments: You must comment on other students' discussion board posts. Comments will be graded at the end of the semester. You will receive full credit if you have posted, on average, two or more comments during each unit; your comments contain evidence of a thoughtful approach taken to researching and writing the comment; and if each comment contains one or fewer errors in spelling, punctuation, or capitalization, maintains a professional and appropriate tone, and is submitted before the due date for that unit.

Reflections: Taking a moment to reflect on what you have learned and what you still want to know is a good way to make sure that you remember what you learned longer, so each unit ends with a pass/fail reflection asking you a few questions about the unit.

Policies

Grades: Grades are defined as follows.

- A** Indicates EXCELLENCE in all aspects;
- B** is considered GOOD, above average;
- C** is considered FAIR, satisfactory, average;
- D** is considered POOR, below average;
- F** is FAILING, unacceptable work.

INC: Incomplete Grade requests are granted in extreme, documented circumstances only, and only to students who would pass the course if they were to satisfactorily complete all outstanding course requirements.

Online Etiquette and Anti-Harassment Policy: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Any member of the CUNY online community who has experienced incidents of harassment is encouraged to report the complaint. This University considers violations of this online etiquette policy to be a serious offense. Anyone found to have used the University's online services in violation of this policy is subject to punishment, including failing grades, suspension, and expulsion. As noted above, serious offenses may lead to criminal and/or civil liability.

Plagiarism and Academic Integrity: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College Undergraduate Bulletin, p. 36). Any examination or assignment with plagiarized material will earn a grade of "F." All students who submit an assignment with substantially similar material will earn a grade of "F," regardless of which student(s) originated the material and which student(s) copied it.

Americans with Disabilities Act Policy: 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, 4th ed., City University of New York, p.3; http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf).

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: 8/5/2020

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

2. Contact information of proposer(s):

Name(s): Michael Puls

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

Phone number(s): 212-484-1178

3. Current number and title of course: **MAT 241, 242, 243 and 244, Calculus I-IV**

4. Current course description: see page 4 below

a. Number of credits: Three credits for each course

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

c. Current prerequisites: For MAT 241 (Calculus I) the prerequisite is MAT 141 (PreCalculus) or suitable test/placement score. For MAT 242 the prerequisite is MAT 241, for MAT 243 the prerequisite is MAT 242 and for MAT 244 the prerequisite is MAT 243

5. Describe the nature of the revision (what are you changing?): We are proposing that the four three-credit classes be replaced with three four-credit courses. We are also proposing to change the course numbers for the three four-credit courses.

6. Rationale for the proposed change(s): At every senior college and every community college in the CUNY system the Calculus sequence is three four-credit courses. This change is brought about to align John Jay with the rest of CUNY. The main issue is transferability. For example, when a student transfers from JJ to another CUNY school after completing MAT 241, they must take Calculus I again at their new school because they have not covered the introduction to integration section yet. The CUNY central office wants us to change this so that transferability becomes seamless for Calculus when a student transfers between other CUNY schools and John Jay. New course numbers are needed for the four-credit calculus courses so that they will not

be confused with the three-hour version.

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

- a. Revised course descriptions: See page 3 below.
- b. Revised course title: **No change in titles but new course numbers will be identified.**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA
- d. Revised learning outcomes NA
- e. Revised assignments and activities related to revised outcomes NA
- f. Revised number of credits: **Four credits per course**
- g. Revised number of hours: **Four hours per course**
- h. Revised prerequisites: NA

8. Enrollment in past semesters:

Mat 241: FA 19, 267 students in ten sections and SP 20, 197 students in seven sections

Mat 242: FA 19, 126 students in five sections and SP 20, 136 students in six sections

MAT 243: FA 19, 28 students in one section and SP 20, 13 students in one section

MAT 244: SP 20, 19 students in one section

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

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

The courses are already part of the required core: Math and Quantitative Reasoning area.

10. Does this change affect any other departments?

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

The Forensic Science major requires MAT 241 and MAT 242 and the Toxicology major requires MAT 241. In Early March 2020, Professor Polanco met with Brian Cortijo from the Registrar's Office, Professor Cheng and Assistant Dean Killoran to discuss the proposed changes. Math sections will be scheduled to accommodate the science student schedules. A draft schedule for phasing in the changes over three semesters has been developed.

11. Date of Department or Program Curriculum Committee approval: 7/27/2020

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

Doug Salane

New Calculus Course Descriptions

MAT 2X1, 2X2, 2X3

MAT 2X1: In this course, the first in the calculus sequence, differential calculus is investigated, and integral calculus is introduced. Topics studied include limits, continuity, the derivative, the derivative of exponential and logarithmic functions, differentiation techniques, related rates, differentials, maximum and minimum of a functions, curve sketching, optimization problems, **Riemann sums, the definite integral, the Fundamental Theorem of Calculus, and u-substitution for evaluating integrals.**

MAT 2X2: This course, the second in the calculus sequence, continues the investigation of integral calculus, along with **sequences, infinite series** and an introduction to parametric equations. Subjects studied include area between curves, disk and washer methods for computing volumes, techniques of integration, improper integrals, arc length. Calculus on parametric equations, **polar coordinates, sequences, infinite series, Taylor series and representation of a function as a power series.**

MAT 2X3: In this course, which is the third course in the calculus sequence, multi-variable calculus along with an introduction to vector analysis are discussed. Subjects studied include three-dimensional coordinate systems, dot and cross products, equations of lines and planes, quadric surfaces, vector-valued functions. **Limits, partial derivatives, the gradient vector, maximum and minimum values, double and triple integrals over general regions, and the computation of multiple integrals using alternative coordinate systems. Vector fields, line integrals, path independence, Green's theorem, the divergence theorem, surface integrals and Stokes' theorem are also considered.**

Current Calculus Course Descriptions

MAT 241, 242, 243, 244

MAT 241: In this course, the first in the calculus sequence, differential calculus is investigated. Topics studied include limits, continuity, the derivative, the derivative of exponential and logarithmic functions, differentiation techniques, related rates, differentials, maximum and minimum of a functions, curve sketching, optimization problems, and an introduction to the antiderivative.

MAT 242: In this course, the second in the calculus sequence, integral calculus is investigated along with an introduction to parametric equations. Subjects studied include Riemann sums, the definite integral and the Fundamental Theorem of Calculus, techniques of Integration, area between curves, disk and washer methods for computing volumes, improper integrals, arc length, along with calculus on parametric equations.

MAT 243: In this course, the third in the calculus sequence, infinite series, vectors and functions of several variables are studied. Topics investigated include polar coordinates, infinite series, convergence tests, Taylor series, representation of a function as a power series. Three-dimensional coordinate systems, dot and cross products, equations of lines and planes, quadric surfaces. Vector-valued functions, limits and partial derivatives.

MAT 244: In this course, which is the fourth course in the calculus sequence, multi-variable integration along with an introduction to vector analysis are discussed. Subjects studied include the gradient vector, maximum and minimum values, double and triple integrals over general regions, and the computation of multiple integrals using alternative coordinate systems. Vector fields, line integrals, path independence, Green's theorem, the divergence theorem, surface integrals and Stokes' theorem are also considered. Applications emphasizing the laws of classical physics will be presented.

John Jay College of Criminal Justice
Mat 2X1 Semester
Calculus I-Section X

Text: Loose Leaf Version of Calculus: Early Transcendentals, 9th Edition James Stewart, ISBN 9781305616691. Webassign is also available at webassign.net, use jjay.cuny for the institution and the class key is: jjay.cuny XXXXXXXX

Credit Hours: 4 **Prerequisite:** Mat 141 and English 101.

Time: XXXXXXXXXXXX **Place:** XXXXXXXXX

Instructor: XXXXXXXXX

Office: New Building, Room XXXXXXXX (6th floor) **Office Phone:** XXXXXXXXX
email: XXXXXXXXXXXX

Office Hours: XXXXXXXXXXXXXXXX

Coverage: Chapters 1, 2.1, 2.2, 2.3, 2.5-2.8, 3.1-3.6, 3.9, 3.10, 4.1-4.5, 4.7, 4.9, Appendix E, 5.1-5.4.

