

# **JOHN JAY** COLLEGE OF CRIMINAL JUSTICE

## **COLLEGE COUNCIL AGENDA & ATTACHMENTS**

**Wednesday, May 1, 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**

May 1, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the April 9, 2024 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
- IV. Graduation List – Class of 2024 (Attachment B) (**Only Faculty Vote**)- Registrar, Shavonne McKiever, **Pg.6**
- V. Commencement Awards 2023–2024 (Attachment C)- Interim Vice President for Enrollment Management and Student Affairs, Daniel Matos, **Pg.7**
- VI. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments D1-D16) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- D1. Revision of Accelerated Dual Admission Program (ADAP) in Forensic Science (BS Leading to the MS (approved by UCASC & CGS), **Pg.9**
- D2. Revision of the Minor in Psychology, **Pg.13**

**New Courses**

- D3. PHI 3XX Latin American Philosophy (CO: JC II: Justice in Global Persp.), **Pg.18**

**Course Revisions**

- D4. PSY 378 Field Work in Psychology, **Pg.31**
- D5. CSCI 171 The Nature of Computers and Computing (appd FC: Sci Wld). **Pg.33**
- D6. CSCI 101 Computer Literacy, **Pg.42**
- D7. CSCI 172 Intro to Data Analysis, **Pg.44**
- D8. CSCI 274 Computer Architecture, **Pg.46**
- D9. CSCI 278 Software Applications for Office Management, **Pg.48**
- D10. CSCI 373 Advanced Data Structures, **Pg.50**
- D11. CSCI 375 Operating Systems, **Pg.52**
- D12. CSCI 377 Computer Algorithms, **Pg.54**
- D13. CSCI 379 Computer Networking, **Pg.56**
- D14. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I, **Pg.58**
- D15. CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II, **Pg.60**
- D16. CSCI 411 Computer Security and Forensics, **Pg.63**

**VII.** Report from the Committee on Graduate Studies (Attachment E1-E3) –Interim Dean of Academic Programs, Andrew Sidman

**Programs**

E1. Revision of the MA in Economics, **Pg.65**

E2. Revision of the MS in Security Management, **Pg.69**

**Course Revisions**

E3. Bulk ECO Course Revisions (ECO 711, 731, 745,752, 794, 799), **Pg.74**

**VIII.** Research Profile Presentation - Dean of Research, Anthony Carpi, **Pg.77**

**IX.** College Council Calendar AY 2024-2025, **Pg.92**

**X.** New Business

- “If Needed” Dates for the ECCC 5/7 and CC 5/9

**XI.** 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

April 9, 2024

The College Council held its seventh meeting of the 2023-2024 academic year on April 9, 2024. The meeting was called to order at 1:50 p.m. and the following members were present:

In-person: Anru Lee, Catherine Kemp, Chevy Alford, Elton Beckett, Heath Grant, Jean Carmalt, Jonathan Epstein, Karen Kaplowitz, Maria (Maki) Haberfeld, Peter Diaczuk, Ray Patton, Robert Till, Vicente Lecuna, Stephen Russell, Catherine Alves, Samuel Lopez, Yarik Munoz, Daniel Oresanya, Tiffany Rodriguez, Folusho Adeoti, Rulisa Galloway-Perry, Janet Winter, Allison Pease, Andrew Sidman, Karol Mason, Angela Crossman\*, Helen Keier\*, Elsa-Sofia Morote, Jeff Mathew, Aneesa Thomas, Jamella Richmond, Susan Pickman, Veronica Hendrick, Todd Stambaugh, Ned Benton\*.

Remotely: Brian Montes, Francis Sheehan, Anthony Carpi\*, Maria Arndt, Mohammad Islam, Patience Yeboah\*, Zhun Xu.

Excused: Charles Stone, Gregory Sheppard, Joseph Maldonado, Mark Flower, Janice Johnson-Dias, Nina Fisher, Daniel Matos.

Absent: Mucahit Bilici, Kate Cauley, Sung-Suk (Violet) Yu, Esther Blum, Madhura Bandyopadhyay\*, Marie Springer\*, Jennifer Dysart\*.

Guests: Joshwa Surujbhan, Kathy Killoran (R), Christopher Shults, Alejandro Garcia-Lozan (R), Belinda Linn Rincon (R), David Shapiro (R), Maria Volpe (R), Shavonne McKiever (R), Stacy Nardin (R), Valerie West (R).

\* - 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 March 11, 2024 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-B9) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

A motion was made to adopt the item marked B1. Revision of the BA and Minor in Gender Studies (#2). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B2. Proposal to Revise the GPA Standards for the BS/MPA Programs in Criminal Justice Management and Public Administration. The motion was seconded and approved unanimously.

**New Courses**

A motion was made to adopt item marked B3. ANT 2XX (235) Environmental Anthropology (FC: World Cultures). The motion was seconded and approved unanimously.

A motion was made to adopt item marked B4. SOC 2XX (247) Cross-cultural Negotiation (CO: JCI 200-level). The motion was seconded and approved unanimously.

**Course Revisions**

A motion was made to adopt the item marked B5. POL 210 Comparative Urban Political Systems. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B6. POL 225 Intro to Research on Politics. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B7. POL 260 International Relations. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B8. POL 328 International Security. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked B9. SOC 209 Sociology of Work. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment C1-C3) –Interim Dean of Academic Programs, Andrew Sidman

**Programs**

A motion was made to adopt the item marked C1. Revision of the Advanced Certificate in Crime Prevention and Analysis. The motion was seconded and approved unanimously.

**Course Revisions**

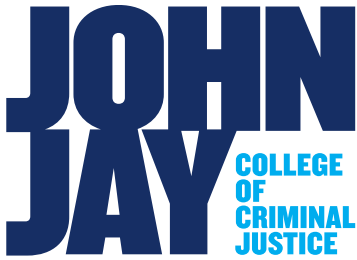
A motion was made to adopt the item marked C2. CRJ 716 Statistical Software in Criminal Justice. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C3. CRJ 793 Comprehensive Review. The motion was seconded and approved unanimously.

VI. New Business

No new business was presented.

The meeting was adjourned at 2:22p.m.

**Office of the Registrar**

T 646-781-5081

F 212-237-8875

smckiever@jjay.cuny.edu

**Memorandum**

**TO:** Alena Ryjov  
College Council Secretary

**FROM:** Shavonne McKiever  
Registrar

**SUBJECT:** Graduation List – Class of 2024

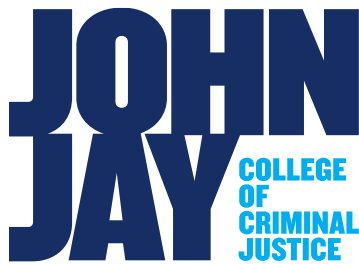
**DATE:** April 11, 2024

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Please place the approval of the “Class of 2024” graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

<http://inside.jjay.cuny.edu/apps/graduation/index.php>

Thank you.



**Daniel Matos**  
Interim Vice President for  
Enrollment Management and Student Affairs  
212-237-8100  
dmatos@jjay.cuny.edu

## Memorandum

**Date:** April 4, 2024  
**To:** Alena Ryjov  
Secretary to the College Council  
**From:** Daniel Matos  
Interim Vice President for Enrollment Management & Student Affairs  
**Re:** Commencement Awards 2023 - 2024

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The Committee on Honors, Prizes and Awards met on March 14 and April 3, 2024 to vote on the Commencement Awards applications. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – **Jake Stangeland - 24349696**
2. Undergraduate Veteran Award – **Carla Castillo - 15064150**
3. Graduate Achievement Award (3 Winners nominated) –
  - a. **Sarah Kisaka - 24261888**
  - b. **Ruth Sandram - 23830377**
  - c. **Paul Verdi III - 23709244**
4. Graduate Peer Mentoring Award (2 Winners) –
  - a. **Christine Gancayco - 23417688**
  - b. **Jessie Contrera - 11025211**
5. Graduate Student Service Award – **Christine Gancayco - 23417688**
6. Leonard E. Reisman Medal – **Jubelkis Diaz - 24055089**
7. Howard Mann Humanitarian Award – **Juliette Miller - 24170919**
8. Scholarship & Service Award – **Barbara Czaja - 24017172**
9. Distinguished Service Award (5 Winners) –
  - a. **Barbara Czaja - 24017172**
  - b. **Shaniece Ellison Young - 23952809**
  - c. **Anisa Montalvo - 24017906**
  - d. **Essence Taborn - 24037273**
  - e. **Kelvin Pineda - 23670429**

Respectfully,

Daniel Matos,  
Interim Vice President for Enrollment Management  
& Student Affairs



John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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

1. **Date submitted:** March 20, 2024
2. **Department or program proposing these revisions:** Sciences
  - a. Name and contact information of proposer(s): Mecki Prinz, Marta Concheiro-Guisan
  - b. Email address of proposer: [mprinz@jjay.cuny.edu](mailto:mprinz@jjay.cuny.edu) , [mconcheiro-guisan@jjay.cuny.edu](mailto:mconcheiro-guisan@jjay.cuny.edu)

3. **Name of graduate program, major, minor or certificate program being revised:**

**Forensic Science Dual Admission Accelerated Program (BS Leading to the MS)**

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: March 20<sup>th</sup> 2024
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Marta Concheiro-Guisan

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 a change in the class equivalencies between undergraduate courses and graduate courses in the BSMS program. During the senior year of the program, the undergraduate students take graduate level classes. These classes count toward their MS, and also sub for senior BS courses. The current equivalencies add extra course load on these students compared to the MS students, and a modification is proposed to solve this issue.

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

Please see in the below tables with the current equivalencies and the proposed changes highlighted in red. In the original plan, one MS elective was required during the senior year to sub for the undergraduate specialization courses FOS 416, TOX 416 or BIO 413. This situation was forcing the BSMS students to take one MS elective during the first year they were taking MS level classes (their

senior year) to be able to fulfill all the undergraduate requirements and get their BS at the end of their senior year.

This setting was not well-designed because it was adding extra pressure on the BSMS students. MS students normally take the two required electives in the second year of the MS program due to the high working load of the core courses in the first year, and this option was not available for the BSMS students. On top of this, some BSMS students can also be still taking some undergraduate courses during their senior year, and the addition of the MS elective made the credit load too high.

Because of this, we would like to change the equivalencies in a way that the core MS courses in the first year will sub for the senior specialization courses, and no elective is required during this year. The BSMS students will take the required two electives the second year of the MS program, as the vast majority of the MS students do.

***Current (from version UCAS approved Nov 2021)***

**Earning the BS degree**

Students will be awarded the BS degree in Forensic Science after they have completed at least 120 credits and all of the year 1-3 undergraduate classes, and the graduate level classes taken in year 4: 10 credits in Advanced Instrumental Analysis, and 14 credits covering Toxicology, Criminalistics, Forensic Molecular Biology, professionalism and ethics in forensic science.

Class equivalencies will be as follows:

Undergraduate	Graduate
CHE 320 Instrumental Analysis I CHE321 Instrumental Analysis II	FOS 721 Advanced Instrumental Analysis I FOS 722 Advanced Instrumental Analysis II
Specialization courses:  FOS 313 Intro to Criminalistics TOX 313 Toxicology of Environmental & Industrial Agents BIO 315 Genetics FOS 415 Forensic Sci Lab I TOX 415 Forensic Toxicology BIO 412 Molecular Biology  FOS 416 Forensic Sci Lab II TOX 416 Analytical Toxicology BIO 413 Forensic DNA Analysis & Interpretation	Specialization courses:  FOS 706 Physical & Biological Evidence FOS 707 Fundamentals of Forensic Toxicology  FOS 706 Physical & Biological Evidence FOS 730 Forensic DNA Technology FOS 730 Forensic DNA Technology FOS 704 Advanced Genetics  MS Elective #1 taken in Spring 4 (likely to be: FOS 736 or 738 or 761 or 762) will sub for FOS 416 or TOX 416 or BIO 413

***Proposed Change March 20<sup>th</sup>, 2024***

**Earning the BS degree**

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Class equivalencies will be as follows:

Undergraduate	Graduate
CHE 320 Instrumental Analysis I CHE321 Instrumental Analysis II	FOS 721 Advanced Instrumental Analysis I FOS 722 Advanced Instrumental Analysis II
Specialization courses:  FOS 313 Intro to Criminalistics TOX 313 Toxicology of Environmental & Industrial Agents BIO 315 Genetics  FOS 415 Forensic Sci Lab I TOX 415 Forensic Toxicology BIO 412 Molecular Biology  FOS 416 Forensic Sci Lab II TOX 416 Analytical Toxicology BIO 413 Forensic DNA Analysis & Interpretation	Specialization courses:  FOS 706 Physical & Biological Evidence <b>FOS 706 Physical &amp; Biological Evidence</b>  FOS 706 Physical & Biological Evidence  <b>FOS707 Fundamentals of Forensic Toxicology</b> <b>FOS707 Fundamentals of Forensic Toxicology</b> <b>FOS707 Fundamentals of Forensic Toxicology</b>  <b>FOS 730 Forensic DNA Technology</b> <b>FOS 730 Forensic DNA Technology</b> <b>FOS 704 Advanced Genetics</b>

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

- a. Which program(s) or department(s) will be affected? No other program will be affected.

