



**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

**TUESDAY, FEBRUARY 13, 2024**

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

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

February 13, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 6, 2023 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
  - Mucahit Bilici** will represent the Department of Sociology on the College Council in the Spring semester.
  - Christopher Shults** will serve on the BPC as the VP for Institutional Effectiveness and Strategy, and will serve as the Chair of the Strategic Planning Subcommittee.
  - Jana Arsovska** will represent the Department of Sociology on the UCASC in the Spring semester.
  - Folusho Adeoti** will serve as the Student Council Treasurer on the College Council and Budget Planning Committee
  - Helen Cedeno** will serve as the Assistant Vice President for Finance on the Budget and Planning Committee
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee  
(Attachments B1-B8) – Interim Dean of Academic Programs, Andrew Sidman
  - Programs**
    - B1. Revision of the BA in Philosophy, **Pg.6**
    - B2. Revision to the Minor in Biology, **Pg.13**
    - B3. Revision of the Minor in Africana Studies, **Pg.18**
  - New Courses**
    - B4. ART 1YY Sculpture and Digital Fabrication (CO: Com), **Pg.26**
  - Course Revisions**
    - B5. PHI/POL 423 Selected Topics in Justice, **Pg.38**
    - B6. ANT 332 Race, Ethnicity, Class & Gender in Anthropological Persp (CO: JCII), **Pg.40**
    - B7. CJBA 110 Intro to Problems in Criminal Justice I, **Pg.55**
    - B8. CJBA 340 Research Methods in Criminal Justice, **Pg.62**
- V. Report from the Committee on Graduate Studies (Attachment C1-C5) –Interim Dean of Academic Programs, Andrew Sidman
  - New Course**
    - C1. CRJ 7XX The Science and Practice of Public Safety, **Pg.74**
  - Course Revisions**
    - C2. CRJ 772 Seminar in Terrorism Studies, **Pg.91**

C3. HR 713 Economic, Social and Cultural Rights, **Pg.103**

C4. HR 790 Social Entrepreneurship Lab, **Pg.105**

C5. PAD 705 Organizational Theory and Management, **Pg.108**

**VI.** New Business

**VII.** Announcements:

- Student Council (President Aiisha Qudusi)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

December 6, 2023

The College Council held its fourth meeting of the 2023-2024 academic year on December 6, 2023. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Anru Lee, Elsa-Sofia Morote, Elton Beckett, Heath Grant, Jean Carmalt, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Kate Cauley, Maria (Maki) Haberfeld, Maria Arndt, Mohammad Islam, Peter Diaczuk, Ray Patton, Robert Till, Sung-Suk (Violet) Yu, Tarun Banerjee, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, Daniel Oresanya, Tiffany Rodriguez, Jeff Mathew, Aneesa Thomas, Catherine Alves, Janet Winter, Samuel Lopez, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Janice Johnson-Dias, Angela Crossman\*, Anthony Carpi\*, Helen Keier\*, Patience Yeboah\*, Ned Benton\*.

Remotely: Charles Stone, Catherine Kemp, Chevy Alford, Susan Pickman, Francis Sheehan, Daniel Matos, Nina Fisher, Zhun Xu.

Excused: Stephen Russell, Aiisha Qudusi, Jamella Richmond.

Absent: Brian Montes, Gregory Sheppard, Savannah Smith, Jennifer Dysart\*, Marie Springer\*, Madhura Bandyopadhyay\*.

Guests: Tony Balkissoon, Kathy Killoran, Gail Garfield, Toy Fung Tung, Alexander Bolesta (R), Malleidulid Arismendi (R), Valli Rajah (R), Shavonne McKiever (R), Romare Barconey-Watson.

\* - Alternates

(R)- Remote

- I. Adoption of the Agenda  
The motion was assumed by the chair and approved unanimously.
- II. Approval of the Minutes of the November 7, 2023 College Council  
The motion was assumed by the chair and approved unanimously.
- III. Approval of Members of the College Council Committees  
The motion was assumed by the chair and approved unanimously.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B4) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

A motion was made to adopt the item marked B1. New Minor in Global Asian Studies. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B2. Revision to the Accelerated Dual Admission (ADAP) Programs. The motion was seconded and approved unanimously.

**New Courses**

A motion was made to adopt the item marked B3. CJBA 3AA (350) Qualitative Methods in Criminal Justice. The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt the item marked B4. HUM 300 Landmark Supreme Court Cases: The Black Experience: From Plessy v. Ferguson to Brown v. Board of Education (Previously Appd FC: US Exp). The motion was seconded and approved unanimously.

V. **Report from the Committee on Graduate Studies (Attachment C1-C2) –Interim Dean of Academic Programs, Andrew Sidman**

**Programs**

A motion was made to adopt the item marked C1. Revision of the Advanced Certificate in Computer Science for Digital Forensics (Bridge Program). The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt the item marked C2. CRJ 739 Crime Mapping. The motion was seconded and approved unanimously.

VI. **New Business**

The Council decided that the extra dates for the Executive Committee and the College Council would not be needed.

The meeting was adjourned at 2:20p.m.

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

## Undergraduate Academic Program Revision Form

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

1. **Date submitted:** September 29, 2023
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Catherine Kemp, Sergio Gallegos
  - b. Email address of proposer: [ckemp@jjay.cuny.edu](mailto:ckemp@jjay.cuny.edu), [sgallegos@jjay.cuny.edu](mailto:sgallegos@jjay.cuny.edu)
  - c. Phone number: 646-842-1796 (Kemp),
3. **Name of major, minor or certificate program being revised:** Philosophy BA
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: Philosophy Department Curriculum Committee. Motion passed September 22, 2023.
  - b. Name of department chair or major/minor coordinators approving this proposal: Michael Brownstein (Chair), Amie Macdonald (Major-Minor Coordinator).
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

The Philosophy Department is proposing 8 changes to the structure of its Major based on the evolving needs of its students and changes in historically typical course enrollments. In addition to teaching students to read, write, and think critically, the current program is designed to provide a general education in the history of philosophy, including the western tradition and its critics as well as non-western traditions, and the most important traditional subject areas of philosophy. The skills developed in programs like these prepare students for any subsequent training relying on analysis, critical thinking, and forensic reading, but the subject matters of the major are highly general in a way that prepares students, if they wish, to go on to graduate programs in philosophy. There are no new courses required to implement this change, and there is no overlap between the concentrations.

- 1) Reduce the total credits for earning the major from 39 to 36 by reducing the Electives from three down to two.
- 2) Recast the current program, except for the Core Courses and the Senior Seminars, into two Concentrations: A. Philosophical Tradition and Critique and B. Philosophy and Law.
- 3) Create Concentration A. Philosophical Tradition and Critiques consisting of the structure of the current major with areas consisting of Critiques of Philosophical Modernity, Ethics and Value Theory, History of Philosophy and Metaphysics and Epistemology. Some courses will move to

Conc. B.

- 4) In Concentration A., PHI 333/GEN 333 Theories of Gender and Sexuality will move from Ethics and Value Theory to Critiques of Philosophical Modernity.
- 5) Create Concentration B. Philosophy and Law from existing courses in the following areas: Required, Justice and Jurisprudence and Law and Morality.
- 6) Move courses from the current structure to Conc. B., see below. PHI/LAW 310 Ethics and Law and PHI 317 Philosophy of Law in Global Perspective become required courses.
- 7) Three courses will move from Part One, Core Courses to become required courses in the concentrations. PHI 210 and PHI 330 will be required in Concentration. A, PHI 317 will become a required course for Conc. B. One course will be added to Part One. Core Courses – PHI 202 Philosophical Visions of American Pluralism. (PHI 202 will move from Part Three. History of Philosophy to Part One. Core Courses).
- 8) PHI 423 Selected Topics in Justice will move to the new Part IV. Capstone Courses and be revised as the capstone option for Conc. B students.

## 6. **Please provide a rationale for the changes:**

(narrative format to go to CUNY and NYSED reports)

Many students at the college who elect to pursue the Major in Philosophy do so in order to prepare for law school and for the LSAT. Students who major in philosophy do particularly well on the LSAT, and enter law school with many of the skills that make successful law students. The department wishes to tailor its program to the needs of the significant number of John Jay students who wish to acquire those skills but whose interests do not necessarily extend to the questions and subjects pursued in a traditional philosophy curriculum. The proposed changes create two concentrations for the Major, Philosophy and Philosophy and Law, that permits students planning to attend law school to focus on questions and subjects more pertinent to their professional preparation. Our self-study remarks that “some law-school bound students find parts of the traditional philosophy curriculum less relevant to their preparation than other parts” and endorses the creation of a concentration in the area for majors interested in it that “will form a more integrated and systematic preparation for law study” (Philosophy Department Self-Study 2021, p. 67). This proposal to revise our major program is the logical next step in this regard.

A substantial plurality of our students enter the major and graduate with the objective of preparing for and applying to law school. Our recent self-study notes that our graduating class of 2021 saw 20% of its members enter a law school program the following fall (Philosophy Department Self-Study 2021, p. 37). Anecdotally, one of our colleagues writes about 4-5 letters every year for our majors and minors who are applying to law school, and between casual conversation before and after class as well as in office hours and by appointment informally advises about the same number of students each academic year about their preparation for and application to law school.

The reduction of the number of electives from three to two and the correlative reduction in the number of credit hours required to complete the major make it easier for students wishing double-major in philosophy and another discipline, which also eases the path of students in the law-related programs run by other departments at the college who may be particularly interested in the new concentration. It also makes it easier for students to complete their degrees in a timely fashion, in line with the number of credit hours required in Humanities and Justice Studies, and perhaps soon as well in English (which, with History, currently requires 39 credit hours to complete their major programs).

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

These changes shall not affect any other department.

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>)

N/A

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

See below curricular outline reflecting the proposed changes



# Philosophy, Bachelor of Arts

(from 2023-24 UG Bulletin reflecting the proposed changes)

Philosophy involves a critical examination of our most fundamental beliefs about truth and reality, right and wrong. In this major, students study the traditional answers to the basic questions in Western philosophy and also the important critiques of that dominant tradition. They will explore ethical and justice issues which are crucial to contemporary legal, political, and public policy debates. Philosophy majors learn sophisticated forms of reasoning and textual analysis, and deepen their understanding of basic human problems and possibilities. **Students select one of two tracks by which to complete the major: one organized around traditional philosophical subject areas and another focused on philosophy and law.**

## Learning outcomes. Students will:

- Explain a section from a philosophical text, a philosophical theory, a philosophical issue, or a philosophical argument.
- Identify arguments and distinguish premises and conclusions.
- Formulate an argument in support of or in opposition to a claim.
- Demonstrate familiarity with a basic problem or a major theory in a main area of philosophical inquiry.
- Demonstrate familiarity with a primary claim or critical response to a primary claim in the history of western philosophy.

## Credits Required.

Philosophy Major	<del>36</del> 39
General Education	42
Electives	<del>42</del> 39
<b>Total Credits Required for B.A. Degree</b>	<b>120</b>

**Coordinator.** Professor Amie Macdonald, Department of Philosophy  
(212.237.8345, [amacdonald@jjay.cuny.edu](mailto:amacdonald@jjay.cuny.edu))

**Advising resources.** [Philosophy Major Advising Resources](#). [Major Checklist](#).

**Note.** Additional information. Students who enrolled for the first time at the College or changed to this major in September ~~20XX~~ ~~2019~~ 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 ~~20xx-20yy~~ ~~2018-2019~~ [Undergraduate Bulletin](#). (note: xx and yy used for pending date of NYSED approval of changes)

## Part One: Core Courses

**Subtotal: 9 21 cr.**

### Required

PHI 105 Critical Thinking and Informal Logic

**PHI 202 Philosophical Visions of American Pluralism** (Moves from Part Three)

~~PHI 210 Ethical Theory~~ (moves to Part II. Conc. A)

PHI 231 Big Questions: Intro to Philosophy

~~PHI 310/ LAW 310 Ethics and Law~~ (Moves to Conc. B)

~~PHI 330 Philosophical Modernity~~ (moves to Part II. Conc. A)

**Critiques of Philosophical Modernity** (Moves to Part II. Conc. A)

### Select One

~~PHI 343 Existentialism~~

~~PHI 351 Classical Chinese Philosophy~~

~~PHI 354/ AFR 354 Africana Philosophy~~

## Capstone Courses – Moves to Part IV.]

### Select one

~~PHI 400 Senior Seminar in Ethics~~

~~PHI 401 Senior Seminar in the History of Philosophy~~

~~PHI 402 Senior Seminar in Metaphysics and Epistemology~~

## Part Two: Philosophical Concentrations ~~Ethics and Value Theory~~

**Subtotal: 18 cr.**

### Concentration A. Philosophical Tradition and Critique

(Subtotal: 18 cr.)

#### Required (subtotal: 6 cr.)

PHI 210 Ethical Theory

PHI 330 Philosophical Modernity

#### Critiques of Philosophical Modernity (subtotal: 3 cr.)

##### Select one.

**PHI 333/GEN 333 Theories of Gender and Sexuality**

PHI 343 Existentialism

PHI 353 Classical Chinese Philosophy

PHI 354/AFR 354 Africana Philosophy

#### Ethics and Value Theory (subtotal: 3 cr.)

##### Select one.

PHI 201 Philosophy of Art

PHI 203 Political Philosophy

PHI 214 Environmental Ethics  
 PHI 216 Technology and Ethics  
 PHI 238 Philosophy and Comedy  
 PHI 302 The Philosophy of Rights  
~~PHI 315 Philosophy of the Rule of Law: Theory and Practice~~ (moves to Conc. B)  
~~PHI 317 Philosophy of Law in Global Perspective~~ (moves to Conc. B)  
 PHI 322/CRJ 322 Judicial and Correctional Ethics  
~~PHI 333/GEN 333 Theories of Gender and Sexuality~~ (moves to Conc. A: Critiques of Modernity)  
 PHI 340 Utopian Thought  
~~PHI 423/POL 423 Selected Topics in Justice~~ (moves to Part IV. Capstone)

### **History of Philosophy (subtotal: 3 cr.)**

Select one.

~~PHI 202 Philosophical Visions of American Pluralism~~ (moves to Part One.  
 PHI 326 Topics in the History of Modern Thought  
 PHI 327 19<sup>th</sup> Century European and American Philosophy  
 PHI 343 Existentialism  
 PHI 351 Classical Chinese Philosophy  
 PHI 354/AFR 354 Africana Philosophy

### **Metaphysics and Epistemology (subtotal: 3 cr.)**

Select one.

PHI 104 Philosophy of Human Nature  
 PHI 204 Symbolic Logic  
 PHI 205 Philosophy of Religion  
 PHI 235 Philosophy of Science  
 PHI 304 Philosophy of the Mind  
 PHI 374 Epistemology  
 PHI 377 Reality, Truth and Being: Metaphysics

## **Concentration B. Philosophy and Law (subtotal: 18 cr.)**

### **Required (3 cr.)**

PHI 310/ LAW 310 Ethics and Law (moves from Part One. Core Courses)  
 PHI 317 Philosophy of Law in Global Perspective (moves from Ethical Value Theory)

### **Justice and Jurisprudence (6 cr.)**

Select two

PHI 203 Political Philosophy  
 PHI 302 The Philosophy of Rights  
 PHI 315 Philosophy of the Rule of Law: Theory and Practice  
 PHI 340 Utopian Thought

### **Law and Morality (6 cr.)**

Select two

PHI 102 Ethical Foundations of the Just Society (first year seminar)  
 PHI 210 Ethical Theory  
 PHI 214 Environmental Ethics  
 PHI 216 Ethics and Technology  
 PHI 322/CRJ 322 Judicial and Correctional Ethics

## **~~Part Three: History of Philosophy – (moves to Conc. A)~~**

### **~~Select one~~**

~~PHI 202 Philosophical Visions of American Pluralism  
HIS 326 Topics in the History of Modern Thought  
PHI 327 19<sup>th</sup> Century European and American Philosophy  
PHI 343 Existentialism  
PHI 351 Classical Chinese Philosophy  
PHI 354/AFR 354 Africana Philosophy~~

## **~~Part Four: Metaphysics and Epistemology (moves to Conc. A)~~**

### **~~Select one~~**

~~PHI 104 Philosophy of Human Nature  
PHI 204 Symbolic Logic  
PHI 205 Philosophy of Religion  
PHI 235 Philosophy of Science  
PHI 304 Philosophy of the Mind  
PHI 374 Epistemology  
PHI 377 Reality, Truth and Being: Metaphysics~~

## **Part Three Five: Electives**

**(Subtotal: 6 9-cr.)**

All students select **two** ~~three~~ additional philosophy courses at the 300–level or above in consultation with an advisor.

## **Part Four: Capstone Courses** (moves from Core Courses above)

**(Subtotal: 3 cr.)**

Select one. Students in Conc. B Philosophy and Law must choose PHI 423.

PHI 400 Senior Seminar in Ethics

PHI 401 Senior Seminar in the History of Philosophy

PHI 402 Senior Seminar in Metaphysics and Epistemology

**PHI 423 Selected Topics in Justice** (moves from Ethics and Value Theory – to be retitled as Senior Seminar in Justice and Law)

**Please note:** No course may fill multiple requirements in the major

**TOTAL CREDIT HOURS: 36 39**

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 [killoran@jjay.cuny.edu](mailto:killoran@jjay.cuny.edu).

1. **Date submitted:** Nov 1, 2023
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Nathan Lents, Jason Rauceo
  - b. Email address of proposer: [nlents@jjay.cuny.edu](mailto:nlents@jjay.cuny.edu); [jrauceo@jjay.cuny.edu](mailto:jrauceo@jjay.cuny.edu)
  - c. Phone number:
3. **Name of major, minor or certificate program being revised:** **Biology Minor**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: Nov 1, 2023
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Shu-Yuan (Deni) Cheng
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are making a change to Part II. Elective area in the Biology Minor. This proposal seeks to combine the two parts of the electives: Lecture courses and Lab courses into one unified list. We are also clarifying that students must take at least 3 courses in Part II. Electives. That increases the overall credits for the minor to 19-22, 6 courses – which is essentially in line with all of our other minors.

6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

Last year a new Anatomy and Physiology course sequence was approved containing both a lecture and a lab into each course. The BIO 356 laboratory course that was part of the old sequence (BIO 355-356) will no longer be offered. This leaves just one course in the Laboratory area of the Electives. It makes sense to have one unified list of electives. Most of the elective courses include both lecture and laboratory so students have plenty exposure to working in the laboratory.

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

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

Not applicable.

**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>)

Not applicable

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

See below.

# Biology Minor

The minor in Biology is available to students of all majors. It is designed to give students an overview of the study of the most central concepts in life sciences including evolution and natural selection, cell biology, genetics, and molecular biology. Within each biology course, students will appreciate the history of the study of life on earth and how this history has shaped and continues to shape biological research. Five lecture courses and two lab courses are required for the minor and students may select courses from the list of biology offerings.

**Rationale.** Students in a wide variety of majors will benefit from a minor in biology, particularly those interested in postgraduate study or employment in areas of psychology, public health, and related disciplines. By pursuing the biology minor, students will gain insight and understanding regarding the biological underpinnings of all living things, including and especially humans. Furthermore, students will become familiar with the scholarly literature of the life sciences and learn to evaluate, interpret, and critique biological data. These skills are highly sought after by employers and graduate programs in a wide variety of disciplines and industrial and government settings.

## Learning Outcomes. Students will:

- Understand the basic genetic, cellular, and molecular underpinnings of cells and organisms.
- Explain the biological theory of evolution and the way that cells, tissues, species, and ecosystems have been shaped through natural selection and adaptation.
- Use the biological sciences primary literature, and analyze and critique scientific experimentation and theory.
- Conduct and analyze biological experiments, emphasizing the role of ethics and objectivity in scientific data collection and interpretation.
- Develop their skills in the oral and written forms of scientific communication.

## Credits required. ~~19-22~~ ~~18-21~~

**Prerequisites.** BIO 103 (or BIO 101 + BIO 102) and CHE 103 (or CHE 101 + CHE 102). These course(s) are the prerequisites for the first course in the minor, BIO 104. They also fulfill the Required Core: Life/Physical Sciences category and the Flexible Core: Scientific World category of the College's general education program.

**Minor coordinator.** Professors Nathan Lents ([nlents@jjay.cuny.edu](mailto:nlents@jjay.cuny.edu)) and Jason Rauceo (646.557.4893, [jrauceo@jjay.cuny.edu](mailto:jrauceo@jjay.cuny.edu)).

**Requirements.** A maximum of two courses can overlap with a student's major, other minors or programs.

**Notes.** Students earning a B.S. in Cell and Molecular Biology can **NOT** earn the Biology minor. Students who complete BIO 375 cannot also use BIO 355 as an elective in the CMB major or the Biology minor.

## Part One. Required Core Courses [Subtotal: 10 cr.]

<a href="#">BIO 104</a>	Modern Biology II	4
<a href="#">BIO 205</a>	Eukaryotic Cell Biology	3
<a href="#">BIO 315</a>	Genetics	3

## Part Two. Elective Lecture Courses (Subtotal: 9-12 ~~8-11~~ cr.)

**Select two at least three. Students must complete at least 9 credits in electives.**

<a href="#">BIO 211</a>	Microbiology	3
<b><a href="#">BIO 212</a></b>	<b><a href="#">Microbiology Lab</a></b> (moves from Lab section below)	2
<a href="#">BIO 255/GEN 255</a>	Biology of Gender & Sexuality	3
<a href="#">BIO 355</a>	Human Physiology	3
<a href="#">BIO 360</a>	Human Pathology	4
<a href="#">BIO 364</a>	Forensic Pathology	4
<a href="#">BIO 375</a>	Human Anatomy and Physiology 1	4
<a href="#">BIO 376</a>	Human Anatomy and Physiology 2	4
<a href="#">BIO 412</a>	Molecular Biology	4
<a href="#">CHE 315</a>	Biochemistry	4
<a href="#">ISP 265</a>	Evolution and Its Impact	3
<a href="#">TOX 313</a>	Toxicology of Environmental and Industrial Agents	3

~~*BIO 360, BIO 364, BIO 375, BIO 376, BIO 412, CHE 315: These courses count as both Lecture and Laboratory electives.*~~



**BIO 212: BIO 211 is a prerequisite or co-requisite for this course.**

Students who complete BIO 375 cannot also use BIO 355 as an elective in the Biology minor.