Course Description: In this course, the first in the calculus sequence, differential calculus is investigated. Topics studied include limits, continuity, the derivative, the derivative of exponential and logarithmic functions, differentiation techniques, related rates, differentials, maximum and minimum of a functions, curve sketching, optimization problems, Riemann sums, the definite integral, the Fundamental Theorem of Calculus, and u-substitution for evaluating integrals.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

- a) Understand the concepts of limits, derivative, and continuity.
- b) Recognize situations where differentiation is the appropriate technique, and set up appropriate derivatives for the rates of change, tangent lines, optima, and other varied applications.
- c) Be familiar with various differentiation techniques such as the chain rule, implicit differentiation, and the derivatives of the elementary functions.
- d) Be able to evaluate the derivative from the definition as a limit.
- e) Be able to evaluate a definite integral using Riemann sums.
- f) Apply the Fundamental Theorem of Calculus to evaluate definite integrals.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams and homework.

Exams: There will be three 100-point exams and a final exam. The exam days are XXX, XXXX, and XXXX. The final exam, which is also worth 100 points, will be given XXXXXXXX from XXXXXXXX.

More information on back

Calculators: The use of a calculator is up to the instructor.

Attendance Policy: Class attendance is the student's responsibility. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.

Homework: A homework assignment will be given at the end of each class and discussed at the next class meeting. Daily homework will not be collected. However, doing the homework on a daily basis will make the exams seem easier.

Collected Homework: I will pass out and collect ten homework assignments throughout the semester. Each assignment will be worth 10 points, so there will be a total of 100 points possible for homework.

Determination of Final Grade: Write down each hour exam score once, the total homework points and write down the final exam score twice. There will be 6 numbers. Drop the lowest of these 6 numbers and add up the remaining 5 numbers. Final grades determined by

Grading Scale		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	93
B+	87	90
B	83	87
B-	80	83
C+	77	80
C	73	77
C-	70	73
D	60	70
F	0	60

College wide policies for undergraduate courses

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

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

Americans with Disabilities Act (ADA) Polices: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of

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

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Wellness and Student Resources: (<http://www.jjay.cuny.edu/wellness-resources>) Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of the course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

Daily Schedule starts next page

MAT 2xx (4 credit) Calculus I Syllabus

Text: Calculus (Early Transcendental Edition) 9ed, Stewart, Cengage Learning, 2021.

Lecture	Text Sections	Topics	Notes
1	1.3	New functions from old functions: arithmetic operations on functions (addition, subtraction, multiplication, division); the composition of two functions and its corresponding domain; translation, stretching, and reflection.	
2	2.1-2.2	The tangent and velocity problem; the limit of a function.	(1)
3	2.3	Calculations using the limit laws.	
4	2.4-2.5	The precise definition of a limit; Continuity.	(2)
5	2.6	Limits at infinity; horizontal asymptotes.	(3)
6	2.7-2.8	Derivatives and rates of change; the derivative as a function.	
7	3.1-3.2	Derivatives of polynomials and exponential functions; the product rule and quotient rules-I	
8	3.1-3.2	QUIZ #1 (Covers §§ 1.3, 2.1-2.8) Derivatives of polynomials and exponential functions; the product and quotient rules II.	(4)
9	3.3	Derivatives of trigonometric functions.	
10	3.4	The chain rule.	
11	3.5	Implicit differentiation.	
12	3.6	Derivatives of logarithmic functions; logarithmic differentiation.	(5)
13	3.9	Related rates.	
14	3.10	Linear approximations and differentials.	
15	4.1	Maximum and minimum values.	
16	4.2	QUIZ #2 (Covers §§ 3.1-3.10) The Mean Value Theorem I	(4)
17	4.2, 4.4	The Mean Value Theorem II; Indeterminate forms I.	(6)
18	4.4	Indeterminate forms II.	
19	4.3, 4.5	How derivatives affect the shape of a curve; curve sketching..	(7)
20	4.7	Optimization problems.	
21	4.9	Antiderivatives.	(8)
22	App. E, 5.1	Sigma notation; a brief discussion of area.	(9)
23	5.2	The Riemann integral.	
24	5.3	QUIZ #3 (Covers §§4.1-4.5, 4.7, 4.9) The Fundamental Theorem of Calculus I.	(4)
25	5.3	The Fundamental Theorem of Calculus II.	
26	5.5	The substitution rule I.	
27	5.5	The substitution rule II.	
28	x	Review	(10)
x	x	FINAL EXAMINATION	

Notes

(1) The time devoted to motivating the limit concept using the tangent and velocity problems should not exceed 30 minutes. The use of Maple © to expedite numerical computations is encouraged.

(2) Section 2.4 (The precise definition of a Limit) should only be discussed in the context of a visual explanation of the ϵ - δ definition. Assigned homework, if any, should be visual and not computational. All that is expected is a brief qualitative introduction to the concept. It is recommended that not more than 15 minutes of class time be devoted to this topic. Students need only be aware that a precise definition of a limit exists which can place what has been presented in Section 2.3 on a rigorous foundation.

(3) Instructors may wish to adjoin this topic to the discussion of curve sketching in Sections 4.3 and 4.5.

(4) The sequencing of the three class quizzes is left to the discretion of the instructor and their location in the syllabus is only intended as a guide. At least one class intervenes between the last material to be covered on each quiz and the quiz itself. Quizzes are assumed to be of 50 minutes duration, that is, half of a class period.

(5) Instructors are encouraged to include in their presentations the simplest examples of rectilinear motion, population growth, and radioactive decay as applications of the derivative. Rectilinear motion is discussed at the beginning of Section 3.7 (Rates of Change in the Natural and Social Sciences) and population growth and radioactive decay are presented in Section 3.8 (Exponential Growth and Decay).

(6) Only the indeterminate forms of the type $\frac{0}{0}$ or $\frac{\infty}{\infty}$ should be discussed. (It is left to the instructor's discretion whether to cover the cases $\infty - \infty$, 0^0 , ∞^0 , or 1^∞ .)

(7) Section 4.5 (Curve sketching) does not present any new material per se but it is a helpful summary of the steps that are needed to manually sketch a differentiable curve $y=f(x)$.

(8) Although the indefinite integral symbol (\int) should be employed to indicate the process of anti-differentiation, it needs to be emphasized that the actual operation of integration stands on its own without any reference to the derivative. Details are presented in section 5.2.

(9) The use of rectangles to approximate the area under the graph of a function should be discussed informally to motivate the precise definition of the Riemann integral. Not more than 30 minutes should be allotted to this topic. Summation notation may be used where appropriate.

(10) Instructors may elect to incorporate a computer laboratory experience into one of their lessons. They may choose to compose their own demonstrations and/or exercises using a computer algebra platform such as Maple or Mathematica or they may elect to use one of the projects that are outlined in the laboratory manuals listed below. It is left to the instructor's discretion whether to assign a formal project for homework and to include it in the determination of the final course grade.

- CalcLabs with Maple, Single Variable Calculus 4ed, Phillip B. Yaskin et al, Brooks/Cole (Cengage), Belmont, CA, 2010, ISBN 0-495-56062-6;
- CalcLabs with Maple, Multivariable Calculus 4ed, Phillip B. Yaskin and Art Belmonte, Brooks/Cole (Cengage), Belmont, CA ISBN 0-495-56058-8.

Learning Outcomes:

I. Limits

1. Be able to compute the limit of a function at a finite point;
2. Be able to compute the limit of a function at infinity;
3. Be able to compute the limit of a function near a vertical asymptote;
4. Use L'Hopital's rule where required above, that is, in expressions of the form $\frac{0}{0}$ or $\frac{\infty}{\infty}$.

II. Derivatives

1. Principles and/or Formulas (to be committed to memory):
 - (a) sum/difference rules;
 - (b) product rule;
 - (c) quotient rule; and
 - (d) chain rule.
2. Methods

Be conversant with and be able to apply:

 - (a) implicit differentiation; and
 - (b) logarithmic differentiation.
3. Formulas (to be committed to memory):
 - (a) $\frac{d}{dx}(c) = 0$ and $\frac{d}{dx}(mx + b) = m$;
 - (b) power rule;
 - (c) rules for differentiating exponential functions i.e. e^x and a^x ;
 - (d) rules for differentiating logarithmic functions i.e. $\ln x$ and $\log_a x$;
 - (e) rules for differentiating the six (circular) trigonometric functions; and
 - (f) rules for differentiating $\arcsin(x)$, $\arctan(x)$, and $\text{arcsec}(x)$.

