



**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

**Monday, March 11, 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**

March 11, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the February 13, 2024 College Council (Attachment A), **Pg.3**
- III. Members of the College Council Committees [Link](#)
  - Yarik Munoz will replace Aiisha Qudusi as Interim President of the Student Council on College Council and Budget and Planning Committee.
  - Romare Barconey-Watson will no longer serve on the UCASC as a student representative.
  - Halla Abukhaiti and Israel Tavera will serve on the Committee on Student Interests as two student representatives.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B6) – Interim Dean of Academic Programs, Andrew Sidman
  - Programs**
    - B1. Revision of the BA and Minor in Gender Studies, **Pg.5**
    - B2. New CJA Articulation Agreement for Hostos CC AS in Computer Science Leading to the JJ BS in Computer Science and Information Security, **Pg.16**
  - New Courses**
    - B3. CJBA 3XX (356) Queering Crime and Justice, **Pg.21**
    - B4. CJBA 3YY (352) Managing Criminal Justice Data, **Pg.38**
    - B5. CJBA 3ZZ (354) Visualizing Crime Data, **Pg.49**
  - Course Revisions**
    - B6. ART 254 Political Art and Social Activism, **Pg.64**
- V. New Business
  - Campus Food Service Update (Mark Flower, VP and COO)
- VI. Announcements:
  - Student Council (Interim President Yarik Munoz)
  - 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

February 13, 2024

The College Council held its fifth meeting of the 2023-2024 academic year on February 13, 2024. The meeting was called to order at 1:48 p.m. and the following members were present:

Remotely: Anru Lee, Brian Montes, Catherine Kemp, Chevy Alford, Daniel Matos, Elsa-Sofia Morote, Elton Beckett, Heath Grant, Francis Sheehan, 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, Mucahit Bilici, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Zhun Xu, Stephen Russell, Jeff Mathew, Jamella Richmond, Janet Winter, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Janice Johnson-Dias, Angela Crossman\*, Anthony Carpi\*, Helen Keier\*, Jennifer Dysart\*, Marie Springer\*, Madhura Bandyopadhyay\*, Patience Yeboah\*, Ned Benton\*.

Excused: Aiisha Qudusi, Yarik Munoz, Daniel Oresanya, Tiffany Rodriguez, Aneesa Thomas, Charles Stone, Susan Pickman, Catherine Alves, Samuel Lopez, Folusho Adeoti, Esther Blum.

Absent: Gregory Sheppard, Nina Fisher.

Guests (Remotely): Valli Rajah, Kathy Killoran, Christopher Shults, Crystal Endsley, Shavonne McKiever.

\* - 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 December 6, 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-B8) – Interim Dean of Academic Programs, Andrew Sidman

### **Programs**

A motion was made to adopt the item marked B1. Revision of the BA in Philosophy. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B2. Revision to the Minor in Biology. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B3. Revision of the Minor in Africana Studies. The motion was seconded and approved unanimously.

### **New Courses**

A motion was made to adopt the item marked B4. ART 1YY Sculpture and Digital Fabrication (CO: Com). The motion was seconded and approved unanimously.

### **Course Revisions**

A motion was made to adopt the item marked B5. PHI/POL 423 Selected Topics in Justice. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B6. ANT 332 Race, Ethnicity, Class & Gender in Anthropological Persp (CO: JCII). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B7. CJBA 110 Intro to Problems in Criminal Justice I. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B8. CJBA 340 Research Methods in Criminal Justice. The motion was seconded and approved unanimously.

## V. **Report from the Committee on Graduate Studies (Attachment C1-C5) –Interim Dean of Academic Programs, Andrew Sidman**

### **New Course**

A motion was made to adopt the item marked C1. CRJ 7XX The Science and Practice of Public Safety. The motion was seconded and approved unanimously.

### **Course Revisions**

A motion was made to adopt the item marked C2. CRJ 772 Seminar in Terrorism Studies. The motion was seconded and approved unanimously.

A motion was made to vote on items C3-C5 as a slate:

C3. HR 713 Economic, Social and Cultural Rights

C4. HR 790 Social Entrepreneurship Lab

C5. PAD 705 Organizational Theory and Management

The motion was seconded and approved unanimously. A motion was made to adopt the items C3-C5. The motion was seconded and approved unanimously.

## VI. **New Business**

No new business was presented.

The meeting was adjourned at 2:50p.m.

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

**Undergraduate Academic Program Revision Form**

Email the completed 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 7, 2023
2. **Department or program proposing these revisions:** Gender Studies
  - a. Name and contact information of proposer(s): Olivera Jokić
  - b. Email address of proposer: ojokic@jjay.cuny.edu
  - c. Phone number: 212.237.8566
3. **Name of major, minor or certificate program being revised:**  
  
**Gender Studies BA and Gender 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: Gender Studies Committee, meeting on December 1, 2023
  - b. Name of department chair or major/minor coordinators approving this proposal: Olivera Jokić
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to include four new courses to the list of electives available to Gender Studies majors and minors. The courses are:

**JPN 251: Manga and Anime**

This course examines the ways in which Japanese manga and anime represent various issues in Japan's culture, society, history, and identity. Students will critically analyze, examine, and discuss how major and minor works of the popular media showcase Japanese views of gender, sexuality, social minorities, war, horror, national identity, and social justice; and how these representations can be situated and discussed within global perspectives. The course will be taught in English.

**LIT 383: Gender and Sexuality in Latinx Literature**

This course will study the representations of gender and sexuality in Latina/o literature, poetry, drama, essays, and film. We will examine the

social construction of gender and sexuality, their variations within different Latina/o communities, and their relationship to race and class. Authors may include Sandra Cisneros, Manuel Muñoz, Esmeralda Santiago, Julia Alvarez, Silvio Sirias, Cristina Garcia, and Reinaldo Arenas among others.

### **ENG 346: Feminist Rhetorics**

This course studies how and why women have constructed critical arguments; in other words, it studies women's rhetorical histories and expressions. It examines women's omission from the canon of Rhetoric and Writing Studies, offers an overview of feminist rhetorical scholars' recovery of women's voices, and investigates contemporary feminist work in the field. Students will interrogate how intersectional feminists (especially feminists of color) use rhetorical strategies; what it means to engage in intersectional feminist rhetorical practices; how feminist scholarship and activism overlap; and, how they might consider themselves part of an intersectional feminist rhetorical community.

### **CJBA 3XX (356): Queering Crime and Justice (pending governance approval)**

This course provides a broad consideration of queer criminology, a subdiscipline of criminology that pushes past binary notions of identity, behavior, knowledge, and institutions. In addition to exploring the lived experiences of LGBTQIA+ or “queer” people within and external to the criminal justice system, queer criminology embraces new and critical forms of scholarship that analyze how knowledge is produced and legitimated. As such, this course will engage with work from leading contemporary and historical scholars from a variety of disciplines and perspectives like criminology, sociology, queer theory, Black feminism, and critical race theory. Furthermore, the course will discuss topics such as our field’s roots in the over-policing of queer communities and identities. In doing so, this course offers a guided opportunity to “queer” crime and justice.

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

(narrative format to go to CUNY and NYSED reports)

Gender Studies Program at John Jay is in the process of updating the curriculum. Towards this effort, we are looking to add these newer courses to the options available for our students in their John Jay journey.

The courses we would like to add to the electives available to Gender Studies majors and minors all focus on subjects that are central to our students’ work: representations and experiences of gender and sexuality; intersectional understanding and histories of gender and sexuality; media literacy and cultural analysis; and public advocacy for gender justice. They enrich and bring up to date our elective offerings for the students of Gender Studies because they engage with

the diversity of contemporary culture and its effects on gender norms and politics.

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

- a. Which program(s) or department(s) will be affected?  
Modern Languages (Japanese), Latin American Studies, English Department (Writing Program, Literature)

Each of these departments already offer courses that are listed as Gender Studies electives, and they have expressed eagerness to collaborate with our program more by including their electives. Our students' success is enriched by this cross-pollination.

**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>)

All programs and departments affected have been consulted and all agreed to this change or first proposed it. Vicente Lacuna agrees to list JPN 251 as a GS elective; Tim McCormack suggested that ENG346 should be a GS elective (we agreed); Belinda Rincón agrees to list LIT383 as a GS elective. Alessandra Early from Criminal Justice Department agrees to list CJBA 3XX(356).

**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).

## Gender Studies, Bachelor of Arts

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

### Learning outcomes. Students will:

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

### Credits Required.

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

**Coordinator.** Professor Olivera Jokic, Department of English ([ojokic@jjay.cuny.edu](mailto:ojokic@jjay.cuny.edu) )

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

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



juniors (having accumulated at least 75 to 90 credits) by meeting with the Gender Studies Coordinator.

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

## **Part One. Historical and Theoretical Foundations** **Subtotal: 12 Cr.**

### **Required**

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

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

## **Part Two. Critical Methods** **Subtotal: 3 Cr.**

### **Required**

GEN 333/PHI 333	Theories of Gender and Sexuality
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## **Part Three. Research Methods** **Subtotal: 3 Cr.**

### **Required**

GEN 350	Feminist and Critical Methodologies
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## **Part Four. Senior Seminar** **Subtotal: 3 Cr.**

### **Required**

GEN 401	Senior Seminar in Gender Studies
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## Part Five. Gender Studies Area Electives

**Subtotal: 15 Cr.**

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

### Category A. Diversities and Cultural Representations of Genders and Sexualities

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

#### Choose at least two

AFR 248	Men: Masculinities in the United States
ANT 210/PSY 210	Sex and Culture
ART 222	Body Politics
ART 224/AFR 224	African American Women in Art
COR 320	Race, Class and Gender in a Correctional Context
DRA 243	Black Female Sexuality in Film
DRA 245	Women in Theatre
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
GEN 356/HIS 356	Sexuality, Gender, and Culture in Muslim Societies
GEN 380	Selected Topics in Gender Studies
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 323	History of Lynching and Collective Violence
HIS 375	Female Felons in the Premodern World
ISP 334	Sex, Gender and Justice in Global Perspective
<b><u>JPN 251</u></b>	<b><u>Japanese Manga and Anime: Gender, Culture and Society</u></b>
LIT 316	Gender and Identity in Literary Traditions
<b><u>LIT 383</u></b>	<b><u>Gender and Sexuality in U.S. Latinx Literature</u></b>
LLS 255	Latin American Woman in Global Society
SOC 243	Sociology of Sexualities

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

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

### Choose at least two

#### **CJBA 3XX (356)**

CRJ 420/SOC 420

CSL 260

ECO 327

#### **ENG 346**

GEN 277

GEN 377

POL 237

POL 318

POL 319

PSC 235

PSY 333

SOC 215

SOC 333

#### **Queering Crime & Justice**

Women and Crime

Gender & Work Life

The Political Economy of Gender

#### **Feminist Rhetorics: Histories, Intersections, Challenges**

Introduction to Feminist Praxis

Feminist Praxis: Internship

Gender and Politics

The Law and Politics of LGBTQ Rights

Gender and Law

Women in Policing

Psychology of Gender

Women and Social Control in the U.S.