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

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

Not Applicable.

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

See information provided above. This proposal will update the notes as per the course substitutions.

For current bulletin info, click here: <https://jjay.smartcatalogiq.com/en/2023-2024/undergraduate-bulletin/accelerated-dual-admissions-programs-adap/forensic-science-dual-admission-accelerated-program/>

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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1. **Date submitted:** 3/11/24
2. **Department or program proposing these revisions:**
  - Name and contact information of proposer(s): Jill Grose-Fifer
  - Email address of proposer: [jgrose-fifer@jjay.cuny.edu](mailto:jgrose-fifer@jjay.cuny.edu)
  - Phone number: 646-557-4578
3. **Name of graduate program, major, minor or certificate program being revised:** Psychology Minor
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - Please provide the meeting date for approval: 12/11/23
  - Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer (major/minor coordinator)
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  - We propose adding PSY 378 (Fieldwork in Forensic Psychology) 3 credits as one of the choices for part two elective courses for the minor.
  - This will also require that we change the pre-requisites for PSY 378 from ENG 102 or ENG 201, PSY 242, and majoring in Forensic Psychology to: ENG 102 or ENG 201, PSY 242, and majoring **or minoring** in Forensic Psychology
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

In the current minor, students have to take four required courses (PSY 200 Cognitive Psychology\*; PSY 221 Social Psychology\*; PSY 231 Developmental Psychology\* and PSY 242 Psychological Disorders & Distress\* AND two electives from the following list:

STA 250 Principles and Methods of Statistics\*  
 PSY 311 Research Methods in Psychology\*  
 PSY 320 Brain and Behavior\*\*  
 PSY 324 Sensation and Perception\*\*  
 PSY 327 Learning and Memory\*\*  
 PSY 329 History of Psychology\*\*  
PSY 332 Psychology of Adolescence

PSY 333 Psychology of Gender  
PSY 336 Group Dynamics  
PSY 339 Key Concepts in Psychotherapy  
PSY 342/CSL 342 Introduction to Counseling Psychology  
PSY 345/ANT 345 Culture, Psychopathology and Healing  
PSY 347/AFR 347 Psychology of Oppression  
 PSY 352 Multicultural Psychology\*\*  
 PSY 353 Theories of Personality\*\*  
PSY 355 Tests and Measures  
 PSY 370/LAW 370 Psychology and the Law\*  
PSY 372 Psychology of Criminal Behavior  
PSY 373 Correctional Psychology  
PSY 375 Family Conflict and the Family Court

All of the courses mentioned above are offered in the Forensic Psychology Major. Those with an \* are required courses, those \*\* are core electives; and those that are underlined are general electives in the Major. However, the general electives for the Forensic Psychology Major *also* include PSY 378 Field Work in Forensic Psychology. We believe this course would also be advantageous for students in the Psychology Minor as outlined below.

PSY 378 provides students with the chance to work in an applied professional setting. In addition, students discuss their experiences and explore career options with a faculty member in the Psychology Department (see course description below). Thus, this is course likely to be extremely helpful to students who want to explore careers in psychology-related fields. Furthermore, the experiential learning in PSY 378 is a high impact practice that is likely to enhance student success and is consonant with the current description of the minor, which states that “The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.”

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

The course is run by the Psychology Department in conjunction with the Center for Career and Professional Development. There may be an increased demand for placements as a result of this change, but it seems that many students are taking the course anyway and then asking whether it could substitute for a course in the minor.

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

The Center for Career and Professional Development supports the proposed change.

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

## Psychology Minor (UG Bulletin 2023-24 w changes)

**Description.** The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior. Students are introduced to basic psychological theory and research as well as several core areas in the discipline of psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

**Rationale.** Gaining exposure to the science of human behavior through the Psychology minor can be of substantial benefit for students in many disciplines. The minor provides opportunities to hone critical thinking, research and writing skills, which are crucial in any field. Students also can explore topics and issues that might help direct their career choices. Any major pairs well with a Psychology minor.

### Learning outcomes. Students will:

- Students will demonstrate psychological literacy by using its terminology and format in writing assignments, exercises, and oral presentations.
- Students will have a basic understanding of theoretical perspectives in different psychological domains.
- Students will be able to analyze and critically evaluate research studies in psychology.

**Minor coordinator.** Professor Jill Grose-Fifer (646.557.4578), [jgrose-fifer@jjay.cuny.edu](mailto:jgrose-fifer@jjay.cuny.edu), Department of Psychology

**Chair for Advising.** Professor Preeti Chauhan ([psychologyadvising@jjay.cuny.edu](mailto:psychologyadvising@jjay.cuny.edu)), Department of Psychology

**Prerequisite.** [PSY 101](#). This course can fulfill the College's general education requirement in the Flexible Core: Individual and Society area.

**Requirements.** Any student who is **not majoring** in Forensic Psychology can earn a minor in Psychology. To complete the minor, students must complete 18 credits in Psychology and have at least a 2.0 GPA (C average) in courses used towards the minor. A maximum of two courses can overlap with a student's major, other minor or program.

**Additional information.** Students who selected this minor in September 2014 or thereafter must complete the minor in the form presented here. Students who declared the minor prior to that date may choose either the form shown here or the earlier version presented in the [2013-14 Undergraduate Bulletin](#).

**Part One. Required Courses****Subtotal: 12 cr.**

Required

<a href="#">PSY 200</a> Cognitive Psychology	3
<a href="#">PSY 221</a> Social Psychology	3
<a href="#">PSY 231</a> Developmental Psychology	3
<a href="#">PSY 242</a> Psychological Disorders and Distress (formerly Abnormal Psychology)	3

**Part Two. Elective Courses****Subtotal: 6-7 cr.**

Select two.

Note: [STA 250](#) is the prerequisite for many of the 300-level courses below.

<a href="#">STA 250</a>	Principles and Methods of Statistics	3
<a href="#">PSY 311</a>	Research Methods in Psychology	4
<a href="#">PSY 320</a>	Brain and Behavior	3
<a href="#">PSY 324</a>	Sensation and Perception	3
<a href="#">PSY 327</a>	Learning and Memory	3
<a href="#">PSY 329</a>	History of Psychology	3
<a href="#">PSY 332</a>	Psychology of Adolescence	3
<a href="#">PSY 333</a>	Psychology of Gender	3
<a href="#">PSY 336</a>	Group Dynamics	3
<a href="#">PSY 339</a>	Key Concepts in Psychotherapy	3
<a href="#">PSY 342/CSL 342</a>	Introduction to Counseling Psychology	3
<a href="#">PSY 345/ANT 345</a>	Culture, Psychopathology and Healing	3
<a href="#">PSY 347/AFR 347</a>	Psychology of Oppression	3
<a href="#">PSY 352</a>	Multicultural Psychology	3
<a href="#">PSY 353</a>	Theories of Personality	3



<a href="#">PSY 355</a>	Tests and Measures	3
<a href="#">PSY 370/LAW 370</a>	Psychology and the Law	3
<a href="#">PSY 372</a>	Psychology of Criminal Behavior	3
<a href="#">PSY 373</a>	Correctional Psychology	3
<a href="#">PSY 375</a>	Family Conflict and the Family Court	3
<b><a href="#">PSY 378</a></b>	<b>Fieldwork in Forensic Psychology</b>	<b>3</b>

Note: [STA 250](#), [PSY 311](#): Strongly recommended.

Total Credit Hours: 18-19

### Course description from UG Bulletin 2023-24:

#### **PSY 378 Fieldwork in Psychology** **3 hours, 3 credits**

This course provides a supervised experience assisting psychologists, psychological scientists and/or other licensed mental health professionals in psychology with their professional functions. Students will work in an applied professional setting, such as a prison, special treatment clinic, hospital, rehabilitation setting or research lab (as arranged through the Center for Career and Professional Development). Training might include observations, interviewing and taking case histories, staff and case conferences, and/or work on a research project. Students will also participate in classroom seminars supervised by a faculty member with a focus on career development, and will develop a writing piece on a topic relating to their field placement.

Prerequisite: [ENG 201](#), [PSY 242](#) and majoring **or minoring** in Forensic Psychology

Note: Students identify their own placements and must have the permission of the Center for Career and Professional Development to register for this course.

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

## New Course Proposal Form

Date Submitted: Feb 9, 2024

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

1. a. **Department(s) or program(s)** proposing this course: Philosophy

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

Name: Sergio A. Gallegos Ordorica

Email address(es) [sgallegos@jjay.cuny.edu](mailto:sgallegos@jjay.cuny.edu) \_\_\_\_\_

Phone number(s) 646-557-4515 \_\_\_\_\_

2. a. **Title of the course:** Latin American Philosophy

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

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

Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

The course is set at the 300 level because it involves several complex course objectives which require advanced skills. Students are required for this course not only to be able to define certain specific notions or concepts (i.e., mestizaje), to identify certain figures or texts specific to Latin American Philosophy (e.g., Simón Bolívar, José Vasconcelos and José Carlos Mariátegui) or to understand certain positions or views endorsed by various authors (e.g., indigenism). In addition to these basic skills, students are required for this course to offer analyses of the various positions presented and defended by the authors discussed and to offer a critical synthesis of the views discussed in class through various assignments, including a final research paper.

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

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.)

Latin American Philosophy has been previously offered at John Jay College on an experimental basis on a few occasions. In addition to the fact that students have responded enthusiastically to previous instances of the course, the course should be offered as part of the regular offerings for several reasons. First, the course provides to both philosophy majors and minors a great opportunity to broaden their intellectual horizons by learning about the many distinct philosophical currents of thought that have emerged in Latin America and among US Latinx figures throughout history, and how these currents of thought have shaped struggles for social justice. This complements the current course offerings of the Department of Philosophy, which focus on other philosophical traditions (e.g., European, Asian, etc.).

Second, the course provides to students at John Jay College the opportunity to learn that the main philosophical contributions that both Latin America and Latinx figures within the US have produced throughout history. This is particularly important for the identity and the mission of John Jay College as a HSI in virtue of the fact that academic philosophy has traditionally been dominated by European and Anglo-American texts and figures, leaving aside the philosophical contributions of various other communities. Because of this, the course would enable our Latinx and Latin American students to realize that there is a rich philosophical tradition that has been developed by both Latin American and US Latinx philosophers and that addresses many of their concerns and questions, particularly those that pertain to social 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 explores the philosophical contributions of Latin American and Latinx figures within the U.S. It considers how these contributions address important questions and issues faced by Latin Americans and Latinx people in the U.S., particularly in relation to struggles for social justice. Some of the issues examined and discussed in this course concern identity, mestizaje, indigeneity, liberation and decoloniality.

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; and PHI course; and junior standing or above

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

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

                    X   Yes. If yes, then please provide:

- a. Semester(s) and year(s): Spring 2018 and Spring 2019

- b. Teacher(s): Sergio Gallegos and Daniel Jove
- c. Enrollment(s): 10-15
- 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?

The students will learn to analyze and contextualize struggles for justice by reading and engaging with a variety of different sources produced by Latin American and Latinx philosophers, both written and audiovisual.

The students will learn to appreciating the relevance of Latin American and Latinx philosophy in the historical development of Latin American societies and Latinx communities by discovering, interpreting and assess various sources in discussion boards.

The students will come to understand how important concepts specifically articulated by Latin American and Latinx philosophers such as identity, *mestizaje*, *indigenismo*, liberation and decoloniality have shaped in important ways the conceptions of race and gender (and their intersection) in Latin America and Latinx communities and have also shaped struggles for social justice.

The students will learn to organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in written form, by means of writing a research paper.

9. Will this course be part of any **major(s), minor(s) or program(s) or graduate program(s)**  
 No       Yes

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

This course will be part of the Philosophy major and the Philosophy minor. It will be part of the current major Part One. Critiques of Philosophical Modernity and Part Three. History of Philosophy (in the revised version awaiting registration by NYSED, it will be part of the first track (Philosophical tradition and critique).

10. Will this course be part of JJ’s **general education program?**  
 No       Yes       If yes, please indicate the area:

**College Option:**

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

Learning from the Past	
Communication	

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

The course should be part of the Justice core (specifically, of the concentration Justice in Global Perspective) in virtue of the fact that it explores how notions such as *mestizaje*, indigenism, decoloniality and liberation have shaped and continue to influence the nation-building processes as well as the struggles for gender, social and racial justice of various groups and communities in various Latin American nations such as Mexico, Peru, Venezuela, Cuba and others.

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

Student leaning will be assessed through a variety of different means and instruments. In particular, students will have pop-quizzes. They will also have write films and documentary discussions, to take in-class exams and write a term research paper.