## **Part Three. Elective Laboratory Courses (Subtotal: 2 cr.)**

### **Select one**

<a href="#"><u>BIO 212</u></a>	Microbiology Lab	2
<a href="#"><u>BIO 356</u></a>	Human Anatomy and Physiology Laboratory	2

~~BIO 212: BIO 211 is a prerequisite or co-requisite for this course.~~

~~BIO 356: BIO 355 is a prerequisite or a co-requisite for this course.~~

Subtotal: 2

**TOTAL CREDIT HOURS: 19-22 ~~18-21~~**

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

## Undergraduate Academic Program Revision Form

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

1. **Date submitted:** December 1, 2023
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Crystal Endsley Taylor
  - b. Email address of proposer: [cendsley@jjay.cuny.edu](mailto:cendsley@jjay.cuny.edu)
  - c. Phone number: 212-393-6402
3. **Name of major, minor or certificate program being revised:**

**Africana Studies Minor**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: November 21, 2023
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Dr. Gail Garfield, Chair, Africana Studies
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)
 

We propose that the current guidelines for the Africana Studies minor be adjusted to reflect the following changes:

  - a. A small revision of the current minor requirements. Instead of specifying the AFR 310 Research Methods course to qualify for the minor, we would like any 300-level AFR course to satisfy this requirement.
  - b. The SEI minor courses should be removed from the list of AFR electives in the bulletin.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

The Africana Studies Department Curriculum Committee voted to revise the current 300-level course requirement. Currently, the AFR 310 Research Methods course is required to earn the Africana Studies minor. We have voted to remove this specific restriction and instead permit any 300-level AFR course to satisfy this requirement. After a comparison of the requirements for all other minors at the College we believe

that requiring such a specific research course creates a barrier to retaining those students who would otherwise successfully earn a minor in Africana Studies.

The SEI courses are no longer under the purview of the Africana Studies department and therefore should not be listed as possible electives for completing the Africana Studies minor.

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

- a. Which program(s) or department(s) will be affected?

None, the change in the number of credits should not affect any other departments.

**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>)

Consulted with Kathy Killoran.

No other departments will be affected by this change.

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

# Africana Studies Minor (UG Bulletin 2023-24 with proposed changes)

**Description.** The Minor in Africana Studies provides students with interdisciplinary approaches to the study of the historical and contemporary experiences of peoples of African heritage. Using themes such as culture, agency, struggle and justice, students will master multidisciplinary knowledge about Africa and the African diaspora, and will explore new ways of thinking about the cultures, philosophies, history and society of African peoples and their communities throughout the diaspora.

## **Learning Outcomes. Students will:**

- Explain the core ideas (key concepts, theories and methodologies) of Africana Studies, especially as they relate to themes of justice.
- Acquire and hone their critical thinking skills as applied to problems around justice themes within Africana Studies and among people of color.
- Use high level written and oral communication skills to work effectively and collaboratively with others.
- Have a better understanding of themselves, and of their relationship(s) to the broader society, as a result of exposure to Africana Studies.

**Rationale.** The Africana Studies minor uses interdisciplinary studies to expose students to different ways of thinking about and communicating both the diversity and commonality of cultural, political, social, economic, and historical experiences. With a focus on African people throughout the diaspora (people of color) this minor increases students' familiarity with themes of inequality and justice, and provides tools students can use to study and address historical and contemporary racial inequality. Students will also learn more about the accomplishments, cultural richness and uniqueness, and contributions to the past and present world of Africana. Through community-based projects offered in several of the courses, students will be more attuned to real-life application of Africana perspectives and methodology. This in turn contributes to their ability to thrive in an increasingly diverse and globalizing world, and to adapt to changing work environments; as well as to their becoming well-rounded thinkers who will be attractive to employers and graduate schools.

## **Credits required. 18**

**Minor coordinator.** Professor Crystal Endsley ([cendsley@jjay.cuny.edu](mailto:cendsley@jjay.cuny.edu)), Department of Africana Studies

**Minor advisor.** Ms. Rulisa Galloway-Perry, Academic Advising Director and Senior Co-Curricular Administrator, Deputy Minor Coordinator, Department of Africana Studies  
(212.237.8701, [rgalloway@jjay.cuny.edu](mailto:rgalloway@jjay.cuny.edu))

**Requirements.** A maximum of two courses can overlap with a student's major, other minors or programs.

**Additional information.** The curriculum presented here applies to students who started the minor in September ~~2024~~ ~~2018~~ and after. If you declared the minor prior to that, please see the Undergraduate Bulletin ~~2023-24~~ ~~2017-2018~~.

## Part One. Required Courses

(Subtotal: 3 cr. ~~6 cr.~~)

### Required

<a href="#">AFR 140</a>	Introduction to Africana Studies	3
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### ~~Choose one.~~

<a href="#">AFR 310</a>	Research Seminar in African American Studies	<del>3</del>
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<a href="#">AFR 325</a>	Research Methods in Human Services and Community Justice	<del>3</del>
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*Students who take AFR 390 McNair Research Methods, [AFR 410](#) Independent Study or a 300- or 400-level "Experience Course" equivalent (such as one of the courses below indicated below with an asterisk) can use such a course in lieu of [AFR 310](#), see Minor coordinator for more information).*

## Part Two. Electives

(Subtotal: 15 cr. ~~12 cr.~~)

### Select any five ~~four~~ courses, at least one course must be at the 300-level.

Select ANY ~~5~~ 4 courses taught by the Africana Studies Department (AFR course prefix) or those from ICJ, LIT, LLS, MUS or SOC listed below.

The following list provides suggested groupings of courses for those students with particular interests but does NOT include all possible course choices. Credit toward the Africana Studies Minor may be given for courses taken elsewhere at the College if they include substantial Africana content upon review of the course syllabus. Please contact the Africana Studies Minor Coordinator for guidance.

### For Students Interested In Justice:

<a href="#">AFR 123</a>	Justice, the Individual & Struggle in African American Experience	3
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OR		
<a href="#">AFR 125</a>	Race & Ethnicity in America	3
<a href="#">AFR 145</a>	Introduction to Community Justice in Human Systems	3
<a href="#">AFR 215</a>	Police and Urban Communities	3
<a href="#">AFR 220</a>	Law and Justice in Africa	3
<a href="#">AFR 227</a>	Community-based Approaches to Justice	3
<a href="#">AFR 229</a>	Restoring Justice: Making Peace and Resolving Conflict	3
<a href="#">AFR 243</a>	Africana Youth and Social Justice Struggles	3
<a href="#">AFR 255</a>	Community Innovation and Social Entrepreneurship	3
<a href="#">AFR 315</a>	Community-based Justice in the Africana World	3
<a href="#">AFR 317</a>	Environmental Racism	3
<a href="#">AFR 320</a>	Perspectives on Justice in the Africana World	3
<a href="#">AFR 377</a>	Field Education in Community Organizing and Practice	3
<a href="#">ICJ 381</a>	Internship in International Criminal Justice	3
<a href="#">SEI 101</a>	<del>Social Entrepreneurship: Past, Present and Future</del>	<del>3</del>
<a href="#">SEI 102</a>	<del>Introduction to Business and Entrepreneurship</del>	<del>3</del>
<a href="#">SOC 381</a>	Internship in Dispute Resolution	3

*ICJ 381, SOC 381: Students who take [AFR 410](#) Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of [AFR 310](#), see Minor coordinator for more information).*

*ICJ 381: Prerequisites: [SOC 341](#) & [LAW 259](#)/[POL 259](#)*

*SOC 381: Prerequisite: [SOC 380](#)*

## For Students Interested In A Focus On Humanities:

<a href="#">AFR 132</a>	Arts & Culture in the African Diaspora	3
<a href="#">AFR 135</a>	Africana Oral Traditions	3
<a href="#">AFR 204</a>	Religion, Terrorism and Violence in the Africana World	3
<a href="#">AFR 223/LIT 223</a>	African-American Literature	3
<a href="#">AFR 230</a>	African-American Theatre	3
<a href="#">AFR 241</a>	Poetic Justice: Spoken Word Poetry and Performance	3
<a href="#">AFR 267/LLS 267/HIS 267</a>	History of Caribbean Migrations to the United States	3
<a href="#">AFR 270</a>	Africana Social and Intellectual Thought	3
<a href="#">AFR 280</a>	Selected Topics in Africana Studies	3
<a href="#">AFR 340/LIT 340</a>	The African-American Experience in America: Comparative Racial Perspectives	3
<a href="#">AFR 354/PHI 354</a>	Africana Philosophy	3
<a href="#">LIT 212</a>	Literature of the African World	3
<a href="#">LIT 344</a>	Caribbean Literature and Culture	3
<a href="#">MUS 103</a>	American Popular Music from Jazz to Rock	3
<a href="#">MUS 110/LLS 110</a>	Popular Music of the Caribbean	3
<a href="#">MUS 310</a>	Comparative History of African American Musics	3

MUS 310: Prerequisites: one HIS course and any 100-level MUS course.

## For Students Interested In Inequality:

<a href="#">AFR 110</a>	Race and the Urban Community	3
<a href="#">AFR 121</a>	Africana Communities in U.S.	3
<a href="#">AFR 125</a>	Race & Ethnicity in America	3
<a href="#">AFR 204</a>	Religion, Terrorism and Violence in the Africana World	3
<a href="#">AFR 227</a>	Community-based Approaches to Justice	3
<a href="#">AFR 237</a>	Institutional Racism	3
<a href="#">AFR 239</a>	African American Journeys	3
<a href="#">AFR 243</a>	Africana Youth and Social Justice Struggles	3
<a href="#">AFR 250</a>	Political Economy of Racism	3
<a href="#">AFR 252</a>	Race and Science	3
<a href="#">AFR 280</a>	Selected Topics in Africana Studies	3
<a href="#">AFR 317</a>	Environmental Racism	3
<a href="#">AFR 322</a>	Inequality and Wealth	3
<a href="#">AFR 340/LIT 340</a>	The African-American Experience in America: Comparative Racial Perspectives	3
<a href="#">AFR 347/PSY 347</a>	Psychology of Oppression	3
<a href="#">AFR 377</a>	Field Education in Community Organizing and Practice	3
<a href="#">LLS 321</a>	Latinx Community Fieldwork	4

*LLS 321: Students who take [AFR 410](#) Independent Study or a 300 or 400-level “Experience Course” equivalent can use such a course in lieu of [AFR 310](#), see Minor coordinator for more information). Prerequisites: [LLS 241](#).*

## **For Students Interested In A Focus On Africa:**



<a href="#">AFR 150</a>	Origins of Contemporary Africa	3
<a href="#">AFR 210</a>	Drugs and Crime in Africa	3
<a href="#">AFR 220</a>	Law and Justice in Africa	3
<a href="#">AFR 225</a>	Police and Law in Africa	3
<a href="#">AFR 229</a>	Restoring Justice: Making Peace and Resolving Conflict	3
<a href="#">AFR 252</a>	Race and Science	3
<a href="#">AFR 263/HIS 263/LLS 263</a>	Blacks in Latin America	3
<a href="#">AFR 271</a>	African Politics	3
<a href="#">AFR 315</a>	Community-based Justice in the Africana World	3
<a href="#">AFR 320</a>	Perspectives on Justice in the Africana World	3

### **For Students Interested In Psychology And Identity:**

<a href="#">AFR 129/PSY 129</a>	The Psychology of the African-American Experience	3
<a href="#">AFR 245</a>	Psychology of the African-American Family	
<a href="#">AFR 248</a>	Men: Masculinities in the United States	3
<a href="#">AFR 319</a>	Self, Identity & Justice: Global Perspectives	3
<a href="#">AFR 347/PSY 347</a>	Psychology of Oppression	3

**TOTAL CREDIT HOURS: 18**

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

## New Course Proposal Form

Date Submitted: 10/26/2023

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

1. a. **Department(s) or program(s)** proposing this course: Art and Music

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

Name: Roberto Visani

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

Phone number(s)     212-237-8348 or 718-916-8409    

2. a. **Title of the course: Sculpture and Digital Fabrication**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): 3D Digital Fabrication

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

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

This course is designed as an introduction to the tools and methods used to create three dimensional sculptures. As such, the information contained in the course assumes the students will have little to no knowledge of the field.

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

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.)

In the past 15 years, digital fabrication tools - the software and hardware required to create three dimensional objects with computers – has become widespread. This trend will only continue to expand into our everyday lives. Most universities now offer specialized courses in digital fabrication and these tools have become commonplace in industry and amongst architects, artists, designers and hobbyists. This course will serve as an introduction to this quickly developing and empowering field of study.

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 is an introduction to the skills, methodology and tools used to digitally fabricate sculpture. Students will use software, 3D printers and lasers to create original works of art. Using this knowledge, students will create three art projects and a research project exploring real world applications of 3D fabrication. Short assignments will be used to reinforce the lessons.

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): None

6. Number of:

- a. Class hours      3
- b. Lab hours
- c. Credits           3

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

       No                        X   Yes. If yes, then please provide: Art 280, Special Topics

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

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 safely and effectively use both digital tools and hand tools to create three dimensional objects.
- Students will integrate technical knowledge with artistic vision.
- Students will apply research and methodologies from other content areas, to art making.
- Students will express themselves clearly in written, oral and visual form.
- Students will maintain self-awareness and critical distance.
- Students will work collaboratively within the studio setting.
- Students will listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.

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

\_\_\_\_\_ No                      \_\_\_x\_\_\_ Yes

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

Art Minor, Part I, Studio Art

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

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

**College Option:**

Justice core:	
Justice & the Individual (100-level)	
Justice & the Individual (200-level)	
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	<b>X</b>

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

This course will satisfy the communication general education requirement because it develops students' ability to communicate visually through digital technology. Although this is a skill that most of us are familiar with, our technological environment requires us to continue to expand upon our abilities and comprehend and create visual communication with computer technology. These skills are increasingly important in our technological world.

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

Students will be assessed through the successful completion of three sculpture projects which are based on a combination of technical skills and art historical content, a research project in which they will explore and present a specific field of 3D fabrication, and a series of written and 3D modeling assignments.

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

No   x   Yes \_\_\_\_\_

If yes, please state the librarian's name \_\_\_\_\_

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

<https://guides.lib.jjay.cuny.edu/oer/ijoeer>

<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No ☒ \_\_\_\_\_

Yes \_\_\_\_\_

Are there adequate resources in the library to support students' work in the course?  
(Please check all that apply): **Yes**

\_\_\_\_\_ OneSearch (the library discovery tool)

\_\_\_\_\_ eBooks

**Subject specific library databases:**

\_\_\_\_\_ Academic Search Complete

\_\_\_\_\_ Gale Reference Sources

\_\_\_\_\_ NexisUni

\_\_\_\_\_ PsycInfo

\_\_\_\_\_ Criminal Justice Abstracts

\_\_\_\_\_ Sociological Abstracts

Other (list them here) \_\_\_\_\_

Are there existing library Research Guides to support your class?

<https://guides.lib.jjay.cuny.edu/>

No ☒ \_\_\_\_\_

Yes \_\_\_\_\_

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

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13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 9/22/2023

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

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: Claudia Calirman

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	Art 1YY
<b>Course Title</b>	Sculpture and Digital Fabrication
<b>Department or Program</b>	Art and Music
<b>Discipline</b>	Art, Studio
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	None
<b>Co-requisites</b>	
<b>Course Description</b>	This course is an introduction to the skills, methodology and tools used to digitally fabricate sculpture. Students will use software, 3D printers and lasers to create original works of art. Using this knowledge, students will create three art projects and a research project exploring the real-world applications of 3D fabrication. Short assignments will be used to reinforce the lessons.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

### Indicate the status of this course being nominated:

☒ current course    ☐ revision of current course    ☐ 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.)

<b>Justice Core</b> <input type="checkbox"/> Justice & the Individual (100-level)  <input type="checkbox"/> Justice & the Individual (200-level transfer seminar)  <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)  <input type="checkbox"/> Justice in Global Perspective (300-level)	<input type="checkbox"/> Learning from the Past	<input checked="" type="checkbox"/> Communication
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### Learning Outcomes

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

<b>I. Communications</b> - Please explain how your course meets these learning outcomes  Students will:	
<b>Students will develop the skills necessary to communicate concepts clearly using visualization through 3D modeling computer software and digital fabrication equipment including laser cutters and 3D printers. They will do so in three units and 3 accompanying art projects. They will also be required to do a semester long research project and class presentation on one aspect of a real-world application of digital fabrication. This will develop student's ability to communicate orally and in written form.</b>	<ul style="list-style-type: none"> <li>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</li> </ul>
<b>Through each unit of the course students will evaluate important art historical works and be asked to adapt concepts from these works of art within their own artistic creations. The student artwork will then be critiqued within the class and also through one-on-one discussions with the instructor. Students will use historical examples and adapt them to their own world view and personal history through the artmaking process. In the semester long research project, students will have the opportunity to choose a specific art and design profession that uses 3D fabrication. This will allow them to connect their experiences in the classroom with real-world examples.</b>	<ul style="list-style-type: none"> <li>Maintain self-awareness and critical distance</li> </ul>
<b>Students will share common workspace and tools and follow an established protocol for group use of the facilities. Students will participate in group discussions. Students will collaborate on the final project in the class, digital portraiture by assisting one another with photogrammetry scans which will be used to record digital 3D renderings of one another.</b>	<ul style="list-style-type: none"> <li>Work collaboratively</li> </ul>
<b>Students will have many opportunities to listen, observe, analyze and adapt messages from a variety of situations, cultural contexts and target audiences in a diverse society. The PowerPoint presentations, which introduce students to concepts throughout the class draw from a diverse set of examples images. Students will analyze the content and fabrication methods of the images and adapt them to their own context as they create works of art. Class participation in discussions will also require students to experience and understand alternate perspectives. Lastly, the last two units of the class, Computer Aided Assemblage and Digital Portraiture require students to consider not only their own cultural context but imagine other contexts within which their artwork may be seen and how that may change its interpretation.</b>	<ul style="list-style-type: none"> <li>Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</li> </ul>





Professor Roberto Visani  
 tel. 212-237-8348  
 email: rvisani@jjay.cuny.edu  
 office: 325.09 Haaren Hall  
 office hours: Thurs. 1:30-2:50  
 \*no textbook is required for this course

## Art 1YY Sculpture and Digital Fabrication

### Course Description

This course is an introduction to the skills, methodology and tools used to digitally fabricate sculpture. Students will learn how to use specialized computer hardware and software to create original works of art. In addition, we will discuss digital fabrication as it pertains to the larger topic of 3D design, visualization, and contemporary art. Digital tools provide sculptors, designers and architects unique opportunities to ideate, evaluate, and communicate their ideas. Using this knowledge, students will be asked to create three art projects based on the minimalist and surrealist movements, as well as the history of portraiture. A research project/presentation on one aspect of 3D fabrication and a series of assignments which reinforce the lessons will also be assigned.

### Learning Objectives

- Students will safely and effectively use both digital tools and hand tools to create three dimensional objects.
- Students will integrate technical knowledge with artistic vision.
- Students will apply research and methodologies from other content areas, to art making.
- Students will express themselves clearly in written, oral and visual form.
- Students will maintain self-awareness and critical distance.
- Students will work collaboratively within the studio setting.
- Students will listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.

### Student Responsibilities

#### Class attendance

**Full and punctual attendance** is required. Attendance will be taken at the beginning of the class. If you are absent **more than twice** your grade will be lowered by **one letter grade**. 3 late arrivals or early exits from class equal an absence. This includes sick days.

#### Class Participation

Participation is an important part of your grade. Students are expected to actively participate in class discussions, respond in critique sessions and adhere to the due dates for various projects and assignments. Lastly and most importantly, ask for help or advice

when needed. I am available in class, during office hours, via email and over zoom if you have questions. While I cannot reteach the class via a series of email messages, I may be able to offer a quick one on one tutorial that may save you hours of time trying to figure out, so please consider me a resource. Class participation will be evaluated during critiques, class discussion and in relation to studio maintenance, and constitute 10% of the overall grade.

### **Projects and Exercises**

Art projects will be based on techniques and concepts presented in class and will require you to use your problem solving and technical skills to create a work of art. Students will be required to complete three art projects over the course of the semester. In addition, students will be required to complete a research project in the form of a class powerpoint presentation and research paper.

The research project will examine the uses and benefits of 3D fabrication in a specific field of art and design. Students will be given a list of art and design professions which employ 3D fabrication and choose one to research for their paper and powerpoint presentation. The final paper and presentation will give a general overview of the profession, the products it produces and the application of 3D fabrication within the profession, as well as specific tools, outputs and advantages that digital technology offers the creators in these fields. For example, fashion design has increasingly employed 3D fabrication technology to create clothing. What kinds of specialized software and hardware are used to create clothes? How do these tools work, and how has the adoption of digital technology impacted the field? How are people trained with this technology to enter into this field and how has the use of technology impacted how clothes are made today compared to the past. This project should cite several real-world examples as it answers these questions. These four projects [3 art projects and 1 research project (15% each)] will make up 60% of the total grade for the class.