Gender Issues in International Criminal Justice

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

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

TOTAL CREDIT HOURS: 36

## Gender Studies Minor

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

**Learning Outcomes. Students will:**

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

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

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

disciplinary, analytic and practical skills, provides a well–rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

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

**Minor coordinator.** Professor Olivera Jokic, Department of English (ojokic@jjay.cuny.edu).

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

**Requirements.** The Gender Studies minor allows students to focus on the meanings and implications of gender by taking two required courses and four courses (18 credits) from the rich variety of Gender Studies courses offered in the social sciences and humanities. The Gender Studies coordinator compiles a list of all courses offered in the minor prior to student registration and posts it on the Gender Studies minor website:

<http://web.jjay.cuny.edu/~wsc/minor.htm>. A maximum of two courses can overlap with a student's major, other minors or programs.

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

## Part One. Required Courses

**Subtotal: 6 Cr.**

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

## Part Two. Electives

**Subtotal: 12 Cr.**

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

### Category A: Diversities and Cultural Representations of Genders and Sexualities

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

**Select at least one**

AFR 248	Men: Masculinities in the United States
ANT 210/PSY 210	Sex and Culture
ART 222	Body Politics
ART 224/AFR 224	African American Women in Art
COR 320	Race, Class and Gender in a Correctional Context
DRA 243	Black Female Sexuality in Film
DRA 245	Women in Theatre
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
GEN 255/BIO 255	Biology of Gender & Sexuality
GEN 333/PHI 333	Theories of Gender and Sexuality
GEN 350	Feminist and Critical Methodologies
GEN 356/HIS 356	Sexuality, Gender, and Culture in Muslim Societies
GEN 364/HIS 364	History of Gender and Sexuality: Prehistory to 1650
GEN 380	Selected Topics in Gender Studies
HIS 265/LLS 265	Class, Race and Family in Latin American History
HIS 270	Marriage in Medieval Europe
HIS 323	History of Lynching and Collective Violence
HIS 375	Female Felons in the Premodern World
ISP 334	Sex, Gender and Justice in Global Perspective
<b><u>JPN 251</u></b>	<b><u>Japanese Manga and Anime: Gender, Culture and Society</u></b>
LIT 316	Gender and Identity in Literary Traditions
<b><u>LIT 383</u></b>	<b><u>Gender and Sexuality in U.S. Latinx Literature</u></b>
LLS 255	Latin American Woman in Global Society
SOC 243	Sociology of Sexualities

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

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

**Select at least one**

**CJBA 3XX(356)**

CRJ 420/SOC 420

CSL 260

ECO 327

**ENG 346**

GEN 277

GEN 377

POL 237

POL 318

POL 319

PSC 235

PSY 333

SOC 215

SOC 333

**Queering Crime & Justice**

Women and Crime

Gender &amp; Work Life

The Political Economy of Gender

**Feminist Rhetorics: Histories, Intersections, Challenges**

Introduction to Feminist Praxis

Feminist Praxis: Internship

Gender and Politics

The Law and Politics of LGBTQ Rights

Gender and Law

Women in Policing

Psychology of Gender

Women and Social Control in the U.S.

Gender Issues in International Criminal Justice

TOTAL CREDIT HOURS: 18



## CUNY JUSTICE ACADEMY DUAL ADMISSIONS AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

*Sending College:* Hostos Community College

*Program:* Computer Science

*Degree:* Associate of Science (A.S.)

*Receiving College:* John Jay College of Criminal Justice

*Department:* Mathematics and Computer Science

*Program:* Computer Science and Information Security

*Degree:* Bachelor of Science (B.S.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3-credit college-level math course
- A.S. Degree in Computer Science and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM HCC AND CREDITS TO BE COMPLETED AT JOHN JAY

Computer Science and Information Security	Total Credits for the Baccalaureate	Transfer Credits from HCC	Credits to be completed at John Jay
General Education Requirements	36	30-33	3-6
Major Requirements	58	28	30
Electives	26	0-3	24-27
Total	120	60	60



**D. TRANSFER CREDITS AWARDED**

Hostos Community College (HCC) graduates who complete the Associate in Science (A.S.) degree in Computer Science and Information Security will receive 60 credits toward the Bachelor of Science (B.S.) degree in Computer Science and Information Security at John Jay College of Criminal Justice (John Jay) as indicated below.

**COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED**

Sending College Hostos Community College		Receiving College Equivalent John Jay College Credit Granted		
General Education Courses				
REQUIRED CORE				
Course Title	Credits	JJC Course Title	Credits	Transfer Credits Awarded
ENG 110 Expository Writing	3	ENG 101 Composition I	3	3
ENG 111 Literature & Composition	3	ENG 201 Composition II	3	3
MAT 160 Precalculus	4	MAT 141 Pre-Calculus	3	3+ 1 bl
Life and Physical Science (CHE/BIO/PHY 210)	4	Life and Physical Science (BIO/CHE 103/PHY 101)	4	4
FLEXIBLE CORE				
Creative Expression	3	Creative Expression	3	3
Scientific World (CHE/BIO/PHY 220)	4	Scientific World (BIO/CHE 104/PHY 102)	4-5	4
U.S. Experience in its Diversity	3	U.S. Experience in its Diversity	3	3
Individual and Society	3	Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
Additional Flexible Core Course	3	Flexible Core Course	3	3
PROGRAM REQUIREMENTS: complete at least 27 credits				
Mathematics Courses (choose 2: 8 credits)				
Math 210 Calculus I	4	MAT 151 Calculus I	4	4
Math 217 Linear Algebra	4	MAT 310 Linear Algebra	3	3 +1bl
Computer Science Courses (13-16 credits)				
MAT 301 Probability and Mathematical Statistics I	3	MAT 301 Probability and Mathematical Statistics	3	3
CSC 205 Discrete Mathematics	4	MAT 204 Discrete Structures	3	3 + 1bl
CSC 215 Modern Programming	3	CSCI 271 Intro to Computer Science	3	3
CSC 275 Object Oriented Programming	3	CSCI 272 Object Oriented Programming	3	3
CSC 320 Computer Algorithms	3	CSCI 377 Computer Algorithms	3	3
CSC 300 Data Structures	3	CSCI 373 Advanced Data Structures	3	3
CSC 375 Computer Networking	3	CSCI 379 Computer Networking	3	3
General Electives				
Elective	3	Electives	3	0-3
TOTAL = 60				

E. **REMAINING CREDITS REQUIRED FOR THE BACCALAUREATE DEGREE**

Course	Course Title	Credits
<b>General Education Courses</b>		
College Option	300 Justice Core (Transfer Seminar)	3
College Option	Learning from the Past or Communications	0-3
<i>Subtotal</i>		3-6
<b>Major Courses</b>		
Part One: Core Computer Science Courses		
CSCI 274	Computer Architecture	3
CSCI 360	Cryptography and Cryptanalysis	3
CSCI 374	Programming Languages	3
CSCI 375	Operating Systems	3
CSCI 411	Computer Security and Forensics	3
CSCI 412	Network Security and Forensics	3
<i>Subtotal</i>		18
Part Three: Electives		
Category A. Computer Science Electives (choose one)		
CSCI 275	Linux System Administration & Security	3
CSCI 362	Databases & Data Mining	3
CSCI 376	Artificial Intelligence	3
CSCI 380	Selected Topics in Computer Science	3
CSCI 404	Internship in Management Information Systems	3
CSCI 421	Quantum Computing	3
<i>Subtotal</i>		3
Part Four: Ethics		
PHI 216	Ethics and Information Technology	3
<i>Subtotal</i>		3
Part Five: Capstone Courses		
CSCI 400	Capstone Experience in Digital Forensics/Cybersecurity I	3
CSCI 401	Capstone Experience in Digital Forensics/Cybersecurity II	3
<i>Subtotal</i>		6
Major Requirements Subtotal		30
General Education Subtotal		3-6
General Electives (Consult with an Advisor)		24-27
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
<b>Total Credits Required for Degree</b>		<b>120</b>

F. **ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE**

*Procedures for reviewing, updating, modifying or terminating agreement:*

When the Computer Science and Information Security Associate of Science program or general education requirements at Hostos Community College or the Computer Science and Information Security Bachelor of Science program or general education requirements at John Jay College of Criminal Justice undergo any changes relevant to this agreement, this articulation agreement will be reviewed and revised as necessary by one or two faculty members of each institution's department or program.

At the end of each academic year, the various representatives of each institution as indicated above will review the performance of transfer students to determine if adjustment to, or termination of the articulation agreement, is needed.

This articulation agreement will be publicized on both the Hostos Community College and John Jay College websites. Transfer advisors at HCC will promote this agreement with eligible students. Staff from JJC's transfer programs office will arrange an annual information session with the HCC campus for interested students.

Effective Date: Fall 2024

**Hostos Community College**

**John Jay College of Criminal Justice**

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Dr. Shiang-Kwei Wang                      Date  
Provost and Vice President  
for Academic Affairs

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Dr. Allison Pease                      Date  
Interim Provost and Vice President for  
Academic Affairs

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Dr.                      Date  
Chairperson, Department of Mathematics

---

Dr. Shweta Jain                      Date  
Chairperson, Department of Mathematics and  
Computer Science

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

## New Course Proposal Form

Date Submitted: 10/12/23

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: Criminal Justice

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

Name: Alessandra Early

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

Phone number(s) 212-237-8470

2. a. **Title of the course:** Queering Crime & Justice

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Queering Crime & Just

c. **Level** of this course    \_\_\_\_ 100 Level    \_\_\_\_ 200 Level    X 300 Level    \_\_\_\_ 400 Level

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

This course will offer students an opportunity to engage with an emerging topic and epistemological perspective such as queer criminology and criminal justice. As such, it exceeds a classification of a 200-course level because it has students grapple with complex readings, topics, and approaches to conducting research. Similarly, students are required to apply the themes and epistemological practices discussed in the course to a final project where they will “queer” something.

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

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.)

Research has suggested that criminal justice departments are less likely to offer courses explicitly examining queerness (Cannon and Dirks-Linhorst, 2006) and criminal justice undergraduate students (Hayes and Ball, 2010) in addition to students intending to enter law enforcement (Miller, 2001) are more likely to hold homophobic sentiments

than their peers in other fields of study (Hayes and Ball, 2010). In this regard, the inclusion of a course that intentionally discusses the ways in which queerness and queer identities have been criminalized may act as an intervention and an opportunity to expose students to an important topic.