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

Yes  No

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

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


14. Date of **Department or Program Curriculum Committee** approval: December 8<sup>th</sup>, 2023

15. **Faculty** - Who will be assigned to teach this course? Sergio Gallegos Ordorica and Daniel Jove
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s) or programs**? 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.

I have consulted with John Gutierrez, who is the current chair of the Department of Latinx and Latin American studies (LLS). He has assured me that there are no concerns regarding overlap between Latin American Philosophy and any other courses offered by the LLS Department, and that the course complements their course offerings, rather than competing with them.

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:



Michael Brownstein

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Chair or Graduate Program Director, Proposer's Department or Program

## John Jay General Education College Option Course Submission Form

<b>Course Prefix &amp; Number</b>	PHI 3XX (was 398)
<b>Course Title</b>	Latin American Philosophy
<b>Department or Program</b>	Philosophy
<b>Discipline</b>	Philosophy
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 201
<b>Co-requisites</b>	None
<b>Course Description</b>	This course explores the philosophical contributions of Latin American and Latinx figures within the US. It considers how these contributions address important questions and issues closely related to social justice that are faced by Latin Americans and Latinx people in the US. Some of the issues examined and discussed in this course concern identity, mestizaje, indigeneity, liberation and decoloniality.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

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

current course     revision of current course     a new course being proposed

### John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

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

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

**I. Justice Core II: Justice in Global Perspective (300 Level)** - Please explain how your course meets these learning outcomes

Students will:

<ul style="list-style-type: none"> <li>The course analyzes struggles for justice in Latin America, focusing on how the notions of <i>mestizaje</i>, indigenism and liberation have been deployed in different ways through history to try to achieve social and racial justice. To be specific, students will analyze struggles for justice by reading and engaging with a variety of different sources from different periods in Latin American history such as Sor Juana Inés de la Cruz, Simón Bolívar and José Carlos Mariátegui.</li> </ul>	<ul style="list-style-type: none"> <li>Contextualize and analyze struggles for justice</li> </ul>
<ul style="list-style-type: none"> <li>The course promotes the discovery, interpretation, and assessment of information from a variety of sources, which include Novohispanic colonial poetry, 19<sup>th</sup> century political addresses, letters and other forms correspondence, contemporary indigenous political manifestos, biopic films and documentaries. Students will be able to discover, interpret and assess various sources by reading different texts and watching different audio-visual materials. The students' engagement with these texts and audio-visual materials will include discussion boards and film discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches</li> </ul>
<ul style="list-style-type: none"> <li>The course analyzes and explains a variety of texts from different genres (e.g., poetry, political addresses, correspondence, treatises, etc.) using philosophical methods such as argument reconstruction and validity assessment. Students will reconstruct arguments and assess their validity by means of a term-research paper.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline</li> </ul>
<ul style="list-style-type: none"> <li>The course fosters the organization and the synthesis of information and ideas into a coherently structured, thesis-driven, evidence-based argument in written form. Students will attain these goals by writing a term research paper.</li> </ul>	<ul style="list-style-type: none"> <li>Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form</li> </ul>



PHI 398, SPRING 20xx  
LATIN AMERICAN PHILOSOPHY

Tuesdays and Thursdays 12:15am-1:30pm  
Room: NB 1.115  
Office Hours: T&Th 9:40-10:40am  
and by appointment

Sergio Gallegos Ordorica  
sgallegos@jjay.cuny.edu  
Phone: 646.557.4515

Office: NB 8.63.20

BULLETIN COURSE DESCRIPTION

This course explores the philosophical contributions of Latin American and Latinx figures within the U.S. It considers how these contributions address important questions and issues faced by Latin Americans and Latinx people in the U.S. particularly in relation to struggles for social justice. Some of the issues examined and discussed in this course concern identity, *mestizaje*, indigeneity, liberation and decoloniality.

ADDITIONAL COURSE INFORMATION

This course will be a general survey of Latin American and US Latinx philosophy from the 16<sup>th</sup> century to the present. Central themes of the course include identity theory, philosophy and culture, feminism and gender, political philosophy, and their intersection with struggles for social justice. To be more specific, this course will explore the philosophical ideas behind concepts of race, ethnicity, and gender in Latin America (including the Caribbean) and in US Latinx communities. Some of the questions the course will explore include: What are race and gender in Latin America? How do they intersect? Are race or gender central to one's subjectivity, or sense of self? How are race and gender related to struggles for social justice? What is the relation between racial identity, gender identity and cultural identity? What are the functions of race and gender in today's Latin American political reality? What is the function of liberation in Latin American and Latinx philosophy, and how does it connect to struggles for social justice? What are the philosophical underpinnings of concepts such as *mestizaje*, *indigenismo* and decoloniality?

STUDENT LEARNING OBJECTIVES

Students will read traditional texts in Latin American and Latinx philosophy from multiple sources, and they will also watch audiovisual materials, in order to learn to gather, interpret, and assess information from these sources.

At the end of the course, students will also be able to contextualize and understand, using philosophical methods such as argument reconstruction and validity assessment, the relevance of Latin American and Latinx philosophy to social justice struggles throughout the historical development of Latin American societies and Latinx communities in the US.

In addition, students will be in position to appreciate how important concepts specifically articulated by Latin American and Latinx philosophers such as identity, *mestizaje*, indigenism, liberation and decoloniality have shaped in important ways the conceptions of race and gender (and their intersection) in Latin America and US Latinx communities, and how these concepts have been used in the development of nation building projects and state policies in Latin America, as well in the articulation of struggles for gender, social and racial justice in various Latin American nations.

Finally, students will be able to organize and synthesize the information and ideas obtained from engaging with various sources into a coherently structured, thesis-driven, evidence-based argument in written form.

### Assigned Texts

For this course, you will require the following books (which are available in the John Jay Lloyd Sealy Library, either in physical format or on-line):

Gracia, J. J. E., & Millan-Zaibert, E. (Eds.). (2004). *Latin American Philosophy for the 21st Century: The Human Condition, Values, and the Search for Identity*. Prometheus Books. (Indicated as G&M in the course schedule)

Sanchez, R. E. (Ed.). (2019). *Latin American and Latinx Philosophy: A Collaborative Introduction*. Routledge. (Indicated as RS in the course schedule)

In addition, there will be other readings for the course. These readings will be available on Brightspace. (Indicated as BR in the course schedule)

### Evaluation

Your grade for this course will be based on (1) attendance (5%), (2) pop-quizzes (5%), (3) two essays (film discussions) based on films (10% each; 20 total), (4) a midterm in-class exam (20%), (5) a final in-class exam (20%), (6) a 10-12 pages term research paper (10% for the first draft; 20% for the final version). Students are limited to 3 absences without penalty during the semester.

*1. Attendance (50 points):* you are permitted 3 absences during the semester without penalty, whether excused or unexcused. After 3 absences, you will lose 20 points for each additional absence. Thus, after 8 absences you will receive no points whatsoever for attendance.

*2. Pop quizzes (50 points):* you will have brief pop quizzes once per week, every week. The quizzes (which will involve yes/no, multiple choice and fill-in-the-blank questions) will be always given at the beginning of the class, will be on the reading(s) assigned for that day, and will be worth 10 points each. Only the ten highest quizzes will count towards the final grade (the other lowest quizzes grades will be discarded).

*3. Two discussions based on films and documentaries (100 point each; 200 points total):* you will have to write two discussions, one based on a film, the biopic by the Argentinean filmmaker María Luisa Bemberg “I, the Worst of All” on the life of the 17<sup>th</sup> century poet, playwright and philosopher Sor Juana Inés de la Cruz, and the second one based on the documentary “Zapatista” by Benjamin Eichert and other collaborators.

4. *Midterm in-class exam (200 points)*: Everyone will sit an in-class midterm exam during our regular class meeting. A review sheet for the exam will be distributed one week in advance. The date of the midterm exam is indicated in the course schedule.

5. *Final in-class exam (200 points)*: Everyone will sit a final exam during our regular final exam period scheduled. A review sheet for the exam will be distributed one week in advance. The date of the final exam is indicated in the course schedule.

6. *Term Research Paper (100 points for first draft and 200 point for final version; 300 points total)*: Everyone will write and submit one term research paper, 10-12 pages long, that will be based on topics assigned in advance covering the material discussed during the semester. The due dates for the first version paper are indicated in the reading schedule. You are expected to meet with the instructor several times throughout the semester before turning your paper.

The following grading standard will be applied for the paper:

A= Outstanding. No mistakes whatsoever, very well-written, defends its core thesis in an original and distinctive way

B=Good. A few mistakes, but nothing significant; well-written, but not distinctive

C=Satisfactory. Several errors, but basic grasp of the material.

D=Poor. Deficient writing or tenuous grasp of the material

F=Failing. Problematic on all fronts, indicating either no real grasp of the material or a complete lack of effort.

The following grading scale will be applied for your final grade:

A =1000-930	C+ = 799-771	D- =629-600
A- =929-900	C = 770-730	F= Below 600
B+ =899-871	C- = 729-700	
B = 870-830	D+= 699-671	
B- = 829-800	D= 670-630	

I reserve the right to accept assignments and papers that are turned in late. If I do accept them, a penalty may be applied, depending on the circumstances that caused the lateness.

#### COURSE SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Course introduction and definitions of Latin American and Latinx Philosophy

Tuesday: Course introduction.

Thursday: Lori Gallegos and Francisco Gallegos, *Defining Latin American and Latinx Philosophy*, p. 241-264 [RS]

Week 2: The Spanish Conquest

Tuesday: Bartolomé de las Casas, *In defense of the Indians*, Chapters 1, 2, 4 and 5 (pp. 33-49) [G&M]

Thursday: Alejandro Santana, 'The Indian Problem: Conquest and the Valladolid Debate (pp. 36-57) [RS]

## Week 3: The Colonial Period

Tuesday: Sor Juana Inés de la Cruz, *La Respuesta/The Response* (pp. 53-58) [BR] and Philosophical Satire (pp. 59-60) [BR]

Thursday: María Luisa Femenías, *Philosophical Genealogies and Feminism in Sor Juana Inés de la Cruz* (pp. 131-158) [BR] and Adriana Clavel-Vazquez and Sergio Gallegos-Ordorica, *The Socratic Pedagogy of Sor Juana Inés de la Cruz* (pp. 479-492) [BR] **FIRST FILM DISCUSSION ASSIGNED. WATCH THE FILM BIOPIC “YO, LA PEOR DE TODAS” BY MARÍA LUISA BEMBERG, AVAILABLE HERE:**  
[https://www.youtube.com/watch?v=rCzYyN0\\_ze8](https://www.youtube.com/watch?v=rCzYyN0_ze8)

Week 4: The 19<sup>th</sup> Century Struggles for Independence: Simón Bolívar

Tuesday: Simon Bolívar, *The Jamaica Letter* (pp. 12-30) [BR] and *The Angostura Address* (pp. 31-53) [BR]

Thursday: Sergio Gallegos Ordorica, *The Racial Legacy of the Enlightenment in Simón Bolívar’s political thought* (pp. 198-215) [BR]. **FIRST FILM DISCUSSION DUE**

Week 5: The 19<sup>th</sup> Century Struggles for Independence: José Martí

Tuesday: Jose-Antonio Orosco, *The Continental Struggle for Democracy* (pp. 58-76) [RS]

Thursday: José Martí, *Our America* (pp. 245-252) [G&M] and *My Race* (pp. 253-255) [G&M]

## Week 6: Race and the Problem of the Indian in Peru: José Carlos Mariátegui

Tuesday: José Carlos Mariátegui, *The Problem of the Indian* (pp. 259-265) [G&M] and Kim Diaz, *Indigenism in Peru and Bolivia* (pp. 180-197) [RS] **TOPICS FOR TERM RESEARCH PAPER ASSIGNED**

Thursday: Sergio Gallegos-Ordorica, *Decolonizing Mariátegui as a prelude to decolonizing Latin American Philosophy* (pp. 229-250) [BR]

Week 7: Race and *Mestizaje* in Mexico: José Vasconcelos

Tuesday: José Vasconcelos, *The Cosmic Race* (pp. 269-278) [G&M] and Manuel Vargas, *Lessons from the Philosophy of Race in Mexico* (pp. 18-29) [BR]

Thursday: Sergio Gallegos-Ordorica, *Mestizaje as an epistemology of ignorance: the case of the Mexican Genome Diversity Project* (pp. 229-250) [BR] **REVIEW SHEET FOR MIDTERM DISTRIBUTED**

## Week 8: Latin American and Latinx Identity I: Jorge Gracia

Tuesday: **IN-CLASS MIDTERM EXAM**

Thursday: Jorge Gracia, *What makes Hispanics/Latinos who we are?* (pp. 289-310) [G&M]

## Week 9: Latin American and Latinx Identity II: Linda Alcoff and Andrea Pitts

Tuesday: Linda Alcoff, *Is Latino/a Identity a Racial Identity?* (pp. 313-336) [G&M]

Thursday: Andrea Pitts, *Latinx Identity* (pp. 220-241) [RS]