Assignments, which include responding to essay questions, and creating digital sculpture sketches to build technical and problem-solving skills, will make up 30% of each student's grade. Because we will be using computers and have to save our digital work, please make sure to bring a usb drive or portable hard drive to class. I advise that you save your work to this drive and email yourself or upload a copy to cloud storage as well. That way your work is saved in more than one place and if it gets accidentally erased, you can find it in another place.

### **Vocabulary, Readings and Writing Assignments**

Because 3D fabrication is a highly specialized field, students will be expected to familiarize themselves with the vocabulary terms introduced in class. Vocabulary lists for each unit of the class will be covered in lectures and demonstrations and these terms will be used to complete coursework. Readings will familiarize students with the art concepts and traditions which will inform the art projects they will create and will be used in class discussions and as part of assigned essay questions. Students are expected to complete all assigned readings. In regards to your essay questions and paper for your research project, please note the College's Policy on Plagiarism. All readings will be available on blackboard.

Plagiarism is the act of presenting another person's ideas, research or writings as your

own. The following are some examples of plagiarism, but by no means is it an exhaustive list: • Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source • Presenting another person's ideas or theories in your own words without acknowledging the source • Using information that is not common knowledge without acknowledging the source • Failing to acknowledge collaborators on homework and laboratory assignments Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89) Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

### **Critiques**

Critiques give us the opportunity to express our opinions about artwork and establish specific criteria to evaluate (technique, content, creative expression). This course satisfies the general education communications requirement. Therefore, our ability to listen, assess and express a point of view is critical. Critiques will ask the viewers to consider the creativity/originality of a work of art, the effort demonstrated in the artwork, the technical skill displayed within the artwork, and how clearly the artwork communicates to the audience. These questions should elicit a wide variety of opinions giving us a fuller understanding of the artwork. The creator will also discuss their intentions, and further dialogue may follow. This activity is an important learning tool and as such, your participation will be evaluated.

### **Grading**

Evaluation is based on participation, personal progress (both technical and conceptual), creativity, work ethic and completion of work. Late or incomplete submissions are not acceptable. Your projects will be graded using the following categories:

**Technique** - how well you have used the techniques introduced in class

**Creativity** -how original and personal a statement you express

**Effort** – the time, attention and willingness to improve upon previous standards as set by yourself and the class.

**Criteria** - did you fulfill the guidelines as set forth in the project description.

\*the final project grade will be an average of the four categories above.

The overall grade is averaged based on the following:

60% projects      30% assignments      10% class participation

Your final grade will be based on the following scale:

**A, A-** = excellent work 100-90%    **B+, B, B-** = above avg. work 89-80%

**C+, C, C-** = avg. work 79-70%    **D+, D, D-** = below avg. work 69-60%    **F**= fail below 60%

### **Supply List:**

All hardware and software to complete this course will be provided for you in the Art and Music department computer lab. There will be open studio hours posted for you to access the lab outside of regularly scheduled class. However a computer, three button

mouse with scroll wheel, and open source software will be required to complete coursework outside of the computer lab. (download Blender at your earliest convenience at [www.blender.org](http://www.blender.org). All software used in the class can be downloaded from the internet for free or on a trial basis to complete your coursework.

### Tentative Schedule

- Week 1** Class introduction, **powerpoint presentation:** An introduction to Digital Fabrication, **unit 1:** Low Poly Modeling **unit 1 vocab list + hot keys**, **demonstration:** An introduction to Blender: User interface / navigation, working with primitives, object and edit mode: moving, scaling, rotating, filling, merging, adding, deleting and extruding geometry, manifold meshes and how to save your work (file formats, importing and exporting) **ASSIGNMENT 1: adding and editing meshes, boolean operations due week 2**
- Week 2** Low Poly Modeling - mesh editing cont., **demonstration:** joining, separating and duplicating mesh objects, normals, Boolean operations, poly count, **powerpoint presentation:** Sculpture and Minimalism, **reading:** What is Minimalism – A review of the visual art style <https://www.thecollector.com/what-is-minimalism-art/>, **ASSIGNMENT 2:** Minimalism essay questions. **due week 3**
- Week 3** Low Poly Modeling - mesh editing cont., Introduction to papercraft fabrication, **demonstration:** Using Unfolder and Illustrator, introduction to the laser cutter
- Week 4** Low Poly Modeling - mesh editing cont., **demonstration:** Using the laser cutter / engraver with Lightburn software, laser cut sample files, folding and gluing your 2D pattern into sculpture **PROJECT 1: Low Poly Minimalism, due week 7**
- Week 5** **studio work, RESEARCH PROJECT:** Give a powerpoint presentation and write a research paper on a niche area of 3D fabrication. Choose from one of the following (jewelry design, footwear design, interior design, architecture, product design, exhibition design, sculpture, furniture design, product visualization, game design, animation), topic and outline **due week 9**, final presentation and paper **due week 14**
- Week 6** **studio work, demonstration:** materials, lighting, camera, and rendering a scene **ASSIGNMENT 3: render a scene due week 7**
- Week 7** **critique proj.1, unit 2:** Computer aided Assemblage **unit 2 vocab list + hot keys**, **demonstration:** acquiring and manipulating 3D data, useful websites, decimate and remesh modifiers, vertex groups, **powerpoint:** Surrealism and Assemblage, **studio work, reading: Surrealism** [https://www.metmuseum.org/toah/hd/surr/hd\\_surr.htm%23%3A~:text=Surrealism%20originated%20in%20the%20late,unbridled%20imagination%20of%20the%20subconscious.](https://www.metmuseum.org/toah/hd/surr/hd_surr.htm%23%3A~:text=Surrealism%20originated%20in%20the%20late,unbridled%20imagination%20of%20the%20subconscious.) **ASSIGNMENT 4: Surrealism essay questions, due week 8**
- Week 8** Computer aided Assemblage cont., **powerpoint:** Mythical creatures **video: Imaginary Friend**, [https://www.youtube.com/watch?v=LZCft9u\\_NgM](https://www.youtube.com/watch?v=LZCft9u_NgM)

**demonstration:** using the 3D printer, Using slicer software to set up a 3D print.

**PROJECT 2:** Chimera, **due week 10**

- Week 9** Computer aided Assemblage cont., **studio work**, **RESEARCH PROJECT** topic and outline due
- Week 10** **critique** proj. 2, **unit 3:** Digital Portraiture, **unit 3 vocab list + hot keys**  
**powerpoint:** Acquiring real world data, 3D scanning, photogrammetry and lidar / laser scanning. **demonstration:** 3D scanning and photogrammetry., **studio work** **ASSINGMENT 5:** photogrammetry **due week 11**
- Week 11** Digital Portraiture cont., **demonstration:** photogrammetry clean-up, sculpting in Blender. **powerpoint:** portraiture, then and now. **PROJECT 3:** Selfies and Beyond, Portraits in the Digital age, **due week 15 reading:** Moving On – The Rise of Digital Portraiture <https://www.apollo-magazine.com/moving/>  
**ASSIGNMENT 6** – digital portraiture essay questions, **due week 12**
- Week 12** Digital Portraiture cont., **powerpoint:** abstraction and content in portraiture  
**demonstration:** random select, proportional editing, subdivisions, and additional modifiers, **studio work**
- Week 13** **studio work**
- Week 14** **research project presentations**
- Week 15** **Final Critique**

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

## Course Revision Form

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

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

Date Submitted: 10/25/23

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

Name(s): Catherine Kemp, Sergio Gallegos

Email(s): [ckemp@jjay.cuny.edu](mailto:ckemp@jjay.cuny.edu), [sgallegos@jjay.cuny.edu](mailto:sgallegos@jjay.cuny.edu)

Phone number(s): (646) 842-1796, (720) 518-4659

3. Current number and title of course: **PHI/POL/GOV 423 Selected Topics in Justice**

4. Current course description: This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering this section of the course - concerning the philosophical concept of justice. Topics can be either theoretical or applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice - distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, PHI 231, and one 300-level philosophy or political theory course, or permission of the section instructor

5. Describe the nature of the revision (what are you changing?): Severing the POL/GOV prefixes and amending the course title, description and prerequisites.

6. Rationale for the proposed change(s): This course is being converted to a new capstone in the PHI major that will serve students in the proposed new track in the major, Concentration B: Philosophy and Law. The Political Science Department used this course in the past as a 400-level option in one of their concentrations. They have since revised their major removing their

concentrations so have no need of this course.

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

a. Revised course description: **This is a senior seminar focusing on the philosophical concepts of justice and law. This course can have a topical focus or issue chosen by the instructor. Semester topics can be either theoretical or applied, and may include an advanced survey of contemporary philosophical theories of law and/or justice; a textual analysis of one philosophical classic on law and/or justice; the philosophy of punishment and retribution; justice - distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of law and/or justice. Students will read intensively in both primary and secondary texts, conduct a research project appropriate to the subject, and complete a seminar paper on the model of a philosophical journal article.**

b. Revised course title: **PHI 423 Senior Seminar in Justice and Law**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Sr Sem Justice and Law**

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 PHI 231**

8. Enrollment in past semesters: 10-20

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)?

POL/GOV has signed off on severing the course from those prefixes and will no longer control the course (email communication from department chair 10/23/23).

11. Date of Department or Program Curriculum Committee approval: 10/24/23.

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Michael Brownstein (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](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: **Oct. 30, 2023**

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

2. Contact information of proposer(s):

Name(s): **Roosbelinda Cardenas Gonzalez**

Email(s): **rcardenas@jjay.cuny.edu**

Phone number(s): **914-5523414**

3. Current number and title of course: **ANT332: Race, Ethnicity, Class and Gender in Anthropological Perspective**

4. Current course description:

**This course considers how anthropologists and other social scientists view the cultural construction of race, ethnicity, class, and gender - the social categories underpinning social stratification and social inequality. These categories, their intersections, and identities built on them have major implications for us as individuals, for our communities, and for nations. Are these categories biological, social, or both? Are they unchangeable or are they flexible and fluid? Contemporary history is full of conflicts about these complex issues. In this course students will engage with theoretical and ethnographic texts in order to gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complexity of their socio-cultural dynamics. In this course, students will be asked to apply the analytic tools to conceptualize a social justice paper and also to use these tools to make sense of their own identities and experiences.**

a. Number of credits: **3**

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



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

5. Describe the nature of the revision (what are you changing?): **The course description is being revised to reflect a more global and cross-cultural approach to the analysis of racial, ethnic, class, and gender differences and inequalities. The course is also being submitted for consideration as a Justice Core 300-level course as part of John Jay's Gen Ed College Option.**

6. Rationale for the proposed change(s): **This course is a required Topical Course in the Anthropology Major. Its current content, scope and learning objectives align well with the Justice Core learning objectives.**

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

a. Revised course description:

**This course examines how anthropologists and other social scientists understand race, ethnicity, class, and gender – four major social categories underpinning stratification and inequality across the world today. Students will examine the histories of these categories, their cultural construction, their intersections, and the identities that have been built on them and which have major implications for us as individuals, for our communities, and for nations.**

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:

**ANT 332 satisfies a major requirement and the 300 level Justice Core requirement for General Education at John Jay. The course outcomes align with and address each of the General Education Justice Core 300 outcomes:**

<b>ANT 332 Learning outcomes</b>	<b>Justice Core 300 General Education Learning Outcomes</b>
Articulate the histories and social impacts of living in societies structured by race, ethnicity, class, and gender from a cross-cultural perspective.	Contextualize and analyze struggles for justice
Confidently articulate key social science concepts and theories such as social construction, intersectionality, and ideology and how they relate to the concepts of race,	Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches

ethnicity, class, and gender.	
Interpret, analyze and explain theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation verbally as well as through written assignments.	Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
Transform analytic concepts into frameworks or tools to write an auto-ethnography.	Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

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

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

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

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

8. Enrollment in past semesters: **The enrollment numbers for this course since 2019 are as follows:**

**Spring 2019-15 students; Fall 2019 18 students; Spring 2020 -9 students**

**Fall 2020- 27 students; Spring 2021- 6 students; Fall 2021- 30 students**

**Spring 2022 10 students; Fall 2022- 11 students; Spring 2023- 30 students**

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:

**College Option:**

Justice Core 100-level: Justice and the Individual	
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	
Justice Core 300-level: Justice in Global Perspective	<b>X</b>
Learning from the Past	
Communications	

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

This course analyzes both the theoretical underpinnings of race, ethnicity, class, and gender as well as their concrete manifestations in particular time periods and places across the world. This will allow students to gain a uniquely anthropological perspective of these social categories and the systems of inequality that they sustain: white supremacy, capitalism, and patriarchy. By placing them in specific contexts, students will examine the undeniable impact that these categories have on our lives while investigating the circumstances that gave rise to their construction. The goal is for students to critique these major systems of inequality as well as to unsettle the widely-held views that regard them as universal, natural (biological), and/or historically inevitable, in order to imagine more just futures.

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

Every semester   X   Number of sections:         
 Fall semesters only        Number of sections:         
 Spring semesters only        Number of sections:   3  

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **October 25, 2023**

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

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	ANT 332
<b>Course Title</b>	Race, Ethnicity, Class, and Gender in Anthropological Perspective
<b>Department or Program</b>	Anthropology
<b>Discipline</b>	Anthropology
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201, Junior standing or above
<b>Co-requisites</b>	None
<b>Course Description</b>	This course examines how anthropologists and other social scientists understand race, ethnicity, class, and gender – four major social categories underpinning stratification and inequality across the world today. We will examine the histories of these categories, their cultural construction, their intersections, and the identities that have been built on them and which have major implications for us as individuals, for our communities, and for nations. How were these categories created? Have they always existed? Are they natural or social? How do they operate in different parts of the world?
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

### Indicate the status of this course being nominated:

☒ **current course**    ☐ revision of current course    ☐ 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.)

<p><b>Justice Core</b></p> <p><input type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><b>X Justice in Global Perspective (300-level)</b></p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input type="checkbox"/> Communication</p>
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### Learning Outcomes

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

ANT 332 satisfies a major requirement and the 300 level Justice Core requirement for General Education at John

Jay. The course outcomes align to and address each of the General Education Justice Core 300 outcomes:

ANT 332 Course objectives	ANT 332 Learning outcomes	Justice Core 300 General Education Learning Outcomes
The readings in this course refer to U.S. formations of race, ethnicity, gender, and class past and present as well as to contexts from across the globe including Guyana, Mexico, Egypt, Brazil, and Argentina. Reading responses will prompt students to use this robust historical and cultural data to compare and contrast these formations across time and place.	Articulate the histories and social impacts of living in societies structured by race, ethnicity, class, and gender from a cross-cultural perspective.	Contextualize and analyze struggles for justice
In addition to analyzing ethnographic data, students will engage with social theories produced across different disciplines including economics, sociology, legal studies, and history. The tests and quizzes for this course will focus on defining and using theoretical concepts.	Confidently articulate key social science concepts and theories such as social construction, intersectionality, and ideology and how they relate to the concepts of race, ethnicity, class, and gender.	Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
Students are required to do 9 written reading responses where they are asked to articulate key social science concepts and theories such as social construction, intersectionality, and ideology and to explain how they relate to the concepts of race, ethnicity, class, and gender. Additionally, in their presentations, students will be prompted to verbally explain analytical concepts and illustrate them with real life examples taken from the readings.	Interpret, analyze and explain theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation verbally as well as through written assignments.	Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
The final paper—which will be scaffolded over the last month of the course-- will ask students to turn analytical concepts into usable tools in order to write an auto-ethnographic account of their own life and surroundings. Students will be given a series of short exercises on positionality, deep observation,	Transform analytic concepts into frameworks or tools to write an auto-ethnography.	Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

and memory in order to culminate in an analytical narrative of a specific episode/aspect of their own lives when race, ethnicity, class, and or gender was particularly salient.		
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**ANT 332**  
**Race, Ethnicity, Class, and Gender in Anthropological Perspective**  
**John Jay College of Criminal Justice**  
**Section X**  
**Place and time TBD**

**COURSE INFORMATION**

Professor: Roosbelinda Cárdenas

Office location: 9.63.17 NB

E-mail address: rcardenas@jjay.cuny.edu

**COURSE DESCRIPTION**

This course examines how anthropologists and other social scientists understand race, ethnicity, class, and gender – four major social categories underpinning stratification and inequality across the world today. We will examine the histories of these categories, their cultural construction, their intersections, and the identities that have been built on them and which have major implications for us as individuals, for our communities, and for nations. How were these categories created? Have they always existed? Are they natural or social? How do they operate in different parts of the world?

We will analyze both the theoretical underpinnings of race, ethnicity, class, and gender as well as their concrete manifestations in particular time periods and places across the world. This will allow students to gain a uniquely anthropological perspective of these social categories and the systems of inequality that they sustain: white supremacy, capitalism, and patriarchy. By placing them in specific contexts, students will examine the undeniable impact that these categories have on our lives while investigating the circumstances that gave rise to their construction. The goal is for students to critique these major systems of inequality as well as to unsettle the widely-held views that regard them as universal, natural (biological), and/or historically inevitable, in order to imagine more just futures.

**LEARNING OBJECTIVES**

Throughout the course students will learn to:

- Articulate the histories and social impacts of living in societies structured by race, ethnicity, class, and gender from a cross-cultural perspective.
- Confidently articulate key social science concepts and theories such as social construction, intersectionality, and ideology and how they relate to the concepts of race, ethnicity, class, and gender;
- Do close readings of theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation verbally as well as through written assignments;
- Turn analytic concepts into usable tools in order to write an auto-ethnographic accounts of their lives and surroundings.

Students are expected to have achieved the following College Option: Justice Core II: Justice in Global Perspective learning outcomes:

- Contextualize and analyze struggles for justice
- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
- Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline

- Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

#### Map of Learning Outcomes:

ANT 332 Learning outcomes	Justice Core 300 General Education Learning Outcomes
Articulate the histories and social impacts of living in societies structured by race, ethnicity, class, and gender from a cross-cultural perspective.	Contextualize and analyze struggles for justice
Confidently articulate key social science concepts and theories such as social construction, intersectionality, and ideology and how they relate to the concepts of race, ethnicity, class, and gender.	Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
Interpret, analyze and explain theoretical and ethnographic texts and be able to critically engage and constructively critique the argumentation verbally as well as through written assignments.	Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
Transform analytic concepts into frameworks or tools to write an auto-ethnography (final paper).	Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

#### COURSE PRE-REQUISITES

ENG 201, Junior standing or above

#### REQUIREMENTS

The course is based on the principles of a Socratic seminar. That means that while I, as the instructor, will inevitably assume a guiding role, everyone in the class shares a responsibility in carrying the course discussion. All of you will have a turn to actively engage the class as a whole, and to lead the class in a process of collective inquiry.

Together we will create a critical space for collective inquiry, relating not only to our own lives, but also to the world around us. This requires your engagement and commitment. What will you contribute to the class? How will you contribute to the learning of others, and to the ways in which the class content can become a site of new questions and new answers? In what ways are you ensuring you get something out of this class?

In order to participate you must be present. In other words, **it is critical that you come to class prepared to discuss the readings and other course materials, to raise questions, and to add your insights on the topics.**



### HOW WILL I BE GRADED?

1.	Participation and attendance	10%
2.	Two tests (Weeks 9 & 15)	20%
3.	9 Weekly online posts (3+1)	27%
4.	One class presentation/leading discussion	15%
5.	Final paper (Due during finals week)	20%
6.	Pop quizzes	8%

1. Participation, Preparation, and Attendance: Much of our discussion will be fueled by your questions and observations about the readings and viewings. For this course to function successfully, it will be crucial for you to keep up with readings, films, and attend class regularly. While some are more eager than others to participate in class, everyone should make an effort to contribute to the discussions. It is more than fine to ask basic questions. If you don't understand something, chances are that others are feeling the same. Take risks; raise your hand; ask.

2. Two in-class tests: There will be two tests for this course. Tests will cover material from the weeks prior to the test. The first test will be administered after we complete the sections on Race and Ethnicity, the second test will be after we complete the sections on Class and Gender. (10 points each - together worth 20% of grade).

3. Weekly online post (AKA 3 + 1): Make notes of the reading and identify 3 key concepts. Define them and explain why you think they are important, then come up with one critical question appropriate for class discussion. Post your concepts and question about the day's reading on Blackboard by 8pm the night before each class. In some cases, I will post specific prompts. You can choose whether to respond to the prompt or do a 3+1 post. **You must contribute to at least 9 forums** during the semester.

4. Class presentation: You will work in groups to prepare a 20-minute presentation on a chosen reading. Groups are encouraged to schedule a meeting with me prior to their presentations. Presentations should include: 1. A summary of key concepts and main arguments of the reading; 2. A critical assessment of the reading; and 3. Questions for in-class discussion. You should prepare a slide-show or handout for your presentation. **Students can choose the date of their presentation from the course calendar—beginning on Week 4 until Week 14.** Depending on the number of students in the class, the instructor will make sure to balance presentations in order to have at least one presentation in each of the four sections of the class (Race, Ethnicity, Class, and Gender).

5. Final paper: Each student will be expected to write a final paper that addresses, from an auto-ethnographic perspective, their experiences related to race, ethnicity, class, and/or gender. Students will use the theoretical and analytical tools acquired through critical readings and discussions to make sense of their own identities. Papers should be 8-10 pages double-spaced (excluding references). This assignment will be scaffolded with shorter exercise where students will develop their positionality, and practice deep observation and memory in order to analyze experiences from their own lives.

6. Pop Quizzes: If in-class discussions are thriving, you will not have any pop quizzes and the entire class will receive full credit for this part of the grade. However, if it becomes clear that people are not doing the reading or participating in class, there will be a pop quiz.

### REQUIRED TEXTS

All course materials can be found in the respective weekly sub-folders on the class website in Blackboard.