4. Antiderivatives.

III. Integration

1. Calculate simple areas using Riemann sums;
2. Use u-substitution to compute antiderivatives and definite integrals.

IV. Theorems

Know precise statements and how to apply:

1. Rolle's Theorem; and
2. The Mean Value Theorem;
3. The First and Second Fundamental Theorems of Calculus.

Instructor Guidance for Uniform Conformity Between Sections and Courses:

1. It is expected that every instructor will complete the course syllabus.
2. Each class meeting is for 100 minutes duration, that is, 1 hour 40 minutes.
3. The use of formula sheets during examinations is discouraged.
4. The use of all electronic devices during examinations is discouraged.
5. Presenting facsimile examinations prior to an actual examination date is discouraged.
6. Take home examinations are discouraged.
7. The use of multiple choice examinations is strongly discouraged.

* * *

John Jay College of Criminal Justice
Mat 2X2 Semester
Calculus II

Text: **Calculus with Early Transcendentals, 9th Edition** by James Stewart.

You can buy ebook for \$40.49 from:

<http://www.cengagebrain.com/shop/search/9781285741550>

Credit Hours: 4 **Prerequisite:** Mat 2X1 and English 101.

Time: XXXXXXXXXXXX **Place:** XXXXX

Instructor: XXXXXXXXXXXX

Office: XXXXXXXXXXXX **Office Phone:** XXXXXXXXXXXX

email: XXXXXXXXXXXX

Office Hours: XXXXXXXXXXXXXXXXXXXX

Coverage: Chapters 6, 7.1- 7.4, 7.8, 8.1, 10.1-10.4, 11.1-11.6, 11.8-11.11

Course Description: This course, the second in the calculus sequence, continues the investigation of integral calculus, along with sequences, infinite series and an introduction to parametric equations. Subjects studied include area between curves, disk and washer methods for computing volumes, techniques of integration, improper integrals, arc length. Calculus on parametric equations, polar coordinates, sequences, infinite series, Taylor series and representation of a function as a power series.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

- a) Recognize situations where integration is the appropriate technique, and set up appropriate integrals for the calculation of areas, volumes and other varied applications.
- b) Be familiar with various integration techniques such as integration by parts, substitution, and trigonometric substitution.
- c) Be familiar with how to sketch a curve given by parametric equations.
- d) Understand the concepts of polar coordinates, sequences and series.
- e) Be able to determine the convergence or divergence of a given series by selecting an appropriate convergence test.
- f) Be familiar with how to approximate a function by using Taylor series and to understand on what interval the approximation is valid.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams and homework.

More information on back

Exams: There will be three 100-point exams and a final exam. The exam days are XXX, XXX, and XXX. The final exam, which is also worth 100 points, will be given XXXXXXXX from XXXXXXXX.

Calculators: Instructor's decision

Attendance Policy: Class attendance is the student's responsibility. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.

Homework: A homework assignment will be given at the end of each class and discussed at the next class meeting. Daily homework will not be collected. However, doing the homework on a daily basis will make the exams seem easier.

Collected Homework: I will pass out and collect ten homework assignments throughout the semester. Each assignment will be worth 10 points, so there will be a total of 100 points possible for homework.

Determination of Final Grade: Write down each hour exam score once, the total homework points and write down the final exam score twice. There will be 5 numbers. Drop the lowest of these 5 numbers and add up the remaining 4 numbers. Final grades determined by

Grading Scale		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	93
B+	87	90
B	83	87
B-	80	83
C+	77	80
C	73	77
C-	70	73
D	60	70
F	0	60

College wide policies for undergraduate courses

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

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

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

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Wellness and Student Resources: (<http://www.jjay.cuny.edu/wellness-resources>) Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of the course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

Daily Schedule Starts Next Page

MAT 2xx (4 credit) Calculus II Syllabus

Text: Calculus (Early Transcendental Edition) 9ed, Stewart, Cengage Learning, 2021.

Lecture	Text Sections	Topics	Notes
1	6.1	Area between curves.	
2	6.2	Volumes by cross sections (disks).	
3	6.3	Volumes by cylindrical shells.	
4	6.4-6.5	Work; the average value of a function.	(1), (2)
5	7.1	Integration by Parts	
6	7.2	Trigonometric integrals.	(3)
7	7.3	Trigonometric substitution I.	
8	7.4	QUIZ #1 (Covers §§ 6.1-6.5, 7.1-7.2)	Trigonometric substitution II. (4)
9	7.4	Integration of rational functions by partial fractions.	(5)
10	7.8	Improper integrals.	
11	8.1	Arc length.	
12	8.2	Area of a surface of revolution.	
13	10.1	Curves defined by parametric equations.	
14	10.2	Calculus with parametric curves.	
15	10.3	Polar coordinates.	
16	10.4	QUIZ #2 (Covers §§ 7.3-7.4, 7.8, 10.1-10.2)	Calculus in polar coordinates I. (4)
17	10.4	Calculus in polar coordinates II.	
18	11.1	Sequences.	
19	11.2	Series.	
20	11.3	The integral test and estimates of sums.	
21	11.4	The comparison tests.	
22	11.5	Alternating series.	
23	11.6	Absolute convergence and the ratio test.	(6)
24	11.8	QUIZ #3 (Covers §§ 10.3-10.4, 11.1-11.5)	Power series I. (4)
25	11.8-11.9	Power series II; representation of functions as power series I.	
26	11.9-11.10	Representation of functions as power series II; Taylor and Maclaurin series I.	
27	11.10	Taylor and Maclaurin series II.	
28	x	Review	(7)
x	x	FINAL EXAMINATION	

Notes

(1) Although it is left to the instructor's discretion, it is highly recommended that problems involving fluids be omitted.

(2) Not more than 25 minutes should be devoted to section 6.5. It suffices to present the

definition of the average value of a function along with an informal explanation as well as several illustrative examples.

(3) Only the simplest cases of trigonometric integrals involving powers and products of powers of the trigonometric functions should be discussed. Problems involving the products of trigonometric functions of different arguments requiring the product-to-sum identities should be omitted.

(4) The sequencing of the three class quizzes is left to the discretion of the instructor and their location in the syllabus is only intended as a guide. At least one class intervenes between the last material to be covered on each quiz and the quiz itself.

(5) The lesson should minimally discuss the case of irreducible linear factors (without multiplicity). The presentation of other more involved situations is left to the instructor's discretion.

(6) In section 11.6, the ratio test should be emphasized since it is the most useful when discussing the convergence of common power series. The root test may be presented per the instructor's discretion.

(7) Instructors may elect to incorporate a computer laboratory experience into one of their lessons. They may choose to compose their own demonstrations and/or exercises using a computer algebra platform such as Maple or Mathematica or they may elect to use one of the projects that are outlined in the laboratory manuals listed below. It is left to the instructor's discretion whether to assign a formal project for homework and to include it in the determination of the final course grade.

- CalcLabs with Maple, Single Variable Calculus 4ed, Phillip B. Yaskin et al, Brooks/Cole (Cengage), Belmont, CA, 2010, ISBN 0-495-56062-6;
- CalcLabs with Maple, Multivariable Calculus 4ed, Phillip B. Yaskin and Art Belmonte, Brooks/Cole (Cengage), Belmont, CA ISBN 0-495-56058-8.

Learning Outcomes:

I. Applications of the Integral (6):

1. Area Between Curves;
2. Volume (both disc and shell methods);
3. Average Value of a Function;
4. Work;
5. Arc Length;
6. Surface Area.