## Week 10: Philosophy of Liberation I: Leopoldo Zea and Augusto Salazar Bondy

Tuesday: Leopoldo Zea, *The Actual Function of Philosophy in Latin America* (pp. 357-368) [G&M]

**FIRST DRAFT OF TERM PAPER DUE**

Thursday: Arturo Salazar Bondy, *The Meaning and Problem of Hispanic American Philosophical Thought*, (pp. 369-378) [G&M]

## Week 11 Philosophy of Liberation II: Leopoldo Zea and Augusto Salazar Bondy

Tuesday: Enrique Dussel, *Philosophy of Liberation* (pp. 417-428) [G&M]

Thursday: Alejandro Vallega, *Latin American Philosophy and Liberation, Enrique Dussel’s project of a Philosophy of Liberation* (pp. 42-75) [BR]

Week 12: Philosophy of Liberation III: Ofelia Schutte and Grant Silva

Tuesday: Ofelia Schutte, Origins and Tendencies of the Philosophy of Liberation in Latin American Thought (pp. 270-295) [BR]

Thursday: Grant Silva, On the Philosophical Signification of Liberation for Philosophy in the Americas (pp. 1-21) [BR]

Week 13: Decolonial Thought I: The Zapatistas and Walter Mignolo

Tuesday: The Zapatistas, Sixth Declaration of the Lacandon Jungle (pp. 1-12) [BR] **SECOND FILM DISCUSSION ASSIGNED. WATCH THE DOCUMENTARY “ZAPATISTA” BY BENJAMIN EICHERT ET AL., AVAILABLE HERE THROUGH THE LLOYD SEALY LIBRARY:**

[https://video-alexanderstreet-com.ez.lib.jjay.cuny.edu/watch/zapatista?utm\\_campaign=Video&utm\\_medium=MARC&utm\\_source=aspre solver](https://video-alexanderstreet-com.ez.lib.jjay.cuny.edu/watch/zapatista?utm_campaign=Video&utm_medium=MARC&utm_source=aspre solver)

Thursday: Walter Mignolo, The Zapatistas Theoretical Revolution (pp. 245-275) [BR]

Week 14: Decolonial Thought II: Silvia Rivera Cusicanqui and Jaime Sanjines

Tuesday: Silvia Rivera Cusicanqui, *Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization* (pp. 1-18) [BR] **SECOND FILM DISCUSSION DUE.**

Thursday: Javier Sanjines, Indianizing the Q'ara: turning mestizaje upside down (pp. 149-189) [BR]

Week 15: Philosophy of the Borderlands: Gloria Anzaldúa and María Lugones

Tuesday: Gloria Anzaldúa, *La conciencia de la mestiza/Towards a new consciousness* (pp.99-113) [BR] **FINAL EXAM REVIEW SHEET DISTRIBUTED**

Thursday: María Lugones, Heterosexualism and the Colonial/Modern Gender System (pp. 186-219) [BR] **FINAL VERSION OF TERM RESEARCH PAPER DUE**

Week 16: **IN-CLASS FINAL EXAM**

### COURSE POLICIES

1. If you miss an in-class exam you will not be able to make it up unless you had an unavoidable conflict. If you turn in an assignment late, I reserve the right to accept. Moreover, if I do accept it, it may be subject to a late penalty deduction.<sup>1</sup>
2. If you commit plagiarism or cheat in any form in an assignment, you will receive a failing grade for the assignment.<sup>2</sup>

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<sup>1</sup> You will be able to make up an exam without penalty if and only if you have a conflict which is *unavoidable*. Judgment about whether a conflict is unavoidable is solely at my discretion, subject to formal appeal. Examples: childbirth or death in the family IS unavoidable; catching a flight to make a friend's rehearsal dinner or going on vacation IS NOT. **In cases where you can reasonably be expected to anticipate a conflict (e.g., jury duty or a medical appointment),** I must hear from you *in advance* at least 24 hours in order to relieve you of the penalties of missed work. Examples: I must hear in advance about jury duty; you can tell me later (or have a relative tell me!) that you were rendered unconscious by accident or illness. In ALL CASES, you must provide documentation of the existence of the conflict in order to be allowed to make up the an exam and/or be spared penalties on a late assignment.

<sup>2</sup> The Academic Integrity Policy of the City University of New York reads in pertinent part:  
The faculty and administration of John Jay College support an environment free from cheating and

3. Come to class and come on time. Be prepared to remain seated for the duration of class, except in emergencies. During regular class meetings, you may leave communication devices in SILENT mode. You MAY NOT talk, e-mail, message, text, surf, or play games on these or any other devices during class. After a first warning, I will require students who disrupt class by engaging in any of these activities to leave for that meeting.
  4. While I do allow the use of computers or tablets in class, I nevertheless strongly discourage it since these devices are often used for activities such as emailing or surfing the web, which is distracting not only for the person that engages in them, but for others as well. During class, you have my undivided attention. I ask the same courtesy in return.
  5. Please refrain from eating during class time if possible. If you must eat, please be discreet and considerate with others (don't turn your desk into a cafeteria table)
  6. The instructor reserves the right to alter the syllabus during the semester at his discretion.
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#### Second written discussion based on texts and audiovisual material

Prompt: after reading the Sixth Declaration of the Lacandon Jungle by the Zapatistas and watching the documentary “Zapatista” by Benjamin Eichert and his collaborators (which is available through the Sealy Library website), please write a discussion based on the text and documentary that addresses the following four questions: what are some of the various forms of injustice and oppression that the Indigenous communities in Chiapas were subject to? How did these Indigenous communities organize to struggle for justice? What were the main demands of the Zapatistas? What channels or strategies did they use to pursue these demands?

The discussion should be between 3 to 4 pages long, and it should seek to address these questions by engaging the Zapatista Sixth Declaration of the Lacandon Jungle and the documentary “Zapatista”. You are welcome to use as well as a resource the article of Walter Mignolo “The Zapatistas’ Theoretical Revolution”. Other sources can also be used, as long as your properly acknowledge them and cite them.

The discussion should be written using MLA format, Times New Roman font size 12, with 1-inch margins on all sides. Do not forget to include a bibliography listing all the sources you use.

The documentary can be found here:

[https://video-alexanderstreet-com.ez.lib.jjay.cuny.edu/watch/zapatista?utm\\_campaign=Video&utm\\_medium=MARC&utm\\_source=aspre solver](https://video-alexanderstreet-com.ez.lib.jjay.cuny.edu/watch/zapatista?utm_campaign=Video&utm_medium=MARC&utm_source=aspre solver)

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plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. (...) If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

*A special note about the Internet and Chat GPT:* Students tempted to acquire papers off the Internet or use Chat GPT to write them are advised to resist that temptation. I can spot them, and they are unlawful under the academic integrity policy.

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

## Course Revision Form

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

Date Submitted: 3/19/2024

1. Name of Department or Program: Department of Psychology

2. Contact information of proposer(s):

Name(s): Jill Grose-Fifer  
 Email(s): jgrose-fifer@jjay.cuny.edu  
 Phone number(s): 646-557-4578

3. Current number and title of course: **PSY 378 Field Work in Psychology**

4. Current course description:

This course provides a supervised experience assisting psychologists, psychological scientists and/or other licensed mental health professionals in psychology with their professional functions. Students will work in an applied professional setting, such as a prison, special treatment clinic, hospital, rehabilitation setting or research lab (as arranged through the Center for Career and Professional Development). Training might include observations, interviewing and taking case histories, staff and case conferences, and/or work on a research project. Students will also participate in classroom seminars supervised by a faculty member with a focus on career development, and will develop a writing piece on a topic relating to their field placement.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, PSY 242 and majoring in Forensic Psychology

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

Change the pre-requisites for PSY 378 from ENG 102 or ENG 201, PSY 242, and majoring in Forensic Psychology

to: ENG 102 or ENG 201, PSY 242, and majoring **or minoring** in Forensic Psychology

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

The list of electives for the Psychology Minor includes courses that are either required courses, core electives, or general electives in the Psychology Major. PSY 378 is included in the major as a general elective, but is not currently an option for the minor. We believe this course would also be advantageous for students in the Psychology Minor as outlined below.

PSY 378 provides students with the chance to work in an applied professional setting. In addition, students discuss their experiences and explore career options with a faculty member in the Psychology Department (see course description below). Thus, this course likely to be extremely helpful to students who want to explore careers in psychology-related fields. Furthermore, the experiential learning in PSY 378 is a high impact practice that is likely to enhance student success and is consonant with the current description of the minor, which states that “The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.”

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

- a. Revised course description: N/C
- b. Revised course title: N/C
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C
- 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: ENG 102 or ENG 201, PSY 242, and majoring **or minoring** in Forensic Psychology

## 8. Enrollment in past semesters: S24: 38; F23: 22; S23: 21; F22: 19

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/11/2024

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



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

## Course Revision Form

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

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

Date Submitted: March 12, 2024

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

2. Contact information of proposer(s):

Name(s): Hunter Johnson, Jennifer Holst, Vivek Sharma, Samira Zaroudi, Leslie Chandrakantha

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

Phone number(s): 301.706.5654

3. Current number and title of course: **CSCI 171: The Nature of Computers and Computing**

4. Current course description:

This course focuses on the history and nature of computers, the data they process, the networks they form, and the challenges of making computing secure. Students will critically explore the effect of computers of human culture and daily life, including the commodification of information and the right to privacy and anonymity. Additionally, students will learn to transform their ideas into simple but practical software through the study of a scripting language like Python.

a. Number of credits: 3

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

c. Current prerequisites: None

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

We are revising the course description and changing the title. We are also requesting this be removed as a Flexible Core: Scientific World class in the Gen Ed Program.

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

This course, when proposed was intended to be a zero-prerequisite general education course to support students at John Jay with an interest in learning about computing. One motivation was to develop a code-based general education offering other than the technically demanding CSCI 271 course, and to offer some training in Python. In addition to learning basic coding skills, students would learn a little about the history and philosophical significance of computer science.

This course has evolved to focus on introducing students to the Python language as a foundation for further studies in data science and machine learning. Rapid changes in the marketplace for Python skills, student demand, and the Data Science track of the Applied Mathematics Major have all influenced this evolution. While the course is still less technical than 271 and suitable for students who want to pick up coding for a major possibly unrelated to mathematics or computer science, it no longer discusses the historical and philosophical issues that were written into the title and course description of 171 in the original proposal. Due to these changes, this course will no longer meet the learning outcomes for the Flexible Core: Scientific World so it is being removed from the Gen Ed program.

We feel that the course description and title should be updated to reflect this change.

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

### a. Revised course description:

**This course introduces students to the process of transforming their ideas into simple but practical software through the study of a scripting language like Python. Students will learn to read and write data from various file formats, use basic data structures for data manipulation, and produce basic statistical information about the data. Programming skills will be developed through hands-on lab exercises, complemented by project-based assignments representative of current tasks in data science.**

### b. Revised course title: **Introduction to Python**

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

### d. Revised learning outcomes:

1. Students should be able to formulate algorithmic solutions to problems and express them in working Python code with good documentation.
2. Students should be able to do the prerequisite tasks for data analysis in Python such as reading and writing data to files, converting data between different formats, and executing elementary data manipulation tasks.
3. Students should be able to use fundamental data structures, such as lists, tuples, dictionaries, and others to accomplish basic data manipulation tasks.
4. Students should be able to write Python code to produce and analyze basic statistics

such as mean, median, and mode of numerical data.

e. Revised assignments and activities related to revised outcomes

[https://docs.google.com/document/d/1Aigs5rTbgygmGhb0jZsNroKuvfW\\_ZD91Vh0\\_AbZGraU/e\\_dit#heading=h.ey118mzv7fp](https://docs.google.com/document/d/1Aigs5rTbgygmGhb0jZsNroKuvfW_ZD91Vh0_AbZGraU/e_dit#heading=h.ey118mzv7fp)

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

i. Other: **The requirement designator for the Flex Core: Scientific World is being removed** (RLA\_FC\_ScientificWorld)

8. Enrollment in past semesters:

Fall 2023: section 01: 28/28 section 02: 28/28

Summer 2023: section 99: 29/30

Spring 2023: section 01: 18/24 section 02: 18/24

Winter 2023: section 599: 25/30

Fall 2022: section 01: 28/28 section 02: 22/28

Summer 2022: section 99: 15/30

Spring 2022: section 98: 27/28 section 99: 26/28

Winter 2022: section 599: 18/30

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

No  X

Yes

If yes, please indicate the area:

**This course is already approved for the Flex Core: Scientific World area of the Gen Ed Program. The Math and Computer Science Department is withdrawing this course from the Gen Ed program so it can better serve students in their majors and minors.**

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: November 2023

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shweta Jain (Math and CS Chair), Hunter Johnson (Math Major Coordinator)

Department of Mathematics and Computer Science  
John Jay College, CUNY, Fall 2023

# CSCI 171 Sample Syllabus

## Welcome!

This course is not an introduction to programming or a “computer science 101” course—it’s a gateway to understanding a new world: that of the computer. Sure, we’ve been using computers in some way, shape, or form for at least a century, but what do they really do? By understanding how computers operate, both individually and as a network, we gain important digital literacy that tells us more than “the internet said this”. Understanding how computers have affected our lives and our comprehension of the universe will be ever more vital as time advances. Knowing how to talk to your computer beyond an Alexa request is where programming comes into play. Programming is probably new and scary to you, but I hope it’s at least sparked your curiosity, otherwise this course may not be much fun. I’ll be doing my best to guide you through the ins-and-outs of computer jargon, concepts, and programming over the course of the semester. A large portion of our exploration of computing will be hands-on with constructing programs, either visually or with Python, a programming language with great power and utility in the workplace today, especially in the areas of data analysis and statistics.