### GRADING

I expect you to turn in assignments on time, even when they are due on a day you are absent. The time/date of updating a document on Blackboard will be taken as the official submission time for all

assignments. In addition to uploading on Blackboard, you must bring a hard copy of all your assignments to class on the date that they are due or if it's outside of class time leave them outside my office (9.63.17 NB).

If you are concerned that you will not be able to make a due date, contact me in advance. **I will not grant extensions after a due date has passed.**

If you must submit an assignment late, you will lose 2% for each day it is late, up to five calendar days. No late work will be accepted after five days from the due date.

Under John Jay College's grading system, final grades will be assigned on the following numeric scale (see: <https://jjay.smartcatalogiq.com/en/2018-2019/undergraduate-bulletin/academic-standards-and-policies/grades/letter-grades/>)

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

## **COURSE CALENDAR**

### **WEEK 1**

Day 1: Introduction to the course  
 Review of syllabus

### **WEEK 2**

Day 1: Intersectionality

READ:

- Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43 (6): 1241-1300.

Day 2: Intersectionality cont'd

WATCH:

- Kimberle Crenshaw TED talk "The Urgency of Intersectionality"  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?language=en](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)

## **PART I: RACE**

### **WEEK 3**

Day 1: The Myth of Race

READ:

- Marks, Jonathan 1997. "Scientific and Folk Ideas about Heredity"  
[https://www.pbs.org/race/000\\_About/002\\_04-background-01-12.htm](https://www.pbs.org/race/000_About/002_04-background-01-12.htm)

Day 2: How is Race Real?

READ:

- M'charek, Amade. 2013. "Beyond Fact or Fiction: On the Materiality of Race in Practice." *Cultural Anthropology* 28(3): 420-442.

#### WEEK 4

Day 1: Anti-Black Racism

LISTEN:

- Mead, Margaret and James Baldwin. 1971. "A Rap on Race"  
<https://www.youtube.com/watch?v=3WNO6f7rjE0>

Day 2: White Privilege

READ:

- McIntosh, Peggy. 1989. "White Privilege and Male Privilege" Pp. 95-105

#### WEEK 5

Day 1

Is the U.S. Post-racial?

READ:

- Roberts, Dorothy. 2011. "Biological Race in a 'PostRacial' America." In *Fatal Invention: How Science, Politics, and Big Business Recreate Race in the Twenty-First Century*. pp. 287-308 (Blackboard)

Day 2

Race and mixture in Latin America

READ:

- Vinson III, Ben. "Mestizaje I.O: The Moment Mixture Had Modern Meaning" in *Before Mestizaje*. (2018) pp. 18-34

### PART II: ETHNICITY

#### WEEK 6

Day 1

Theorizing Ethnicity

READ:

- Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems* 41(1) 152-176.

Day 2

White Ethnicities in the U.S.

READ:

- Brodtkin Sacks, Karen. "How Did Jews become White Folks?" In *Race*. Pp. 78-102.

#### WEEK 7

Day 1

Immigration and Black Ethnicities

READ:

- Pierre, Jemima 2004. Black Immigrants in the United States and the “Cultural Narratives” of Ethnicity. *Identities* 11(2): 141-170.

Day 2

Are Latinx a racial or ethnic group?

READ:

- Katerí Hernandez, Tanya. 2023. The Latinx Census Racial Category and how to UNITE Latinx Across Racial Difference <https://www.latinxproject.nyu.edu/intervenxions/the-latinx-census-racial-category-debate-and-how-to-unite-latinx-across-racial-differences>

LISTEN:

- What Does it Mean to be Latino? The “Light-Skinned Privilege” Edition <https://www.npr.org/2021/06/21/1008735322/what-does-it-mean-to-be-latino-the-light-skinned-privilege-edition>

## WEEK 8

Day 1

Branding Ethnicity Globally

READ:

- Comaroff and Comaroff. 2009. Ethnicity, Inc. (Selections TBD)

## PART III: CLASS

## WEEK 9

Day 1

In-Class Test

Day 2

Theorizing Social Class

READ:

- Marx, Karl. “Classes in Capitalism and Pre-Capitalism.” In *The Inequality Reader*. Pp. 36-47

## WEEK 10

Day 1

The Global History of Capitalism

READ:

- Mintz, Sydney. 1985. *Sweetness and Power*. (Selections TBD)

Day 2

Class as Social Capital

READ:

- Bourdieu, Pierre “The Forms of Capital” Pp. 15-29

## WEEK 11

Day 1

Social Class in the United States

WATCH:

- People Like Us (film) – Access via John Jay Kanopy
- “Tammy Crabtree Update <https://www.pbs.org/video/people-us-tammy-crabtree-update/>

Day 2

Social Class in the United States cont’d

READ:

- Ehrenreich, Barbara. "Nickel and Dimed: On (not) Getting by in America"  
<https://www.wesjones.com/ehrenreich.htm#author>

## WEEK 12

Day 1

The Death of Social Class?

READ:

- Nichols Clark, Terry and Seymour Martin Lipset. 1991. "Are Social Classes Dying." *International Sociology* 6(4): 397-410.

## PART IV: GENDER

Day 2

Gender and Culture

READ:

- Ortner, Sherry. 1974 (1972). "Is Female to Male as Nature is to Culture?" In *Woman, Culture, and Society*. pp. 67-88

## WEEK 13

Day 1

Re-thinking Male Dominance

READ:

- Martin, Emily. 1991. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16(3): 485-501.

Day 2

The Multiplicity of Gender/Sex Categories

READ:

- Kulick, Don. 1997. "The Gender of Brazilian Transgendered Prostitutes." *American Anthropologist* 99(3): 574-585.

## WEEK 14

Day 1

The Multiplicity of Gender/Sex Categories

- Wekker, Gloria. 2006. "What's Identity Got to Do With it? Rethinking Identity in Light of the *Mati* work in Suriname." *Feminist Anthropology: A Reader* (pp. 435-448).

Day 2

Problematizing the West: Cultural Relativism and Feminism

READ:

- Abu Lughod, Lila. 2002. "Do Muslim Women Really Need Saving: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104(3): 783-790.
- Gago, Veronica. 2022. "What Latin American feminists can teach American women about the abortion fight" <https://www.theguardian.com/commentisfree/2022/may/10/abortion-roe-v-wade-latin-america>

## WEEK 15 – Wrapping up

Day 1

In-Class Test

Day 2

Where do we go from here?

READ:

- Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House."  
<https://www.muhlenberg.edu/media/contentassets/pdf/campuslife/SDP%20Reading%20Lorde.pdf>

READ:

- Rosaldo, Michelle Z. 1980. "The Use and Abuse of Anthropology: Reflections on Feminism and Cross-Cultural Understanding." *Signs* 5(3): 389-417

**Final Paper will be due one week after the last day of classes.**

### **COLLEGE WIDE POLICIES**

(see most current *Bulletin*: <http://www.jjay.cuny.edu/college-bulletins>)

**Incomplete Grade Policy** (search INC)

**Extra Work During the Semester**

### **Accommodations**

**Americans with Disabilities Act (ADA) CUNY Accommodations Policy** (<http://www.jjay.cuny.edu/cuny-accommodations-policy> , updated 2016)

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

### **CUNY Policy on Academic Integrity**

The complete text of the CUNY Policy on Academic Integrity can be accessed at  
<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

**Plagiarism detection software** (*if applicable*)

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

## Course Revision Form

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

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

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

Date Submitted: 10/12/23

1. Name of Department or Program: Criminal Justice

2. Contact information of proposer(s):

Name(s): Karen Terry

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

Phone number(s): (212)237-8040

3. Current number and title of course: **CJBA 110 Introduction to Major Problems in Criminal Justice I**

4. Current course description:

CJBA 110 Introduction to Major Problems in Criminal Justice I: This is the first semester of a year-long introductory sequence on major problems in criminal justice. The focus of the first semester is on the definition of crime and major crime strategies. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data, and to use these materials to construct hypotheses and original research questions.

For context, CJBA 110/111 is currently a two-course sequence:

CJBA 111 Introduction to Major Problems in Criminal Justice II: This is the second semester of a year-long introductory sequence of major problems in criminal justice. The focus of the spring semester is on the operation of the legal system and major dilemmas in policing. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data, and to use these materials to construct hypotheses and original research questions.

**(Note: CJBA 111 will no longer be offered as a result of this revision.)**

a. Number of credits: 3

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

c. Current prerequisites: n/a

5. Describe the nature of the revision (what are you changing?): We are combining CJBA 110 and CJBA 111 into one three-credit course. The course title and description are being revised

6. Rationale for the proposed change(s): There is a lot of crossover in the two courses, and we feel our major will benefit from combining the two introductory courses. This is consistent with many criminal justice majors in the country, where it is common to provide a single introductory course for the major. This will benefit the students in that it will allow them to take an additional elective course within the major. CJBS 111 will no longer be offered.

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

a. Revised course description:

**This is an introductory course on the major problems in criminal justice. Students will develop understanding of the criminal justice system and its components, and examine and evaluate critical issues and problems in the criminal justice system today. Students will learn about the importance of empirical research and how to read scholarly articles about criminal justice.**

b. Revised course title: **Major Issues in Criminal Justice**

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

d. Revised learning outcomes:

By the end of the course, students should:

- Be able to identify, read and understand scholarly articles on criminal justice topics;
- Be familiar with the components of the criminal justice system, including the police, the courts and corrections, and how these institutions respond to crime problems; and
- Understand what the major issues are affecting the criminal justice system today and different ways to study those problems.

e. Revised assignments and activities related to revised outcomes:

There will be five quizzes (the best four grades count), two response papers, weekly writing in class and/or on discussion boards, two short midterm examinations, and a final examination for this class. There are no extra credit assignments given at the end of the semester.

f. Revised number of credits: 3

g. Revised number of hours: 3

h. Revised prerequisites: n/a



8. Enrollment in past semesters: Four sections are offered in Fall, two sections in Spring, usually fully enrolled so approximately 144 students in Fall and 72 in spring

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: 10/11/23

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

Evan Mandery, Chair, Department of Criminal Justice

## Sample syllabus:

### COURSE DESCRIPTION :

This is an introductory course on the major problems in criminal justice. Students will develop understanding of the criminal justice system and its components, and examine and evaluate critical issues and problems in the criminal justice system today. Students will learn about the importance of empirical research and how to read scholarly articles about criminal justice.

### LEARNING OUTCOMES:

By the end of the course, students should:

- Be able to identify, read and understand scholarly articles on criminal justice topics;
- Be familiar with the components of the criminal justice system, including the police, the courts and corrections, and how these institutions respond to crime problems; and
- Understand what the major issues are affecting the criminal justice system today and different ways to study those problems.

### TEXTBOOK:

Owen, et al. (2019). *Foundations of Criminal Justice (3<sup>rd</sup> edition)*. New York; Oxford University Press. Additional articles will be assigned each week and posted on Blackboard.

### COURSE REQUIREMENTS:

There will be five quizzes (the best four grades count), two response papers, weekly writing in class and/or on discussion boards, two short midterm examinations, and a final examination for this class. There are no extra credit assignments given at the end of the semester. The grades for the course requirements will be weighted as follows:

Class participation, In-Class Writing, and Discussion Board Responses	10%
Quizzes:	10%
Midterm Exams:	20% (10% each)
Response Papers:	30% (15% each)
Final Examination:	30%

### GRADES

Final grades will be calculated as follows:

A: 93-100	C: 73-77.9
A-: 90-92.9	C-: 70-72.9
B+: 87.1-89.9	D+: 67-69.9
B: 83-87	D: 63-66.9
B-: 80-82.9	D-: 60-62.9
C+: 78-79.9	F: 0-59.9

### CLASS PARTICIPATION, IN-CLASS WRITING AND DISCUSSION BOARDS

Students are expected to attend class every week. Students will be expected to read the material assigned before class so that they can participate in class discussions. Additionally, every week 1-2 writing prompts will be given in class or posted on the Discussion Board on Blackboard. Students will respond to these during class and submit responses before the end of the class period. Responses will simply get a 0 or 1 grade (0 = did not submit/does not demonstrate understanding of the issue; 1 = adequately demonstrates understanding of the issue)

### QUIZZES

You will have five quizzes throughout the semester based upon the readings. The best four out of five quiz scores will count towards your final quiz grade. On the date of scheduled quizzes, the quiz will take place during the first 10 minutes of class. There are no make-up quizzes.

## RESPONSE PAPERS

You have two response papers due throughout the semester. For each assignment you will be asked to take a position on a major issue discussed in the course. The paper topics will be posted in the “Assignments” tab at least 2 weeks prior to the due date. You will conduct research on the topic by reading scholarly articles and you will support your argument with empirical evidence.

In 3-4 double-spaced pages, you should:

- Introduce the issue
- Present an argument for and/or against the controversial issue. Use at least two scholarly sources (e.g., journal articles, academic books) to support your position
- Summarize your position on the issue based upon the empirical literature

Assignments should be written in the third person and should use the active rather than passive voice. A bibliography in APA format needs to be included that lists the resources you cited. All response papers must include at least two references in the bibliography that are empirical in nature. (APA guidelines are posted on Blackboard in the Readings tab).

## EXAMS

Two midterm exams will be given during the semester, based on reading assignments and class lectures up to that point in the semester. They will consist of multiple choice, short answer and essay questions. The final examination will be cumulative and is designed to measure students’ understanding of the major concepts presented throughout the semester. The final exam will also consist of multiple choice, short answer and essay questions.

**STANDARDS OF ACADEMIC INTEGRITY:** Students are expected to conform to the highest ethical standards regarding academic integrity. **Statement of College Policy about 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 own 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.**

Tentative schedule (note: This can serve as a template for topics to be presented by week, with the instructor further dividing them by day for two-day-per-week classes)

Date	Topic	reading	Exam/assignment
Week 1	1.Introduction to the course 2.Understanding scholarly research in CJ	1.Go over syllabus 2. What is a peer-reviewed article? <a href="http://guides.lib.jjay.cuny.edu/c.php?g=288333&amp;p=1922599">http://guides.lib.jjay.cuny.edu/c.php?g=288333&amp;p=1922599</a> 3. What is a scholarly source? <a href="https://www.youtube.com/watch?v=aKPhBh6qvgs">https://www.youtube.com/watch?v=aKPhBh6qvgs</a> 4. How to find articles <a href="http://guides.lib.jjay.cuny.edu/c.php?g=288334&amp;p=1922426">http://guides.lib.jjay.cuny.edu/c.php?g=288334&amp;p=1922426</a> 5. Robert Stufflebeam, “Introduction to the Scientific Method,” <a href="http://www.mind.ilstu.edu/curriculum/scientific_method/scientific_method.php">http://www.mind.ilstu.edu/curriculum/scientific_method/scientific_method.php</a> 6. Duke University Writing Studio (n.d.). How to Read and Critique a Scholarly Journal Article. 7. APA reference page guidelines: <a href="https://guides.lib.jjay.cuny.edu/ld.php?content_id=55534116">https://guides.lib.jjay.cuny.edu/ld.php?content_id=55534116</a>	

		8. APA in-text citations guidelines: <a href="https://guides.lib.jjay.cuny.edu/ld.php?content_id=55012055">https://guides.lib.jjay.cuny.edu/ld.php?content_id=55012055</a> 9. Library resources for bibliographies (You only need to understand APA style)	
Week 2	1.Introduction to the CJ system 2.Measuring crime	1. Owen, Chapter 1 2. Rosenfeld, R. & Fox, J. (2019). Anatomy of the homicide rise. <i>Homicide Studies</i> , 23(3): 203-224.	QUIZ 1
Week 3	1.Deviance and social control 2.criminal law and criminal procedure 3.Goals of punishment	Owen, Chapters 4, 8, 9 and 10	
Week 4	1.Criminological Theories 2.Race, crime and justice	1. Owen, Chapter 5 2. Summary of criminological theories (Blackboard) 3. Vera Institute (2018) Demographics	QUIZ 2
Week 5	1.Review of material 2.Midterm exam 1		MIDTERM
Week 6	1.Core concepts of policing 2.Major issues in policing (legitimacy, SQF, body cameras)	1.Owen, Chapter 11 2. Terrill, Paoline & Gau (2016). Three Pillars of Police Legitimacy 3. Gray & Parker (2020) Race and Police Killings 4. Rengifo & Fowler (2015). Stop, Question and Complain 5. Lawrence (2018). Community Views of Milwaukee's Police Body-Worn Camera Program	
Week 7	1.Core concepts of the courts 2.Major issues in the courts (pre-trial release)	1. Owen, Chapter 12 2. Federal vs. State Courts (Blackboard) 3. Vam Brunt, A. & Bowman, L.E. (2018) Toward a just model of pretrial release: A history of bail reform and a prescription for what's next. <i>Journal of Criminal Law &amp; Criminology</i> , 108(4): 701-774 * You do not need to read the footnotes in this article	QUIZ 3
Week 8	1.Core concepts of corrections 2.Major issues in corrections (mass incarceration, reentry)	1. Owen, Chapter 13 2. Prison Policy Initiative statistics: <a href="https://www.prisonpolicy.org/reports/pie2020.html">https://www.prisonpolicy.org/reports/pie2020.html</a> 3.Prison Policy Initiative (2020). Mass Incarceration: The Whole Pie 4.The Sentencing Project (2019). Trends in US Corrections 4. The Sentencing Project (2018). Decarceration Strategies (Read the Executive Summary)	PAPER 1 DUE
Week 9	1.Review of material 2.Midterm exam 2		
Week 10	1.Juvenile Justice 2.Death Penalty	1. UCLA School of Law JJ Project (2010). <i>The Impact of Prosecuting Youth in the Adult Criminal Justice System</i> . Available at: <a href="http://www.antonioacasella.eu/restorative/UCLA_july2010.pdf">http://www.antonioacasella.eu/restorative/UCLA_july2010.pdf</a> (pp. 1-33) 2. Bonnie et al (2013). Reforming Juvenile Justice 3. Tyler (2015). Understanding the Adolescent Brain and Legal Culpability 4.CRF (2012). A History of the Death Penalty in American 5. DPIC (2020). Executions Overview <a href="https://deathpenaltyinfo.org/executions/executions-overview">https://deathpenaltyinfo.org/executions/executions-overview</a> 6. DPIC(2020). Race and the Death Penalty. <a href="https://deathpenaltyinfo.org/policy-issues/race">https://deathpenaltyinfo.org/policy-issues/race</a>	QUIZ 4
Week 11	1.Sex Crimes 2.CSEC	1. Legislative overview of sex offender policies <a href="https://www.smart.gov/legislation.htm">https://www.smart.gov/legislation.htm</a>	

		2. Przybylski (2015). Recidivism of Adult Sex Offenders 3. Baldwin (2015). Sex Offender Risk Assessment 4. Curtis et al (2008). Commercial Sexual Exploitation of Children in NYC (Executive Summary)	
Week 12	1.Domestic Violence 2.Drugs	1. Dobash & Dobash (2000). Evaluating Criminal Justice Interventions for Domestic Violence 2. Sherman & Berk (1984). The Minneapolis Domestic Violence Experiment 3. Bureau of Justice Statistics (n.d.). Drugs and Crime Facts 4. Baumer et al (1998).The Influence of Crack-Cocaine on Robbery, Burglary, and Homicide Rates 5. Conneally, Piza & Hatten (2019).The Criminogenic Effects of Marijuana Dispensaries in Denver, CO	
Week 13	1.Terrorism 2.Gun control	1. Weinberg, Pedahzur & Hirsch-Hoefler (2004). The Challenges of Conceptualizing Terrorism. 2. LaFree (2012). Policing Terrorism 3. Jones et al (2020) Escalating Terrorism in the US 4.Cook & Donohue (2017). Saving Lives by Regulating Guns: Evidence for Policy	QUIZ 5
Week 14	1.Restorative justice 2.Final Review	1. Restorative Justice – overview (on Blackboard)	PAPER 2 DUE
Final exam			FINAL EXAM

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

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

Date Submitted: 10/12/23

1. Name of Department or Program: Criminal Justice

2. Contact information of proposer(s):

Name(s): [Allesandra Early/ Valli Rajah](#)

Email(s): [aeary@jjay.cuny.edu](mailto:aeary@jjay.cuny.edu); [vraiah@jjay.cuny.edu](mailto:vraiah@jjay.cuny.edu);

Phone number(s): xxx xxx-xxxx; 212 237 8675;

3. Current number and title of course: **CRJ 340 Research Methods in Criminal Justice**

4. Current course description:

This course applies statistical and theoretical knowledge acquired in previous courses to the design and implementation of original empirical research in criminal justice. Special attention is paid to data collection, levels of measurement, sampling, threats to validity and reliability, and ethical issues and challenges faced by researchers in the field of criminal justice. Students in this course will select a research question in criminal justice and subsequently proceed through the various steps required to design empirical research to answer that question.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CJBA 110, CJBA 111; and CJBA 240 or STA 250

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

The course will retain much of its original content. However, we propose 1) expanding the substance of the course to include instruction in qualitative and evaluation methods. 2) We also propose reducing the course level to 200 and, relatedly, eliminating CJBA 240 or STA 250 as prerequisites.

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

### **The rationale for substantive changes to CRJ 340:**

The proposed revision broadens the methodological foundation covered in the course to include evaluation research and qualitative approaches to inquiry. Each area is becoming increasingly important to criminal justice practitioners and scholars. Having knowledge of evaluation methods enhances students' capacity to scrutinize criminal justice system policy and practices. The importance and popularity of qualitative inquiry is increasing in criminology as such approaches facilitate empirical inquiry into the experiences of individuals affected by criminal-legal policy.