Contemporary, violence against queer communities, particularly, Black queer communities, has become further entrenched within academic spaces. Acts such as forbidding queerness to even be discussed has created hostile spaces for queer students and has lasting ramifications for broader queer communities (Early and Rainey, 2023). In direct opposition, John Jay College has committed itself to offering “culturally responsive, inclusive, and anti-racist curriculum” which lends itself well to the creation of a course that “queers” crime and justice in theory and in practice. In this class, students will have an opportunity to take what they have learned from course materials and apply it to a project; In other words, they will learn how to destabilize previously held academic truths and learn how to “queer” something. As such, this course offers an innovative, unique, and an extremely timely introduction for students to engage with queer criminology and criminal justice.

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 provides a broad consideration of queer criminology, a subdiscipline of criminology that pushes past binary notions of identity, behavior, knowledge, and institutions. In addition to exploring the lived experiences of LGBTQIA+ or “queer” people within and external to the criminal justice system, queer criminology embraces new and critical forms of scholarship that analyze how knowledge is produced and legitimated. As such, this course will engage with work from leading contemporary and historical scholars from a variety of disciplines and perspectives like criminology, sociology, queer theory, Black feminism, and critical race theory. Furthermore, the course will discuss topics such as our field’s roots in the over-policing of queer communities and identities. In doing so, this course offers a guided opportunity to “queer” crime and justice.

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):

ENG 201; CJBA 230 or GEN 205 or SOC 203

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

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

  X   No                             Yes. If yes, then please provide:

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

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

Students will:

- 1. Describe queer criminology and its origins in relation to events, conditions, and debates in the field of criminology, sociology, and criminal justice.
- 2. Analyze the influences of research and writing from the disciplines of criminology, sociology, criminal justice, and beyond on development of queer criminology.
- 3. Examine the criminalization of LGBTQIA+ or "queer" communities in the United States and beyond.
- 4. Consider the experiences and perspectives of LGBTQIA+ or "queer" people internal and external to the criminal justice system.
- 5. Explore the variety of queer criminology methodologies and approaches to analyze a criminological and criminal justice question.

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)

Programs:

CJBA major, Part Three. Research Focus

BA in Gender Studies, Part Five. Electives.

Gender Studies Minor, Part Two. Electives (approved by major & minor coordinator, Olivera Jokic)

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   X                        Yes                             If yes, please indicate the area:

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

- Reflection Papers:
  - Throughout the semester, you will write three reflection papers based on the course readings. You'll note, each month will have a different theme that we'll be exploring in relation to queer criminology. As such, the purpose of your reflection paper is to engage with monthly themes, connect them to the readings, and relate them to real-world experiences or situations.
- "Discussion Leader For a Day:"
  - Each student will assume the role of "discussion leader" for half of one class period during the semester. In this role, you will design a lesson plan that must include a brief discussion of the assigned readings, discussion questions or prompts for your peers to engage with, and/or an activity. Generally, this is an opportunity to help co-construct knowledge and experiences for you and your classmates! You will choose which class period you will lead during the first week of class.
- Final Project and Presentation:
  - As described in the course description, this class will provide opportunities to learn about queer criminology as a subdiscipline and its associated methodologies. Your final project will be to take what you have learned and apply it in practice—Put more simply, you will queer something! To complete this project, you must:
    - Choose something related, or something that should be related, to criminology or criminological attentions (e.g., a dataset, question, theme, existing project, perspective, etc.)
    - Describe how it, or why it should be, connected to criminology or criminological attentions (e.g., Why is what you have chosen historically or contemporarily a focus of criminology; Or why is what you have chosen typically not a focus of criminology?)
    - "Queer" your chosen topic or materiality; More information on "how to" queer something will be covered throughout the course!

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/jjoer>

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



No X Yes           

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

\_\_\_\_\_ 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 X  
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 below
14. Date of **Department curriculum committee** approval: 10/11/23
15. **Faculty - Who** will be assigned to teach this course? Alessandra Early
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**?  
☒ X 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.

I have had several meetings with the director of the Gender Studies Program, Dr. Olivera Jokic, about this course's inclusion in the Gender Studies Program. She is extremely supportive and excited for this course to be offered. She has also said that it could be incorporated into her curriculum.

The Chair of the Sociology Department's curriculum committee, Prof. Carla Barrett was consulted. They are enthusiastic about this new course and will consider adding it to the Criminology curriculum.

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: Evan Mandery, Chair, Department of Criminal Justice

**John Jay College, 524 W. 59<sup>th</sup> Street, New York, NY, 10019**  
**Queering Crime and Justice**  
**Fall 2024**  
 Wednesdays 3:05 pm-5:45pm  
 NB 1.123

**Instructor:** Professor Alessandra Early (She/Her), PhD

**Email:** [aeary@jjay.cuny.edu](mailto:aeary@jjay.cuny.edu)

**Office Location and Number:** NB 631.11; 212-237-8470

**Office hours:** Tuesdays & Thursdays 2:00pm – 3:00pm or by appointment

**COURSE DESCRIPTION:**

This course provides a broad consideration of queer criminology, a subdiscipline of criminology that pushes past normative conceptualizations of identity, behavior, knowledge, and institutions. In addition to exploring the lived experiences of LGBTQIA+ or “queer” people within and external to the criminal justice system, queer criminology embraces new and critical forms of scholarship that encourages an interrogation of how (and for whom) is knowledge produced. As such, this course will engage with work from leading contemporary and historical scholars from a variety of disciplines and perspectives like sociology, queer theory, Black feminism, and critical race theory. Furthermore, the course will discuss topics such as: Criminology and criminal justice’s historical roots in the policing and defining of queerness, substance use and queer communities, gender/sexuality and victimization, the importance of space (e.g., social space), and resiliency. In doing so, this course offers a guided opportunity to “queer” crime and justice.

**LEARNING OUTCOMES:**

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

1. Describe queer criminology and its origins in relation to events, conditions, and debates in the field of criminology, sociology, and criminal justice.
2. Analyze the influences of research and writing from the disciplines of criminology, sociology, criminal justice, and beyond on development of queer criminology
3. Examine the criminalization of LGBTQIA+ or “queer” communities in the United States and beyond
4. Consider the experiences and perspectives of LGBTQIA+ or “queer” people internal and external to the criminal justice system
5. Explore the variety of queer criminology methodologies and approaches to analyze a criminological and criminal justice question

**REQUIRED MATERIALS:**

Although the majority of readings will be articles, journal articles, and other forms of open-source materials, there will be one required books that you can purchase or rent:

Ritchie, A. J., & Whitlock, K. (2011). *Queer (in)justice: The criminalization of LGBT people in the United States*. Boston, MA: Beacon Press.

## 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. 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 on by listed due dates. The final grade will be assessed from performance on the following:
  1. **Reflection Papers:** Throughout the semester, you will write three reflection papers based on the course readings. You'll note, each month will have a different theme that we'll be exploring in relation to queer criminology. As such, the purpose of your reflection paper is to engage with monthly themes, connect them to the readings, and relate them to real-world experiences or situations. Generally, reflection papers will:

1. Summarize the month's theme
2. Connect the readings to the month's theme
3. Offer your in-depth and nuanced perspective on the month's theme (e.g., What did you learn? What was surprising? What was confusing?)
4. Relate them to real-world experiences or situations

Each reflection paper will be 4-5 pages double-spaced, 12 point Times New Roman, 1.5 line spaced, and will be due at the end of the beginning of the month, on the previous month's theme. For concrete deadlines, see the syllabus's class schedule.

2. **Discussion Leader:** Each student will assume the role of "discussion leader" for half of one class period during the semester. In this role, you will design a lesson plan that must include a brief discussion of the assigned readings, discussion questions or prompts for your peers to engage with, and/or an activity. Generally, this is an opportunity to help co-construct knowledge and experiences for you and your classmates! You will choose which class period you will lead during the first week of class.
3. **Final Project and Presentation:** This class offers an opportunity to learn about what it means "to queer" crime and justice. Your final project will be to take what you have learned and apply it in practice—Put more simply, you will *queer* something! For example, while research exploring substance use among queer populations is overwhelmingly fixated on substance use arising out of victimization, little has considered how some queer people use substances to build community. So, a "queered" approach to understanding queer substance use would explore how substance use can be an intentional tool used to empower some queer people. To complete this project, you must:
  1. Choose something related, or something that *should* be related, to criminology, criminal justice, or criminological attentions (e.g., a dataset, question, theme, existing project, perspective, etc.)
  2. Describe how it, or why it *should be*, connected to criminology, criminal justice, or criminological attentions (e.g., Why is what you have chosen historically or contemporarily a focus of criminology or criminal justice?; Or why is what you have chosen typically *not* a focus of criminology or criminal justice?)
  3. "Queer" your chosen topic or materiality. Although we will discuss at length what it means to queer something, the example above (i.e., in the *Final Project and Presentation* bullet) provides some detail on how "to queer" something. Essentially, the word "queer" is used as a verb (i.e., an action) to describe thinking critically about things we presume are "normal;" To queer something is to destabilize, challenge, and rethink normative concepts and approaches to research. More information on "how to" queer something will be covered throughout the course!

Requirements **either:**

- 3200 words (+/- 400 words) including references, i.e., approximately 10 pages with Times New Roman, font size 12, with 1.5 line spacing. **The paper should have the following structure with subheads to separate the sections:**
  - **Introduction** with research question(s)
  - **Literature review/theory** use mainly literature from this class, but you may also include readings from previous classes.
  - **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.
  - **Findings/analysis:** This is the main part of the paper, and where you present your actual analysis.
  - **Discussion/conclusion:** Here, present key main points from the findings of your study, bridging the literature review/theory from front end.
- A physical representation or manifestation of your project (e.g., a video, work of performance art, etc.). **If this option is chosen, students will work with the professor to determine subsequent parameters.**

In addition, students are required to **present their paper or project in class**. Oral presentations will be graded by fellow students and I will consider the feedback from your peers in my final evaluation. One grade will be given for the paper and another grade will be given for the presentation. The oral presentations should be **approximately 6 minutes** long and there will be 3 days of presentation (specifics will be given later in the semester) and **the use of PowerPoint is strongly encouraged**. Presentations will occur during the last week(s) of class.

4. **Extra-Credit Assignments:** Two extra-credit opportunities will be given towards of the middle of the semester. Format and further details will be provided at a later date.