## *Bulletin Course Description*

This course introduces students to the process of transforming their ideas into simple but practical software through the study of a scripting language like Python. Students will learn to read and write data from various file formats, use basic data structures for data manipulation, and produce basic statistical information about the data. Programming skills will be developed through hands-on lab exercises, complemented by project-based assignments representative of current tasks in data science.

## *Prerequisites*

None

## *Learning Outcomes*

1. Students should be able to formulate algorithmic solutions to problems and express them in working Python code with good documentation.
2. Students should be able to do the prerequisite tasks for data analysis in Python such as reading and writing data to files, converting data between different formats, and executing elementary data manipulation tasks.
3. Students should be able to use fundamental data structures, such as lists, tuples, dictionaries, and others to accomplish basic data manipulation tasks.
4. Students should be able to write python code to produce and analyze basic statistics such as mean, median, and mode of numerical data.

<b>Instructor</b>	:	<b>Vivek Sharma</b>
<b>Classroom</b>	:	<b>CSCI 171 - New Bldg 6.64.02</b>
<b>Office location</b>	:	<b>6.65.23</b>
<b>Office Hours</b>	:	<b>Tue 9:30am - 10:30am or by appointment</b>
<b>Email</b>	:	vsharma [at] jjay [dot] cuny [dot ] edu

### *Required Course Materials*

#### Textbook

The following text will be used. The same text will be used in the sequel course, CSCI 172. This may influence your decision whether to buy or rent.

Deitel, Paul and Harvey Deitel. *Intro to Python: Learning to Program with AI, Big Data and the Cloud*. ISBN-13: 9780-13-540467-6

### Course Schedule and Topics (tentative)

**Week 1: Introduction to Python and Programming Concepts**

**Week 2: AI, Expressions and Basic Input/Output**

**Week 3: Control Structures - Part 1** Conditional Statements (if, elif, else)

**Week 4: Control Structures - Part 2** Loops (for, while)

**Week 5: Functions - Part 1**

**Week 6: Functions - Part 2** Modules and Libraries

**Week 7: Data Structures - Part 1** Lists and Tuples

**Week 8: Data Structures - Part 2** Sets and Dictionaries

**Week 9: File Handling and Exception Handling**

**Week 10: Final Project Planning and Development**

**Week 11: Object-Oriented Programming - Part 1** Classes and Objects

**Week 12: Object-Oriented Programming - Part 2** Inheritance and Polymorphism

**Week 13: Introduction to Popular Libraries - Part 1** NumPy

**Week 14: Introduction to Popular Libraries - Part 2** Pandas for Data Manipulation, Matplotlib for Visualization

**Week 15: Final Project Presentation and Review**

### Participation

As computer science is a *practice*, we will be live coding in class each meeting time or otherwise participating in real-time with the material. While the course goal is not to turn you into a full-fledged programmer, practice with coding is essential to gain fluency in the language of computers.

**You will be expected to bring your laptop to class and participate.**

In order to learn to program proficiently, you need to do a lot of practice. You need to do more practice than can be reasonably graded, even using peer grading. To become a top notch coder in Python, completing the mandatory exercises in this course is just the beginning. Throughout the semester I will be giving you optional work with solutions provided. Please avail yourself of this extra training. Additionally feel free to take on personal projects or goals. Generally I will be very happy to help you with these.

### *Course Methodology and Evaluation*

The course is structured around lectures, hands-on programming exercises, and individual and group work. Students are expected to attend lectures, read the assigned readings in advance, submit the assignments on time, and actively participate in the classroom. You will be called upon and asked to participate. Reading the material before the class is a *must* to do well in this course. Overall class grades will be based on the following weights:

Deliverable	Weight
Weekly assignments	20%
In-class exercises and quizzes	20%
Midterm exam	10%
Final exam	20%
Final project	30%

## Weekly Assignments

Throughout the semester, students will be expected to complete weekly assignments to help practice the programming concepts. Assignments will be individual work. Instructions for the assignments and quizzes will be made available through Blackboard. To receive full credit, you must follow all the instructions. Check grading rubrics to check how your programming assignments will be evaluated.

Quiz will be at least once a month and will be totally offline using pen and paper-based format.

**Prior approval is required to submit anything late!** Things happen. The semester gets away from you. If you *communicate with me* regarding your coursework, I can accommodate a limited number of cases.

**No late submissions allowed for weekly assignments or quizzes without prior approval.**

## In-class Exercises and Quizzes

There will be ad-hoc in-class exercises, quizzes, and surveys on Thursdays. If you miss a class, arrive late, or leave early and miss an in-class exercise as a result, **no** makeup will be given. You have to show your progress in a limited time

## Exams

Exams will require hands-on work and will consist of problem-solving questions. All exams will cover material from all aspects of the class sessions (lectures, videos, in-class work, and so forth). There will be two examinations: one midterm and one final. The date for the final exam is set by the Registrar and cannot be changed.

## Final Project

More about projects will be discussed in the class.

## *Attendance and Participation*

Students are expected to attend all classes, read the assigned readings *before* lecture, and participate through various means during class sessions. Ad hoc in-class exercises such in-class assignments, quizzes, and class discussions *will* affect your grade. Attendance and participation are important elements of the class and they do make a difference in the final grade. If you **must** miss any class, it is your responsibility to find out what you missed.

**Work is not an excuse to miss class.**

**A policy that has been discussed in class is what qualifies as a present. A student must be in-class for atleast 45 minutes of their 75 minute session to be marked present.**

## Final Letter Grade

Letter grades are calculated according to the official grading system of John Jay College. The instructor reserves the right to curve the scale when computing final grades, if deemed necessary. Exact specifics of the type of curve, if needed, will be discussed in class.

Grade	Numerical Value	Percentage Range in interval notation	Equivalent
A	4.0	[93, 100)	Excellent
A-	3.7	[90, 93)	Excellent
B+	3.3	(87, 90)	Very Good
B	3.0	[83, 87]	Very Good
B-	2.7	[80, 83)	Very Good
C+	2.3	(77, 80)	Satisfactory
C	2.0	[73, 77]	Satisfactory
C-	1.7	[70, 73)	Poor
D+	1.3	(67, 70)	Poor
D	1.0	[63, 67]	Poor
D-	0.7	[60, 63)	Poor
F	0.0	Below 60	Failure

## General Course Policies

### Class Participation and Attendance

- Attendance is required! Students should refrain from engaging in any kind of disruptive behavior during sessions.
- Be prepared to be called to answer a question if there are no volunteers. I may randomly call upon students, so be aware that you may be asked to participate.
- Let me know about any problems or issues such as missing class, long term illnesses, job related problems, problems with groups, etc. as soon as possible and before you have missed a week or two of classes. If you come to me at the end of the semester about a problem you had earlier in the semester, I may not be able to help. **Communicate with me in a timely fashion regarding any concerns.**

### Work Submission Standards

- Assignments are considered on time only if they are submitted by the due date/time as per the submission guidelines.
- Hand-written work will be refused and will earn no credit unless otherwise instructed. As with any other academic submission, students must do their work carefully, striving to achieve high quality work. This includes writing clearly, checking the spelling and grammar, proofreading your submissions, and handing in the work on the specified due date.
- Extensions can be granted for situations involving illness, family, or personal emergencies. If you need an extension, please request one via email *before* the due date of an assignment.
- Deadlines are important for the course. There will not be extensions granted for any assignments after solutions have been shown. Solutions will generally be shown on the due date of an assessment. Late work

will be penalized. Work submitted after the solution is published will be given a score of 0 and cannot be made up or extended.

- **Do not** use search engines to try to find solutions to homework assignments or quiz questions. You can use Google to solve a narrow technical problem (*e.g.* how to construct a repeat loop). You cannot use Google to try to find the answer to a complex multi-step task that you are supposed to code yourself (*e.g.* implementing bubble sort).
- **Do not** use websites that sell solutions to programming assignments or do homework for you in any fashion. Do not use Chegg in *any* capacity.
- **Do not** collaborate on homeworks or other assignments unless it is explicitly allowed and you acknowledge your collaborators.
- Please back up your work on a regular basis (*e.g.* online storage options like Google Drive, Dropbox, OneDrive, etc.) to prevent data loss.
- For individual assignments or group projects, **any instance of copying, cheating or plagiarism will be penalized.** Students (or groups) handing in similar work will receive a 0 in the assignment and will face disciplinary actions.

## Exams

- In case of extraordinary circumstances, students who cannot attend an exam **must** contact the instructor in advance and provide a written justification and/or documentation for their absence.
- **The final exam must be taken in the time slot posted in the college bulletin.** If an alternate time is needed by one or multiple students for valid reasons, one *single* time slot may be created to accommodate all students needing alternate arrangements.
- The exams will include materials from both the readings and from the topics covered in the lectures. Some of the lecture material may not be found in the book. Therefore, it is very important to attend class regularly and keep up with the pace of the reading assignments.
- Behavior during exams is expected to conform to John Jay College guidelines. Any form of cheating or communications with other students or any other incident of improper behavior will be dealt with according to the guidelines established by the College.

## Additional Notes

Feel free to ask me why you received a certain grade on an assignment or exam. If you received a grade in error I will correct it. I will consider re-grading requests but I will re-grade the entire assignment or exam. This could result in a grade that is the same, higher, or lower.

## Grading Rubric for Programming Assignments

	Approx % of Grade	Excellent (100%)	Adequate (80%)	Poor (60%)	Not Met (0%)
<b>Program Specifications/Correctness</b>	50%	No errors; program always works correctly and meets the specifications.	Minor details of the program specification are violated; program functions incorrectly for some inputs.	Significant details of the specification are violated; program often exhibits incorrect behavior	Program only functions correctly in very limited cases or not at all
<b>Readability:</b> indentation, whitespace, variable naming, general organization	20%	No errors; code is clean, understandable and well organized	Minor issues with indentation, whitespace, variable naming, or general	At least one major issue with indentation, whitespace, variable names,	Major problems with at least three or four of the readability subcategories.



			organization.	or organization	
<b>Documentation</b>	20%	No errors; code is well-documented	One or two places that could benefit from comments are missing them <i>or</i> the code is <i>overly</i> commented.	Complicated lines or sections lack meaningful documentation	No comments.
<b>Code Efficiency</b>	5%	No errors; code uses the best approach in every case.		Code uses a poorly-chosen approach in at least one place.	Many things in the code could have been accomplished faster , easier, or better.
<b>Assignment Specifications</b>	5%	No errors		Minor details of the assignment specification are violated, such as files named incorrectly or extra instructions slightly misunderstood.	Significant details of the specifications are violated, such as extra instructions ignored or entirely misunderstood.

**NOTE:** There are many ways to solve a programming problem, including more advanced ways that you may be familiar with from prior exposure to programming. Please use *only* the concepts which have been covered up until that point for each assignment.

### *Diversity, Equity, and Inclusion*

We will have a diverse cohort of students, each of whom bring their own unique perspective, values, culture, and personality. I aspire to create a classroom environment welcoming to all students; as such, no homophobia, transphobia, sexism, religious discrimination, or any other type of harassment will be tolerated towards your fellow students. It's vital that we all work together as a team, just as we do in the field, and prejudice has no home in the workplace. Make it have no home in your heart.