### **The rationale for changing the level of the course from 300 to 200:**

Research methods classes help students gain a broad-based understanding of how to craft, execute, and evaluate research. They also help students learn the terminology and logic of inquiry that form the basis for all research endeavors. In keeping with common practice in the discipline, research methods courses are often sequenced as a prerequisite for subsequent data collection and analysis classes. We, therefore, propose to rebrand CJBA 340 as CJBA 260. We will also remove CJBA 240 or STA 250 as course prerequisites. Beyond the pedagogical rationale for these changes, resequencing research methods will provide CJBA with greater flexibility when completing their major requirements.

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

### a. Revised course description:

**This course introduces students to research methods and approaches in criminology and criminal justice. The class provides an overview of the character, purpose, and ethics of social scientific research. It covers various topics, including the logic of social inquiry, problem formulation, and approaches to designing and executing holistic criminal justice research. The class outlines several approaches to inquiry, including qualitative, quantitative, and mixed methods approaches. The course demystifies choosing the most applicable and appropriate research method based on the question, data set, and research topic.**

### b. Revised course title: **CJBA 260** Research Methods in Criminal Justice

### c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): Research Methods in CJ

### d. Revised learning outcomes

By the end of this class, students should be able to:

1. Identify and explain the basic principles of social science research and quantitative, qualitative, and mixed-method approaches to research design
2. Identify and apply the ethical principles involved in research design

3. Critically evaluate findings from criminal-legal system research studies and varied sources
4. Apply the steps in the research planning and design process, from topic identification to method selection and data collection processes
5. Make use of analytical writing, research, and oral communication skills to implement research
6. Develop holistic approaches to criminal legal system practices and individuals' experiences of them consistent with culturally responsive, inclusive and anti-racist principles alongside established research practices

e. Revised assignments and activities related to revised outcomes

The core assignments for the course remain the same. Because this is a foundational class, students are asked to complete exams and write a research proposal. But in keeping with the proposed revision to course content, several weeks of the course are dedicated to qualitative and evaluation research. Appropriate readings have been added to support instruction in these areas.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201 & CJBA 110**

8. Enrollment in past semesters: Fall 23: 25, Spring 23: 27

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

No   X   Yes        If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

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

Evan Mandery, Chair, Department of Criminal Justice

**Research Methods in Criminal Justice (CJBA 340)**

**Fall 2023**

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

Tuesday & Thursday, xxxx

Fall, 2023

**Instructor:**

**Email:**

**Office Location and Number:**

**Office hours:**



## **COURSE DESCRIPTION:**

This course introduces students to research methods and approaches in criminology and criminal justice. The class provides an overview of the character, purpose, and ethics of social scientific research. It covers various topics, including the logic of social inquiry, problem formulation, and approaches to designing and executing criminal justice research. The class outlines several approaches to inquiry, including qualitative, quantitative, and mixed methods approaches. The course demystifies choosing the most applicable and appropriate research method based on the question, data set, and research topic.

## **LEARNING OUTCOMES:**

By the end of this class, students should be able to:

1. Identify and explain the basic principles of social science research and quantitative, qualitative, and mixed-method approaches to research design
2. Identify and apply the ethical principles involved in research design
3. Critically evaluate findings from criminal-legal system research studies and varied sources
4. Apply the steps in the research planning and design process, from topic identification to method selection and data collection processes
5. Make use of analytical writing, research, and oral communication skills to implement research
6. Develop holistic approaches to criminal legal system practices and individuals' experiences of them consistent with culturally responsive, inclusive and anti-racist principles alongside established research practices

## **CLASSROOM CODE OF CONDUCT:**

All members of this class are required to conduct themselves appropriately and professionally. In this class, we may have discussions that challenge our normative assumptions about gender, sexuality, crime, and justice. Students should be prepared to engage honestly and openly about this material, examining their own beliefs about gender, sexuality, crime, and justice. Please be courteous and respectful of your classmates.

All email correspondence related to the course must be conducted through your assigned John Jay email account or Blackboard. I will do my best to respond to your inquiries within 24 hours. Please allow for 48 hours response time during weekends.

## **Course Website-Blackboard**

This course utilizes Blackboard (<https://bbhosted.cuny.edu>) to display important course information, course readings, and assignments. Grades will also be posted on Blackboard. All students are required to check Blackboard regularly and upload their assignments on time. In cases where Blackboard is experiencing scheduled or unanticipated disruption, please email me your assignments.

## **COURSE REQUIREMENTS:**

1. **ASSIGNED READINGS:** Readings must be completed **before** each class meeting. Although this course does not have an assigned text, it will rely on scholarly journal articles, newspaper articles, and other open-source materials that will be uploaded to Blackboard. Please be prepared to discuss all materials in class—it will be beneficial to either print out or pull up a PDF

copy of the readings on a laptop or tablet. If you do not have access to a laptop or tablet, please reach out to me.

2. **CLASS PARTICIPATION:** Students are required to read all assigned book chapters and articles, attend classes, and participate in class discussion in a manner, demonstrating familiarity with course readings. Students are also required to be present from the beginning to the end of all class sessions, and to access the course website regularly to stay informed about any potential changes in the syllabus, or other course announcements. Please make sure to be on time, as important information will typically be given at the start of each class. As a rule of thumb, students may only miss *two* classes during the semester (exceptions being religious holidays or university events). I reserve the right to reduce points from students' final grade for repeated absence. Please respect me, and your peers, by refraining from using social media, texting, and answering your phone during class.

3. **CLASS ASSIGNMENTS:** All students are expected to complete all class assignments before listed due dates. The final grade will be derived based on performance on the following:

1. **MIDTERM EXAM:**

A) 20 multiple choice questions; B) 3 short answer questions (each answer should have at least two paragraphs, and each paragraph must have at least FULL 5-6 sentences); C) 1 mini-essay (at least five paragraphs). The exam will be based on what we have covered in class up until this point. You will be asked to answer two out of three sections.

2. **FINAL EXAM:** The final exam will have a similar layout as the midterm exam but will cover topics from the entire semester.

3. **RESEARCH PROPOSAL (200 points):**

1. Over the course of the semester, you will be expected to create and develop a research question, a small literature review, and formulate a research proposal that discusses the type of research method you would utilize. **More information regarding this paper will be uploaded in a separate document (including a rubric); this paper should be 6-7 pages long. \*\*If you want to get a head-start, read chapters 14 and 15; you can find this located under the third module!\*\***

2. To write this proposal, you will need to use scholarly/academic sources (outside of the textbook that we will be reading) to support your argument; **you will, at minimum, need to have 5 sources outside of class materials.** Keep in mind, when you refer (or reference) sources that are not your personal thoughts or opinions, you **are required** to include a citation (cite them); if you do not cite them, that is **plagiarism**. For example, if you quote something on a website, in an academic article, or in a textbook, you must include a citation in your references list and throughout your text (that is called in-text citations). **Please use either APA or ASA guidelines.**

3. **If you are unsure of how to do citations, please reach out to your instructor.** Students will upload an electronic copy of this proposal under the appropriate space on Canvas. Failure to upload an electronic copy of this proposal will result in a grade of zero. **The proposal should have the following structure, with subheads to separate the sections:**

1. **Introduction** with research question(s).
2. **Literature review/theory** use mainly literature from this class, but you may also include readings from previous classes.
3. **Methods:** This is the part where one normally describes data collection procedures and methodology. Since most of you will analyze existing data (e.g., films, photos, newspaper articles, interviews accessed online, etc.), it will be sufficient to include a few sentences about your data (i.e., what you will analyze) in the introduction instead of including an own methods section.
4. **Findings/analysis:** This is the main part of the paper, and where you present your actual analysis.
5. **Discussion/conclusion:** Here, present key main points from the findings of your study, bridging the literature review/theory from front end.

### EVALUATION AND GRADING CRITERIA

Research Proposal Paper.....	200 points
<i>Draft Introduction</i> .....	10 points
<i>Draft Literature Review</i> .....	35 points
<i>Draft Methods</i> .....	55 points
<i>Draft of Discussion/Conclusion</i> .....	15 points
<i>Final Proposal</i> .....	100 points
<i>Presentation</i> (10 points).....	10 points
In-class and email related assignments (5 points each).	15 points
Two Extra-credit opportunities (10 points each).....	20 points

Total Points Available = 460

**GRADING SCALE:** Final grades will be based on the following standard scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 or less

**\*\*The instructor will make every effort to provide grades and written feedback within one or two weeks of the assignment deadline\*\***

**GRADE DISPUTES:** If you have concerns or questions about your grade(s) and wish me to review them, you must submit a written request over email **24 hours after your assignment/exam is returned** describing your question. Your request must be submitted within one week of the returned grade.

**MAKEUP EXAMS AND ASSIGNMENTS:** Makeup exams will only be permissible in cases of excused absences with official documentation. Examples include: a death within your immediate family, illnesses with a doctor's note, and required University activities. **All unexcused late writing assignments will lose 10% of the grade for each day it is late.**

You must notify me in person or by writing **PRIOR** to missing an exam for consideration of a makeup. If you know **in advance** about an exam related absence, you are expected to take the exam **PRIOR** to the exam date.

### **ADDITIONAL INFORMATION:**

**PLAGIARISM:** According to the CUNY Policy on Academic Integrity:

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

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

Students who plagiarize will be given a grade of 0 for the assignment in question, and may be referred to the College's Academic Integrity Officer. Plagiarizing a major assignment may be grounds for failing the course, at the instructor's discretion. Please refer to the Undergraduate Bulletin and/or the CUNY website for the full text of the academic integrity policy:

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

**INCOMPLETE GRADE POLICY:** *See the CUNY Policy on Undergraduate Incomplete Grades ([John Jay College - Grades \(smartcatalogiq.com\)](http://www.jjay.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/))*

**AMERICANS WITH DISABILITIES ACT (ADA) 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 in NB L.66.00 in (212-237-8031, [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)). 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.

**THE ALAN SIEGEL WRITING CENTER (FOR UNDERGRADUATE CLASSES):** The Alan Siegel Writing Center offers free tutoring and writing support for all John Jay College students (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>). Additionally, the Center can be accessed online via <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The center has trained tutors who can help with proofreading, brain-storming, organization, and other nuts and bolts of writing a paper. I strongly encourage all students to utilize this resource.

**WELLNESS AND STUDENT RESOURCES:** If you are navigating any financial, personal, familial (etc.) stress, I encourage you to visit the Wellness Center (L.65 NB). John Jay offers Counseling Services, Food Bank, Health Services, and emergency funding which can be viewed at <http://www.jjay.cuny.edu/wellness-resources>. To view additional resources that you might need, visit <http://www.jjay.cuny.edu/students>.

**TITLE IX, SEXUAL MISCONDUCT POLICY, AND GENDER- AND SEXUAL-BASED HARASSMENT POLICY:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you may seek accommodations from the Office of Accessibility (Malaine Clarke, Interim Director of Accessibility Services, 212-237-8031, [maclarke@jjay.cuny.edu](mailto:maclarke@jjay.cuny.edu)) or Title IX Coordinator (Silvia Montalban, Office of Legal Counsel, 646-557-4409, [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu)).

**CLASS SCHEDULE (SUBJECT TO CHANGE):**

<b>JANUARY</b>	
<b>1/25 (Thursday)</b>	<b>Course Overview/Review of Syllabus</b>  <b>Basic Terminology and Classroom Agreements</b>
<b>1/30 (Tuesday)</b>	<b>What's the Point and Why Are We Here?</b>  <b>Reading:</b> <u>Chapter 1: The Importance of Research Methods and Becoming an Informed Consumer of Research</u> (23 pages- read up to "Dispelling Myths: The Power of Research Methods")  <b>Watch:</b> <u>What's the point of social science research?</u>  <b>Assignment:</b> Email your professor (by 11:59pm) to set up an introductory meeting. (5 points)
<b>FEBRUARY</b>	
<b>2/1 (Thursday)</b>	<b>Science is Real!</b>  <b>Reading:</b> <u>Chapter 1: The Importance of Research Methods and Becoming an Informed Consumer of Research</u> (15 pages-Start from "Dispelling Myths: The Power of Research Methods")  <b>Watch In Class:</b> <u>How False News Can Spread</u>
<b>2/6 (Tuesday)</b>	<b>Research Questions</b>  <b>Reading:</b> Agee (2009) (~17 pages)  <b>Reading:</b> Sukamolson. 2007. (~16 pages)
<b>2/8 (Thursday)</b>	<b>Ethics, Theories, and Knowledge</b>  <b>Reading:</b> Griffin, Vanessa W., and Kyle A. Burgason. 2019. Chapter 3 (13 pages)

	<b>Watch In Class: <u>Psychology: The Stanford Prison Experiment - BBC Documentary</u></b>
<b>2/13 (Tuesday)</b>	<b>Theory Building</b>  <b>Reading:</b> Campbell and Neulilly. 2018. (18 pages)  <b>Reading:</b> Bernard and Engel. 2001. (~26 pages)  <i>Assignment (Term Paper Discussion):</i> Everyone should be ready to briefly describe their chosen topic for the term paper, and (if applicable) what your empirical data will be. (5 points)
<b>2/15 (Thursday)</b>	<b>Race, Gender, and Epistemologies</b>  <b>Reading:</b> Parmar, Earle, and Phillips. 2022. (15 pages)  <b>Reading:</b> Cook. 2016. (16 pages)  <b>Watch In-Class:</b> <u>The Enduring Myth of Black Criminality</u>  <i>Assignment:</i> Extra-credit assignment TBD (5 points)
<b>9/20 (Thursday)</b>	<b>Race, Gender, Sexuality, Method, and Conceptual Considerations</b>  <b>Reading:</b> Murakawa and Beckett. 2010. (28 pages)  <b>Reading:</b> Briere. 1992. (8 pages)  <b>Watch at home:</b> <u>Mind the Gap - Being Gender Responsive in Criminal Justice   Kim Bogucki   TEDxJIBC</u>
<b>9/22 (Thursday)</b>	<b>No Class...Classes Follow Monday Schedule</b>
<b>9/27 (Tuesday)</b>	<b>Proposal Workshop</b>  <b>Library Visit</b>
<b>9/29 (Thursday)</b>	<b>Elements of Research and Terminologies</b>  <b>Reading:</b> Griffin, Vanessa W., and Kyle A. Burgason. 2019. Chapter 4. (21 pages)  <b>Reading:</b> Kleck, Tark, and Bellows. 2006. (8 pages)  <i>Assignment:</i> In-class activity...Operationalization and strategies for reading (5 points)
<b>MARCH</b>	
<b>3/5 (Tuesday)</b>	<b>Designing a Research Project/Writing a Research Proposal</b>  <b>Reading:</b> <u>Chapter 1: The Importance of Research Methods and Becoming an Informed Consumer of Research</u> (Start with “Step 1: Select a Topic and Conduct a Literature Review”- 13 pages)

	<p><b>Reading:</b> Martin and Fleming. 2010. (<i>9 pages</i>)</p> <p><b>Reading:</b> Maleki. 2011. (<i>18 pages</i>)</p>
3/7 (Thursday)	<p><b>Experimental Criminology</b></p> <p><b>Reading:</b> Sherman. 2009. (<i>38 pages</i>)</p> <p><b>Assignment:</b> Submit draft of introduction section (<b>15 points</b>)</p>
3/12 (Tuesday)	<p><b>Surveys, Secondary Data, and Validity/Reliability</b></p> <p><b>Reading:</b> Glasow. 2005. (<i>27 pages</i>)</p> <p><b>Reading:</b> Gertz. 1977. (<i>8 pages</i>)</p> <p><b>Watch In Class:</b> <u>How to conduct Secondary Research</u></p> <p><b>Assignment-In Class Activity:</b> Thinking about secondary datasets (<b>5 points</b>)</p>
3/14 (Thursday)	<p><b>Analysis and Sampling</b></p> <p><b>Reading:</b> Griffin, Vanessa W., and Kyle A. Burgason. 2019. Chapter 7 (<i>25 pages</i>)</p> <p><b>Reading:</b> <u>Reliable data and research on crime is needed now more than ever</u> (<i>~3 pages</i>)</p>
3/19 (Tuesday)	<p><b>Qualitative Research Designs (Pt. 1)</b></p> <p><b>Reading:</b> Tisdale. 2004. (<i>18 pages</i>)</p> <p><b>Reading:</b> deMarrais. 2004. (<i>18 pages</i>)</p>
3/21 (Thursday)	<p><b>Qualitative Research Designs (Pt. 2)</b></p> <p><b>Reading:</b> Preissle and Grant. 2004. (<i>20 pages</i>)</p> <p><b>Reading:</b> Richard. 2013. (<i>20 pages</i>)</p> <p><b>Assignment:</b> Submit draft of literature review section (<b>35 points</b>)</p> <p><b>Assignment-In Class Debate:</b> Qualitative vs. Quantitative Methodologies...Is the Fighting Necessary? (<b>5 points</b>)</p>
3/26 (Tuesday)	<b>MIDTERM REVIEW</b>
3/28 (Thursday)	<p><b>MIDTERM EXAMINATION</b></p> <p><b>Assignment:</b> Submit draft of methods section (<b>15 points</b>)</p>
<b>APRIL</b>	
4/2 (Tuesday)	<b>Mixed and Comparative Methodologies</b>

	<p><b>Reading:</b> Higgins. 2009. (~14 pages)</p> <p><b><i>In-class Activity:</i></b> Guest Speaker, Dr. Nicole Mckenna</p>
4/4 (Thursday)	<p>Evaluations</p> <p><b>Reading:</b> <u>Demystifying Program Evaluation in Criminal Justice: A Guide for Practitioners</u> (~7 pages)</p> <p><b>Reading:</b> Miller and Miller. 2015. (7 pages)</p> <p><b><i>Assignment:</i></b> Extra credit (5 points):</p> <ul style="list-style-type: none"> <li>- Step 2: Watch a documentary/movie or read a book related to any topic related to gender, crime, and justice.</li> <li>-Step 3: Create some sort of visual or kinetic representation of the documentary/movie or book.</li> <li>-Step 4: Email it (or a picture of it) to me (or uploaded it to Blackboard) by 11/23 at 11:59pm! If it cannot be emailed or have a picture of it taken, write a brief summary describing what you created.</li> <li>-Step 5: Prepare to bring it in next class!</li> </ul>
4/9 (Tuesday)	<p><b>Crime Mapping and AI</b></p> <p><b>Reading:</b> Kedia. 2016. (12 pages)</p> <p><b>Reading:</b> <u>The never-ending quest to predict crime using AI</u> (4 pages)</p> <p><b><i>Assignment:</i></b> Submit draft of anticipated findings/analysis section (35 points)</p>
4/11 (Thursday)	<p><b>New Avenues and Contemporary Conversations in Criminology and Criminal Justice: Queer Criminology</b></p> <p><b><i>Reading:</i></b> Woods. Blair, Jordan. 2014. "Queering Criminology": Overview of the State of the Field"(18 pages)</p> <p><b><i>Reading:</i></b> Ball. Matthew. 2016. "Queer Criminology as Activism" (14 pages)</p> <p><b><i>Assignment:</i></b> Submit draft of discussion/conclusion section</p>
4/16 (Tuesday)	<p><b>New Avenues and Contemporary Conversations in Criminology and Criminal Justice: Convict Criminology</b></p> <p><b><i>Reading:</i></b> Ross et al., 2016. "Convict Criminology and the Struggle for Inclusion" (12 pages)</p>



	<b><i>Reading:</i></b> Richards. C, Stephen., and Ross. Ian, Jeffrey. 2001. “Introducing the New School of Convict Criminology” (10 <i>pages</i> )
4/18 (Thursday)	<b>New Avenues and Contemporary Conversations in Criminology and Criminal Justice: Narrative Criminology</b>  <b><i>Reading:</i></b> Copes et. al.,. 2019. (17 <i>pages</i> )  <b><i>Reading:</i></b> Copes and Ragland. 2022. (22 <i>pages</i> )
4/22-4/30	<b>NO CLASS COLLEGE IS CLOSED-SPRING RECESS</b>
<b>MAY</b>	
5/2 (Thursday)	<b>PROPOSAL PRESENTATIONS</b>
5/7 (Tuesday)	<b>PROPOSAL PRESENTATIONS</b>
5/9 (Thursday)	<b>PROPOSAL PRESENTATIONS</b>
5/14 (Tuesday)	<b>PROPOSAL PRESENTATIONS</b>
5/16 (Thursday)	<b>FINAL EXAMINATION AND FINAL PROPOSAL DUE (11:59 pm)</b>

**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 degree program, this proposal should be submitted to the Office of Academic Programs 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 Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date submitted to the Office of Academic Programs:** October 6, 2023

**Date of Program Approval:** October 2023

**Date of CGS Approval:** December 15, 2023

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

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
David M. Kennedy	dakennedy@jjay.cuny.edu	212-484-1323

**2. Course details:**

<b>Program Name</b>	Master of Arts in Criminal Justice
<b>Course Prefix &amp; Number</b>	<b>CRJ 7XX</b>
<b>Course Title</b>	<b>The Science and Practice of Public Safety</b>
<b>Catalog Course Description</b>	This course introduces a high-level, problem-oriented approach to producing public safety. It addresses the two major traditional ways we have sought to produce public safety – prevention and enforcement – and analyzes their limits. It frames a fundamentally different way of going about public safety; introduces core, powerful intervention frameworks; describes simple but powerful policy analytic tools; illustrates approaches to researching and analyzing substantive public safety problems and designing interventions; and addresses central issues in implementation and project management. The course is designed to build the skills necessary to design and implement effective public safety interventions that are evidence based.
<b>Pre- and/or Corequisites</b>	None

<b>Credits</b>	3
<b>Contact Hours (per week)</b>	3
<b>Lab Hours</b>	0

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

There is no distinct applied discipline of violence prevention and public safety, and no institution devoted to defining, advancing, and teaching the body of substantive knowledge, theory, research, and practice that would provide better public safety outcomes. There is no place in the world that policy makers, practitioners, and students can go to learn how to understand, think about, and produce public safety.