II. Integration Techniques (4):

1. Integration by parts ;
2. Trigonometric Integrals;
3. Trigonometric Substitution;
4. Partial Fraction Decomposition.

III. Improper Integrals

(infinite intervals as well as discontinuous integrands)

IV. Parametric Equations

V. Polar Coordinates

1. Be able to convert from polar coordinates to rectangular coordinates and vice versa;
2. Be able to sketch polar curves such as limacons, cardioids, and rose curves;
3. Be able to compute the area of a region whose boundary is given as a polar equation.

VI. Series

1. Geometric Series

- a) Be able to determine if a geometric series converges or diverges;
- b) Be able to compute the sum of a convergent geometric series.

2. Convergence Tests

- a) Divergence test;
- b) Integral test;
- c) p-series;
- d) Comparison test;
- e) Limit comparison test;
- f) Alternating series test;
- g) Ratio test.

3. Be able to determine if a series is absolutely convergent, conditionally convergent, or divergent.

4. Power Series

- a) Be able to compute the radius of convergence and the interval of convergence of a power series;
- b) Be able to represent a function as a power series;
- c) Be able to compute the Maclaurin/Taylor series.

Instructor Guidance for Uniform Conformity Between Sections and Courses:

1. It is expected that every instructor will complete the course syllabus.
2. Each class meeting is for 100 minutes duration, that is, 1 hour 40 minutes.
3. The use of formula sheets during examinations is discouraged.
4. The use of all electronic devices during examinations is discouraged.
5. Presenting facsimile examinations prior to an actual examination date is discouraged.
6. Take home examinations are discouraged.
7. The use of multiple choice examinations is strongly discouraged.

* * *

John Jay College of Criminal Justice
Mat 2X3 Semester
Calculus III

Text: **Calculus with Early Transcendentals, 9th Edition** by James Stewart.

You can buy ebook for \$32.99 from:

<http://www.cengagebrain.com/shop/search/9781285741550>

Credit Hours: 4 **Prerequisite:** Mat 2X2 and English 101.

Time: XXXXXXXXXXXX. **Place:** XXXXXXXX

Instructor: XXXXXXXXXXXX

Office: XXXXXXXXXXXXXXX **Office Phone:** XXXXXXXXXXXX
email: XXXXXXXXXXXX

Office Hours: XXXXXXXXXXXXXXXX

Coverage: Chapters 12.1-12.6, 13.1-13.3, 14.1-14.7, 15, 16

Course Description: In this course, which is the third course in the calculus sequence, multi-variable calculus along with an introduction to vector analysis are discussed. Subjects studied include three-dimensional coordinate systems, dot and cross products, equations of lines and planes, quadric surfaces, vector-valued functions. Limits, partial derivatives, the gradient vector, maximum and minimum values, double and triple integrals over general regions, and the computation of multiple integrals using alternative coordinate systems. Vector fields, line integrals, path independence, Green's theorem, the divergence theorem, surface integrals and Stokes' theorem are also considered.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

- a) Be able to compute the equations of lines and planes in space.
- b) Be able to find the extreme values of a function of several variables.
- c) Use multiple integrals to evaluate the volume of objects in space.
- d) Use alternative coordinate systems to evaluate multiple integrals that are not tractable in rectangular coordinates.
- e) Be able to apply the fundamental theorem of line integrals.
- f) Use Green's Theorem to evaluate line integrals.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams and homework.

More information on back

Exams: There will be two 100-point exams and a final exam. The exam days are XXX, and

XXX. The final exam, which is also worth 100 points, will be given XXXXXXXX

Calculators: The use of a calculator is up to the instructor.

Attendance Policy: Class attendance is the student's responsibility. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.

Homework: A homework assignment will be given at the end of each class and discussed at the next class meeting. Daily homework will not be collected. However, doing the homework on a daily basis will make the exams seem easier.

Collected Homework: I will pass out and collect ten homework assignments throughout the semester. Each assignment will be worth 10 points, so there will be a total of 100 points possible for homework.

Determination of Final Grade: Write down each hour exam score once, the total homework points and write down the final exam score twice. There will be 5 numbers. Drop the lowest of these 5 numbers and add up the remaining 4 numbers. Final grades determined by

Grading Scale		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	93
B+	87	90
B	83	87
B-	80	83
C+	77	80
C	73	77
C-	70	73
D	60	70
F	0	60

College wide policies for undergraduate courses

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

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

Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located 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.

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 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, <https://www.jjay.cuny.edu/academic-integrity-0>)

Wellness and Student Resources: (<http://www.jjay.cuny.edu/wellness-resources>) Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of the course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

MAT 2xx (4 credit) Calculus III Syllabus

Text: Calculus (Early Transcendental Edition) 9ed, Stewart, Cengage Learning, 2021.

Lecture	Text Sections	Topics	Notes
1	12.1	Three-dimensional coordinate systems.	
2	12.2	Vectors.	
3	12.3-12.4	The dot and cross products.	
4	12.5	Equations of lines and planes.	
5	12.6	Cylinders and quadric surfaces.	
6	13.1	Vector functions and space curves.	
7	13.2	Derivatives and integrals of vector functions.	
8	13.3	QUIZ #1 (Covers §§ 12.1-12.6, 13.1)	Arc length and curvature I. (1), (2)
9	13.3, 14.1	Arc length and curvature II; functions of several variables.	
10	14.2	Limits and continuity.	(3)
11	14.3	Partial derivatives.	
12	14.5	The chain rule.	
13	14.4, 14.6	Tangent planes and linear approximations; directional derivatives and the gradient vector.	
14	14.7-14.8	Maximum and minimum values; Lagrange multipliers.	(4)
15	15.1	Double integrals over rectangles.	
16	15.2	QUIZ #2 (Covers §§ 13.2-13.2, 14.1-14.8)	Double integrals over general regions I. (1)
17	15.2-15.3	Double integrals over general regions II; double integrals in polar coordinates I.	(5)
18	15.3, 15.5	Double integrals in polar coordinates II; surface area.	
19	15.6	Triple integrals.	
20	15.7-15.8	Triple integrals in cylindrical and spherical coordinates.	(6)
21	16.2	Line integrals.	
22	16.3	Path independence and conservative fields.	
23	16.4	Green's theorem.	
24	16.5	QUIZ #3 (Covers §§ 15.1-15.3, 15.5-15.8, 16.2-16.3)	Curl and divergence. (1), (7)
25	16.6	Parametric surfaces and their area.	
26	16.8	Stoke's theorem (Maxwell's equations).	(8), (9)
27	16.9	The divergence theorem.	(8)
28	x	Review	(10)
x	x	FINAL EXAMINATION	

Notes

(1) The sequencing of the three class quizzes is left to the discretion of the instructor and their location in the syllabus is only intended as a guide. At least one class intervenes between the last

material to be covered on each quiz and the quiz itself.

(2) It is left to the instructor's discretion whether to mention briefly the related topics from section 13.4, i.e. velocity, acceleration, and Kepler's laws of planetary motion.

(3) Minimize the use of the formal ε - δ definition of a limit rather emphasize the complexities (i.e. pathologies) and difficulties in demonstrating that the limit of a multiple variable function exists at a specific point.

(4) The discussion of Lagrange multipliers should be limited to one or two simple illustrations of the method. Not more than 30 minutes should be allocated to the topic.

(5) Instructors should include a heuristic (i.e. geometric) proof that the area differential is $dA=r drd\theta$.

(6) Instructors should include a heuristic (i.e. geometric) proof that the cylindrical area differential is $dA=rdrd\theta dz$ and that the spherical area differential is $dA=r^2 \sin\phi d\phi d\theta$.

(7) The primary goal of the lesson is to use the curl and divergence to express Green's theorem in two alternative forms which are special cases of Stoke's theorem and the divergence theorem.

(8) The definition of surface integrals should be confined to the fundamental s needed for Stoke's theorem and the divergence theorem. The concepts from section 15.5 should be used as a foundation.

(9) If possible, both forms of Maxwell's equations should be discussed, that is, the integral (global) form and the differential (local) form. Each has its advantages and furnishes an important example from physics that serves to tie together the entire vector field unit.

(10) Instructors may elect to incorporate a computer laboratory experience into one of their lessons. They may choose to compose their own demonstrations and/or exercises using a computer algebra platform such as Maple or Mathematica or they may elect to use one of the projects that are outlined in the laboratory manuals listed below. It is left to the instructor's discretion whether to assign a formal project for homework and to include it in the determination of the final course grade.