## GRADING CRITERIA:

Discussion Leader.....	30 points
Term Paper or Project.....	225 points
<i>Draft of Introduction or project proposal</i> .....	15 points
<i>Draft of Literature Review or project materials/ acquisition strategies</i> .....	35 points
<i>Draft of Methods or project description of how the materials used are the best fit</i> .....	15 points
<i>Draft of Findings/ Analysis summary of how the project came together</i> .....	35 points
<i>Draft of Discussion/ Conclusion or summary of the project's impact, pitfalls, and creation</i> .....	15 points
<i>Final Paper or Project</i> .....	100 points
<i>Final Paper or Project Presentation</i> .....	10 points
In-class and email related assignments (5 points each).....	15 points
Two Extra-credit opportunity (5 points each).....	10 points

**Total Points Available: 290**

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

A	283-290	C	262-265
A-	282-280	C-	259-261
B+	275-277	D+	256-258
B	266-268	D	252-255
B-	269-271	D-	249-251
C+	266-268	F	248 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 ASSIGNMENTS:** 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 assignment for consideration of a makeup. If you know **in advance** about an assignment absence, you are expected to complete the assignment **PRIOR** to the assignment due 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.smartcatalogiq.com))*

**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, brainstorming, 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>AUGUST</b>	<b>Conceptualizing Gender and Sexuality</b>
<b>8/29 (Tuesday)</b>	<b>Overview of course/review of syllabus</b>  <b>Classroom agreements, classroom activity</b>
<b>8/31 (Thursday)</b>	<i>Reading:</i> <a href="#">LGBTQ+ or "queer" terminology</a> (~4 pages)  <i>Reading:</i> Sedgwick, Kosofsky Eve. 1993. "Queer and Now" (19 pages)  <i>Assignment:</i> Use Google Calendar to schedule an introductory meeting with me(!), your professor by 11:59pm. <b>(5 points)</b>



SEPTEMBER	The Criminalization of Queerness and Queer People
9/5 (Tuesday)	<p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 1, “Setting the Historical Stage, Colonial Legacies”</p> <p><b>Reading:</b> Hunt, Sarah, and Cindy Holmes. "Everyday decolonization: Living a decolonizing queer politics." <i>Journal of lesbian studies</i> 19.2 (2015): 154-172.</p> <p><b>Reading:</b> Rutter, Samuel. Youngquist, Caitlin. 2021. “<a href="#">10 Queer Indigenous Artists on Where Their Inspirations Have Led Them</a>”</p>
9/7 (Thursday)	<p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 2, “Gleeful Gay Killers, Lethal Lesbians, and Deceptive Gender Benders, Queer Criminal Archetypes”</p> <p><b>Reading:</b> Buist, C. L., &amp; Lenning, E. (2016). Queer criminology. Chapter 2, “Criminalizing queerness”</p>
9/12 (Tuesday)	<p><b>Reading:</b> Snapp et. al., 2015. “Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline”</p> <p><b>Reading:</b> Msibi, Thabo. "‘I’m used to it now’: experiences of homophobia among queer youth in South African township schools." <i>Gender and education</i> 24.5 (2012): 515-533.</p>
9/14 (Thursday)	<p><b>Reading:</b> Morning Edition. 2022. “<a href="#">How political rhetoric factors into violence against the LGBTQ community</a>”</p> <p><b>Reading:</b> Herrera, Isabelia. 2023. “<a href="#">The Fight for Queer Nightlife in an Era of Political Violence</a>”</p>
9/19 (Tuesday)	<p><b>Reading:</b> Ritchie, Andrea J. "Crimes against nature: challenging criminalization of queerness and black women's sexuality." <i>Loy. J. Pub. Int. L.</i> 14 (2012): 355.</p> <p><b>Reading:</b> Brockenbrough, Ed. "Becoming queerly responsive: Culturally responsive pedagogy for Black and Latino urban queer youth." <i>Urban Education</i> 51.2 (2016): 170-196.</p>
9/21 (Thursday)	<p><b>Paper/Project Workshop</b></p> <p><b>Library Visit</b></p>
9/26 (Tuesday)	<p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 3, “The Ghosts of Stonewall, Policing Gender, Policing Sex”</p> <p><b>Video:</b> <a href="#">Fashion Policing &amp; The Double Standards Of Gender Expression</a></p> <p><b>Extra-credit assignment: Connecting Research (5 points)</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Attend either a public lecture or event (e.g., events held at the John Jay); <b>this should be a free event!</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Step 2:</b> Think about your experience, the messages that were delivered, and what you wished they would've covered. ***If you don't have time to do this/it's hard to fit this into your schedule; meet with me and I'll offer an alternative or comparable opportunity***</li> <li>• <b>Step 3:</b> Summarize the lecture/event and connect it to queer criminological themes. Your summary should be <u>approximately 2 pages long double-spaced and 12 point font (Times New Roman)</u>.</li> </ul>
9/28 (Thursday)	<p><b>Reading:</b> Carpenter, Leonore F., and R. Barrett Marshall. "Walking while trans: Profiling of transgender women by law enforcement, and the problem of proof." <i>Wm. &amp; Mary J. Women &amp; L.</i> 24 (2017): 5.</p> <p><b>Reading:</b> Allen, Dan. "<a href="#">"The Stroll" puts trans sex workers on the map of NYC's queer history"</a>"</p>
OCTOBER	<b>Queer Criminology: Origins, Topics, and Manifestations</b>
10/3 (Tuesday)	<p><b>Reading:</b> Woods, Blair Jordan. Jordan Blair Woods. 2015. "The Birth of Modern Criminology and Gendered Constructions of Homosexual Criminal Identity"</p> <p><b>Reading:</b> Buist, C. L., &amp; Lenning, E. (2016). Queer criminology. Chapter 1, "Queer(ing) criminology"</p> <p><b>Assignment:</b> Reflection Paper #1 Due at 11:59</p>
10/5 (Thursday)	<p><b>Reading:</b> Ball, Matthew. "Queer criminology, critique, and the "art of not being governed"." <i>Critical Criminology</i> 22 (2014): 21-34.</p> <p><b>Reading:</b> Copson, Lynne, and Avi Boukli. "Queer utopias and queer criminology." <i>Criminology &amp; Criminal Justice</i> 20.5 (2020): 510-522.</p> <p><b>Reading:</b> Southgate, Erica, and Max Hopwood. "Mardi Gras says 'be drug free': Accounting for resistance, pleasure and the demand for illicit drugs." <i>Health</i>: 3.3 (1999): 303-316.</p>
10/10 (Tuesday)	<p><b>Reading:</b> Ball, Matthew. "What's queer about queer criminology?." <i>Handbook of LGBT communities, crime, and justice</i> (2014): 531-555.</p> <p><b>Reading:</b> Mikdashi, Maya, and Jasbir K. Puar. "Queer theory and permanent war." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 22.2 (2016): 215-222.</p>
10/12 (Thursday)	<p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 4, "Objection! Treatment of Queers in Criminal Courts"</p> <p><b>Reading:</b> Hyun-su, Yim. 2022. "<a href="#">Methodist pastor fights against punishment after blessing LGBT people</a>"</p> <p><b>Assignment:</b> Submit draft of introduction section or project proposal (15 points)</p>

10/17 (Tuesday)	<p><b>Reading:</b> Buist, Carrie L., and Codie Stone. "Transgender victims and offenders: Failures of the United States criminal justice system and the necessity of queer criminology." <i>Critical Criminology</i> 22 (2014): 35-47.</p> <p><b>Reading:</b> Northam, Jackie. 2023. "<a href="#">A new anti-gay law in Uganda calls for life in prison for those who are convicted</a>"</p>
10/19 (Thursday)	<p><b>Reading:</b> Human Rights Watch. 2023. "<a href="#">This Is Why We Became Activists' Violence Against Lesbian, Bisexual, and Queer Women and Non-Binary People</a>"</p> <p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 5, "False Promises, Criminal Legal Responses to Violence against LGBT People"</p>
10/24 (Tuesday)	<p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 5, "Caging Deviance, Prisons as Queer Spaces"</p> <p><b>Reading:</b> Hardwick, Courtney. 2022. "<a href="#">QUEER CRIME: The Legacy Of CeCe McDonald</a>"</p>
10/26 (Thursday)	<p><b>Reading:</b> Ball, Matthew. "Unsettling queer criminology: Notes towards decolonization." <i>Critical Criminology</i> 27 (2019): 145-161.</p> <p><b>Reading:</b> Detamore, Mathias J. "Queer Appalachia: Toward geographies of possibility." (2010).</p> <p><b>Assignment:</b> Submit draft of literature review section or project materials/acquisition strategies (35 points)</p>
10/31 (Tuesday)	<p><b>Reading:</b> Stanley, Eric A., and Dean Spade. "Queering prison abolition, now?." <i>American Quarterly</i> 64.1 (2012): 115-127.</p> <p><b>Reading:</b> Walker, Allyn, et al. "Why Don't We Center Abolition in Queer Criminology?." <i>Crime &amp; Delinquency</i> (2022): 00111287221134595.</p>
NOVEMBER	<b>Queer Criminological Approaches and "Methodologies"</b>
11/2 (Thursday)	<p><b>Reading:</b> Panfil, Vanessa R., and Jody Miller. "Feminist and queer perspectives on qualitative methods." <i>The Routledge handbook of qualitative criminology</i>. Routledge, 2015. 32-48.</p> <p><b>Reading:</b> Ward, Jane. "The methods gatekeepers and the exiled queers." <i>Other, please specify: Queer methods in sociology</i> (2018): 51-66.</p> <p><b>Assignment:</b> Reflection Paper #2 Due at 11:59pm</p>
11/7 (Tuesday)	<p><b>Reading:</b> Woods, Jordan Blair. "'Queering criminology': Overview of the state of the field." <i>Handbook of LGBT communities, crime, and justice</i> (2014): 15-41.</p> <p><b>Reading:</b> White, Marshall Lorraine, and Natalie Todak. "Queer Methods in Criminology: Three Key Questions." <i>The Encyclopedia of Research Methods in Criminology and Criminal Justice</i> 1 (2021): 428-432.</p>

<b>11/9 (Thursday)</b>	<p><b>Reading:</b> Panfil, Vanessa R., et al. "Similar past, different future? How feminist and queer criminological pedagogy and qualitative methods intersect and diverge." <i>Journal of Criminal Justice Education</i> 33.2 (2022): 193-211.</p> <p><b>Reading:</b> Rogers, Sarah A., and Baker A. Rogers. "Advantages and Challenges of Queer Scholars Doing Qualitative Queer Criminology and Criminal Justice Research." <i>Crime &amp; Delinquency</i> 69.2 (2023): 464-482.</p> <p><b>Assignment:</b> Submit draft of methods section or project description of how the materials used are the best fit <b>(15 points)</b></p>
<b>11/14 (Tuesday)</b>	<p><b>Reading:</b> Thorneycroft, Ryan, and Nicole L. Asquith. "Crippling criminology." <i>Theoretical Criminology</i> 25.2 (2021): 187-208.</p> <p><b>Reading:</b> Panfil, Vanessa R. "Queer criminology and ethnography." <i>The Oxford handbook of ethnographies of crime and criminal justice</i>. Oxford University Press, 2021. 269.</p>
<b>11/16 (Thursday)</b>	<p><b>NO CLASS INSTRUCTOR OUT OF TOWN FOR ASC</b></p> <p><b>Assignment:</b> Extra credit <b>(5 points)</b>:</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>
<b>11/21 (Tuesday)</b>	<p><b>Reading:</b> Ball, Matthew. "Queering criminology globally." <i>Oxford research encyclopedia of criminology and criminal justice</i>. 2020.</p> <p><b>Reading:</b> Woods, Jordan Blair. "Queer contestations and the future of a critical "queer" criminology." <i>Critical Criminology</i> 22 (2014): 5-19.</p> <p><b>Assignment:</b> Submit draft of findings/analysis section or summary of how the project came together (35 points)</p>
<b>11/23 (Thursday)</b>	<b>NO CLASS COLLEGE IS CLOSED</b>
<b>11/28 (Tuesday)</b>	<p><b>Reading:</b> Hammers, Corie, and Alan D. Brown III. "Towards a feminist–queer alliance: a paradigmatic shift in the research process." <i>Social epistemology</i> 18.1 (2004): 85-101.</p>