Several decades of work on the most serious public safety problems has demonstrated that a different way of thinking about and successfully preventing violence is eminently possible. The dominant "root cause" and "criminal justice" framings of public safety problems are often ineffective and actively impede clear thinking and effective action. Each makes important contributions, but neither is useful as grounding for larger strategic responses to critically important problems. To take a medical parallel, nutrition and emergency rooms are important for overall public health, but medicine created "epidemiology" as a structured, evidence-based approach to critical public health problems. There is no equivalent of epidemiology in public safety.

This course establishes the practical need for a high-level problem-oriented approach to public safety, draws on applied work demonstrating that such an approach is practical, teaches the empirical foundations for framing and focusing powerful interventions, provides a range of practical intervention frameworks, conveys applied problem-oriented research and analysis methods, offers pragmatic and useful policy analysis tools, introduces fundamental issues of project and partnership management and ways to address them in practice, and introduces students to applying this approach to concrete substantive public safety problems.

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

The course will be an elective in the Criminal Justice MA program.

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

Yes \_\_\_\_\_ No   X  

If yes, please provide the following:

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

**6. Course-level student learning outcomes and associated assessment methods:**  
(include as many course-specific student learning outcomes as appropriate, one outcome and associated assessment method(s) per row. For guidance on developing course-level student learning outcomes and selecting associated assessment methods, click [HERE](#).)

<b>Course-level Student Learning Outcome</b>	<b>Assessment Method(s)</b>
<b>1.</b> Understand this innovative approach to producing public safety;	Class participation, writing assignments, exam, final project.
<b>2.</b> Analyze successful examples of the approach;	Class participation, writing assignments, exam, final project.
<b>3.</b> Apply theories and concepts from existing examples to analyses of new problems;	Class participation, writing assignments, exam, final project.
<b>4.</b> Evaluate the design and implementation of successful interventions	Class participation, writing assignments, exam, final project.
<b>5.</b> Explain the key issues that arise in the practice of this approach	Class participation, writing assignments, exam, final project.

**7. Program-level student learning outcomes supported by this course** (please list as an enumerated list. For guidance on aligning course-level student learning outcomes with program-level student learning outcomes, click [HERE](#).)

- A. Students should be able to explain theoretical and empirical findings about crime and the institutions of criminal justice.
- C. Students should be able to develop policy proposals for reducing crime within the context of a general commitment to preserving the values of a liberal society.

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

United States. President's Commission on Law Enforcement, and Administration of Justice. *The Challenge of Crime in a Free Society: A Report*. US Government Printing Office, 1967. Pgs. v-vii

Cohen, Larry "Five Key Underlying Drivers of the Opioid Epidemic," 5.14.2018  
<https://blog.oup.com/2018/05/underlying-drivers-opioid-crisis/>

Lurie, Julia "Finding a Fix: Embedded With the Suburban Cops Confronting the Opioid Epidemic" *Mother Jones* January/February 2018 <https://www.motherjones.com/crime-justice/2017/12/opioids-users-dealers-police-1/> (Also accompanying short documentary, optional)

Kennedy, David M. "Problem-oriented public safety," in Scott, Michael S., and Ronald V. Clarke, eds. *Problem-oriented policing: Successful case studies*. Routledge, 2020.

“Drug Overdose Death Rates,” National Institute of Drug Abuse, 6.30.2023  
<https://nida.nih.gov/research-topics/trends-statistics/overdose-death-rates>

“Stopping Fentanyl at the Border Won’t Work. We Must Reimagine Drug Law Enforcement,”  
 Jonathan Calkins and Peter Reuter, Scientific American, 4.17.2024  
<https://www.scientificamerican.com/article/stopping-fentanyl-at-the-border-wont-work-we-must-reimagine-drug-law-enforcement/>

“Given a chance to avoid jail and criminal charges, mentally ill, addicted and homeless people in L.A. pass,” Kevin Rector, Los Angeles Times, 5.20.2022  
<https://www.latimes.com/california/story/2022-05-20/given-chance-to-avoid-jail-and-criminal-charges-mentally-ill-addicted-and-homeless-people-in-l-a-pass>

Article and video: “Community groups, medical experts work to combat emerging 'tranq' drug crisis,” Ashley Schwartz-Lavares et al., ABC News, 7.28.2023  
<https://abcnews.go.com/US/community-groups-medical-experts-work-combat-emerging-tranq/story?id=101716074>

Kennedy, David M. Kennedy, David M. Don't shoot: One man, a street fellowship, and the end of violence in inner-city America. Bloomsbury Publishing USA, 2011. Chapters 2 and 3.

Kennedy, David M., Anne M. Piehl, and Anthony A. Braga. "Youth violence in Boston: Gun markets, serious youth offenders, and a use-reduction strategy." *Law & Contemp. Probs.* 59 (1996): 147. <https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=4315&context=lcp>

Braga, Anthony A., and David M. Kennedy. A framework for addressing violence and serious crime: Focused deterrence, legitimacy, and prevention. Cambridge University Press, 2021. Pgs. 4-6, sections 1.1.1 and 1.1.2

Martinez, Natalie N., YongJei Lee, John E. Eck, and SooHyun O. "Ravenous wolves revisited: A systematic review of offending concentration." *Crime Science* 6 (2017): 1-16.  
<https://crimesciencejournal.biomedcentral.com/articles/10.1186/s40163-017-0072-2>

Rowhani-Rahbar, Ali, Douglas Zatzick, Jin Wang, Brianna M. Mills, Joseph A. Simonetti, Mary D. Fan, and Frederick P. Rivara. "Firearm-related hospitalization and risk for subsequent violent injury, death, or crime perpetration: a cohort study." *Annals of internal medicine* 162, no. 7 (2015): 492-500. <https://www.acpjournals.org/doi/10.7326/M14-2362?articleid=2151827>

Weisburd, David. "The law of crime concentration and the criminology of place." *Criminology* 53, no. 2 (2015): 133-157.  
<https://static1.squarespace.com/static/5d809efd96f5c906aaf61f3d/t/601bfff0f35dc84f663bd833/1612447729477/The+Law+of+Crime+Concentration+and+the+Criminology+of+Place.pdf>

**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.

## 9. Identify and assess the adequacy of available library resources

- a. **Databases: The current Databases available in the library are more than sufficient for the needs of this course.**

- b. Books, Journals and eJournals
- c. Again the Library's current holding are more than sufficient for the needs of the course

**10. Identify recommended additional library resources**

None are needed.

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

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

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

Yes \_\_\_\_\_ X \_\_\_\_\_ No \_\_\_\_\_

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

**14. Proposed instructors: David Kennedy**

**15. Other resources needed to offer this course: None**

**16. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken: It does Not**

**17. Syllabus**

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

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

John Jay College of Criminal Justice  
**The Science and Practice of Public Safety**  
**Fall 2024**  
 (CRJ 7XX)  
 [Day]  
 [Time] [Place]  
 Provisional

Instructor:  
 David M. Kennedy  
 Department of Criminal Justice  
 500 W. 56<sup>th</sup> St.  
 Phone (212) 484-1323  
 dakennedy@jjay.cuny.edu

Office Hours:  
 Tuesdays 3-5pm  
 & By Appointment

### Course Description

This course introduces a high-level, problem-oriented approach to producing public safety. It addresses the two major traditional ways we have sought to produce public safety – prevention and enforcement – and analyzes their limits. It frames a fundamentally different way of going about public safety; introduces core, powerful intervention frameworks; describes simple but powerful policy analytic tools; illustrates approaches to researching and analyzing substantive public safety problems and designing interventions; and addresses central issues in implementation and project management. The course is designed to build the skills necessary to design and implement effective public safety interventions that are evidence based.

### Course Requirements

The course is demanding. The material is built on a scaffold. Therefore, you must keep current with homework and other assignments and bring your questions about the material to class. Throughout the semester there will be weekly homework assignments, an exam, and a final project. Your grade will be based on the homework, the exam, class performance, and the final project. The homework is designed to build your analytic and intervention design skills, and your understanding of the material. You must **be current in your assignments**. If you are two weeks behind in completing assignments, you will not be able to successfully complete the course. All reading assignments are to be completed prior to the assigned class. Should you miss a class, you are responsible for material covered and any homework assigned.

### Learning Outcomes:

There are two main goals for this course: 1) Provide students with an understanding of how to frame public safety in terms of high-level problems, and how to research and analyze them in ways

that support practical, powerful interventions; 2) Provide students an understanding of operational frameworks that can be used to design and implement such interventions. Upon completion of this course, students will:

1. Understand this innovative approach to producing public safety;
2. Analyze successful examples of the approach;
3. Apply theories and concepts from existing examples to analyses of new problems;
4. Evaluate the design and implementation of successful interventions
5. Explain the key issues that arise in the practice of this approach

**Texts: ??? [Reading packets?]**

**Prerequisites: ???**

**Evaluation:** Grades will be assigned as follows,

<b>Exam I</b>	<b>25%</b>
<b>Homework</b>	<b>25%</b>
<b>Classroom participation</b>	<b>25%</b>
<b><u>Final Project</u></b>	<b><u>25%</u></b>
<b>TOTAL</b>	<b>100%</b>

**(Extra credit questions may be given during each exam)**

**Grading Components:**

**Exams:** There is one Exam in the course, during The John Jay Final Exam Period.

**Homework:** There are homework assignments for weeks 3-10. Homework assignments are on Blackboard in the Homework folder under the **Each Week tab**. The assignments will focus on the material covered during class. They allow you to practice the material covered. The homework assignment also tells your instructor what material needs more attention. Some assignments will build toward your final projects.

**Final Projects:** The project consists of defining a substantive public safety problem, analyzing it using information you develop from any available sources (including your own experience, if applicable), and framing a plausible intervention. The project should display serious and original thinking. It can draw ideas from the intervention examples used in class but should not simply mimic them. Expect the final project, including any exhibits, to be around 20 pages (and is not to exceed 25 pages).

**Grading Scale:**

<b>A</b>	<b>93 – 100</b>
<b>A-</b>	<b>90 – 92.9</b>
<b>B+</b>	<b>87 – 89.9</b>
<b>B</b>	<b>83 – 86.9</b>
<b>B-</b>	<b>80 – 82.9</b>
<b>C+</b>	<b>77 – 79.9</b>
<b>C</b>	<b>73 – 76.9</b>
<b>C-</b>	<b>70 – 72.9</b>
<b>F</b>	<b>&lt; 70</b>



## CLASS LAYOUT:

**Blackboard:** On Blackboard start at the **Start Here** tab for helpful information about the class structure and what you need to know. In a nutshell all the course material, except the two required texts are available on Blackboard. Under the **Each Week** tab there is a folder for each week with all the information for that week. You will see sub-folders including one for **Practice** exercises and one for **Homework**, everything you will need is contained in those folders. All data used in class are in the **DATA** tab, unless indicated in the **Practice** or **Homework** tabs.

## CLASS INFORMATION & POLICIES:

- **Communication:** I will use your email listed on Blackboard. Please use the course prefix (CRJ 7XX) in the subject header. It also helps to add a topic in the subject line. I will try and respond within 24hrs. Use my John Jay email: dakennedy@jjay.cuny.edu, or leave a message at (212) 484-1323. I have weekly office hours in-person and virtually.
- **Homework:** Homework assignments are on Blackboard under the week tab. Stay current with the homework. If you fall behind, you will get lost. It is much harder to catchup, than stay current.
- **Final Project:** The projects for the class will identify, analyze, and suggest an intervention with respect to a significant public safety problem. A description of the components of the project and several sample topics are on Blackboard under the Research Project Tab.
- **Time Commitment:** Generally, the expectation is that you will spend 3 to 4 times the amount time working outside of class that you spend in class. In addition, there is variation in the speed that each of you work and how long each assignment will take. The variation is such that I don't provide an estimate for each assignment. But I do suggest that you set aside several hours each week until you have sense of how long things take you.
- **Make-up Policy:** Make-up exams or extensions on assignments will not be given except in cases of an excused absence. Excused absences include: illness, death in the immediate family, required school activities, and required court appearance.
- **Plagiarism:** Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
  - Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
  - Presenting another person's ideas or theories in your own words without acknowledging the source;
  - Using information that is not common knowledge without acknowledging the source;
  - Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Undergraduate Bulletin, 2013, p.231)
- **Other Academic Dishonesty:** It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Academic dishonesty will not be tolerated, and violations will be reported to the University's Office of Student Conduct. Academic dishonesty includes submission of materials for which students have already received a grade, either in the current course or a previous course. To avoid any confusion, students must inform the course

instructor when the student is submitting a paper on a topic that the student has researched for another course.

- **Classroom Behavior:** The success of this class is dependent not only on my ability to convey new and abstract concepts and ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. Classroom disruption is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." This includes such things as leaving the classroom repeatedly, making loud and distracting noises, and pursuing side conversations during the course lecture. This also includes reading outside material, sleeping, text messaging and using laptops for non-academic functions (IM, e-mail, web surfing, etc.). Also, please note that ***cell phones are to be turned off during class.*** Repeated classroom disruptions will result in being asked to leave the class and may ultimately affect the grade you receive. Repeated tardiness to class lectures will also be considered disruptive and may influence your final grade in the course. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated.
- **Grade disputes:** If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over
- email that describes your concern in detail. This request must be submitted within three business days after grades for the relevant assignment have been disseminated.
- **Communication:** If lectures or my office hours are canceled for any reason or if there are any other changes to information contained in the syllabus, I will post the information on the blackboard website and if time permits, announce them in class. All communication should occur via email or in person during my office hours.
- **Incompletes:** A grade of Incomplete may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the drop/withdrawal date but prior to the end of the semester, and which prevent student from completing course requirements. Incomplete grades may be assigned only on request by the student.
- **Students with Special Needs:** 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.

Week 1      Toward a science and practice of public safety

Introduction to course and course requirements. Syllabus. An introduction to the core idea of a problem-oriented, situational approach to public safety.

**Homework assignment:** Identify a substantive public safety problem (that is, a problem on the ground, not an organizational, administrative, or resource problem) of meaningful scope. Examples can range from the fairly confined but still meaningful ("this public park taken over by fentanyl addicts", "intimate partner violence in the most affected neighborhood in my city"), to city-scale

(“the fentanyl epidemic in my city,” “intimate partner violence in my city”), to problem-specific scale (“the opioid epidemic,” “intimate partner violence”). Write a simple, common-sense description of your problem in no more than one page and turn in for review at the beginning of next week’s class. The instructor will comment, suggest any necessary revisions, and review those revisions. The final problem descriptions will be distributed to the class. Your descriptions will be reviewed and returned before Week 3. For several sample problem descriptions, see **xxxx**.

As the class proceeds, consider what might be an innovative, impactful, and practical strategic response to your problem. Be prepared to present your thinking to the class during the final three class days; the class will discuss your intervention at the time of those presentations. A final paper (around 20 pages, no more than 25 pages) will be due at the end of exam week. A draft of this paper is due at Week 10. We will use the final three class periods for you to present your work to the class and to get comments from your classmates.

## Week 2      Enforcement and prevention

The two ways we think about public safety, and the policy, professional, and political domains they lead to. The case of the opioid epidemic.

Learning outcomes: ability to recognize the binary, polarized, and deeply embedded frameworks that dominate thinking and action in public safety, and the normative, operational, and professional distinctions and divisions that come with them.

- United States. President's Commission on Law Enforcement, and Administration of Justice. *The Challenge of Crime in a Free Society: A Report*. US Government Printing Office, 1967. Pgs. v-vii, 1-3,
- [https://www.google.com/books/edition/The\\_Challenge\\_of\\_Crime\\_in\\_a\\_Free\\_Society/9xRBAAAIAAAJ?hl=en&gbpv=1](https://www.google.com/books/edition/The_Challenge_of_Crime_in_a_Free_Society/9xRBAAAIAAAJ?hl=en&gbpv=1)
- Cohen, Larry “Five Key Underlying Drivers of the Opioid Epidemic,” 5.14.2018 <https://blog.oup.com/2018/05/underlying-drivers-opioid-crisis/>
- Lurie, Julia “Finding a Fix: Embedded With the Suburban Cops Confronting the Opioid Epidemic” *Mother Jones* January/February 2018 <https://www.motherjones.com/crime-justice/2017/12/opioids-users-dealers-police-1/> (Also accompanying short documentary, optional)

## Recommended:

- “Attorney General Jeff Sessions Delivers Remarks at DEA360 Heroin and Opioid Response Summit,” US DOJ press release, 5.11.2017 <https://www.justice.gov/opa/speech/attorney-general-jeff-sessions-delivers-remarks-dea360-heroin-and-opioid-response-summit>
- “Remarks by Vice President Harris in Meeting with State Attorneys General on the Fentanyl Public Health Crisis,” White House press release, 7.18.2023 <https://www.whitehouse.gov/briefing-room/speeches-remarks/2023/07/18/remarks-by-vice-president-harris-in-meeting-with-state-attorneys-general-on-the-fentanyl-public-health-crisis/>

*Problem descriptions due.*

Week 3      The predictable failure of enforcement and prevention: learned helplessness in public safety

Learning outcomes: ability to understand the structural and instrumental difficulties that come with both enforcement and prevention, and the ways in which ordinary thinking leads to failure and creates a false impression of helplessness.

- Kennedy, David M. "Problem-oriented public safety," in Scott, Michael S., and Ronald V. Clarke, eds. *Problem-oriented policing: Successful case studies*. Routledge, 2020.
- "Drug Overdose Death Rates," National Institute of Drug Abuse, 6.30.2023  
<https://nida.nih.gov/research-topics/trends-statistics/overdose-death-rates>
- "Stopping Fentanyl at the Border Won't Work. We Must Reimagine Drug Law Enforcement," Jonathan Calkins and Peter Reuter, *Scientific American*, 4.17.2024  
<https://www.scientificamerican.com/article/stopping-fentanyl-at-the-border-wont-work-we-must-reimagine-drug-law-enforcement/>
- "Given a chance to avoid jail and criminal charges, mentally ill, addicted and homeless people in L.A. pass," Kevin Rector, *Los Angeles Times*, 5.20.2022  
<https://www.latimes.com/california/story/2022-05-20/given-chance-to-avoid-jail-and-criminal-charges-mentally-ill-addicted-and-homeless-people-in-l-a-pass>
- Article and video: "Community groups, medical experts work to combat emerging 'tranq' drug crisis," Ashley Schwartz-Lavares et al., *ABC News*, 7.28.2023  
<https://abcnews.go.com/US/community-groups-medical-experts-work-combat-emerging-tranq/story?id=101716074>

Recommended:

- Press, Aric. "Piecing Together New York's Criminal Justice System: The Response to Crack." *The Record of the Association of the Bar of the City of New York* 43, no. 5 (1988): 541–69.
- Kennedy, David M. *Don't shoot: One man, a street fellowship, and the end of violence in inner-city America*. Bloomsbury Publishing USA, 2011. Chapter 9, "Stopping It"
- "Do long sentences for dealers reduce drug use?" Kleiman, Mark AR, Jonathan P. Caulkins, and Angela Hawken. *Drugs and drug policy: What everyone needs to know*®. Oxford University Press, 2011.
- Werch, Chudley E., and Deborah M. Owen. "Iatrogenic effects of alcohol and drug prevention programs." *Journal of studies on alcohol* 63, no. 5 (2002): 581-590.

**Homework assignment:** for weeks 3-10, consider the connection of the subject material to your problem and write 1-3 pages on that connection. These papers are due at the beginning of the next class: thoughts from the class on week 3 are due at the beginning of the class on week 3, etc.

*Homework assignment due.*

Week 4      The Boston Gun Project: A Problem-Oriented Approach to Homicide

Learning outcomes: recognition of a different way to approach public safety issues, the power of asking and answering core questions, the importance of front-line operational insight, and that problems that look intractable viewed through enforcement and prevention lenses look very different from other perspectives.

- Kennedy, David M. Kennedy, David M. *Don't shoot: One man, a street fellowship, and the end of violence in inner-city America*. Bloomsbury Publishing USA, 2011. Chapters 2 and 3.
- Kennedy, David M., Anne M. Piehl, and Anthony A. Braga. "Youth violence in Boston: Gun markets, serious youth offenders, and a use-reduction strategy." *Law & Contemp. Probs.* 59 (1996): 147. <https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=4315&context=lcp>

#### Recommended:

- Kennedy, David M. (1994) "Can we keep guns away from kids?." (1994): 74-80. *The American Prospect*, p. 74-80. <https://prospect.org/health/can-keep-guns-away-kids/>
- Dalton, Erin. *Lessons in preventing homicide*. East Lansing, MI: Michigan State University, School of Criminal Justice, 2003. <https://finninstitute.com/wp-content/uploads/2018/12/Dalton-2003.pdf>

#### *Homework assignment due.*

#### Week 5      Concentration: Hot People and Hot Places

Learning outcomes: understanding the invariable social and physical concentration of the worst public safety harms, and how that concentration offers opportunities for intervention.