- CalcLabs with Maple, Single Variable Calculus 4ed, Phillip B. Yaskin et al, Brooks/Cole (Cengage), Belmont, CA, 2010, ISBN 0-495-56062-6;
- CalcLabs with Maple, Multivariable Calculus 4ed, Phillip B. Yaskin and Art Belmonte, Brooks/Cole (Cengage), Belmont, CA ISBN 0-495-56058-8.

Learning Outcomes:

I. Vectors

1. Be able to perform basic arithmetic operations on vectors;

2. Be able to compute the dot and cross product of vectors;
3. Be able to write an equation of a line in space;
4. Be able to write an equation of a plane in space;
5. Be able to compute derivatives and integrals of vector-valued functions;
6. Be able to compute the length and curvature of a space curve.

II. Three Dimensional Space

1. Be able to compute the distance between points in space;
2. Be able to identify and sketch cylinders and quadric surfaces in space;
3. Be able to calculate partial derivatives of multivariable functions.

III. Functions of several variables

1. Be able to draw a contour map of a function showing several level curves.
2. Be able to compute (but not compute the existence of) the limit of a function of several variables, or show that the limit does not exist.
3. Be able to convert from rectangular coordinates to cylindrical or spherical coordinates and vice-versa.

IV. Partial Derivatives

1. Be able to write the equation of a tangent plane to a surface at a given point.
2. Be able to compute the directional derivative of a function in the direction of a given unit vector.
3. Be able to use the gradient to determine the maximum rate of change of a function and the direction in which it occurs.
4. Be able to solve optimization problems with two or more variables.
5. Be able to compute the total derivative of a function.

V. Integration

1. Be able to evaluate a double integral over a general region.
2. Be able to evaluate double or triple integrals using alternate coordinate systems, such as polar, spherical or cylindrical coordinates.
3. Be able to determine when it is advantageous to use one of the above coordinate systems to evaluate a multiple integral.
4. Be able to compute a line integral through a vector field.
5. Be able to apply the Fundamental Theorem of line integrals to line integrals through conservative vector fields.
6. Be able to compute surface integrals.
7. Be able to apply Green's theorem, Stokes' Theorem and the divergence theorem when appropriate to evaluate line or surface integrals through vector fields.
8. Be able to apply the local (differential) and global (integral) forms of Maxwell's equations.

Instructor Guidance for Uniform Conformity Between Sections and Courses:

1. It is expected that every instructor will complete the course syllabus.
2. Each class meeting is for 100 minutes duration, that is, 1 hour 40 minutes.
3. The use of formula sheets during examinations is discouraged.
4. The use of all electronic devices during examinations is discouraged.
5. Presenting facsimile examinations prior to an actual examination date is discouraged.
6. Take home examinations are discouraged.
7. The use of multiple choice examinations is strongly discouraged.

* * *

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

Course Revision Form

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

Date Submitted: October 1, 2020.

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

Name(s): Crystal Endsley
 Email(s): cendsley@jjay.cuny.edu
 Phone number(s): 212-393-6402

3. Current number and title of course: **AFR 237 Institutional Racism**

4. Current course description:

A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and one of the following: AFR 110, AFR 123, AFR 145, SOC 101

5. Describe the nature of the revision (what are you changing?): We are eliminating the AFR and SOC prerequisites for the course and putting the course description into sentences.

6. Rationale for the proposed change(s):

Spring and Summer 2020 will be historically marked as seasons of intersectional injustice, social protest, and confrontation of nationwide racial injustice. Our students are keenly tuned into these conversations and are politically active and seeking curriculum to develop their knowledge of these issues. As such, the Department of Africana Studies recognizes the need to eliminate

prerequisites to this course to accommodate student interest and to respond to these demands.

Currently, students are required to have taken two courses before they can register for AFR 237. We are seeking to eliminate the additional AFR and SOC pre-requisites to increase accessibility to this course, the only one of its kind at John Jay. As an interdisciplinary minor, most of the students interested in this course will have been introduced to the core concepts necessary for understanding and engaging with a course with explicit focus on Institutional Racism. Students will likely be simultaneously enrolled in the other courses listed as current prerequisites, or other closely related courses during the same semester. We also want to ensure that transfer students are able to access the relevant and timely content in this course and removing the prerequisites will achieve this goal.

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

a. Revised course description:

This course is a critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business **are examined**.

b. Revised course title: N/A

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

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: approximately 36 for Fall 2020

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: October 1, 2020.

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

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

Course Revision Form

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

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

Date Submitted: 9/4/2020

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil
 Email(s): kramansenthil@jjay.cuny.edu
 Phone number(s): 732-672-0112

3. Current number and title of course: **CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I**

4. Current course description: This capstone course is designed to provide students with a hands-on experience based on the theoretical knowledge they have acquired by taking other security-oriented courses. The course will accomplish its goals through a number of in-lab programming exercises. Topics covered may include: cryptographic algorithms and protocols; authentication and authorization protocols; access control models; common network (wired and wireless) attacks; typical protection approaches including firewalls and intrusion detection systems; operating systems and application vulnerabilities, exploits, and countermeasures.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CSCI 373 or MAT 373

5. Describe the nature of the revision (what are you changing?): To change the prerequisite from ENG 201, CSCI 373 or MAT 373 to ENG 201, CSCI 373 or MAT 373, CSCI 379, CSCI 360, CSCI 375

6. Rationale for the proposed change(s):

A student should have thorough knowledge of Computer Networks, Cryptography and Operating Systems before they take a capstone course in Cyber Security and Digital Forensics. CSCI 379 provides adequate background in Computer Networks, CSCI 360 covers Cryptography and CSCI 375 is an Operating System Course. These courses are necessary to prepare students for CSCI 400.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 201, CSCI 373 ~~or MAT 373~~, **CSCI 379, CSCI 360, CSCI 375**

8. Enrollment in past semesters: Spring 2020: 60 Fall 2020: 146

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: 8/30/2020

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

Doug Salane

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

Course Revision Form

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

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

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

Date Submitted:

4/11/2018

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Andrea Balis

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

Phone number(s): 212-237-8132

3. Current number, title, and abbreviated title of course: History 150 Doing History

4. Current course description: This course focuses on how historians think about things. The course will examine the distinctions among various kinds of history including political history, cultural history, material culture and social history. Each class will take advantage of the many museums, archives, monuments and memorials that New York City has to offer. The course provides background for other history courses, but it also explores how historians look at the world and gives insight into the connections between the past and the present by examining sources, archival documents and historical objects which are available in various special collections and libraries.

a. Number of credits: 3

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

c. Current prerequisites: None

5. Describe the nature of the revision:

Changing the course to the 200 level and adding ENG 101 as a prerequisite.

6. Rationale for the proposed change(s):

This course involves a significant quantity of research, which is not appropriate

for a 100-level course. ENG 101 is the college-wide required prerequisite for all 200-level

courses.

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

a. Revised course description: NA

b. Revised course title: **HIS 2XX Doing History**

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

d. Revised learning outcomes na

e. Revised assignments and activities related to revised outcomes na

f. Revised number of credits: na

g. Revised number of hours: na

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: 36

9a. Will this course be offered as part of the new JJ General Education program (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: May 2020

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

David Munns, Chairperson, History Department

History 2xx- Doing History (formerly HIS 150)

Andrea Balis, Ph.D., abalis@jjay.cuny.edu

Office Hours by appointment/ 8.65.33.

This is a class on how we think about history, how historians write history, and how our experiences are shaped by the version of history that politicians as well as historians want us to know. The development of what would constitute the Common Core in history was a political battle as much as it was a scholarly one.

When you walk past a statue your understanding of history is influenced even if you don't consciously notice. When you go to a museum someone has decided what you will see and the museum goer has no idea what was left out. In this course we will examine some of these assumptions and how they affect American Society. We will look at the basis for how we teach and learn history, and the ways in which they shape our national narrative. The goal is to become a critical consumer of information. Examining how we collect information, and what standards we use to determine the validity of claims is critical for all of us. Scrutinizing sources carefully is our only protection against being manipulated by public statements and documents. The question of "how do you know that" is an important question of all for discriminating consumers of information. These are not merely academic skills, they are important in all aspects of our lives.