### *College-Wide Policies for Undergraduate Courses*

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

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

### **Americans with Disabilities Act (ADA) Policies:**

If you are a student with a disability, either temporary or permanent, please reach out to the Office of Accessibility Services (OAS) at [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu). Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

## Course Revision Form

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

Date Submitted: 27th, March 2024

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 101 Computer Literacy**

4. Current course description:

This course examines the concepts and skills that enable the student to use personal and mainframe computers as a consumer or to progress to more advanced work in many disciplines in the sciences and humanities. Students will use personal computers as well as learn how to access the large mainframe system. The course explores the computer as a research tool, its role in modern society, and examines its organizational, social and ethical implications

a. Number of credits: 3

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

c. Current prerequisites : None

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

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course examines the hardware and software that constitute personal computers and mobile devices. Students will become proficient in the use of computers and the Internet, developing information literacy skills, including the ability to understand the variety of content and formats of electronic information. Students will learn how to process that information using various software as well as accessing, evaluating, analyzing, organizing, and documenting electronic information.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: F22:30, S23:30, F23:557, S24:60

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain

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

## Course Revision Form

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

Date Submitted: 27th, March 2024

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 172 Introduction to Data Analysis**

4. Current course description:

This course completes student mastery of Python as begun in CSCI 171. It then covers topics such as data wrangling, data visualization and numerical computation. Students will learn about some computational theory and data structure ideas relating to the efficient manipulation of data.

a. Number of credits: 3

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

c. Current prerequisites: CSCI 171

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

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course covers foundational knowledge in data science and introduces tools that are found in the Python programming language. Advanced topics such as data analysis, data exploration, data visualization, and data wrangling are covered. This course provides knowledge of algorithms, data structures and computational methods for machine learning. Students are expected to complete several computer programming assignments and projects using Python.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: S24:15

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/24

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

Shweta Jain, Chair, Department of Math and Computer Science

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
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## Course Revision Form

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Date Submitted: 27th, March 2024

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: CSCI 274 Computer Architecture

4. Current course description:

This course will discuss the relationship between software and the hardware on which it operates, dealing with fundamental issues in computer architecture and design. The material covered will range from the primitive operations of modern computing machines to important security issues relating to the design of computer architectures. Along the way, we will study binary arithmetic, instructional sequencing, the management of computer memory, and the fundamentals of input and output.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, CSCI 271 or MAT 271

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

Change course description.

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and

has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course will discuss the relationship between software and the hardware on which it operates, dealing with fundamental issues in computer architecture and design. The material covers topics like components of modern computing machines, data representation and binary arithmetic, instructional sequencing, the intricacies of computer memory management, and the foundational principles governing input and output systems. Hands-on experience with assembly language programming will empower students to bridge the gap between theoretical concepts and practical application.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: F22:113, S23:83, F23:84, S24:85

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain

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

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Date Submitted: 27th, March 2024

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 278 Software Applications for Office Management**

4. Current course description:

This course will provide advanced experience in word processing, database analysis and spreadsheet analysis. Emphasis is given as to how to enhance the applicability of the above by using advanced features such as spreadsheet macros, database languages and word processing macros. Another feature of the course is to show how the tools above may be used together to enhance the productivity of the modern office.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and 6 credits of mathematics (MAT)

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

Change course description and pre-requisites.

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with



accurate objectives and learning outcome for the course. The pre-requisites as currently configured are not enforceable in CUNYFirst and no prior math courses are necessary to succeed in the course.

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

a. Revised course description:

**This course will provide insight and hands on experience with software applications used to increase a student's technological proficiency in terms of office management. Select office management software including but not limited to Microsoft Office Suite, G Suite/Google Workspace and iWork Suite will be explained. Software applications that are used to assist administrators within a business to improve efficiency, organization, communication, and coordination will be highlighted. Tips and tools for using record and file designs, spreadsheet and word processing macros and database languages will be the focus. The basics of data system development and the evolution of these systems over the years will also be discussed.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: F22:13, S23:24, F23:16, S24:24

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

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2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 373 Advanced Data Structures**

4. Current course description:

The examination of commonly employed data structures such as stacks and queues will be the objective of the course. In addition, singly and doubly linked lists, hash-coded storage and searching, tree data structures along with the corresponding sorting methods such as heap sort and quick sort will also be included. The application of these structures to the creation of data banks for public sector functions as well as the modeling of service facilities such as the courts and document processing agencies will be emphasized.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and CSCI 272 or MAT 272

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

Change course description.

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and

has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course explores advanced data structures in C++ with a focus on fundamental concepts including pointers, arrays, abstract data types, and complexity analysis. It covers a diverse range of structures such as linked lists, stacks, queues, vectors, and iterators. Students will delve into sophisticated topics like trees, priority queues, hash tables, maps, and graph algorithms, emphasizing practical applications. They will gain hands-on experience through projects implementing data structures from scratch using templates. Students will develop essential skills in data organization, algorithmic analysis, and C++ software development.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: F22:123, S23:100, F23:120, S24:110

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shweta Jain, Chair, Department of Math and Computer Science

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2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 375 Operating Systems**

4. Current course description:

Fundamental concepts and techniques used in the design and implementation of modern operating systems are examined. Topics covered include processes, process coordination and synchronization, scheduling, memory organization and virtual memory, file systems, security and protection, and device management. The operating system's impact on the security and integrity of the applications and information systems it supports is emphasized. Concepts are illustrated using UNIX and Windows NT.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and CSCI 272 or MAT 272

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

Addition of CSCI 274 as a prerequisite.

Change course description.

6. Rationale for the proposed change(s):

Pre-Requisite Change:

A student should have thorough knowledge of network and numerical algorithms, and algorithm design techniques to benefit fully in CSCI 401, the second capstone course. CSCI 377, Computer

Algorithms, covers these topics including algorithms employed in the design of secure information systems used by law enforcement and public agencies. Thus CSCI 377 should be a prerequisite for CSCI 401. Also, we want students to incorporate learnings of ethical responsibilities of information technology students and others from PHI 216 in CSCI 401 projects.

Course Description Change:

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course introduces principles and techniques used in the design and implementation of operating systems. Basic and advanced features of modern operating systems are covered including the concepts of processes, processor scheduling, memory systems, I/O systems, and file systems. The class also explores several security issues in modern operating systems including Windows, Mac OS, and Linux.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 201, and CSCI 272 ~~or MAT 272;~~ and **CSCI 274 Computer Architecture**

8. Enrollment in past semesters: F22:141, S23:87, F23:138, S24:112

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shweta Jain, Chair, Department of Math and Computer Science

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## Course Revision Form

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 377 Computer Algorithms**

4. Current course description:

Recursive algorithms, complexity analysis, parallel and distributed algorithms are explored. Specific topics covered include searching, sorting, recursive descent parsing, pattern recognition, network and numerical algorithms, and encryption schemes. Algorithms employed in the design of secure information systems used by law enforcement and public agencies are examined.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and CSCI 272 or MAT 272

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

Change course description.

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course is an introductory undergraduate course on the design and analysis of algorithms. The goal of this course is to introduce important design techniques and basic algorithms that are interesting from theoretical and practical points of view. The course covers basic algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy techniques for optimization. Some specific algorithms include deterministic, randomized sorting, and searching algorithms for finding paths and matchings, and algebraic algorithms for fast multiplication and linear system solving. It also covers related algorithms that underline selected topics including number-theoretic, machine learning, and string matching.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: F22:84, S23:112, F23:109, S24:112

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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Shweta Jain, Chair, Department of Math and Computer Science

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2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 379 Computer Networking**

4. Current course description:

The principles and methodologies used in the design and implementation of modern computer networks and networked information systems are studied in detail. Topics include shared use of a multiple access channel, error detection and recovery, and flow and congestion control. Packet switched networks and routing protocols are examined, and procedures for secure and reliable transport over best-effort deliver systems are presented. In addition, communication protocols above the transport level, for example, protocols that support the Internet and current Internet applications such as Web servers and clients, are discussed. Network programming is introduced, and students will be expected to develop several client/server applications.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and CSCI 272 or MAT 272

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

Change course description.



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

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

## a. Revised course description:

**This course covers concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics include layered network architectures, network programming interfaces (e.g., sockets), transport protocols, congestion control, routing algorithms, data link protocols, local area networks, subnets, and wireless networks. Advanced principles in protocol mechanisms and implementations will be discussed. This course will have labs for each layer in the internet protocol stack (except physical layer). Students perform hands on labs involving hardware (router/switches) and network simulator to get comprehensive knowledge of computer networking.**

## b. Revised course title: NA

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

## d. Revised learning outcomes: NA

## e. Revised assignments and activities related to revised outcomes: NA

## f. Revised number of credits: NA

## g. Revised number of hours: NA

## h. Revised prerequisites: NA

## 8. Enrollment in past semesters: F22:77, S23:78, F23:85, S24:88

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

No Yes 

If yes, please indicate the area:

## 10. Does this change affect any other departments?

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

## 11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain, Chair, Department of Math and Computer Science

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2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course:

**CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I**

4. Current course description:

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

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CSCI 360, CSCI 373, CSCI 375, and CSCI 379

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

Change course description.

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

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

## a. Revised course description:

**CSCI 400, a transformative capstone course, seamlessly integrates theoretical knowledge with hands-on application in cybersecurity. Through intensive hands-on labs and a substantial semester project, students explore cryptographic algorithms, network security, and vulnerability analysis and their applications. Practical exercises dissect common cyber threats, fostering skill development in implementing effective countermeasures. Effective communication is emphasized throughout, ensuring participants not only grasp the complexities of cybersecurity concepts but also can articulate them adeptly. This course cultivates a comprehensive skill set essential for adaptability in the dynamic cybersecurity landscape.**

## b. Revised course title: NA

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

## d. Revised learning outcomes: NA

## e. Revised assignments and activities related to revised outcomes: NA

## f. Revised number of credits: NA

## g. Revised number of hours: NA

## h. Revised prerequisites: NA

## 8. Enrollment in past semesters: F22:122, S23:85, F23:93, S24:102

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

No  Yes  If yes, please indicate the area:

## 10. Does this change affect any other departments?

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

## 11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain, Chair, Department of Math and Computer Science

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Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course:

**CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity I I**

4. Current course description:

This course will cover advanced network and host security concepts and mechanisms. In addition to treating subjects in theory, the course includes projects that provide extensive hands-on experience assessing vulnerabilities, writing real working exploits for existing systems in a closed and controlled environment, and developing countermeasures to both perceived and real threats. The class will involve a fair amount of programming. Those who take the class are expected to be able to program in C/C++, have a solid knowledge of assembly and scripting languages, and be familiar with network basics as well as modern operating systems (Windows, MacOS, Unix).

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, CSCI 400

5. Describe the nature of the revision (what are you changing?): Addition of CSCI 377 Computer Algorithms and PHI 216 Ethics and Information Technology as prerequisites. Revising course description.

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

### Pre-Requisite Change:

A student should have thorough knowledge of network and numerical algorithms, and algorithm design techniques to benefit fully in CSCI 401, the second capstone course. CSCI 377, Computer Algorithms, covers these topics including algorithms employed in the design of secure information systems used by law enforcement and public agencies. Thus CSCI 377 should be a prerequisite for CSCI 401. Also, we want students to incorporate their learning of ethical responsibilities of information technology from PHI 216 in CSCI 401 projects.

### Course Description Change:

The second capstone continues to cover advanced topics in computer security and provide hands-on lab and project experiences to students. Cybersecurity roles cover a variety of skills, not just programming. Students have also not been required to learn a scripting language prior to this course that the previous description expected them to have. The description has been updated to broaden the scope of project work in the course and to emphasize that students should expect to integrate skills and build capabilities that will be important for their future careers in cybersecurity, including various forms of communication. The description has also been updated to include student exposure to research to raise student awareness of new developments in cybersecurity that are not covered in quickly outdated textbooks.

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

### a. Revised course description:

**This second Capstone course builds on the first Capstone (CSCI 400), covering advanced network and host security concepts and mechanisms. Through hands-on lab exercises and a substantial semester project, students will integrate theory, practice, and ethical considerations using their technical, analytical, and critical thinking skills acquired over their studies in the major. Students will be exposed to current and classic research in cybersecurity and have opportunities to communicate cybersecurity concepts, mechanisms, and research in written, visual and oral form.**

### b. Revised course title: NA

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

### d. Revised learning outcomes: NA

### e. Revised assignments and activities related to revised outcomes: NA

### f. Revised number of credits: NA

### g. Revised number of hours: NA

### h. Revised prerequisites: **ENG 201, CSCI 377, PHI 216, CSCI 400**

## 8. Enrollment in past semesters: F22:62, S23:90, F23:57, S24:77

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain, Chair, Department of Math and Computer Science

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2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

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

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 411 Computer Security and Forensics**

4. Current course description:

This course concerns host-based security and forensics. The first part of the course explains how security is achieved by most modern operating systems, including authentication and access control at the level of processes, memory, and file systems. The second half of the course will cover methods for monitoring an operating system to detect when security has been breached, and for collecting forensic evidence from computers and other digital devices.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; CSCI 360; and CSCI 375

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

6. Rationale for the proposed change(s):

The course description needs regular updates especially in computer science where changes are the constant. The updated course description is more precise to what is being taught and has current real-world relevance. Also, an updated course description provides students with accurate objectives and learning outcome for the course.