- Braga, Anthony A., and David M. Kennedy. *A framework for addressing violence and serious crime: Focused deterrence, legitimacy, and prevention*. Cambridge University Press, 2021. Pgs. 4-6, sections 1.1.1 and 1.1.2
- Martinez, Natalie N., YongJei Lee, John E. Eck, and SooHyun O. "Ravenous wolves revisited: A systematic review of offending concentration." *Crime Science* 6 (2017): 1-16. <https://crimesciencejournal.biomedcentral.com/articles/10.1186/s40163-017-0072-2>
- Rowhani-Rahbar, Ali, Douglas Zatzick, Jin Wang, Brianna M. Mills, Joseph A. Simonetti, Mary D. Fan, and Frederick P. Rivara. "Firearm-related hospitalization and risk for subsequent violent injury, death, or crime perpetration: a cohort study." *Annals of internal medicine* 162, no. 7 (2015): 492-500. <https://www.acpjournals.org/doi/10.7326/M14-2362?articleid=2151827>
- Weisburd, David. "The law of crime concentration and the criminology of place." *Criminology* 53, no. 2 (2015): 133-157. <https://static1.squarespace.com/static/5d809efd96f5c906aaf61f3d/t/601bfff0f35dc84f663bd833/1612447729477/The+Law+of+Crime+Concentration+and+the+Criminology+of+Place.pdf>

#### Recommended:

- Berg, Mark T. "The overlap of violent offending and violent victimization: Assessing the evidence and explanations." *Violent offenders: Theory, research, policy, and practice* (2012): 17-38. Download at [https://www.researchgate.net/publication/281559508\\_The\\_overlap\\_of\\_violent\\_offending\\_and\\_violent\\_victimization\\_Assessing\\_the\\_evidence\\_and\\_explanations](https://www.researchgate.net/publication/281559508_The_overlap_of_violent_offending_and_violent_victimization_Assessing_the_evidence_and_explanations)
- Kennedy, David M. *Deterrence and crime prevention: Reconsidering the prospect of sanction*. Routledge, 2009. Pgs. 75-94

#### *Homework assignment \due.*

## Week 6      The Situation of Situation: Problems and Problem Analysis

Learning outcomes: understanding the idea of “problem” as an alternative to defaulting to enforcement and prevention; what a useful framing of a problem looks like; how simple inquiry addressed to important questions can illuminate a problem.

- Clarke, Ronald Victor Germuseus. "Situational crime prevention: Successful case studies." (1992). Introduction. [https://popcenter.asu.edu/sites/default/files/library/reading/PDFs/scp2\\_intro.pdf](https://popcenter.asu.edu/sites/default/files/library/reading/PDFs/scp2_intro.pdf)
- Sparrow, M.K. Problem-oriented policing: matching the science to the art. *Crime Sci* 7, 14 (2018). <https://doi.org/10.1186/s40163-018-0088-2>
- Kennedy, D. M., A. A. Braga, and A. Piehl. "M.(1997). The (un) known universe: Mapping gangs and gang violence in Boston." D. Weisburd & T. McEwen (Eds.), *Crime mapping and crime prevention*: 219-262.
- Hammer, Matthew B. “Place-Based Investigations of Violent Offender Territories (PIVOT): An Exploration and Evaluation of a Place Network Disruption Violence Reduction Strategy in Cincinnati, Ohio” Dissertation, University of Cincinnati, March 2, 2020. Chapter 5 [https://etd.ohiolink.edu/apexprod/rws\\_etd/send\\_file/send?accession=ucin1583999744424994&disposition=inline](https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=ucin1583999744424994&disposition=inline)

Recommended:

- Betts, P., K. Henning, R. Janikowski, L. Klesges, H. Scott, and A. Anderson. 2003. “Memphis Sexual Assault Project: Final Report.” Memphis, TN: University of Memphis
- Herold, Tamara “PNI Overview and Evidence Base,” University of Nevada Las Vegas, May 9, 2022 [https://www.placenetworkinvestigations.com/files/ugd/313296\\_c8540535e4514055acd869ca4ca71a94.pdf](https://www.placenetworkinvestigations.com/files/ugd/313296_c8540535e4514055acd869ca4ca71a94.pdf)

*Homework assignment due.*

## Week 7      Focused deterrence Problem-oriented deterrence; formal and informal sanctions; groups and networks; dynamic concentration; strategic communication

Learning outcomes: understanding the strategic application of deterrence to public safety problems, the use of communication to replace enforcement and shape offender dynamics, the application of deterrence to groups and group dynamics, and how existing formal authority can be strategically deployed for dramatically different impact.

- Kennedy, David M. *Deterrence and crime prevention: Reconsidering the prospect of sanction*. Routledge, 2009. Chapter 8
- Malcolm K. Sparrow (2000) *The Regulatory Craft: Controlling Risks, Solving Problems, and Managing Compliance*, Washington DC: The Brookings Institution, Pg. 171-180
- Kleiman, Mark AR, and Steven Davenport. "Strategies to control Mexican drug-trafficking violence." *Journal of Drug Policy Analysis* 5, no. 1 (2012).

- Braga, Anthony A., Jack McDevitt, and Glenn L. Pierce. "Understanding and preventing gang violence: Problem analysis and response development in Lowell, Massachusetts." *Police quarterly* 9, no. 1 (2006): 20-46.

Recommended:

- Kleiman, Mark AR. *When brute force fails: How to have less crime and less punishment*. Princeton University Press, 2009. Introduction; Chapter 4.
- Kilmer, Beau, Nancy Nicosia, Paul Heaton, and Greg Midgette. "Efficacy of frequent monitoring with swift, certain, and modest sanctions for violations: Insights from South Dakota's 24/7 Sobriety Project." *American Journal of Public Health* 103, no. 1 (2013): e37-e43.
- Kennedy, David M. "Fighting the Drug Trade in Link Valley," Case #935.0, Kennedy School of Government, January 1, 1990

*Homework assignment due.*

Week 8

Informal social control and civil authority

Learning outcomes: understanding the power of informal social control and community capacity, and of civil state authority; how criminal justice agencies can support and facilitate community and civil problem-solving and interventions; and how informal social control and civil authority can be mobilized and focused as part of public safety interventions.

- Smith, Karen "Sex strike brings peace to Filipino village" CNN, September 19, 2011  
<http://www.cnn.com/2011/WORLD/asiapcf/09/19/philippines.sex.strike/index.html>
- Johnson, Bruce, Andrew Golub, and Eloise Dunlap. "The rise and decline of hard drugs, drug markets, and violence in inner-city New York." *The crime drop in America* (2000): 164-206.  
<https://static1.squarespace.com/static/5b7ea2794cde7a79e7c00582/t/63260fddb838023882be50c4/1663438815275/crime-drop-in-america.pdf#page=179>
- "Neighbors Against Drugs," award application, Goldstein Awards, Sheboygan, Wisconsin Police Department, 2005. Available through Arizona State University Center for Problem-Oriented Policing, <https://popcenter.asu.edu/content/2005-goldstein-awards-winner-finalists>
- Jorja Leap et. al., "Newark Community Street Team Narrative Evaluation" UCLA Social Justice Partnership, UCLA Luskin, December 2020 Pgs. 26-52

Recommended:

- Gill, Charlotte, Zoe Vitter, and D. Weisburd. "Rainier beach: A beautiful safe place for youth." Final evaluation report. Fairfax: Center for Evidence-Based Crime Policy, Department of Criminology, Law & Society, George Mason University. Retrieved on May 27 (2016): 2020. Pgs. vi-18
- Brantingham, Jeffrey P., Baichuan Yuan, and Denise C. Herz, "The Impact of the GRYD Incident Response Program on Gang Retaliations" GRYD Research and Evaluation Brief No. 2, June 2020  
[https://www.juvenilejusticeresearch.com/sites/default/files/2020-08/GRYD%20Brief%202020\\_The%20Impact%20of%20the%20GRYD%20IR%20Program\\_6.2020.pdf](https://www.juvenilejusticeresearch.com/sites/default/files/2020-08/GRYD%20Brief%202020_The%20Impact%20of%20the%20GRYD%20IR%20Program_6.2020.pdf)

*Homework assignment due.*



**Schedule time with the instructor to discuss your thinking about the problem you have selected.**

## Week 9 Support and outreach

Learning outcomes: understanding why traditional ideas and offerings around “social services” have routinely failed with respect to important public safety problems, what more realistic and effective supports look like, and how they can be mobilized and effectively focused.

- “Support and Outreach White Paper” National Network for Safe Communities, John Jay College of Criminal Justice. Nd. <https://nnscommunities.org/wp-content/uploads/2022/03/Support-and-Outreach-White-Paper.pdf>
- Corburn, Jason, DeVone Boggan, Khaalid Muttaqi, Sam Vaughn, James Houston, Julius Thibodeaux, and Brian Muhammad. "Advancing urban peace: Preventing gun violence and healing traumatized youth." *Youth Justice* 22, no. 3 (2022): 272-289.
- Muhammad, David. "Oakland's successful gun violence reduction strategy." *Oakland, CA: National Institute for Criminal Justice Reform* (2018). Section 3 <https://nicjr.org/wp-content/uploads/2018/02/Oakland's-Successful-Gun-Violence-Reduction-Strategy-NICJR-Jan-2018.pdf>
- Michaels, Samantha “Whose Streets?” *Mother Jones*, September/October 2020 <https://www.motherjones.com/crime-justice/2020/07/oakland-ceasefire-shootings-murder-rate-social-services-life-coach-boston-miracle-thomas-abt-david-kennedy-cat-brooks/>

*Homework assignment due.*

## Week 10 Legitimacy

Learning outcomes: understanding the critical way in government legitimacy produces public safety, and how historic and present harms by institutions of state authority undermine public safety and produce violence and other harms, and how deliberate efforts to enhance legitimacy can be built into strategic interventions.

- Anderson, Elijah. "The code of the streets." *Atlantic monthly* 273, no. 5 (1994): 81-94. <https://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/306601/>
- Brunson, Rod K., and Brian A. Wade. "'Oh hell no, we don't talk to police' Insights on the lack of cooperation in police investigations of urban gun violence." *Criminology & Public Policy* 18, no. 3 (2019): 623-648. <https://nicjr.org/wp-content/uploads/2020/09/NYC-Study-2019.pdf>
- Kennedy, David. "Drugs, race and common ground: reflections on the High Point intervention." *National Institute of Justice Journal* 262 (2009): 12-17. <http://hpcav.com/wp-content/uploads/2009/12/HP-model-article-1.pdf>
- Kuhn, S., and S. Lurie. "Reconciliation between Police and Communities: Case Studies and Lessons Learned" (2018) National Network for Safe Communities. Case Study Three: Watts (Los Angeles), California. [https://nnscommunities.org/wp-content/uploads/2017/10/Reconciliation\\_Full\\_Report.pdf](https://nnscommunities.org/wp-content/uploads/2017/10/Reconciliation_Full_Report.pdf)



## Recommended:

- Sierra-Arévalo, Michael. "Legal cynicism and protective gun ownership among active offenders in Chicago." *Cogent Social Sciences* 2, no. 1 (2016): 1227293.
- Leap, J., P. J. Brantingham, T. Franke, and S. Bonis. "Evaluation of the LAPD community safety partnership." *Los Angeles: UCLA Luskin School of Public Affairs* (2020). Pgs. 11-28  
[https://lapdonlinestrgeacc.blob.core.usgovcloudapi.net/lapdonlinemedia/2021/11/CSP-Evaluation-Report\\_2020\\_FINAL.pdf](https://lapdonlinestrgeacc.blob.core.usgovcloudapi.net/lapdonlinemedia/2021/11/CSP-Evaluation-Report_2020_FINAL.pdf)
- Buntin, John. "What does it take to stop Crips and Bloods from killing each other?" *New York Times Magazine* 10 (2013). <https://www.nytimes.com/2013/07/14/magazine/what-does-it-take-to-stop-crips-and-bloods-from-killing-each-other.html>

*Homework assignment due. Draft of final paper due.*

## Week 11 Intervention design

Learning outcomes: understanding the creative, synthetic nature of intervention design, how a key strategic insight can shape interventions, how a wide range of information and inquiry can be brought to bear to shape thinking and action, and how to use simple but powerful policy tests to assess interventions.

- Glazer, Nathan. "On subway graffiti in New York." *The Public Interest* 54 (1979): 3.  
<https://www.nationalaffairs.com/storage/app/uploads/public/58e/1a4/c80/58e1a4c801352870475028.pdf>
- Sloan-Howitt, Maryalice, and George L. Kelling. "Subway graffiti in New York City: Gettin'up vs. meanin'it and cleanin'it." *Security Journal* 1, no. 3 (1990): 131-136.  
[https://popcenter.asu.edu/sites/default/files/171-sloan-howitt\\_kelling-subway\\_graffiti\\_in\\_new\\_york\\_city\\_.pdf](https://popcenter.asu.edu/sites/default/files/171-sloan-howitt_kelling-subway_graffiti_in_new_york_city_.pdf)
- Kennedy, David M. *Deterrence and crime prevention: Reconsidering the prospect of sanction*. Routledge, 2009. Chapter 10.
- Hammer, Matthew and Tamara D. Madensen "P.I.V.O.T.: Place-based Investigations of Violent Offender Territories," award application, Goldstein Awards, Cincinnati Police Department, June 2017. Pgs. 5-16  
[https://www.placenetworkinvestigations.com/files/ugd/313296\\_8628ac79d2634f408aa51863218b6e89.pdf](https://www.placenetworkinvestigations.com/files/ugd/313296_8628ac79d2634f408aa51863218b6e89.pdf)

## Recommended:

- Kennedy, David M. *Deterrence and crime prevention: Reconsidering the prospect of sanction*. Routledge, 2009. Chapter 9.

*Homework assignment based on Week 10 class due.*

## Week 12 Project management, partnerships, institutionalization

Learning outcomes: understanding the predictable coordination, accountability, fidelity, and sustainability issues that arise from the partnership structure common to high-level public safety interventions, and key lessons about how to address them.

*Last Day to Withdraw*

- Kennedy, David M. Kennedy, David M. *Don't shoot: One man, a street fellowship, and the end of violence in inner-city America*. Bloomsbury Publishing USA, 2011. Chapter 5 (Baltimore.)
- Braga, Anthony A., and Christopher Winship. *Creating an effective foundation to prevent youth violence: Lessons learned from Boston in the 1990s*. Boston, MA: Rappaport Institute for Greater Boston, 2005.  
[https://www.hks.harvard.edu/sites/default/files/centers/rappaport/files/brief\\_tenpoint.pdf](https://www.hks.harvard.edu/sites/default/files/centers/rappaport/files/brief_tenpoint.pdf)
- O'Donnell, Maggie and Louisa Aviles, "Group Violence Intervention: A Guide For Project Managers" Washington, DC: Bureau of Justice Assistance Pgs. 8-14, 20-28, 41.  
[https://nnscommunities.org/wp-content/uploads/2017/10/PM\\_Guide\\_final\\_web.pdf](https://nnscommunities.org/wp-content/uploads/2017/10/PM_Guide_final_web.pdf)

Recommended:

- Moore, Mark H. "Creating networks of capacity: the challenge of managing society's response to youth violence." *Securing our children's future: New approaches to juvenile justice and youth violence* (2002): 338-385.
- Thacher, David. "Channeling police discretion: The hidden potential of focused deterrence." U. Chi. Legal F. (2016): 533.  
[https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1575&=&context=uclf&=&sei-redir=1&referer=https%253A%252F%252Fscholar.google.com%252Fscholar%253Fhl%253Den%2526as\\_sdt%253D0%25252C33%2526q%253D%252522David%252Bthacher%252522%252B%252522focused%252Bdeterrence%252522%2526btnG%253D#search=%22David%20thacher%20focusd%20deterrence%22](https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1575&=&context=uclf&=&sei-redir=1&referer=https%253A%252F%252Fscholar.google.com%252Fscholar%253Fhl%253Den%2526as_sdt%253D0%25252C33%2526q%253D%252522David%252Bthacher%252522%252B%252522focused%252Bdeterrence%252522%2526btnG%253D#search=%22David%20thacher%20focusd%20deterrence%22)

Week 13      Project presentations

Week 14      Project presentations

Week 15      Project presentations

*Final exam - date XXXX.*

*Project final papers due - date XXXX.*

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

**GRADUATE COURSE REVISION**

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date Submitted to the Office of Academic Programs:** October 13, 2023

**Date of Program Approval:** October 2023

**Date of CGS Approval:** Approved Dec 15, 2023

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

Name(s)	Email(s)	Phone number(s)
Shuki Cohen	shcohen@jjay.cuny.edu	(646) 209-8207

**2. Describe the nature of the revision (what are you changing?)**

We are proposing to change this from a 1.5 credit class to 3 credits, updating the course description and restating the learning outcomes in assessable language. A sample syllabus is provided.

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

<b>FROM</b> ( <del>strike through</del> the changes) Source: <a href="https://jjay.smartcatalogiq.com/en/2022-2023/graduate-bulletin/courses/crj-criminal-justice/700/crj-772/">https://jjay.smartcatalogiq.com/en/2022-2023/graduate-bulletin/courses/crj-criminal-justice/700/crj-772/</a>		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>		<b>Program</b>	
<b>Course number and title</b>	CRJ 772 Seminar in Terrorism Studies	<b>Course number and title</b>	
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b> (please specify if the course has lab hours)	1.5 hours	<b>Hours</b> (please specify if the course has lab hours)	<b>3 hours</b>
<b>Credits</b>	<del>1.5</del>	<b>Credits</b>	<u>3.0</u>

<b>Course description</b>	The seminar in terrorism studies is the core experience of all students pursuing their Advanced Certificate in Terrorism Studies. <del>The seminar is open only to students seeking the advanced certificate. It meets only 5 Fridays in each semester, but students must register for two semesters of this course to receive the required 3 credits.</del> Students are expected to read in advance publications by the	<b>Course description</b>	The seminar in terrorism studies is the core experience of all students pursuing their Advanced Certificate in Terrorism Studies. Students are expected to read in advance publications <u>concerning the topic of distinguished scholars' presentations</u> , participate in discussions, and write critiques of the presentations they have heard <u>in light of the diverse</u> publications they have read on the topic. Students will interact with the professor
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	distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations they have heard and publications they have read. Students will interact on <del>BlackBoard</del> with the professor teaching the class. <del>Not open to students who have taken CRJ 776.</del>		teaching the class in class and in the <u>learning management system</u> .
<b>Student learning outcomes</b>	<p>This course will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize students with a selection of the major contemporary violent political movements and ideologies, and their geopolitical contexts.</li> <li><input type="checkbox"/> Provide an opportunity for students to apply and hone their analytical skills, while developing nuanced &amp; educated perspectives on critical contemporary themes in terrorism studies;</li> <li><input type="checkbox"/> Familiarize students with the multidimensional and intersectional web of personal, geopolitical, and social motives of individuals espousing terrorism; and</li> <li><input type="checkbox"/> Introduce students to the interdisciplinary nature of terrorism studies, and acquaint students with the multitude of research methodologies and forms in which valuable contributions to the field are made.</li> </ul>	<b>Student learning outcomes</b>	<p>In this course, students will:</p> <ul style="list-style-type: none"> <li>• Analyze crucial issues in political polarization, terrorism, and violence.</li> <li>• Understand the multifaceted ideologies, organizational styles and tactics of various politically violent groups and individuals, and analyze them using multiple taxonomies.</li> <li>• Compare and evaluate current methodological paradigms in the study of political aggression and violence, along with the societal and geopolitical contexts surrounding contemporary terrorism studies, their findings, and their concomitant domestic and international policies.</li> </ul>
		<b>Effective Term</b>	Fall 2024

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

CRJ 772 was originally conceived as an advanced seminar whose 3 credit points were to be spread over the Fall and Spring Semesters. However, this has gradually become highly dis-preferred by both students and faculty in a way that demonstrably diminished overall registration for -- and completion of -- the Advanced Certificate in Terrorism Studies, of which the seminar is a core requirement.

This is hardly unique to this particular seminar, as students CUNY-wide avoid 2-semester, yearly courses. With the growing social and financial insecurities, students are understandably shying away from long-term commitments. Further, students in the CRJ MA program often start to consider registering for advance certificates in general (and Terrorism Studies in particular) only later in their short 2-year tenure at JJay, after acquainting themselves with more foundational topics. As such, we anecdotally hear (though no systematic survey was ever conducted on the matter) of students who gave up on the Advance Certificate in Terrorism Studies for fear of being on the hook for an entire

semester's tuition due to one 'leftover' 1.5 credit point course. Converting the course to a regular 3.0 credit points course would make it easier to fit within a 'modal' student courseload.

These trends in the 'demand' side of the curriculum are exacerbated by similar trends on the 'supply' side, and recruitment of faculty with relevant expertise to teach the course has become all but impossible. Adjuncts in particular are increasingly shying away from 1.5 credit courses. Some of the reticence is due to the way in which restrictions on number of courses (and, by extension, benefits like health insurance) are tallied in the CUNY system. Additionally, adjuncts mirror the plight of the students with a course that feels 'fractional', yet nevertheless requires a yearly commitment.

As explained in the 'Course Description' section above, a 3-credit course will also afford both the students and the instructors more time to accomplish a deeper understanding of the subject matter and hone in their critical stance to a complex topic.

### **Enrollment in past semesters:**

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

☒ No    ☐ Yes

If yes, what consultation has taken place?



*Shuki Cohen, MSc, PhD*  
*Associate Professor/Department of Psychology*  
*Director / Center of Terrorism*  
*524 W 59th St, Rm. 10.63.18*  
*New York, NY 10019*  
*Tel: 646-209-8207*  
*Email: shcohen@jjay.cuny.edu*

## **SEMINAR IN TERRORISM STUDIES**

**CRJ 772, Section**

**xx Fall**

**Semester, 2023**

**Learning Mode: In-Person**

\*\*\*\*\*

**INSTRUCTOR:** Dr. Shuki Cohen

**OFFICE HOURS:** Thursdays 2:00-3:00p (*email to request a spot*)

**E-MAIL:** [shcohen@jjay.cuny.edu](mailto:shcohen@jjay.cuny.edu)

**Phone:** 646-209-8207 (See stipulations below)

\*\*\*\*\*

### **Course Description:**

This graduate-level seminar is a core component of the Advanced Certificate in Terrorism Studies program. Its primary aim is to practice the application of complex models of terrorism and political violence to the most recent and cutting-edge studies and their findings on the subject.