Another purpose of this course is to refine your basic research, writing and reading skills. The purpose is to identify methods and ways of learning which you can apply to other courses - and to questions that arise in other aspects of life. Some of the things that we will talk about are history specific skills but the bulk of what we will experiment with are truly transferable. This is an important aspect of the course as well.

History 2xx is meant to provide you with a chance to think about the way in which you learn and to take yourselves seriously as researchers and writers. We hear a lot about learning curves, and how important the ability to master new material is in the market place. In this course we focus a lot of attention to how we learn, and how to make that more efficient. It is a way towards intellectual empowerment. .

Learning Outcomes

By the end of this course you will be able to meet history department learning outcomes:

- Identify and analyze primary source documents
- Read the works of historical scholarship and identify the thesis, sources and structure
- Identify basic categories of historical theory and methodology.

In this class we concentrate on identifying the sub-text of historical writings and contemporary writings about history to focus on both the way that historians work, and the influence they have, which is far too often ignored.

In order to do that you need to be willing to think about assumptions you have made, you need to be respectful of the ideas of others, and you have to be brave and willing to take intellectual risks.

Class Norms:

- Absolutely no use of cell phones during class. Do not even keep it on your desk (or in your lap)
- There can be no side conversations when the class is working together. You need to listen carefully to each other. And you need to listen respectfully.
- Everyone must speak in class. I may not wait for you to raise your hand but may just ask for your comments.
- **All readings need to be completed before class, and you must bring the text to each class. If you do not you are unprepared.**
- No eating in class. You may bring a beverage.
- You may leave class for biological necessity, but nobody is fooled when you walk out clutching your phone about why you are leaving the room.
- This syllabus is subject to change based on what is going on in the classroom.
- There will be frequent unannounced quizzes and in class writing. There are no makeups for these.
- I am happy to meet with you whenever it is convenient for you. I am on campus 5 days a week and am also available on line. I mean it. Please come and see me.

Course Readings:

You need to bring all readings to class.

There is only one book that you need to purchase.

The Allure of the Archives, by Arlette Farge, published by Yale University.

You can use any hard copy edition you can find.

All other readings are either on BlackBoard or available from the John Jay Library. I will not put articles on BlackBoard that you can get yourself, so that you can practice how to do that. That too is empowerment. If you have any difficulties contact the librarians.

They are there to help you.

Course Grading:

60% 3 papers, each of which is worth 20% of your grade

20% 3 in class or short papers

Final exam, worth 10%

10% Participations which includes attendance, unannounced quizzes, brief in class writings etc

	History 2XX/ Spring 2020 – Class Calendar	
Date	Assignment due in class	Classwork due
	Historians and Sources	
Jan 30	<i>Whose Heritage: Public Symbols of the Confederacy</i> ; Southern Poverty Law center (on Blackboard)	
Feb 4	Peter Sterns, “Social History Present and Future” <i>Journal of Social History</i> , Vol. 37, No 1, Autumn 2003	In John Jay library
Feb 6	Mark Smith, “Making Sense of Social History” <i>Journal of Social History</i> , Vol. 37, No.1, Autumn 2003	
Feb 11	“What is Women’s History?” by Jone J.Lewis, ThoughtCo. 3/11/2019	On Blackboard
Feb 13	Arlette Farge, <i>Allure of the Archives</i> ; p1-23	Paper #1 due
Feb 18	Farge, 40-53	
Feb 20	Farge, 53-79	Nypl website – questions on BlackBoard
Feb25	Farge, 79-114	
Feb 27	Farge, to the end	
Mar 3	Library trip	NYPL main – questions on Blackboard
	Non Traditional Sources	
Mar 5	James Curtis, Making Sense of Documentary Photography (from History Matters, US Survey on the Web)	Short paper 1- Library paper due
Mar10	Curtis	Paper 2 due (on Farge)
Mar12	Constructing Histories through Material Culture: Popular music and Collecting by Marion Leonard, <i>Popular Music History</i> , Vol. 2, no.2, 2007	
Mar17	Leonard	
Mar19	John Glen, “The War on Poverty in Appalachia: Oral History from the “Top down” and the Bottom up”; <i>The Oral History Review</i> , Vol. 22, No 1, 1995	
Mar24	Glen	Visit to Shiva Gallery
Mar 26	Brenda Stevenson, “Out of the Mouths of Ex-Slaves::Carter G. Woodson’s <i>Journal of Negro History</i> Invents the Study of Slavery, ” <i>Journal of African American History</i> , Vol. 100, No.4	
Mar31	Stevenson	
April 2	Museum Day	Short paper 2- Paper on Shiva

		Gallery
April21	Roger Peace, "Choosing Values: Towards an ethical framework in the Study of History" <i>History Teacher</i> , Vol. 50, No 2, 2017	
April23	Peace	
April28	History, Democracy, and Citizenship: The Debate over History's Role in teaching Citizenship and Patriotism; A report Commissioned by the Executive Board of the Organization of American Historians, 2004	
April30	OAH	
May 5	Carl B. Anderson and Scott Metzger, "Slavery in the Civil War Era, and African American Representation in U.S. History: An Analysis of Four States Academic Standards"; <i>Theory and Research in Social Education</i> , Vol. 39, No.3, 2011	Paper 3 due
May 7	Anderson	
May12	The Common Core-These are on line and we will determine which State standards to examine	Short paper #3 due
May14	Review	
	Final exam on	

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

Course Revision Form

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

Date Submitted: April 2020

1. Name of Department or Program: Political Science (Law & Society Major)

2. Contact information of proposer(s):

Name(s): Andrew Sidman
 Email(s): asidman@jjay.cuny.edu
 Phone number(s): 646-557-4613

3. Current number and title of course: **LWS 200, Introduction to Law and Society**

4. Current course description:

This course introduces students to the ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically. The course also serves as the introductory course for the Law and Society major.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, POL 101, and SOC 101

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

We would like to change the prerequisites to ENG 101; and POL 101 or SOC 101

6. Rationale for the proposed change(s):

Currently, students are required to have taken three courses before they can register for

LWS 200, the introductory course to the major. It is very important that students take LWS 200 before taking other courses in the major. As an interdisciplinary major with most of its courses drawn from other departments and disciplines, Law & Society students get few opportunities to see course material that is explicitly focused on the law and society tradition. Taking LWS 200 early in one's undergraduate career enables students to view other courses in the major (in Political Science or Anthropology, for example) conscious of the practices and norms of law and society. Thus, when students take the capstone course, they are well prepared to engage in research in the law and society tradition because they were primed early on to think along these lines.

While both the POL and SOC prerequisites are options in the general education curriculum, there is no guarantee that students will have taken both before they start attempting to take courses in the major. This problem is more severe for transfer students. In our experience, many students transfer in with one course, but not both. This means that incoming transfers cannot take the introductory course in their intended major until, at least, their second semester at the college.

Revising the prerequisites to one course will enable students to take LWS 200 sooner, which will leave them better prepared for future LWS courses (e.g., LWS 225, the introductory research course). They will also be able to think about the discipline-based courses in the major through a law and society framework.

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

a. Revised course description: n/a

b. Revised course title: n/a

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

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101; and POL 101 or SOC 101**

8. Enrollment in past semesters: approximately 120 students.

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

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: 11/12/19

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

Andrew H. Sidman, Chair of Political Science

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

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

Date Submitted: April 2020

1. Name of Department or Program: Political Science (Law & Society Major)

2. Contact information of proposer(s):

Name(s): Andrew H. Sidman
 Email(s): asidman@jjay.cuny.edu
 Phone number(s): 646-557-4613

3. Current number and title of course: **LWS 225, Introduction to Research in Law and Society**

4. Current course description:

This course is an introduction to how law and society scholars develop and answer research questions, and share their results. Students will familiarize themselves with the research and writing process, read and analyze examples of scholarly research in multiple disciplines that contribute to law and society scholarship, and plan research projects. In doing so, students will be better prepared to understand the content of future classes in law and society.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

5. Describe the nature of the revision (what are you changing?): We are revising the title and prerequisites.

6. Rationale for the proposed change(s):

We are changing the title to better differentiate this course, which focuses exclusively on research methods, from the capstone course.