	<b>Reading:</b> Russell, Emma K. "Ghost Criminology and specters of abolition." (2023): 17416590231156698.
<b>11/30 (Thursday)</b>	<p><b>Reading:</b> Panfil, Vanessa R. "'I will fight you like I'm straight': Gay gang- and crime-involved men's participation in violence." <i>Handbook of LGBT communities, crime, and justice</i> (2014): 121-145.</p> <p><b>Reading:</b> Milagros Early, Alessandra, and Heidi Grundetjern. "The role of sex and compulsory heterosexuality within the rural methamphetamine market." <i>Crime &amp; Delinquency</i> (2022): 00111287221077644.</p> <p><b>In-class activity:</b> Google searches and queer substance use (5 points)</p> <p><b>Assignment:</b> Submit draft of discussion/conclusion section or summary of the project's impact, pitfalls, and creation (15 points)</p>
<b>DECEMBER</b>	<b>Queer Criminology and The Future</b>
<b>12/5 (Tuesday)</b>	<p><b>Reading:</b> Ball, Matthew. 2016. "Queer Criminology as Activism"</p> <p><b>Reading:</b> Mikell, Toniqua. "Trans Black Women Deserve Better: Expanding Queer Criminology to Unpack Trans Misogynoir in the Field of Criminology." <i>Abolish Criminology</i>. Routledge, 2024. 93-104.</p> <p><b>Assignment:</b> Reflection Paper #3 Due at 11:59pm</p>
<b>12/7 (Thursday)</b>	<p><b>Reading:</b> Buist, C. L., &amp; Lenning, E. (2016). Queer criminology. Chapter 6, "Future directions in queer criminology"</p> <p><b>Reading:</b> Ritchie, A. J., &amp; Whitlock, K. (2011). Queer (in)justice: The criminalization of LGBT people in the United States. Chapter 7, "Over the Rainbow, Where Do We Go from Here?"</p> <p><b>In-class activity:</b> Debate Theme→A Queer Criminology for Whom? [More details will be given day of] (5 points)</p>
<b>12/12 (Tuesday)</b>	<p><b>Reading:</b> Walker, Allyn, et al. "Experiences of trans scholars in criminology and criminal justice." <i>Critical Criminology</i> 29.1 (2021): 37-56.</p> <p><b>Reading:</b> Moon, Rhys. 2023. "<a href="#">A Tale of Resistance: Queer Resilience Around the World</a>"</p> <p><b>PROJECT PRESENTATIONS</b></p>
<b>12/14 (Thursday)</b>	<b>PROJECT PRESENTATIONS</b>
<b>12/19 (Tuesday)</b>	<b>PROJECT PRESENTATIONS AND FINAL PROJECT DUE</b>

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

## New Course Proposal Form

Date Submitted: 11/6/23

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

1. a. **Department(s) or program(s)** proposing this course: **Department of Criminal Justice**

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

Name: **Kevin T. Wolff**

Email address(es) **kwolff@jjay.cuny.edu**

Phone number(s) **(212) 237-8382**

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

**Managing Criminal Justice Data**

- b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Managing CJ Data**

- c. **Level** of this course    \_\_\_\_ 100 Level    \_\_\_\_ 200 Level    **X** 300 Level    \_\_\_\_ 400 Level

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

**This course fulfills 3 out of the 6 credits for the research track in CJBA. It includes a prerequisite of 240 and 241 (stats courses) and will require knowledge of research methods and basic statistical concepts.**

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

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.)

**Data has become a valuable asset for criminal justice organizations across the country, and the need for skilled data analysts has never been greater. As criminal justice administrators increasingly rely on data-driven decision-making, it is crucial to ensure that data is properly collected, stored, organized, and analyzed. Data and data management are essential in the field of criminal justice for evidence-based decision-making, efficient resource**

allocation, and transparency. They enable performance evaluation, support crime prevention efforts, and inform policy development. Data also helps identify and address disparities in the system, ensuring fairness and equity. Additionally, it aids in compliance with legal obligations and facilitates crisis response. In essence, effective data management is integral to a more effective and accountable criminal justice system.

By implementing data governance frameworks, data standards, and data quality management techniques, organizations can enhance the integrity of their data, leading to better-informed decision-making processes. With the increasing reliance on data-driven decision-making, professionals with strong data management skills are in high demand. A course in data management will equip our students with the knowledge and expertise sought after by organizations across a number of justice-related industries, opening up diverse career opportunities.

Consistent with the Seven Principals for a Culturally Responsive, and Inclusive, and Anti-Racist Curriculum, this course goes beyond enhancing comprehension of criminal justice data; it also facilitates the development of more equitable and transparent system practices. The central role of data management in evaluating fairness, accountability, and transparency in the criminal justice system cannot be understated. By uncovering and elucidating hidden patterns present in criminal justice related data, students will critically assess racial and income equity, and fairness of criminal justice practices in New York City.

Why R? R is a powerful programming language and software environment that has gained significant popularity in the field of data management and analysis. Its versatility, extensive statistical capabilities, and user-friendly interface make it an ideal choice for teaching data management concepts in an educational setting. R is widely adopted by data scientists, statisticians, and researchers in both academia and industry. It has become the de facto standard for statistical computing and data analysis, making it essential for students pursuing careers in data management. By incorporating R into the curriculum, students gain exposure to the tools and techniques commonly used in the field, equipping them with marketable skills that are highly sought after by employers. Additionally, R is freely available for anyone to use. This makes it an ideal choice for educational institutions with limited resources as it eliminates the need for costly software licenses. By teaching R, students can continue to use the language after graduation without any financial constraints, facilitating lifelong learning and professional development. The course itself, of course, could be adapted at any point in time to leverage the statistical program which will give our students the most useful tools available.

A course in data management is essential to address the challenges posed by the growing volume and complexity of criminal justice-related data. It will provide John Jay students with the skills needed to handle data securely, efficiently, and effectively and enter the workforce in an important capacity. By investing in data management education, JJay's CJBA program can foster a data-driven culture of young scholars and gain a competitive edge in today's data-centric landscape.

To supplement this educational journey, students will craft a professional portfolio using GitHub Pages, a platform that showcases their technical proficiency and project accomplishments. The portfolio will contain homework assignments (and all associated coding) and the final project, demonstrating their adeptness at tackling real-world data

manipulation and management challenges. This curated collection of work will not only highlight their capabilities but also serve as a tangible asset they can present to potential employers, reflecting their readiness to make a substantive impact in their chosen fields.

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.)

The course is designed to provide students with an understanding of the principles, concepts, and techniques involved in effectively managing data within the field of criminal justice. In today's data-driven world, criminal justice stakeholders face significant challenges in handling vast amounts of data and making informed decisions based on reliable information. This course equips students with the necessary knowledge and skills to contribute to the management and analysis of criminal justice-related data using open-source statistical software.

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):

**ENG 201, CJBA 110, CJBA 241**

6. Number of:
- |                |               |
|----------------|---------------|
| a. Class hours | <u>  3  </u>  |
| b. Lab hours   | <u>      </u> |
| c. Credits     | <u>  3  </u>  |

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

  X   No             Yes. If yes, then please provide:

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

8. **Learning Outcomes** (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:

- Explain the importance of data and data management in criminal justice.
- Utilize important data management tools and techniques
- Apply data management practices to real world research settings
- Practice design of data management aspects of a research project from start to finish
- Develop baseline data management skills and basic proficiency in R.



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

☐ No ☒ Yes

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

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 ☐ If yes, please indicate the area:

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

**Student learning will be assessed using a series of applied, hands-on assignments to be completed both in class and on the students own time. These applied coding assignments provide an effective means of evaluating students' practical skills, problem-solving abilities, and conceptual understanding of concepts covered in the course. This approach moves beyond traditional exams or quizzes and allows students to demonstrate their knowledge through hands-on projects.**

**In addition to the weekly assignments, students will be asked to complete a term project which includes data preparation and analysis designed to answer a research question of their choice. They will also be asked to prepare a short presentation on this research to be presented in class near the end of the semester. Examples of this term project will be provided during the first week of the course. The model syllabus outlines a number of incremental steps to be completed throughout the course of the semester leading to this final product. Some of them are actual homework assignments as they require feedback from the professor (i.e. identifying a research question, identifying a data source, completing an analysis of said data). A few are simply recommendations to keep students on track for the final project as it would be difficult to complete in a single attempt. This term assignment, once completed connects to each of the stated learning outcomes.**

**Well-defined evaluation criteria will be used to ensure fairness and consistency in grading. These criteria may include factors such as functionality, code quality, organization, efficiency, adherence to coding standards, and documentation. Rubrics or scoring guidelines will be provided to students in advance to set clear expectations.**

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

No ☒ 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/ijoer>

<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):

\_\_\_\_\_ 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   X  

Yes \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: November 2023

15. **Faculty - Who** will be assigned to teach this course? **Wolff, Capellan or West**

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

\_\_\_\_\_ No

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

**CSCI 172 Introduction to Data Analysis**

**CSCI 362 Databases and Data Mining**

**MAT 455 Data Analysis**

All three of these courses in the Mathematics department are related, yet distinct from the proposed class. Each of the existing classes are much more math-centered and are likely out of reach from many CJBA students who will not have developed the same quantitative skills. Further, the proposed course's focus on criminal justice data is unique and is likely to be more helpful to students looking to enter the field of applied criminal justice research, especially within criminal justice agencies.

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

       Not applicable

       No

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

**Consulted syllabi available online from departments that offer similar data heavy classes outside of the area of criminal justice. Although there is some overlap in data terminology, the focus on criminal justice data makes this course unique.**

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

  X   No

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

19. Approvals: Evan Mandery, Chair, Department of Criminal Justice

## Managing Criminal Justice Data

### CJBA 352

### Fall 2025

**Professor:**

**Office:**

**Office Hours:**

**E-mail:**

**Class time:**

**Location: John Jay College of Criminal Justice, Haaren Hall,**

### Course Overview

An introduction to methods for analyzing quantitative criminal justice data. Emphasis is placed on understanding data in relation to key concepts in criminal justice research, including units of analysis, variables, measurement, and association. Students will be introduced to various types of data used within the field criminal justice and the fundamentals of elementary analysis including how data is collected, manipulated and analyzed. Lectures and readings will introduce students to primary and secondary data sources that illustrate key components of the criminal justice system. Assignments will require students to extract, transform, clean, and analyze data from public data sets related to contemporary issues in criminal justice.