The course makes use of the vast array of professionally-produced online presentations on the subject matter, put out by reputable sources and featuring prominent experts in the field. Occasionally, presentations may be held in the context of the Friday Seminar Series of the Center on Terrorism at John Jay.

The course modal 'chapter' starts with viewing the primary source of the presentation itself (which usually takes 2 hours or slightly longer), to be discussed in the following session (including its premise, study design, findings and implications). The third class in each 'chapter' is dedicated to the critical examination of the presentation, including competing hypotheses or models, and real-world challenges (including potential unintended consequences) for their implementations. In a typical semester there will be 5 'chapters', amounting to a modal semester length of 15 weeks.

This tri-partite (some would say Hegelian) structure is designed to equip the budding terrorism scholar at John Jay with a well-rounded knowledge, diversity of perspectives, and healthy skepticism when it comes to the complex matter of political polarization, radicalization, and violence. Additionally, the course aims to inoculate graduate students against the overconfidence and implicit biases (including political ones) of the presenters – and by extension those of any pundits or 'talking heads' in the media.

The course is **not** open to students who have already taken CRJ 776.

### **Learning objectives:**

In this course, students will have the opportunity to:

- Analyze crucial issues in political polarization, terrorism, and violence.

Approved by CGS, Dec 15, 2023, to CC, Feb 13, 2024

- Understand the multifaceted ideologies, organizational styles and tactics of various politically violent groups and individuals, and analyze them using multiple taxonomies.
- Compare and evaluate current methodological paradigms in the study of political aggression and violence, along with the societal and geopolitical contexts surrounding contemporary terrorism studies, their findings, and their concomitant domestic and international policies.

### Course Requirements and Policies:

#### Readings:

Scholarly articles will be assigned to each chapter of the course: Prior to reviewing the audiovisual presentations, student will be assigned background readings. For the session discussing the presentation the students will have readings that were authored by the presenter and for the third session the readings will concern complementary or contradictory ideas.

In each assignment (e.g. paper submissions, discussion group posts) at least ONE article should be cited.

#### Attendance and Participation:

Attendance in the course is **Mandatory and Essential**. The seminar's effectiveness is predicated on the collective and critical exchange of knowledge and ideas. Many of the theories and the concepts in this field are difficult to understand or employ in their abstract form, and the meetings are the forum where one can wrap their head around them.

#### College-wide policies\*

##### Incomplete, WU and Fail Grade

##### Policy:

As per the registrar's new rules, an Incomplete Grade (INC) may be given only to those students in good standing, whose fully justified and documented INC request had been accepted, and with whom I have a written plan detailing their outstanding work for completing the course requirements along with a timeline for it. Without such a plan I am compelled by the registrar to fail the student. Students who become unresponsive in the middle of the semester can obtain a WU grade.

##### 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. 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.

##### College Policy on Plagiarism:

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties such as failing grades, suspension, and expulsion. Plagiarism is the presentation of someone else's ideas, works, 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.

Students are responsible for familiarizing themselves with the rules concerning the subject. A good source of information is the 'College's policy on academic integrity' section in John Jay Graduate Bulletin

(<http://jjay.smartcatalogiq.com/en/2016-2017/graduate-Bulletin/Academic-Standards-and-Policies/Academic-Standards/Academic-Integrity>)

*\*) These policies are modeled after the college-wide undergraduate policies. For more information see the Undergraduate Bulletin, Chapter IV Academic Standards*



**Grading:**

The final grade in the course will be determined as follows:

Class Participation (*Not to Be Confused with Passive Class Attendance*): 15 sessions X 2% = 30%

Reflection Papers: 5 Chapters X 15%=75%

(yes- extra credit is subsumed within the grading scheme. You're welcome)

**Note to Reviewers:**

The following is a proof-of-concept calendar using a fictional Fall 2023 semester timeline

**Course Calendar:**  
(actionable items are **bolded**)

Week #	Topic	Details
Week #1 08/28/23-09/04/23	Arie Perliger, PhD	<p><u>From:</u> U. Mass.-Lowell (full bio <a href="#">here</a>)</p> <p><u>Title:</u> “<i>Learning from the Past, Adapting to the Present: Fighting Far-Right Extremism and Violence in the US</i>”</p> <p><u>Watch Here:</u> <a href="https://jjay-cuny.zoom.us/rec/share/qzQWsrIPsyUO1INh3GD14UiNguOaSSrhDvFxFn6WyiQ6mvtWQZQ94kbWaondxzw.WL9KKoIvjN5jjkCO">https://jjay-cuny.zoom.us/rec/share/qzQWsrIPsyUO1INh3GD14UiNguOaSSrhDvFxFn6WyiQ6mvtWQZQ94kbWaondxzw.WL9KKoIvjN5jjkCO</a></p> <p><u>Required Readings:</u></p> <p>Matthew M. Sweeney and Arie Perliger, “Explaining the Spontaneous Nature of Far-Right Violence in the United States,” <i>Perspectives on Terrorism</i>, Vol. 12, No. 6 (December 2018), pp. 52-71. Available <a href="#">here</a>.</p> <p>Arie Perliger, <i>American Zealots: Inside Right-Wing Domestic Terrorism</i> (New York: Columbia University Press, 2020); ch. 5, “The Rise and Decline of Far-Right Violence in the United States.” Available <a href="#">here</a>.</p>
Week #2 09/04/23-09/11/23		<p><u>Class Discussion:</u> “<i>Learning from the Past, Adapting to the Present: Fighting Far-Right Extremism and Violence in the US</i>”</p> <p><b><u>Reaction Paper Due: Friday 09/08/23 @ 5p</u></b></p>
Week #3 09/11/23-09/18/23		<p><u>Critique:</u> “<i>Learning from the Past, Adapting to the Present: Fighting Far-Right Extremism and Violence in the US</i>”</p> <p><u>Required Readings:</u></p> <p>Meloy, J. R., Goodwill, A., Clemmow, C., &amp; Gill, P. (2021). Time sequencing the TRAP-18 indicators. <i>Journal of Threat Assessment and Management</i>, 8(1-2), 1.</p> <p>Bouhana, N., Corner, E., Gill, P., &amp; Schuurman, B. (2018). Background and preparatory behaviours of right-wing extremist lone actors: A comparative study. <i>Perspectives on Terrorism</i>, 12(6), 150-163.</p> <p><b><u>Reaction Paper Due: Friday 09/15/23 @ 5p</u></b></p>
		<p><u>From:</u> George Washington University (full bio <a href="#">here</a>)</p> <p><u>Title:</u> “<i>Homegrown: ISIS in America</i>”</p> <p><u>Watch Here:</u> <a href="https://jjay-cuny.zoom.us/rec/share/8kLJCRFZEPIe4Dy_q6AFDoY4xyvalNttQS987WEua3Yfr_67PCrbugSsk9N2czGW.gdpv6AhCbep3nvl">https://jjay-cuny.zoom.us/rec/share/8kLJCRFZEPIe4Dy_q6AFDoY4xyvalNttQS987WEua3Yfr_67PCrbugSsk9N2czGW.gdpv6AhCbep3nvl</a></p>

Week #4 09/18/23-09/25/23	Seamus Hughes, PhD	<p><u>Required Reading:</u></p> <p>Alexander Meleagrou-Hitchens, Seamus Hughes and Bennett Clifford, “This Case Kept Me Up at Night,” Military Times, 30 October 2020. Available <a href="#">here</a>.</p> <p>Bennett Clifford, Seamus Hughes, Alexander Meleagrou-Hitchens, “An Abridged History of America’s Terrorism Prevention Programs: Fits and Starts,” Lawfare, 29 December 2020. Available <a href="#">here</a>.</p>
		<p>Bennett Clifford, Seamus Hughes, Alexander Meleagrou-Hitchens, “An Abridged History of America’s Terrorism Prevention Programs: Opposition Grows, Supporters Adapt,” Lawfare, 30 December 2020. Available <a href="#">here</a>.</p>
Week #5 09/25/23-10/02/23	Seamus Hughes, PhD (Cont.)	<p><u>Class Discussion:</u> “<i>Homegrown: ISIS in America</i>”</p> <p><b><u>Reaction Paper Due: Friday 09/29/23 @ 5p</u></b></p>
Week #6 10/02/23-10/09/23		<p><u>Critique:</u> “<i>Homegrown: ISIS in America</i>”</p> <p><u>Required Reading:</u></p> <p>Velasquez, N., Manrique, P., Sear, R., Leahy, R., Restrepo, N. J., Illari, L., ... &amp; Johnson, N. F. (2021). Hidden order across online extremist movements can be disrupted by nudging collective chemistry. Scientific Reports, 11(1), 9965.</p> <p>Herath, C., &amp; Whittaker, J. (2023). Online radicalisation: Moving beyond a simple dichotomy. Terrorism and political violence, 35(5), 1027-1048.</p> <p><b><u>Reaction Paper Due: Friday 10/06/23 @ 5p</u></b></p>
Week #7 10/09/23-10/16/23		<p><u>From:</u> Norwegian University of Life Sciences (Full bio <a href="#">here</a>)</p> <p><u>Title:</u> “<i>Islamist Insurgencies in Sub-Saharan Africa</i>”</p> <p>Watch Here: <a href="https://jjay-cuny.zoom.us/rec/share/ujQdvclqFUWDeCV66PwUPdYlgmSauBmJE-siHo3cbfvP9Rap83gBWuA6HZTwog8.3CJZcevVtYJjvhPN">https://jjay-cuny.zoom.us/rec/share/ujQdvclqFUWDeCV66PwUPdYlgmSauBmJE-siHo3cbfvP9Rap83gBWuA6HZTwog8.3CJZcevVtYJjvhPN</a></p> <p><u>Required Reading:</u></p> <p>Hansen, Stig Jarle, Horn, Sahel and Rift: Fault-Lines of the African Jihad (London: Hurst, 2019), chs 1-2 (pp.1-50), available electronically through the John Jay College library website: click <a href="#">here</a> and log in using your JJ credentials.</p>

Week #8 10/16/23-10/23/23	Stig Jarle Hansen, PhD	<p><u>Class Discussion:</u> “Islamist Insurgencies in Sub-Saharan Africa”</p> <p><b><u>Reaction Paper Due: Friday 10/20/23 @ 5p</u></b></p>
Week #9 10/23/23-10/30/23		<p><u>Critique:</u> “Islamist Insurgencies in Sub-Saharan Africa”</p> <p><u>Required Reading:</u></p> <p>Evans, M. S., &amp; Munslow, B. (2021). Climate change, health, and conflict in Africa’s arc of instability. <i>Perspectives in Public Health</i>, 141(6), 338-341.</p> <p>Rupesinghe, N., Naghizadeh, M. H., &amp; Cohen, C. (2021). Reviewing jihadist governance in the Sahel. NUPI Working Paper No. 894</p> <p><b><u>Reaction Paper Due: Friday 10/27/23 @ 5p</u></b></p>

Week #10 10/30/23-11/06/23	Erin Saltman, PhD	<p><u>From:</u> Global Internet Forum to Counter Terrorism (GIFCT); Full Bio <a href="#">here</a></p> <p><u>Title:</u> “The Global Internet Forum to Counter Terrorism (GIFCT)”</p> <p><u>Watch Here:</u> <a href="https://jjay-cuny.zoom.us/rec/share/Kn7N5bUI8AMPjL15GnfOjyTadHTDAwKeRRd4aj4F3-bsur3ldiGyj6izKkhqDomm.5jAR1J5TwEJjiu-k">https://jjay-cuny.zoom.us/rec/share/Kn7N5bUI8AMPjL15GnfOjyTadHTDAwKeRRd4aj4F3-bsur3ldiGyj6izKkhqDomm.5jAR1J5TwEJjiu-k</a></p> <p><u>Required Reading:</u></p> <p>Saltman, Erin. "Challenges in Combatting Terrorism and Violent Extremism Online." <i>Lawfare</i> (11 July 2021), available <a href="#">here</a>.</p> <p>Saltman, Erin, Farshad Kooti &amp; Karly Vockery. “New Models for Deploying Counterspeech: Measuring Behavioral Change and Sentiment Analysis.” <i>Studies in Conflict &amp; Terrorism</i> (2021), available <a href="#">here</a>.</p>
Week #11 11/06/23-11/13/23		<p><u>Class Discussion:</u> “The Global Internet Forum to Counter Terrorism (GIFCT)”</p> <p><b><u>Reaction Paper Due: Friday 11/10/23 @ 5p</u></b></p>
Week #12		<p><u>Critique:</u> “The Global Internet Forum to Counter Terrorism (GIFCT)”</p> <p><u>Required Reading:</u></p> <p>Courchesne, L., Ilhardt, J., &amp; Shapiro, J. N. (2021). Review of social science research on the impact of countermeasures against influence operations. Harvard Kennedy School Misinformation Review.</p>

11/13/23- 11/20/23		<p>Bélanger, J. J., Snook, D. W., Dzitac, D., &amp; Cheppih, A. (2023). Challenging extremism: A randomized control trial examining the impact of counternarratives in the Middle East and North Africa. <i>Current Research in Ecological and Social Psychology</i>, 4, 100097.</p> <p><b><u>Reaction Paper Due: Friday 11/10/23 @ 5p</u></b></p>
<p>Week #13 11/20/23- 11/27/23</p>	Jan-Willem van Prooijen, PhD	<p><u>From:</u> (VU Amsterdam/ NCSR/ Maastricht (Full Bio <a href="#">here</a>)</p> <p><u>Title:</u> “<i>Belief in Conspiracy Theories During a Pandemic</i>”</p> <p><u>Watch Here:</u> <a href="https://jjay-cuny.zoom.us/rec/share/V2NsIofNpQWzV8rbe-WlxNDJgMC3A7dXsE1yAfJSnoHgpd7MCErXuGoorYwadRQK.H9FyNrMNzokFd4y7">https://jjay-cuny.zoom.us/rec/share/V2NsIofNpQWzV8rbe-WlxNDJgMC3A7dXsE1yAfJSnoHgpd7MCErXuGoorYwadRQK.H9FyNrMNzokFd4y7</a></p> <p><u>Required Reading:</u> Van Prooijen J-W, Etienne TW, Kutiyiski Y, Krouwel APM (2021). Conspiracy beliefs prospectively predict health behavior and well-being during a pandemic. <i>Psychological Medicine</i> 1–8. <a href="https://doi.org/10.1017/S0033291721004438">https://doi.org/10.1017/S0033291721004438</a>.</p> <p>Van Prooijen, J.-W., &amp; Douglas, K. M. (2018). Belief in conspiracy theories: Basic principles of an emerging research domain. <i>European Journal of Social Psychology</i>, 48, 897-908.</p>
<p>Week #14 11/27/23- 12/04/23</p>		<p><u>Class Discussion:</u> “<i>Belief in Conspiracy Theories During a Pandemic</i>”</p> <p><b><u>Reaction Paper Due: Friday 12/01/23 @ 5p</u></b></p>
<p>Week #15 12/04/23- 12/11/23</p>		<p><u>Critique:</u> “<i>Belief in Conspiracy Theories During a Pandemic</i>”</p> <p><u>Required Reading:</u></p> <p>Hornsey, M. J., Bierwaczzonek, K., Sassenberg, K., &amp; Douglas, K. M. (2023). Individual, intergroup and nation-level influences on belief in conspiracy theories. <i>Nature Reviews Psychology</i>, 2(2), 85-97.</p> <p>Robertson, C. E., Pretus, C., Rathje, S., Harris, E. A., &amp; Van Bavel, J. J. (2022). How social identity shapes conspiratorial belief. <i>Current Opinion in Psychology</i>, 47, 101423.</p> <p><b><u>Reaction Paper Due: Friday 12/08/23 @ 5p</u></b></p>

### **Reaction Paper Instructions**

#### Scope:

Reaction papers should be around 2000 words. Verbosity will be neither rewarded nor penalized.

#### Format:

Either MS-Word or PDF documents (but not any other format) will be accepted. Paragraphs should be

double- spaced, with 1” margin and an 11-12pt Times New Roman font throughout. APA format is preferred (but don't obsess over it).

**Please do not ask for confirmation of receipt**, but trust that I will notify you if I am missing your submission. Have Fun,  
DrC

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

## 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: 11/17/2023

1. Name of Department or Program: MA in Human Rights

2. Contact information of proposer(s):

Name(s): Charlotte Walker-Said

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

Phone number(s): 212-237-8758

3. Current number and title of course: **HR 713 Economic, Social, and Cultural Rights**

4. Current course description:

Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.

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 (what are you changing?):

Update the enrollment requirements to: "Student must be currently enrolled in the Human Rights MA or the Social Entrepreneurship and Innovation Advanced Certificate OR have permission from the Director of the Social Entrepreneurship Advanced Certificate."

6. Rationale for the proposed change(s):

This course is open to all who are enrolled in the Human Rights MA or the Social Entrepreneurship and Innovation Advanced Certificate, a fact which is not made clear from the current requisites. Additionally, the current enrollment requirements on CUNYfirst only allow Human Rights MA and International Crime and Justice MA students access to this course; the students in the Social Entrepreneurship and Innovation Advanced Certificate should also have access.

7. Text of proposed revisions (use N/C, No change, 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/enrollment requisites:

**Students must be currently enrolled in the Human Rights MA, the International Crime and Justice MA, or the Social Entrepreneurship and Innovation Advanced Certificate OR have permission from the Director of the Social Entrepreneurship Advanced Certificate.**

8. Enrollment in past semesters: S23: 10; F23: 18

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: 11/17/2023

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Charlotte Walker-Said, Program Director



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

## 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: 11/17/2023

1. Name of Department or Program: MA in Human Rights

2. Contact information of proposer(s):

Name(s): Charlotte Walker-Said

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

Phone number(s): 212-237-8758

3. Current number and title of course: **HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial**

4. Current course description:

This course provides students the opportunity to observe and document the professional world of social enterprise while connecting these experiences to academic concepts and theories learned within coursework. At the end of the practicum experience, students will create an e-portfolio to electronically present their professional experiences to future employers. Students will also complete a fundraising tutorial that will allow them to learn the financing practices of social enterprises and socially engaged organizations as part of their broader professional development.

a. Number of credits: 6

b. Number of class hours (please specify if the course has lab hours): 6

c. Current prerequisites:

Students must have completed all the core courses of the MA in HR program or the Social Entrepreneurship Advanced Certificate, have a 3.0 GPA, and have received the permission of the director to pursue the practicum. Under certain exceptions and with permission of the certificate director, a student may take the lab course simultaneously with other certificate or MA courses.

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

Update the bulletin prerequisites to: “Student must be currently enrolled in the Human Rights MA or the Social Entrepreneurship and Innovation Advanced Certificate OR have special permission from the director of the Social Entrepreneurship Advanced Certificate.”

Amend the enrollment requirement on CUNYfirst from: “Matriculated in the Master of Arts program in Human Rights”, to: “Matriculated in the Master of Arts program in Human Rights or the Social Entrepreneurship and Innovation Advanced Certificate”.

6. Rationale for the proposed change(s):

This course is open to all who are enrolled in the Human Rights MA or the Social Entrepreneurship and Innovation Advanced Certificate, a fact which is not made clear from the current prerequisites. Additionally, the current enrollment requirements on CUNYfirst only allow Human Rights MA students access to this course; the students in the Social Entrepreneurship and Innovation Advanced Certificate should also have access.

7. Text of proposed revisions (use N/C, No change, 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/enrollment requisites:

**Student must be currently enrolled in the Human Rights MA or the Social Entrepreneurship and Innovation Advanced Certificate OR have special permission from the director of the Social Entrepreneurship Advanced Certificate.**

8. Enrollment in past semesters: S23: 9

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

No ☒ X ☐

Yes ☐

If yes, please indicate the area:

10. Does this change affect any other departments?

☒ No

☐ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 11/17/2023

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Charlotte Walker-Said, Program Director, MA in Human Rights and Advanced Certificate in Social Entrepreneurship

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

## 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: 11/20/2023

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):

Name(s): Kathy Killoran

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

Phone number(s): 212-237-8263

3. Current number and title of course: **PAD 705 Organization Theory and Management**

4. Current course description:

Examines organizational structure using formal, informal and systems models. Applies the models to the analysis of organizational processes and operations, including decision making, communication, leadership, control and change. Considers how size, technology, task and other structural characteristics affect overall organizational performance.

a. Number of credits: 3

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

c. Current prerequisites/enrollment requirements: Matriculated in the MPA (Public Policy Administration) program or Security Management MS program or Protection Management MS program or Emergency Management MS program.

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

We are adding the Advanced Certificate in Social Entrepreneurship and Innovation to the list of programs in the enrollment requisites in CunyFirst and the Graduate Bulletin.

6. Rationale for the proposed change(s):

This course is open to all who are enrolled in the MPA (Public Policy Administration),

Security Management MS, Protection Management MS, Emergency Management MS, or the Social Entrepreneurship and Innovation Advanced Certificate, a fact which is not made clear from the current enrollment requisites. Additionally, the current enrollment requirements on CUNYfirst only allow students from the above master's degree programs access to this course; the students in the Social Entrepreneurship and Innovation Advanced Certificate should also have access. This course is an elective in the curriculum of this advanced certificate.

7. Text of proposed revisions (use N/C, No change, 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/enrollment requisites:

Student must be currently enrolled in the MPA (Public Policy Administration) program or Security Management MS program or Protection Management MS program or Emergency Management MS program **or the Social Entrepreneurship and Innovation Advanced Certificate.**

8. Enrollment in past semesters: S23: 72; F22: 12; S22: 71

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

No \_\_\_\_\_ Not applicable ☒ Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments/programs?

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

11. Date of Department or Program Curriculum Committee approval:

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