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

a. Revised course description:

**This course on computer security and forensics covers many topics fundamental to computer security including concepts, best practices, and standards relating to confidentiality, assurance, non-repudiation, and availability. Students learn about adversaries, their tactics and techniques, and countermeasures, including policies and their implementation for computing and mobile devices. Students learn about the forensic process, court procedures, the differences between types of legal settings such as case law, statutory law, and constitutional law, and how they apply to computer-related investigations. Students learn about forensic techniques along with the available tools. The course covers file systems, file forensics, as well as memory forensics.**

b. Revised course title: NA

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

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: F22:107, S23:61, F23:84, S24:90

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/8/2024

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

Shweta Jain, Chair, Department of Math and Computer Science



John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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

1. **Date submitted:** March 25, 2024
2. **Department or program proposing these revisions:** MA in Economics
  - a. Name and contact information of proposer(s): Ian Seda
  - b. Email address of proposer: [iseda@jjay.cuny.edu](mailto:iseda@jjay.cuny.edu)
3. **Name of graduate program, major, minor or certificate program being revised:**  
**MA in Economics**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: March 2024
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Geert Dhondt
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

The list of electives is being refreshed to include recently created Selected Topics and Faculty-Mentored Research Experience class options and to correct errors and reconcile program information across systems.

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

We are aligning the program information between the Graduate Bulletin, CUNYFirst and DegreeWorks so the information is consistent across technology platforms. A “selected topics” and “faculty-mentored research” course numbers were recently created for this program so they are being added to the elective options.

7. **How do these proposed changes affect other academic programs or departments?**
  - a. Which program(s) or department(s) will be affected? – N/A

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

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

N/A

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

See below.

# Economics, Master of Arts

[from G Bull 2023-24 w/changes]

**Program Director: Professor Ian Seda-Irizarry**

(iseda@jjay.cuny.edu)

The Master of Arts in Economics provides students with a comprehensive and foundational knowledge of applied economics. The program is distinct in that it requires students to examine the unjust and just application of economic analysis and subsequent policies. The program utilizes a heterodox/pluralist approach that focuses primarily on issues of justice such as diversity, equality and sustainability. The degree will require students to have a firm understanding of the theory, skills, and tools used by practitioners in the field.

Students who complete this degree will be prepared to seek employment and promotion in the public and nonprofit sectors as economic analysts or to continue their education in PhD programs, law school, or other educational pursuits. Students will graduate with a distinct advantage by studying economics from multiple perspectives.

**Admissions.** General admissions information for John Jay's graduate programs can be found under the Admissions section of this bulletin along with any Program-specific admissions requirements.

**Additional information.** Students who enrolled for the first time at the College or changed to this program in September 2022 or thereafter must complete the program in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version. The earlier version can be found in the Graduate Bulletin 2021-22.

## Degree Requirements

The Master of Arts in Economics requires 36 credits of coursework consisting of 7 required courses and 5 elective courses.

### Part I. Core Requirements

**Subtotal: 21 cr.**

ECO 713 Political Economy

ECO 720 Macroeconomics

ECO 725	Microeconomics
ECO 750	Mathematics for Economists
ECO 751	Research Methods I - Quantitative Analysis
ECO 752	Research Methods II
ECO 799	Seminar in Economics

## Part Two. Electives

**Subtotal: 15 cr.**

*Select five courses.*

ECO 7BB (710)	History of Economic Thought (pending CGS approval)
ECO 711	Economic History
<del>ECO 715</del>	<del>Contending Economic Theories</del>
<del>ECO 724</del>	<del>Global Capitalism, Gender and Debt</del>
<b><u>ECO 728/ CRJ 741</u></b>	<b><u>Economic Analysis of Crime</u></b>
<b><u>ECO 731</u></b>	<b><u>Economic Development</u></b> (in CF & Bulletin, missing DW)
ECO 740	Community Economic Development
ECO 745	International Economics
ECO 746	Alternative Economic Systems
ECO 760	Political Economy of the Environment
ECO 780	<del><u>Selected Topics in Economics</u></del> -Global Political Economy of Work and Social Welfare
ECO 7XX (798)	<b><u>Faculty Mentored Research in Economics</u></b>

**TOTAL CREDIT HOURS: 36**

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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

1. **Date submitted:** March 26, 2024
2. **Department or program proposing these revisions: MS in Security Management (MS SEC)**
  - a. Name and contact information of proposer(s): Alexander Alexandrou/ Susan Pickman
  - b. Email address of proposer: [aalexandrou@jjay.cuny.edu](mailto:aalexandrou@jjay.cuny.edu); [spickman@jjay.cuny.edu](mailto:spickman@jjay.cuny.edu)
3. **Name of graduate program, major, minor or certificate program being revised:**  
**MS in Security Management (MS SEC)**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval:
    - Date of Program Approval by MS SEC curriculum committee: **10/20/2022**
    - Reviewed by Librarian: Ellen Sexton, **10/27/2022**
    - Date of CGS Approval: **12/12/2022**
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Robert Till
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)  
  
The newly created, SEC 716 Research Methods and Data Analysis course, is replacing SEC 715 Analytical Methods in Protection Management in the Required Management Analytic Courses area of the **MS in Security Management**.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)  
  
This new SEC-716 Research Methods and Data Analysis course introduces research methods and data analysis techniques within the field of Security Management. The course explores and addresses questions related to the field via qualitative, quantitative, and mixed methods, which helps develop students' strategic problem-solving and communication skills.

Additionally, this course provides students with academic research tools to review literature, formulate research questions and hypotheses, and write a structured research proposal. It also prepares students to apply software for statistical analysis to interpret data and present information effectively.

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

a. Which program(s) or department(s) will be affected? – N/A

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

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

N/A

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

See below.

# Security Management, Master of Science

[Graduate Bulletin 2023-24 w proposed changes]

**Program Director: Professor Susan Pickman ([spickman@jjay.cuny.edu](mailto:spickman@jjay.cuny.edu))**

The Master of Science in Security Management provides a focused examination of practices and procedures unique to supervision in the private security industry. The degree targets those already employed in private security and those who seek long-range opportunities in an industry and occupation that is economically lucrative and professionally rewarding. The course of study stresses traditional topical coverage in security studies including management, risk analysis and the role of technology in private sector protection programs. In addition, the program delivers some innovative conceptual analysis of the private security industry with its stress on homeland defense and security protocols, the phenomenon and undeniable trend of privatization on the public justice model and a strong emphasis on critical infrastructure.

This program is completed fully online.

**Admissions.** General admissions information for John Jay's graduate programs can be found under the [Admissions](#) section of this bulletin along with any [Program-specific admissions](#) requirements.

**Additional information.** Students who enrolled for the first time at the College or changed to this program in September ~~2023~~ **2024** or thereafter must complete it in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the program. A copy of the earlier version may be obtained in the ~~2022-2023~~ **2023-24** [Graduate Bulletin](#).

## Degree Requirements

The program requires 36 credits of coursework. Full-time students shall follow a two-year sequence, while part-time students may complete the course of study in 3 to 4 years.

Students may elect to follow the Security Management **General Track** or **Thesis Track**.

### **General Track - Comprehensive Exam/Project**

All students on the general track must pass a comprehensive examination designed to evaluate students' understanding of key knowledge and their ability to formulate responses to conceptual and practical applications of theories and practices taught in the program, and to express themselves effectively in writing for a professional audience. The Comprehensive Exam/Project is offered once every Fall and Spring term.

### Thesis Track

Permission from the program director is required in order to select the thesis track, which is available to students who meet the following criteria:

- Completed at least 12 credits with a GPA of 3.5 or higher
- Earned a grade of B+ or higher in SEC 715 Analytical Methods in Protection Management

The thesis track fulfills 6 credits of the elective requirements.

### Required Core Courses

**Subtotal: 12 cr.**

SEC 701	Introduction to Protection Management Systems
SEC 731	Risk, Threat and Critical Infrastructure
SEC 732	Privatization: Models and Applications for Private Security
SEC 733	Legal, Regulatory and Administrative Issues in Private Sector Justice

### Required Management Analytic Courses

**Subtotal: 12 cr.**

<del>SEC 715</del>	<del>Analytical Methods in Protection Management</del>
<b><u>SEC 716</u></b>	<b><u>Research Methods and Data Analysis</u></b>
PAD 705	Organization Theory and Management
PAD 744	Capital and Operational Budgeting and Fiscal Management
SEC 760/ICJ 760	Information Technology and Cybercrime

### Electives

**Subtotal: 12 cr.**

*Select four courses:*

SEC 703	Analysis of Building and Fire Codes
SEC 711	Introduction to Emergency Management



SEC 712	Theory and Design of Fire Protection Systems
SEC 730	Private Security: Function and Role in Homeland Defense
SEC 740	Safety and Security in the Built Environment
SEC 753	Theory and Design of Security Systems
SEC 754	Contemporary Issues in Security Management
SEC 762	Business Continuity Planning
SEC 781	Risk Analysis and Loss Prevention
SEC 791	Security Management Thesis (6 cr.)
PAD 748	Project Management
<b>Total Credit Hours: 36</b>	

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

## Course Revision Form

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

Date Submitted: March 25, 2024

1. Name of Department or Program: MA in Economics

2. Contact information of proposer(s):

Name(s): Katherine Killoran  
 Email(s): kkilloran@jjay.cuny.edu  
 Phone number(s): 212-237-8263

3. Current number and title of course: **Bulk Request for Economics (ECO) Grad Courses – see table below.**

4. Current course description: Varies

a. Number of credits: 3 cr.

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

c. Current prerequisites: Varies

5. Describe the nature of the revision (what are you changing?): We are fixing errors in six graduate ECO classes in CUNYFirst.

6. Rationale for the proposed change(s): The listed courses have all been approved through governance as tracked by the Office of Graduate Studies. Dates of approval are listed in the table below.

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

a. Revised course description: N/A

b. Revised course title: N/A

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

- d. Revised learning outcomes: N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: N/A
- g. Revised number of hours: N/A
- h. Revised prerequisites: N/A

i. Other: **The experimental course attribute is being removed.**

8. Enrollment in past semesters: Varies

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

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

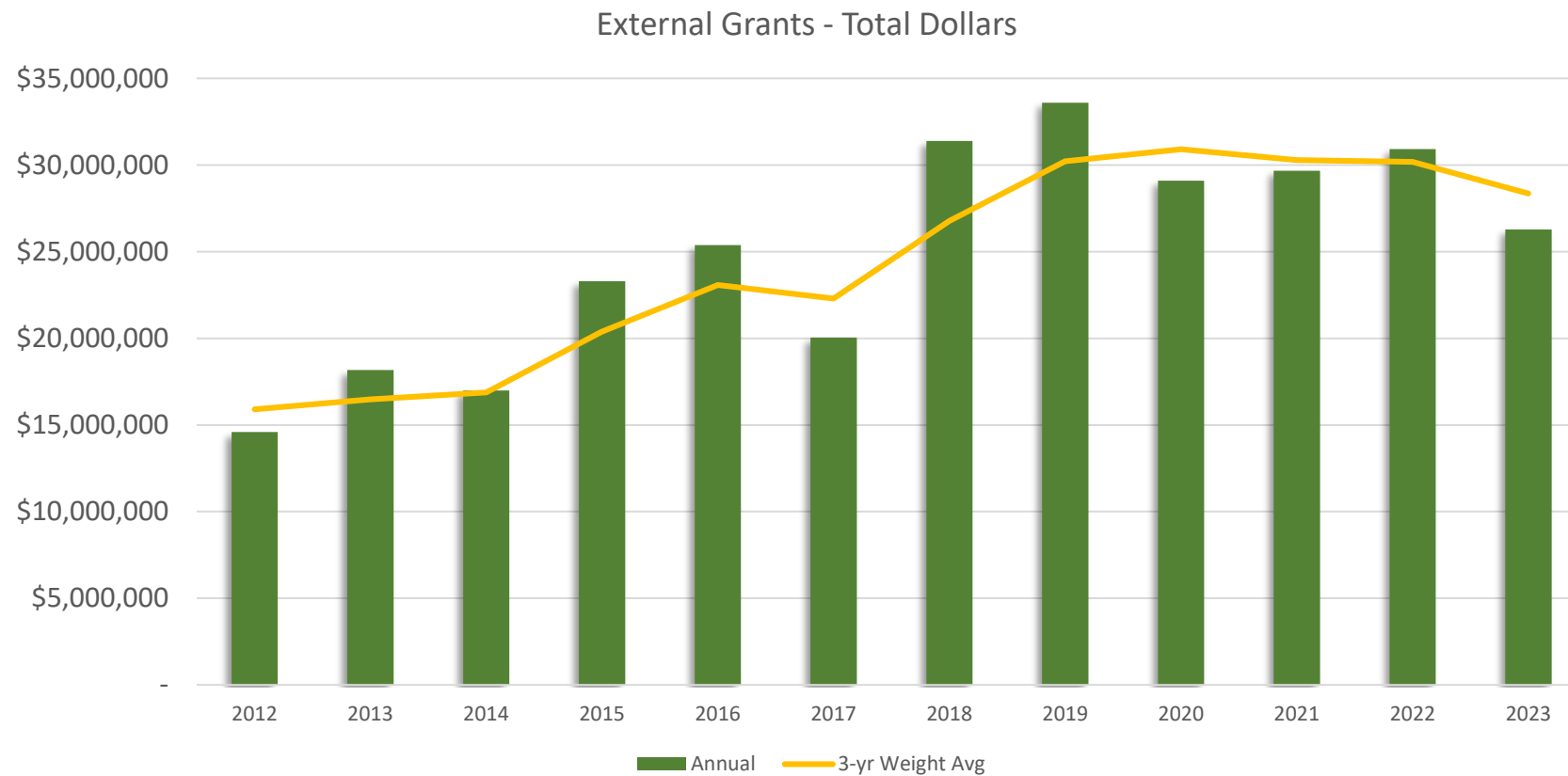
<b>FROM</b>		<b>TO</b>	
Departments	Economics	Departments	N/C
Courses w Approval Dates  (CUR – Chancellor’s University Report, AUR – Academic University Report)	ECO 711 Economic History (June 2018 CUR)  ECO 731 Economic Development (March 2021 AUR)  ECO 745 International Economics (Feb 2019 CUR)  ECO 752 Research Methods II (June 2018 CUR)  ECO 794 Independent Study (N/A)  ECO 799 Seminar in Economics (Feb 2019 CUR)	Courses	N/C
Prerequisite	Varies	Prerequisite	N/C
Hours	3	Hours	3
Credits	3	Credits	3
Description	Varies	Description	N/C
Requirement Designation	None	Requirement Designation	N/C
Liberal Arts	[ X ] Yes [ ] No	Liberal Arts	N/C
Course Attribute	<del>Experimental</del>	Course Attribute	
General Education Component	__X__ Not Applicable	General Education Component	N/C
Effective		Effective	Fall 2024