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

- a. Revised course description: n/a
- b. Revised course title: **Research Methods in Law and Society**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Research Meth in Law & Soc**
- d. Revised learning outcomes: n/a
- e. Revised assignments and activities related to revised outcomes: n/a
- f. Revised number of credits: n/a
- g. Revised number of hours: n/a
- h. Revised prerequisites: **ENG 201; and POL 101 or SOC 101**

8. Enrollment in past semesters: approximately 100-120 students per semester

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: 2/2/2020

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

Andrew H. Sidman, Chair of Political Science

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The City University of New York
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Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: April 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 203, Municipal and State Government**

4. Current course description:

Functional study of the legislative and administrative process in state and local government. The increasing importance of administration and the executive in modern government. The relationship between administration and the legislative and judicial branches of the government. The influence of political parties, pressure groups and public opinion upon legislation and administration.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the section instructor.

5. Describe the nature of the revision (what are you changing?): We are revising the title, prerequisites, and course description.

6. Rationale for the proposed change(s):

- This course, like many of the courses included in this revision packet, is taught differently than when it was first created. The new title and description better reflect the way a course like this is conceptualized in the discipline. Shifting the focus to state politics will make the course fit better among other American politics courses in the major.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

This course offers an introduction to the structures and roles of state governments, state politics and policy making in the U.S. Topics include state executives, legislatures and courts, state political cultures, elections, parties and voting, federalism and intergovernmental relations, and public policies including education, welfare, health, state budgets, tax policy and economic development.

b. Revised course title: **Introduction to State Government, Politics and Policy**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Intro State Gov & Politics**

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101; and POL 101 or permission of the section instructor.**

8. Enrollment in past semesters:

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: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
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Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 206, Urban Politics**

4. Current course description:

Study of the ideological and historical roots of urban politics, the distribution of power, major problems in urban areas (e.g., education, housing, transportation, welfare), and the relationships between government and the governed.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the section instructor.

5. Describe the nature of the revision (what are you changing?): We are revising the title, prerequisites, and course description.

6. Rationale for the proposed change(s):

- The revised title signals that this course is an introduction to a major subfield of the discipline. The revised description is consistent with how urban politics is treated by

scholars and how it is taught in our department.

- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

This course is an examination of urban politics, government and governance in the U.S. It focuses on urban political development including the legacy of urban machine politics, reform movements, and the role of federal urban policy. Topics include the role of immigration, race and ethnicity in urban governance, political participation, urban economic development and the global economy.

b. Revised course title: **Introduction to Urban Politics**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Intro to Urban Politics**

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101 and POL 101 or permission of the section instructor.**

8. Enrollment in past semesters: about 70 students per semester

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: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

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

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 214, Political Parties, Interest Groups, and Social Movements**

4. Current course description:

This course will analyze the institutions citizens use to influence politics and policy, assessing the formation and organization of political parties, interest groups, and social movements. In addition, the course addresses the ways that parties, interest groups, and social movements affect political decision making, and the obstacles to that influence. We also closely examine how recent developments and contemporary events challenge each of these three institutions.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101.

5. Describe the nature of the revision (what are you changing?): We are updating the prerequisites and course description.

6. Rationale for the proposed change(s):

- This is a minor revision to the course description to both clarify the language and better reflect the way the course is current taught.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

This course will analyze the actions and institutions citizens use to influence politics and policy, assessing the formation and organization of political parties, interest groups, and social movements. In addition, the course addresses the ways that parties, interest groups, and social movements affect political decision making, and the obstacles to that influence. We also closely examine how recent developments and contemporary events challenge each of these three **political formations**.

b. Revised course title: n/a

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

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101 and POL 101**

8. Enrollment in past semesters: approximately 36 students per year

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: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 232, Media and Politics**

4. Current course description:

An understanding of the media is important to assess the vitality and vibrancy of democratic political systems. The study of media is a study of how citizens learn about their government and how elected officials and candidates present themselves and their actions to citizens. The course considers the actions and interplay of the goals of producers of media content (reporters, producers, bloggers, editors and owners - both private and public) and elected officials, candidates, and parties and their relationship with citizens. The course considers how this relationship is different across different countries and across time, and how the development of internet and social media are changing these relationships. The course also examines how well or poorly contemporary media systems serve democracy, asking whether they provide the information citizens need to make informed choices about their government. ~~The study of media and politics helps students to examine the media they consume and to think critically about the messages and potential effects of that media.~~

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and POL 101 or GOV 101.

5. Describe the nature of the revision (what are you changing?): We are updating the prerequisites and the course description.

6. Rationale for the proposed change(s):

- This is a minor revision removing the last sentence of the current description.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

An understanding of the media is important to assess the vitality and vibrancy of democratic political systems. The study of media is a study of how citizens learn about their government and how elected officials and candidates present themselves and their actions to citizens. The course considers the actions and interplay of the goals of producers of media content (reporters, producers, bloggers, editors and owners - both private and public) and elected officials, candidates, and parties and their relationship with citizens. The course considers how this relationship is different across different countries and across time, and how the development of **the Internet** and social media are changing these relationships. The course also examines how well, or poorly contemporary media systems serve democracy, asking whether they provide the information citizens need to make informed choices about their government.

b. Revised course title: n/a

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

d. Revised learning outcomes: n/a

e. Revised assignments and activities related to revised outcomes: n/a

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 101 and POL 101.**

8. Enrollment in past semesters: 36 students each fall semester

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: 2/3/2020

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

Andrew H. Sidman, Chair of Political Science

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
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Undergraduate Curriculum and Academic Standards Committee

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

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 235, Judicial Processes and Politics**

4. Current course description:

This course examines courts as political institutions and the various actors and conditions that influence judicial decisions. Readings will focus on the relationship between the courts and other branches of government, the politics of judicial selection at the state and federal levels, theories of judicial decision-making developed in political science, and the impact and implementation of judicial decisions.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the instructor.

5. Describe the nature of the revision (what are you changing?): We are updating the course prerequisites.

6. Rationale for the proposed change(s):

The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

- a. Revised course description: n/a
- b. Revised course title: n/a
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/a
- d. Revised learning outcomes: n/a
- e. Revised assignments and activities related to revised outcomes: n/a
- f. Revised number of credits: n/a
- g. Revised number of hours: n/a
- h. Revised prerequisites: **ENG 101 and POL 101 or permission of the instructor.**

8. Enrollment in past semesters: approximately 100 students per semester

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:

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

Andrew H. Sidman, Chair of Political Science

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: Forensic Science, MS

Date of Program approval: October 23, 2019

Date of CGS approval: October 14, 2020

Effective Term: Spring 2021

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Mechthild Prinz	mprinz@jjay.cuny.edu	212-621-3751
Patrick McLaughlin	pmclaughlin@jjay.cuny.edu	406-546-4233

2. Course details:

Program Name	Forensic Science Graduate Program
Course Prefix & Number	FOS738
Course Title	Crime Scene Investigation for Forensic Scientists
Catalog Description	Through lecture and practical hands-on exercises, students will learn about the concepts of crime scene investigation and processing with a focus on physical evidence collection. The class will teach hypothesis driven approaches, critical thinking and context evaluation to guide the collection and interpretation of physical evidence at the crime scene as an investigative tool.
Pre- and/or Corequisites (specify which are pre, co, or both)	FOS 706 Pre-requisite
Credits	3
Contact Hours (per week)	2
Lab Hours	1

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

There is a disconnect between the forensic investigators involved in field collection and the crime laboratory personnel which provide analysis and interpretation of physical evidence. Forensic scientists working in a crime laboratory very often do not have training in understanding which steps are taken to document and preserve evidence at a crime, nor do crime scene units have a proper understanding of what steps are vital to the success of laboratory examinations. Crime scene processing and reconstruction are vital components of the investigative process. The skills which must be developed and practiced to ensure strong, unbiased reconstructions of criminal events cannot be understated.