### Course Structure

Course material will be delivered via lectures including in-class activities and numerous applied examples. Knowledge of course material will be assessed through in-class participation and weekly in-class comprehension check assignments as well applied data analysis homework assignments and a more in-depth term assignment. The objective of the assigned work is to provide students additional hands on experience with data manipulation and analysis within an open-source data management/statistical analysis program. Students will learn to perform basic data manipulation and analyses based on the information covered in during the lecture each week. Performance on the weekly assignments will count for a significant portion of the final grade.

### Course Learning Objectives. Students will:

- Explain the importance of data and data management in criminal justice.
- Utilize important data management tools and techniques.
- Apply data management practices to real world research settings.
- Practice design of data management aspects of a research project from start to finish.
- Develop baseline data management skills and basic proficiency in R.

### Skills Acquired:

Extract, merge, and restructure raw data files

Examine raw data for errors, outliers, and missingness

Create analysis-ready variables (transformations & computations)

Create publication-ready tables including summary statistics

Write more efficient syntax that can be rerun, and shared (automation & replication)

### Required Materials

Wickham, H., Çetinkaya-Rundel, M., & Grolemund, G. (2023). *R for data science*. " O'Reilly Media, Inc.". Available for free online: <https://r4ds.hadley.nz/>. Can also be purchased for ~\$45.

Other readings will be made available through the course website at no cost to the student.

**Course Requirements and Grading:**

Class Attendance/Participation	25%
Class Assignments	50%
Final Project & Presentation & Archival	25%

**Class Attendance:** Weekly attendance and participation points will make up 25% of your final grade. It is expected that all students will participate fully in all activities and assignments in order to maximize their learning experience. Students are to take meaningful and complete notes. If your instructor thinks that something is important enough to include it in the course, it should be written in your notes. The examples that are given will help you when you study and work problems on your own. In-class participation and attendance will be assessed using weekly comprehension checks which require the execution of a skill covered in class that week and completion of a short task (i.e. tabulating a particular variable, merging two datasets, reshaping or aggregating data) and providing appropriate evidence of class completion to the instructor.

**Class Assignments:** Weekly outside of class assignments as well as a final project will make up much credit earned in the course (50%). Most will require students to obtain, clean and impute data and to document the work done using self-generated .do files. A number of the assignments will require students to create tables or otherwise provide output demonstrative successful completion of the assignment. Grades will be based on (1) timely submission, (2) effort, (3) user-friendliness of your products (e.g., clarity, neatness), and (4) accuracy. Students will upload these assignments weekly to the learning management system (i.e. Brightspace or Blackboard).

**Term Assignment:** As a final project students will be asked to complete a data brief on a topic of interest to them using the data provided for the course. We will work towards this term assignment throughout the course, with weekly assignments building toward the final project. To complete this task, students will be expected to read in and analyze large and complex dataset using the appropriate statistical method and go on to write a short report on the relevant statistical output addressing the research questions they have identified. Final deliverables will be presented to the class in the form of a short (5-7 min) presentation as well as a 5-7-page paper.

**Archiving Completed Work:** This course will also introduce students to the practical application of GitHub as a powerful platform for archiving and showcasing their academic/programming work. We will spend time throughout the course creating personalized portfolios archiving the work associated with each of the data management skills we have learned.

**Course Expectations**

Working with raw data can be challenging and at times frustrating, but the best way to learn many of the things we will cover is to try them and to be persistent when they do not work the first time. I will teach and demonstrate important topics and techniques, but I cannot substitute for hands-on experience. I feel your pain (believe me, I really do), but I am going to be firm about this: I am happy to help you with the technical aspects of the assignments AFTER you have tried to resolve any issues on your own. This is a test of your grit, and if you want to be successful you have to demonstrate that you are resilient to the challenges that come up. If and when you reach that point, don't be shy about bringing me your questions, syntax, datasets, and anything else you would like me to review.

**Grading Scale:** The final grade will be based on the following scale:

A: 93-100%    A-: 90-92%    B+: 87-89%    B: 83-86%    B-: 80-82%

**Academic Honor Code:** Academic dishonesty (i.e. cheating, plagiarism, copying someone else's work) will not be tolerated. Students are expected to uphold the Academic Honor Code published in the student handbook. This includes upholding the highest standards of academic integrity in your own and other

students' work and fostering a high sense of integrity and social responsibility on behalf of the University community. Any form of academic dishonesty will result in a "zero" for that particular assignment or possibly an "F" for the course, and will be reported to the University Judicial Officer. If you have any questions about this policy, please speak with me. The student handbook outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

**Diversity and Inclusion:** The success of this course depends on an environment which supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) and lived experiences. As a start, we will make every effort to use each other's preferred names and pronouns as well as respect all opinions shared during our time together. Also, if anyone (including myself) says or does anything in class that makes you feel targeted due to your identities, please talk to me about it.

**Course Calendar:** Below is a tentative class schedule, although it is subject to change at any time throughout the semester. Any changes made to the syllabus will be announced in advance. Be sure to do any specified readings **before** coming to class each week.

**IMPORTANT NOTE THAT THE DESCRIPTION PROVIDED BELOW IS R-CENTRIC BUT COULD BE ADAPATED TO ANY STATISTICAL PROGRAM USED BY THE INSTRUCTOR (E.G. SPSS, Stata, ETC.)**

**Week 1: What is Data? What kinds of data exist in the world of criminal justice?**

- Concepts, variables, values, observations, tabular data
- What kind of research questions can we ask when considering this data?
- Examples of real-world criminal justice data (UCR, NYC SQF, GSS & FLDJJ)
- **Learning Outcome(s) Associated: #1 & #3**
- **Homework Assignment:** Identifying potential research questions using NYC Open Data
- **Term Assignment:** Identify a research question you would like to address using criminal justice data. The assignment will be described during this first week of class, with examples provided.

**Week 2: What is Data Management?**

- What is data management? The philosophy and goals of data management.
- The cyclical nature of research and the importance of reproducibility.
- Introduction to Data Science Methodology
  - Understanding, Preparation, Exploratory Analysis, Modeling, and Evaluation
  - Read: Data Science Using Python and R, Chapter 1. Larose, C. D., & Larose, D. T. (2019). Data science using Python and R. John Wiley & Sons.
- **Learning Outcome(s) Associated: #1, #2 & #4**

**Week 3: What is R?**

- Introduction to Tidyverse
- Getting RStudio onto your computer
- Opening R, loading necessary packages into R for use
- **Learning Outcome(s) Associated: #5**
- **Homework Assignment:** Refine research question from prior assignment based on instructor feedback.
- **Term Assignment:** Research questions will be refined using instructor feedback. It will also be confirmed that students have an idea of what data will be needed to answer their research question.

**Week 4: The Basics of R Code, Using GitHub to Archive Your Work**

- Coding basics (names, objects, functions, data frames, statements)
- R scripts, running scripts within RStudio
- Introduction to GitHub as an archival tool
- **Learning Outcome(s) Associated: #5**

**Week 5: Getting Data into R: Reading and Pre-processing**

- Introduction to data formats
- Reading data in R / Parsing text data
  - TXT, CSV, JSON, STATA, SPSS
  - Readr package from Tidyverse
- **Learning Outcome(s) Associated: #5**
- **Homework Assignment:** Create an account on GitHub. Create an R Script, open data, save data & archive on GitHub
- **Term Assignment:** Identify a course dataset (or other publically available data source) to use for you term project. Open this data in R so that it can be worked it.

**Week 6: Understanding data structures and types**

- Long vs. wide data structures
- Logical vectors (true or false)
- Factors (categorical)
- Numeric variables (integers or double)
- Character vectors (strings)
- Dates (date or dttm)
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

**Week 7: Data wrangling using Dplyr, part 1**

- Introduction to dplyr and grammar of data wrangling
  - select, filter, arrange, rename
  - Logical operators (&, |, !)
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

**Week 8: Data wrangling using Dplyr, part 2**

- Summarizing data with *Dplyr*
  - Count, summarize, mutate
  - Arithmetic Operators (+, -, \*, /, ^)
  - lead() or lag()
- Variation, typical values, usual values, and missing data
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

**Week 9: Exploratory Data analysis**

- Summarizing and visualizing continuous data
  - Summarize, group by, count, mean(x), median(x), sd(x), IQR(x), mad(x)
- **Learning Outcome(s) Associated: #3, #4 & #5**

- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

#### Week 10: Exploratory Data analysis

- Summarizing and visualizing categorical data
  - Count, mix(x), quantile(x), first(x), nth(x), last(x)
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub
- **Term Assignment:** Apply data analysis skills to your term project by completing all necessary recodes and generating descriptive statistics on your dataset. These analyses will be reviewed by the instructor so they can be refined if necessary for the term project.

#### Week 11: String Manipulation / Introduction to Dates

- Working with text/string data (stringr)
  - Combining, subsetting, locales
- Parsing dates with *lubridate*
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

#### Week 12: Introduction to Spatial Data

- Tidyverse: maps and sf for spatial data
- **Learning Outcome(s) Associated: #3, #4 & #5**
- **Homework Assignment:** Create an R Script addressing skills learned in class & archive on GitHub

#### Week 13: Data storage and retrieval

- Introduction to databases and their importance
- Introduction to SQL and its basic commands
- Data retrieval using SQL
- **Learning Outcome(s) Associated: #2 & #3 & #5**
- **Term Assignment:** Continue working on write up of term paper. This includes a description of your results.

#### Week 14: Data manipulation using SQL

- Introduction to advanced SQL commands (JOINS, subqueries, etc.)
- Data manipulation using SQL
- **Learning Outcome(s) Associated: #5**
- **Homework Assignment:** Create an SQL Query/Syntax addressing skills learned in class & archive on GitHub

#### Week 15 Student Presentations and Wrap up

- **Present results of your analysis to the class**
- Archive all relevant work on GitHub
- **Term Assignment:** Completed term assignment due



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

## New Course Proposal Form

Date Submitted: Oct 12, 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: Criminal Justice Department

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

Name: Joel Capellan

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

Phone number(s): 917-287-3521

2. a. **Title of the course:** Visualizing Crime Data

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Visualizing Crime Data

c. **Level** of this course    \_\_\_\_100 Level    \_\_\_\_200 Level      x  300 Level    \_\_\_\_400 Level

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

The course is designed as a 300-level course for Part Three. Research Focus area of the CJBA major. It will be part of a scaffolded series of skill development courses with statistics, research methods and managing criminal justice data. This course knowledge, skills, readings, and assignments/activities are appropriate for the 300-level.

d. **Course prefix** to be used: CJBA

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.)

Data visualization serves as a cornerstone for modern law enforcement, enabling agencies to navigate the sea of data they encounter daily. This approach employs visual elements to transform complex and often unstructured information into a clear, intelligible format. Navigating this sea of crime data necessitates the aptitude to visualize and interpret crime data. This course on crime data visualization will equip students with comprehensive understanding of this pivotal skill. It's designed to empower students to extract meaningful insights from data,

comprehend patterns, trends, and correlations in crime, and formulate informed decisions on resource distribution and interventions.

Consistent with the *Seven Principals for a Culturally Responsive, and Inclusive, and Anti-Racist Curriculum*, this course goes beyond enhancing comprehension of crime data through compelling visuals; it also facilitates the development of more equitable and transparent policing practices. The central role of data visualization in evaluating fairness, accountability, and transparency in policing cannot be understated. By visualizing hidden patterns in enforcement data, students will critically assess racial and income equity, and fairness of policing practices in New York City.

In this course, students will gain hands-on experience in data manipulation, exploration, and visualization. These skills are highly transferable, applicable not just within criminal justice, but in a wide range of sectors including public policy, homeland security, cybersecurity, and beyond. Given the burgeoning demand for data skills, data visualization skills can significantly enhance students' employability. Upon completion, students will be prepared to enter the law enforcement job market, equipped with the ability to derive actionable insights from complex crime data sets, and ready to contribute to a safer, more equitable society.

To supplement this educational journey, students will craft a professional portfolio using GitHub Pages, a platform that showcases their technical proficiency and project accomplishments. The portfolio will contain homework assignments and the final project, demonstrating their adeptness at tackling real-world data visualization challenges. This curated collection of work will not only highlight their capabilities but also serve as a tangible asset they can present to potential employers, reflecting their readiness to make a substantive impact in their chosen fields.

Despite the transformative potential of data visualization skills, it's notable that a comprehensive course in this area, particularly crime data visualization, is not currently part of the curriculum at John Jay College. While PSC 216 Crime Mapping and other Geographic Information System courses do touch on data visualization, their focus is predominantly on mapping and spatial pattern detection, representing only a subset of the broader data visualization skillset. By offering a comprehensive and practical course on crime data visualization, we can bridge this gap in the curriculum. This course will provide students with an integrated framework and hands-on skills needed to transform crime data into actionable insights, thereby enriching their learning experience.

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.)

Dive into crime analytics through our crime data visualization course. Students learn to visualize patterns, trends, and correlations in crime data, derive meaningful insights, and make informed decisions regarding resource allocation and interventions. In this course, students will master the creation of professional-level graphs, maps, reports, and interactive dashboards, transforming complex data into actionable intelligence.

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):

ENG 201, CJBA 110, CJBA 241 (Quantitative Inquiry of Problems in Criminal Justice I),  
CJBA 3XX(352) (Managing criminal justice data)

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

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

  X   No                             Yes. If yes, then please provide:

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

8. **Learning Outcomes** (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?

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

- Apply the principles of effective data visualization, specifically in the context of crime data.
- Demonstrate proficiency with R, RStudio, and the Tidyverse suite of packages for creating a variety of static and dynamic visualizations.
- Experiment with exploratory and explanatory data visualization techniques for crime analysis.
- Create comprehensive, reproducible crime reports using RMarkdown.
- Develop a complete data visualization project from raw data to interactive visualizations.

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)

CJBA major, Part Three. Research Focus area

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 **X** Yes \_\_\_\_\_ If yes, please indicate the area:

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

Student learning will be assessed through *in-class exercises, weekly homework assignment, take-home midterm/final exam*, and a semester-long *research project*.

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/jjoer>

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

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

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

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

\_\_\_\_\_ eBooks

**Subject specific library databases:**

**X** Academic Search Complete

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

\_\_\_\_\_ NexisUni

\_\_\_\_\_ PsycInfo

**X** 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 **X**

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 below**
14. Date of **Department curriculum committee** approval: October 2023
15. **Faculty - Who** will be assigned to teach this course? Joel Capellan
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: Evan Mandery, Chair, Department of Criminal Justice

## CJBA354: Visualizing Crime Data

### Course schedule

Day  
Hour  
Location

### Instructor

Name  
E-mail  
Office hours

### Course description

Data visualization serves as a cornerstone for modern law enforcement, enabling agencies to navigate the sea of data they encounter daily. This approach employs visual elements—charts, graphs, and maps—to transform complex and often unstructured information into a clear, intelligible format.

Data visualization has had a transformative effect in our understanding of and response to crime due to several important factors.

- It capitalizes on the cognitive principle that visual information is processed by the human brain at a rate 60,000 times faster than text. As a result, data visualization allows us to swiftly identify patterns, trends, and correlations amidst large volumes of data.
- It serves as an instrument for strategic resource allocation, visually highlighting areas that require immediate attention and resources.
- Data visualization serves as a conduit for efficient data exchange both within and between agencies. It transforms data into a universally intelligible visual format, promoting seamless collaboration among various teams and departments.
- Lastly, data visualization plays a crucial role in fostering community engagement. It provides law enforcement agencies a medium to convey information to the public in an accessible and easily digestible manner. This promotes transparency, cultivates a sense of cooperation, and helps build trust within the community.

This course introduces students to the world of crime data visualization. Students will develop a proficiency in R, a robust language and environment for statistical computing and graphics, and Tidyverse, a collection of R packages designed for data science. The course will familiarize students with both exploratory and explanatory data visualization techniques, forming the bedrock of data storytelling. This narrative approach to data allows for more impactful communication of findings, trends, and patterns within the data.

We begin with the principles of effective visualization, establishing the fundamentals for constructing accurate, memorable, and impactful visual representations of crime and justice-related issues. Building upon this foundation, students will learn the grammar of graphics, a theoretical framework informing the aesthetics and structure of visualizations. We will apply these concepts in ggplot2, an acclaimed package within the Tidyverse suite known for its flexibility and powerful visualization capabilities. Lastly, students will learn how to create interactive dashboards using Shiny, an R package that enables the construction of interactive web apps straight from R.

We will apply the principles of visualization with real-world data. In-class exercises will entail visualizing New York City's crime patterns based on the arrest data provided by the New York City [Police Department](#). Beyond in-class activities, homework assignments will further allow students to investigate enforcement trends within the NYPD, with a specific emphasis on racial disparity issues, using [Stop-and-Frisk data](#).

By the end of the course, students will be capable of transforming complex crime, and enforcement data into meaningful, informative visualizations, aiding in a more profound understanding of crime and informing strategic crime prevention.

### Learning outcomes. Students will:

- Apply the principles of effective data visualization, specifically in the context of crime data
- Demonstrate proficiency with R, RStudio, and the Tidyverse suite of packages for creating a variety of static and dynamic visualizations.
- Experiment with exploratory and explanatory data visualization techniques for crime analysis.
- Create comprehensive, reproducible crime reports using RMarkdown.
- Develop a complete data visualization project from raw data to interactive visualizations.

### Course requirements

Students are responsible for:

- Check Blackboard and JJay e-mail weekly.
- Time management. New York State equates one-course credit to three hours of week of coursework. Students will spend approximately nine hours a week in class, reading, and completing assignments.
- Submit all assigned worked on time.
- Attend in-person sessions.

### Course structure

This class is entirely face-to-face. We will meet twice a week; one session will be typically dedicated to the conceptual aspects of data visualization techniques and best practices, the other to in-class exercises that puts into practice the concepts and techniques learned in the prior lecture.

All course materials (i.e., lecture slides, R syntax for in-class exercises, etc.) are available on Blackboard. Under each **Session** tab, there is a folder with all the information for that week. You will see a number of sub-folders, with *lecture slides*, *in-class exercise*, and *homework assignment*. All data for the course are in the **Data** tab.

### Required texts

All textbooks are free and available online.

- Claus O. Wilke, (2008). [Fundamentals of data visualization](#).
- Winston Chang, (2023). [R graphics codebook, 2nd edition](#).
- Alfredo Sanchez, (2022). [Data visualization for IR](#).
- Yihui Xie, J. J. Allaire, Garrett Grolmund. (2023). [R markdown: the definitive guide](#).
- Hadley Wickham. (2020). [Mastering Shiny](#).
- Valerie Hase (2021). [Text as Data Methods in R - Applications for Automated Analyses of News Content](#)

### Software

In this course, we will exclusively utilize R and RStudio to create impressive visualizations and reports. These are open-source software, and free to use.

- Download **R-project 4.2.2** [here](#)
- Download **R-studio** [here](#)

### Prerequisites

- ENG 201 + CJBA 110 + CJBA 241 Quantitative Inquiry of Problems in Criminal Justice II + CJBA 352 Managing Criminal Justice Data

#### Assessment and Grading Policy

Class attendance .....	20%
Weekly assignments .....	30%
Research project .....	30%
Final .....	20%

#### Attendance

Active participation and regular attendance in class are crucial (20% of grade). It is expected that all students participate fully in all activities and assignments in order to maximize their learning experience. Students are to take meaningful and complete notes. In-class participation and attendance will be assessed using weekly comprehension checks which require the execution of a skill covered in class that week and completion of a short task (i.e., a graph) and providing appropriate evidence of class completion to the instructor.

#### Weekly Assignments

Weekly assignments are integral to the course, constituting 30% of the final grade. These assignments are designed to reinforce the concepts covered in class and provide hands-on experience with data visualization tools and techniques. These assignments are varied, encompassing the creation of data visualizations, rigorous analysis of data sets, and critical evaluations of existing visualizations, all centered around the 2022 NYPD Stop and Frisk data. Through these tasks, students will not only reinforce their understanding of data visualization principles but also delve into and bring to the fore critical insights related to the NYPD's stop and frisk program, thus honing their analytical skills while highlighting significant societal issues. Assignments will be submitted by adding it to your GitHub Pages Portfolio.

#### In-class Assignments

The midterm exam will evaluate students' understanding of the fundamental principles and theories of data visualization. It will cover topics discussed in the first half of the course, including visualization techniques, perception, data types, and design principles. The exam may include multiple-choice questions, short answer questions, and/or practical exercises to demonstrate knowledge and application.

#### Research Project

The final project is a pivotal element of the course, accounting for 30% of the overall grade. This comprehensive assignment is designed to foster a deeper understanding and mastery of data visualization techniques. Students are tasked with selecting a unique topic or challenge within the realm of data visualization. This endeavor involves a multi-faceted approach:

1. **Data Identification:** Locate and gather pertinent data sets relevant to the chosen topic.
2. **Design & Implementation:** Create effective and informative visualizations that communicate the data's narrative.
3. **Insight Generation:** Extract and articulate significant conclusions from the data visualizations.

The culmination of this project will be two-fold:

- A written report that provides a thorough analysis and discussion of the research findings.
- An oral presentation that succinctly presents the key insights and visualizations to an audience.

The project will unfold progressively over the semester. This approach allows for iterative development and refinement through consistent feedback and integration of new knowledge. The key milestones include:

1. **Research Question:** Formulate a clear and focused research question that will guide the inquiry.
  - *Mini-Assignment:* Develop a concise statement that encapsulates the central question your project aims to address.
2. **Background Research:** Conduct a comprehensive review of existing literature and studies relevant to your question.