The current Master of Science in Forensic Science curriculum teaches chemical and instrumental aspects of physical evidence analysis. Understanding crime scene investigation will alert students to limitations and operational concerns. Providing a deeper theoretical examination, coupled with reconstruction models, hands-on exercises, evidence triaging training, and ethical considerations, this course will help students to develop into well versed Forensic Scientists.

4. Degree requirements satisfied by the course:

This course will count as an elective.

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

Yes _____

If yes, please provide the following:

- I. Semester(s) and Year(s): Spring 2020
- II. Teacher(s): Patrick McLaughlin
- III. Enrollment(s):14
- IV. Prerequisite(s):FOS706

6. Course Learning Outcomes:

- a. Knowledge Outcomes:** What do you expect students to be able to demonstrate knowledge or understanding of after taking this course?

The student knowledge base will expand on the basic topics regarding biological and physical evidence which are presented in FOS 706. After taking the course students will be able to evaluate crime scene environments, determine probative value, apply appropriate recovery techniques, and use crime scene reconstruction methods. Students will acquire reasoning and critical thinking skills needed to comprehend the context physical evidence provides to the overall reconstruction and how to utilize this to further the investigation.

- b. Performance Outcomes:** What do you expect students to be able to do after taking this course? (e.g. data presentation, assessments, research)

The student will be able to detect, document and recover physical evidence and reconstruct basic events at a crime scene. Students will acquire writing and oral presentation skills through written crime scene reports and oral presentations on a range of physical evidence types. Students will apply knowledge and logic to discuss how different types of evidence relate to each other and may influence the course of the investigation.

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

The students will be asked to demonstrate that they have achieved the outcomes of this course through a midterm exam worth 45% of their grade, a final exam worth 45% of their grade, and a presentation worth 10% of their grade.

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

No text book is required. Reading material will consist of Department of Justice training material, scientific articles or internet resources and will be posted on Blackboard

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

Contact: Ellen Sexton October 2, 2020

8. Identify and assess the adequacy of available library resources

Databases: <https://www.lib.jjay.cuny.edu/databases/science>

Books, Journals and eJournals:

- Forensic science: fundamentals & investigations 2016; 2nd edition. Bertino, Anthony J; Bertino, Patricia Nolan
- Practical crime scene processing and investigation 2005. Gardner, Ross M
- Crime Scene Management: Scene Specific Methods 2016. Sutton, Raul; Trueman, Keith; Moran, Christopher
- Techniques of Crime Scene Investigation 2012. Fisher, Barry A. J.; Fisher, David R.; Bevel, Tom; Gardner, Tom
- Forensic Evidence Management: From the Crime Scene to the Courtroom 2017. Ashraf Mozayani; Casie Parish-Fisher

These text book are valuable resources that students can access in addition to assigned texts.

9. Identify recommended additional library resources

In addition to the forensic science literature compendium the OneSearch function provides students with a tool to locate relevant articles.

https://cuny-jj.primo.exlibrisgroup.com/discovery/search?vid=01CUNY_JJ:CUNY_JJ&mode=advanced

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

Not applicable. Existing library resources are sufficient.

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

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

Yes

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

13. Proposed instructors:

Patrick McLaughlin is an adjunct lecturer in the Sciences Department focusing on Forensic Science. He is a native New Yorker and received both his BS and MS from John Jay College. Mr. McLaughlin served as a detective in the New York City Police Department for 20 years. For approximately 15 years of his service, he was assigned to the Evidence Collection Team where he was responsible for the proper collection of forensic evidence through thousands of crime scenes. In 2008, Patrick was given the task of training new members of the unit and providing in service training to existing members. During his service he pursued specialized training in Crime Scene Reconstruction, Bloodstain Pattern Analysis, Sex Crimes and Crimes Against Children, Homicide and Death Scene investigation, Forensic Entomology, and Digital Photography. He earned his MS in Forensic Science with a thesis on forensic molecular biology.

14. Other resources needed to offer this course:

No other resources are needed for this course.

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

The subject matter of the proposed courses does not conflict with existing or proposed courses in other programs. CRJ751 Crime Scene Investigation is offered to criminal justice and law and police science students introducing them to specific types of evidence including fingerprints, firearms evidence, arson evidence, and DNA evidence in the context of maintaining the legal integrity of the crime scene search.

FOS738 requires students to have a basic science background and builds on existing understanding of physical evidence from FOS706 with a focus on applying this knowledge at a crime scene. The goal is effective triaging and crime scene reconstruction.

16. Syllabus

JOHN JAY COLLEGE OF CRIMINAL
JUSTICE

524 West 59th Street, New York,
NY 10019

Crime Scene Investigation for Forensic Scientists FOS 829
Spring 2020

Thursday: 3:45 – 5:45 PM

Room: 03.76.NB

Instructor: Patrick McLaughlin
Phone Number:

Office: Room 3.82 NB
E-mail: pmclaughlin@jjay.cuny.edu

Office Hours: Thursday 5:45-6:45

Text books: n/a (assigned reading)

Course description:

FOS 829 explores the techniques and procedures used by crime scene investigators in gathering probative forensic evidence. Often criminalists within lab settings receive evidence for analysis which does not provide context for how and where it was collected, nor the context under which it has been forwarded to the lab. The determination of contributing probative events which lead to a crime scene must be approached in a logical and discriminatory manner to provide investigators, prosecutors, and jurors with a fair and accurate understanding of how a crime unfolded.

Prerequisite: FOS 706

Grades:

Mid-term (45%), Final exam (45%), Student presentation (10%).

Knowledge and performance objectives: Students will obtain a greater understanding of physical evidence through lectures and hands-on exercises. Reconstructions and hands-on demonstration, with strong focus on critical thinking, of common physical evidence techniques will include: fingermarks, firearms and ballistics, blood dynamics and blood pattern analysis, DNA collection, trace evidence collection, crime scene photography, impression evidence

Lecture concepts will be reinforced through practical reconstructions of the particular topics. Students will be expected to operate as team members and use communication skills to organize and justify the collection physical evidence items. Using the multiple components of evidence observation, documentation, and collection for analysis a student will be able to make logical conclusions in reconstructing the events of a criminal act. Students will write reports and create presentations.

The lecture will also cover chain of custody and legal requirements for admissibility of evidence, as well as ethical obligations for forensic scientists mandating unbiased and transparent crime scene processes.

Class Room Policies:

Attendance is mandatory; a total of two or more unexcused absences will adversely affect your grade; lateness of more than fifteen minutes will be counted as an absence. Please schedule your personal appointments outside of official class time. Attendance will be recorded. Absences will only be excused when proper documentation of an emergency circumstance is provided (i.e., a doctor's note for illness).

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 documentations) 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.

Resources: Students have access to computers in the Library and other campus locations. The library resources for this course are extensive and include specialized journals and books, as well as free reference management software. Search engines like OneSearch and PubMed are available for topical and author-based searches. Library staff have collated content: <https://www.lib.jjay.cuny.edu/databases/science>

Weekly Course Outline:

FOS829 Spring 2020 Lecture Schedule				
#	Class Meeting		Lecture Topic	Reading
1	Jan 30	Th	Introduction and Context Theory	
2	Feb 6	Th	Anatomy of Violent Encounters	
3	Feb 13	Th	Crime Scene Procedure	
	Feb 20	Th	Fingerprint Processing	Lab coats Recommended
4	Feb 27	Th	Firearms	
5	Mar 5	Th	Ballistic Analysis/Reconstruction	
6	Mar 12	Th	Blood Dynamics and Interpretation	
7	Mar 19	Th	Blood Pattern Analysis	Lab coats recommended
8	Mar 26	Th	Trace & DNA Collection	Midterm
9	Apr 2	Th	Impression Evidence	
10	Apr 8	Th	Spring Break No class	
11	Apr 16	Th	Spring Break No class	
12	Apr 23	Th	Evidence Review/Analysis	
13	April 30	Th	Evidence Analysis	
14	May 7	Th	Crime Scene Practical Review	
	May TBD	Th	Final Exam	

Handouts will be posted on Blackboard