- *Mini-Assignment:* Summarize key theories, findings, and gaps in current research that your project will explore.
- 3. **Data Check:** Assess the quality and suitability of the data you have collected.
  - *Mini-Assignment:* Evaluate your data sources, checking for accuracy, completeness, and relevance to your research question.
- 4. **Analysis Plan:** Devise a structured plan outlining the methods for data analysis and how findings will be interpreted.
  - *Mini-Assignment:* Articulate a clear strategy for examining the data, including the steps you will take to analyze the information and how you will approach the visualization of your results.

Each of these components is essential in constructing a solid foundation for your final submission. You will be expected to integrate the feedback received on these smaller assignments to enhance and refine your project continuously

### Portfolio Website

Building on the foundation laid in the Managing Crime Data course, this new class assignment extends your experience with GitHub beyond basic storage. You will create a dynamic portfolio website, hosted on GitHub Pages, which will serve as a comprehensive showcase of your work throughout the semester.

The portfolio website will act as a living document of your academic journey, illustrating your growth and proficiency in data visualization. It will be a central repository where all your homework assignments and the final project are not only stored but also presented in an organized and visually appealing manner.

Features of the Portfolio Website:

1. **Homepage:**
  - A welcoming introduction that provides an overview of your academic interests, skills, and objectives.
2. **Project Section:**
  - A dedicated space for your final project, highlighting your research question, visualization techniques, and insights drawn.
3. **Homework Gallery:**
  - An orderly arrangement of your homework assignments, each accompanied by a brief description and insights into the skills applied.
4. **About Page:**
  - Insight into your academic background, relevant experiences, and the tools and technologies you are proficient in.
5. **Blog/Updates Section (Optional):**
  - Periodic updates about your learning progress, challenges faced, and milestones achieved.
6. **Contact Information:**
  - A way for visitors to reach out to you, fostering professional connections and collaboration opportunities.

### Grading Scale

A	93 – 100	C-	70 – 72.9
A-	90 – 92.9	D+	67 – 69.9
B-	80 – 82.9	D	63 – 66.9
C+	77 – 77.9	D-	60 – 62.9
C	73 – 76.9	F	< 60

### Class policies

**Late-work:** Please note that all assignments must be handed in by the due date indicated. Late assignments will lose 10 points per day and will receive a zero after 3 days late.

**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.

**Academic integrity:** [academic dishonesty is prohibited in CUNY](#). It includes, among other things:

- *cheating* (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices)
- *obtaining unfair advantage* (e.g., circulating or gaining advance access to exam materials); and
- *plagiarism*, which 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 source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism. Students uncertain about citation methods and appropriate instances for documentation should seek advice from the instructor.

**Diversity and inclusion:** I would like to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) and lived experiences. As a start, we will make every effort to use each other's preferred names and pronouns. Also, if anyone (including me) says or does anything in class that makes you feel targeted due to your identities, please talk to me about it.

**Classroom Behavior:** students are expected to always maintain a tone of respect and professionalism. It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you respond.

**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.

**Accommodations:** Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details.

**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.

## Course schedule

Session 1 – Introduction to data visualization and R

Date:

Learning Objectives:

- Understand the importance and principles of data visualization.
- Grasp the foundational principles of the Grammar of Graphics.
- Understand the purpose, structure, and key packages in Tidyverse.

Reading:

- Sanchez – Chapter 1,2

Assignment: HW 1: Review the visuals and provide a critique.

### Session 2 – Make a plot!

Date:

Learning Objectives:

- Identify the principles of grammar of graphics in ggplot2.
- Create a plot using ggplot2.
- Change basic elements of plot.
- Save and export your plot.

Reading:

- Wilke – Chapter 2, 3

Assignment: HW 1: Set-up your portfolio website on GitHub Pages. Add your first visual!

Project Assignment: Research Question - Develop a concise statement that encapsulates the central question your project aims to address.

### Session 3 – Visualizing categorical data

Date:

Learning Objectives:

- Distinguish between different types of categorical data.
- Identify most appropriate visual based on type of categorical data.
- Create informative visualizations of categorical data with ggplot2.

Reading:

- Chang – Chapter 3
- Wilke – Chapter 10

Assignment: HW 2: Generate plots that presents the racial distribution of those stopped, why they are stopped, and the outcomes of that stop.

#### Session 4 – Visualizing numeric data

Date:

Learning Objectives:

- Distinguish between different types of numeric data.
- Identify most appropriate plot type based on numeric data.
- Create informative visualizations of numeric data with ggplot2.

Reading:

- Chang – Chapter 6
- Wilke – Chapter 7,10

Assignment: HW 3: Generate plots that presents average and distribution of the suspect's age, height, as well as the stop duration.

Project Assignment: Background research - Identify 7 scholarly, and 3 non-scholarly sources in your topic of interest. Summarize key theories, findings, and gaps in current research that your project will explore.

#### Session 5 – Refine your plots, Part 1

Date:

Learning Objectives:

- Add, modify, and use titles, sub-titles, and notes effectively.
- Add, modify, and use labels, and scales effectively.
- Add, modify, and use font faces effectively.

Reading:

- Chang – Chapter 7,8
- Wilke – Chapter 22

Assignment: HW 4: Refine your previous plots, part 1. Add labels and annotations.

#### Session 6 – Refine your plots, Part 2

Date:

Learning Objectives:

- Change the appearance of your plots with themes.
- Use Theme elements in a substantive way.
- Build your own theme.

Reading:

- Chang – Chapter 9,10
- Wilke – Chapter 23

Assignment: HW 5: Refine your previous plots, part 2. Change the appearance of your plots with themes.

### Session 7 – Visualizing relationships between variables

Date:

Learning Objectives:

- Describe the multiple ways to visualize relationships between variables.
- Select appropriate visualization based on data structure and audience.
- Create compelling bivariate plots with ggplot2.

Reading:

- Wilke – Chapter 12
- Chang – Chapter 5

Assignment: HW 6: Develop plots that explores the relationship between: (i) suspect's race, and stop outcome; (ii) outcome of stop and age of suspect; (iii) reason for stop and outcome of stop; (iv) rate of black, hispanic, white and percent of the precinct population who are white; (iii) poverty rate of precinct and rate of black, hispanic, and white stops.

Project Assignment: Data check – assess the availability, quality and suitability of the data you will use for your project.

### Session 8 – Visualizing longitudinal and time series data

Date:

Learning Objectives:

- Differentiate between cross-sectional, longitudinal, and time series data.
- Change structure of data to fit the plot.
- Create compelling plots of timeseries and longitudinal data.

Reading:

- Wilke – Chapter 13, 14

Assignment: HW 7: explore the temporal patterns of NYPD stop and frisk. Create a time series for the 2022 for the city. Generate longitudinal plot that captures the trajectories for all police precincts, and trend line. Create a plot that highlights precincts with highest trends.

### Session 9 – Visualizing spatial data, Part 1

Date:

Learning Objectives:

- Describe key concepts in GIS and spatial analysis.
- Proficient in the elements of effective map design.
- Create choropleth maps using tmap package.

Reading:

- Wilke – Chapter 15
- [Mapping with tmap package](#)

Assignment: HW 8: create of map of rate of black stops, hispanic stops, and white stops across police precincts. Compare those with a map of poverty rate in precincts in New York City.

Project Assignment: Analytic plan– Articulate a clear strategy for examining the data, including the steps you will take to analyze the information and how you will approach the visualization of your results.

### Session 10 – Visualizing spatial data, Part 2

Date:

Learning Objectives:

- Proficient in point pattern analysis.
- Create heatmaps of crime incidents.
- Use hexagonal grids to visualize crime incidents.

Reading:

- [Point pattern analysis](#)

Assignment: HW 9: using the coordinates of stops, create a heatmap for black, hispanic, and white stops. Compare those patterns with a heatmap of shootings in New York City.

### Session 11 – Visualizing Text

Date:

Learning Objectives:

- Read in text-data to R
- Process and clean text data in R
- Generate word clouds
- Co-occurrence analysis

Reading:

- Hase – Chapter 11, 12

Assignment: HW 10: use police officer description of suspects to create: (i) a wordcloud of most occurring words; (ii) visualize a co-occurrence analysis to see if different types of words are use for suspect of different races.

### Session 12 – Introduction to Rmarkdown

Date:

Learning Objectives:

- Understand the Basics of RMarkdown syntax.
- Understand the purpose of YAML headers.
- Generate reports in various formats including HTML, PDF, and Word.

Reading:

- Xie – Chapter 1,2,3

Assignment: HW 11: use your top five favorite visuals from previous assignments to generate an HTML report.

### Session 13 – Interactive Dashboards, Part 1

Date:

Learning Objectives:

- Understand the fundamentals of interactive dashboards.
- Gain proficiency in Shiny, a package in R, to build interactive web applications.

Reading:

- Wickham – Chapter 1,2,3

Assignment: HW 12: create a first draft of a dashboard that allows your audience to explore the descriptive statistics of stop and frisk for the city as a whole, and their precinct of their choosing.

### Session 14 – Interactive Dashboards, Part 2

Date:

Learning Objectives:

- Customize dashboard appearance.
- Create more complex User Interface (UI) layouts.
- Deploy a shiny dashboard to a server or ShinyApps.io.

Reading:

- Healey – Chapter 5,6,7

Assignment: HW 13: customize the dashboard appearance to your liking, and deploy your dashboard.

### Session 15 – Final exam period

Date:

Course summary

**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.**

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

Date Submitted: 02/01/2024

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):

Name(s): Claudia Calirman  
 Email(s): ccalirman@jjay.cuny.edu  
 Phone number(s): 9175611014

3. Current number and title of course: **Art 254- Political Art & Social Activism**

4. Current course description:

During times of turmoil visual artists have opened up new ways of engaging with social and political events in different cultures and geographies around the globe. They have responded to revolutions, wars, gender and race discrimination, migration, injustice, inequality, and many other relevant issues that are at the core of society. What has been the contribution of visual artists during times of conflict? Why has social activism been so central for artistic practices around the globe? This course will give students a broader understanding of the role of the arts in our society, as they learn from a variety of socially-engaged strategies created by artists to battle inequality, racism, injustice, and all forms of authoritarianism.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3.0

c. Current prerequisites: ENG 101

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

6. Rationale for the proposed change(s):



Our department already has a course with a similar title and it might be confusing for the students: Art 318- Social Activism & Art/Art 254-Political Art & Social Activism

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: N/C, No change
- b. Revised course title: **Political Art**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): Political Art
- d. Revised learning outcomes: N/C
- e. Revised assignments and activities related to revised outcomes: N/C
- f. Revised number of credits: N/C
- g. Revised number of hours: N/C
- h. Revised prerequisites: N/C

8. Enrollment in past semesters: Course hasn't been offered yet.

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:

**This course has already been approved for the Flexible Core: Creative Expression category.**

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: Feb 2, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Claudia Calirman, Chair Dept. Art & Music