# John Jay College

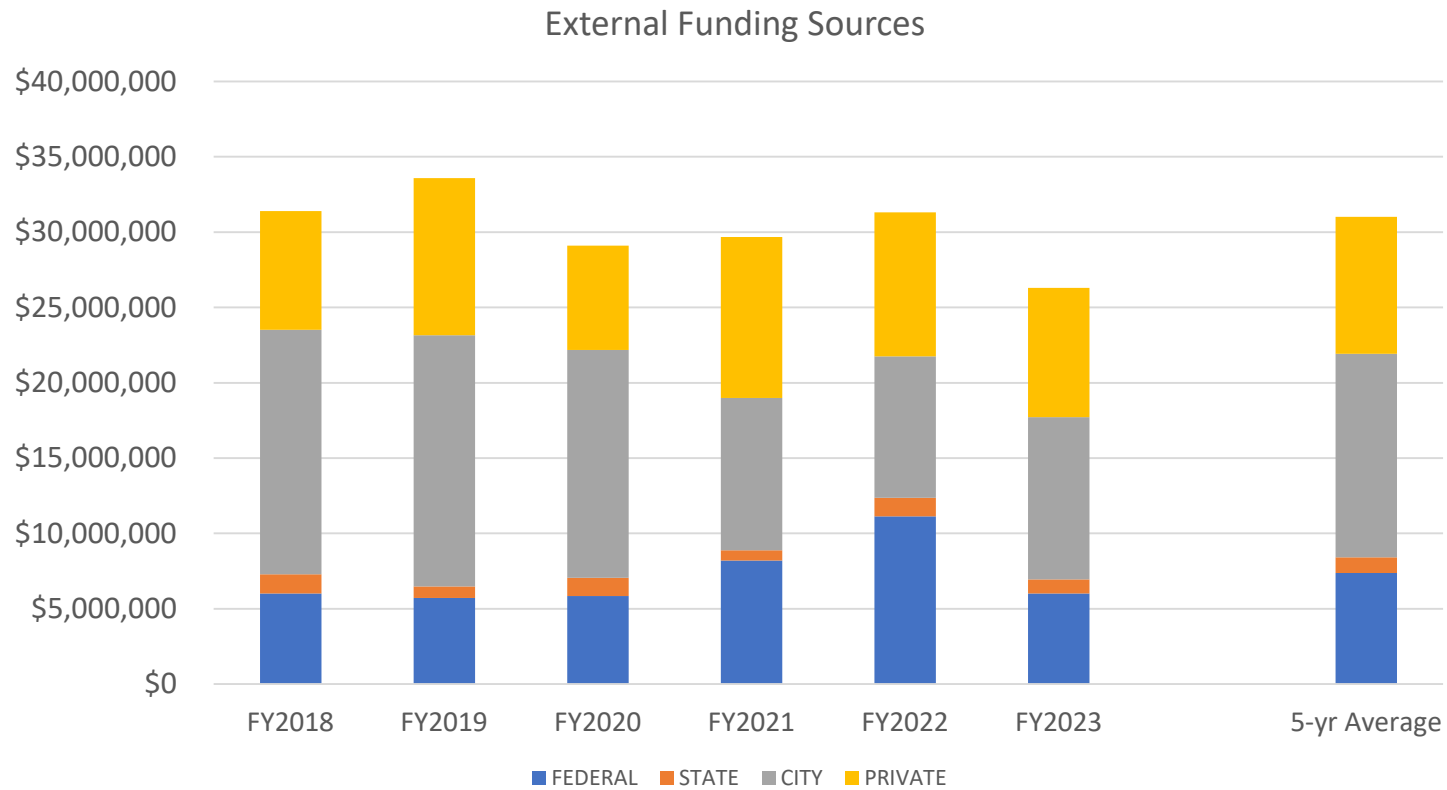
## State of the College's Research Profile

2024 – Office for the Advancement of Research

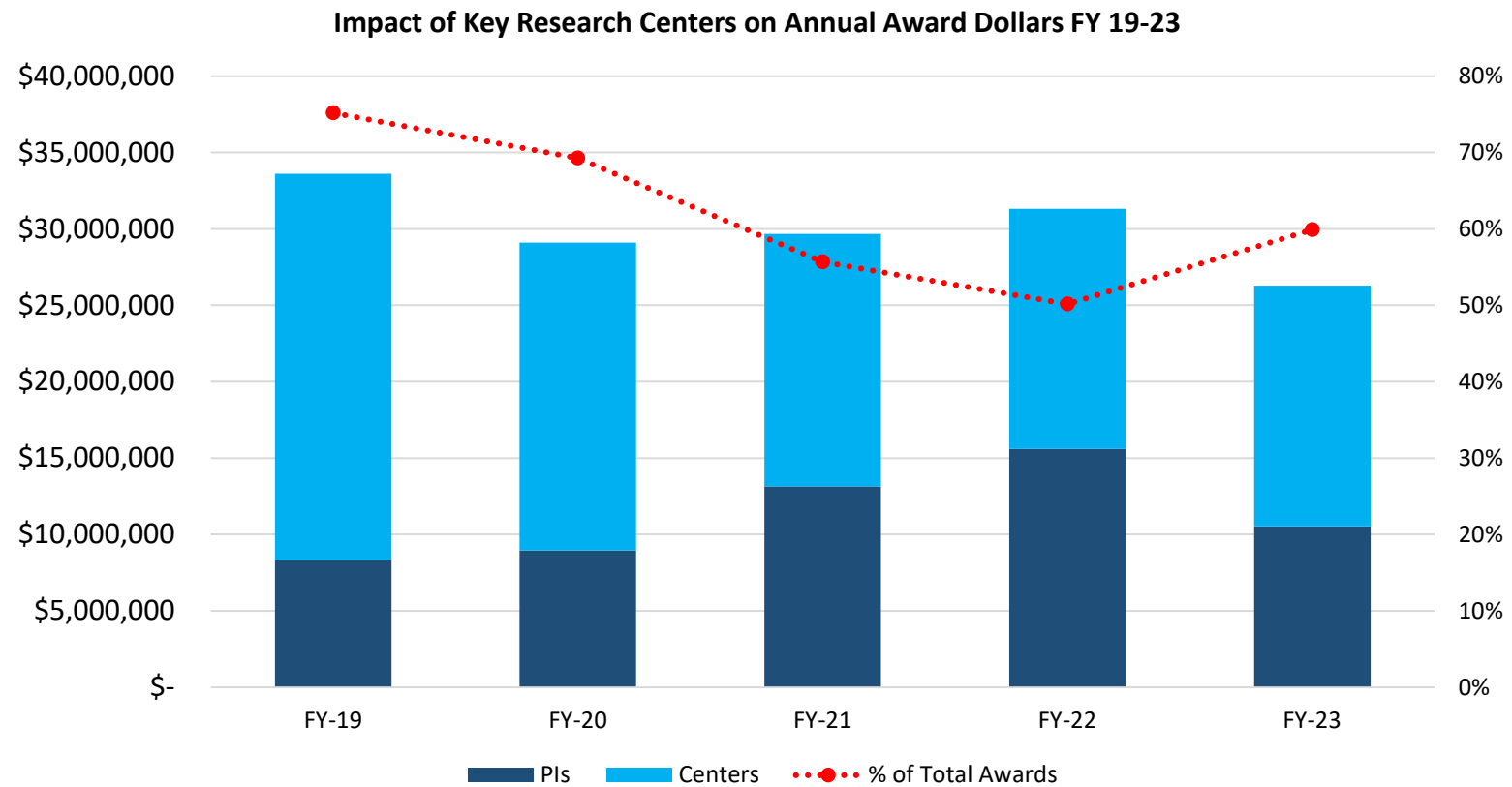
# Long-term Trends: Total Annual Awards



# External Funding Sources

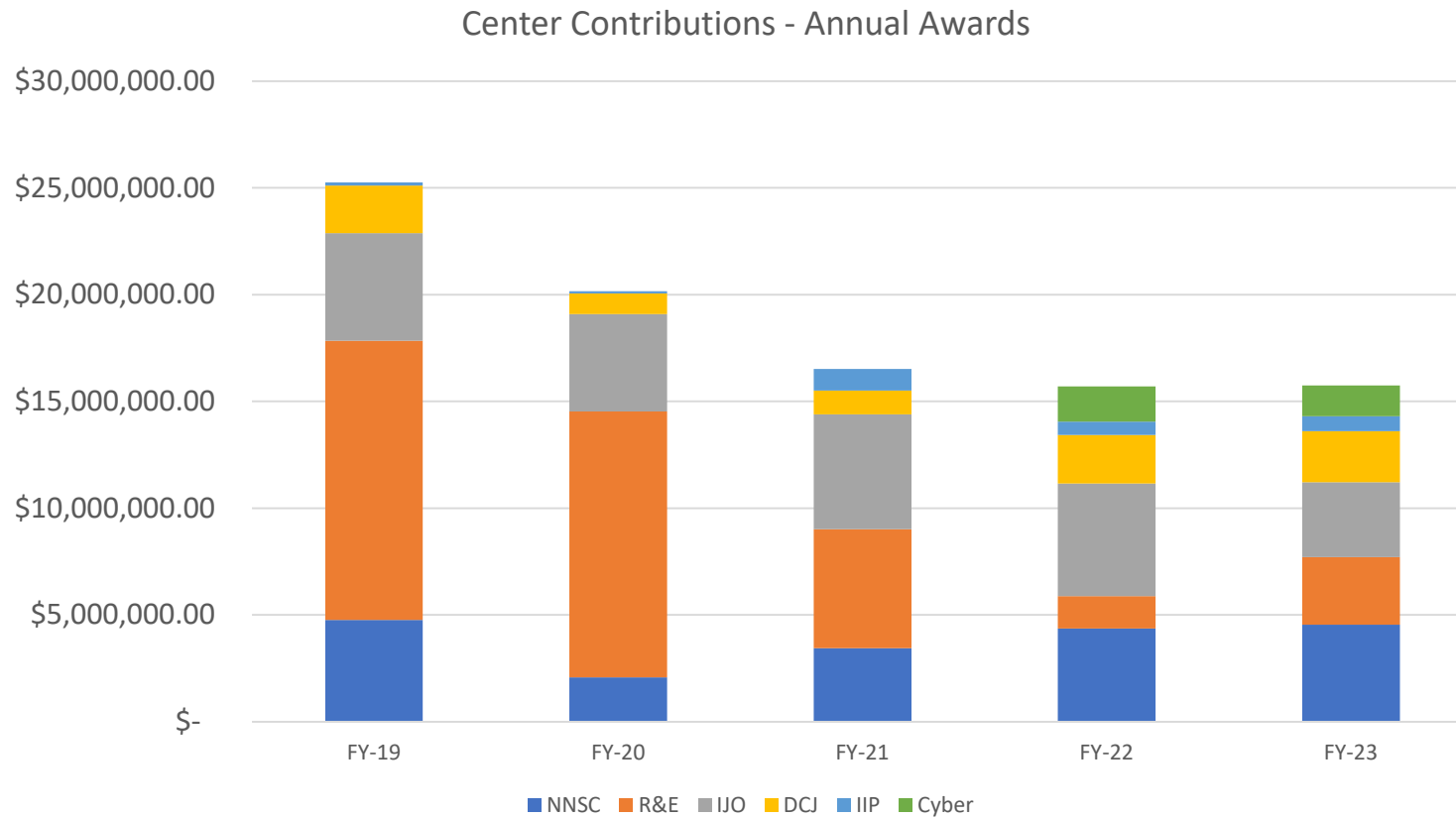


# Internal Funding Drivers

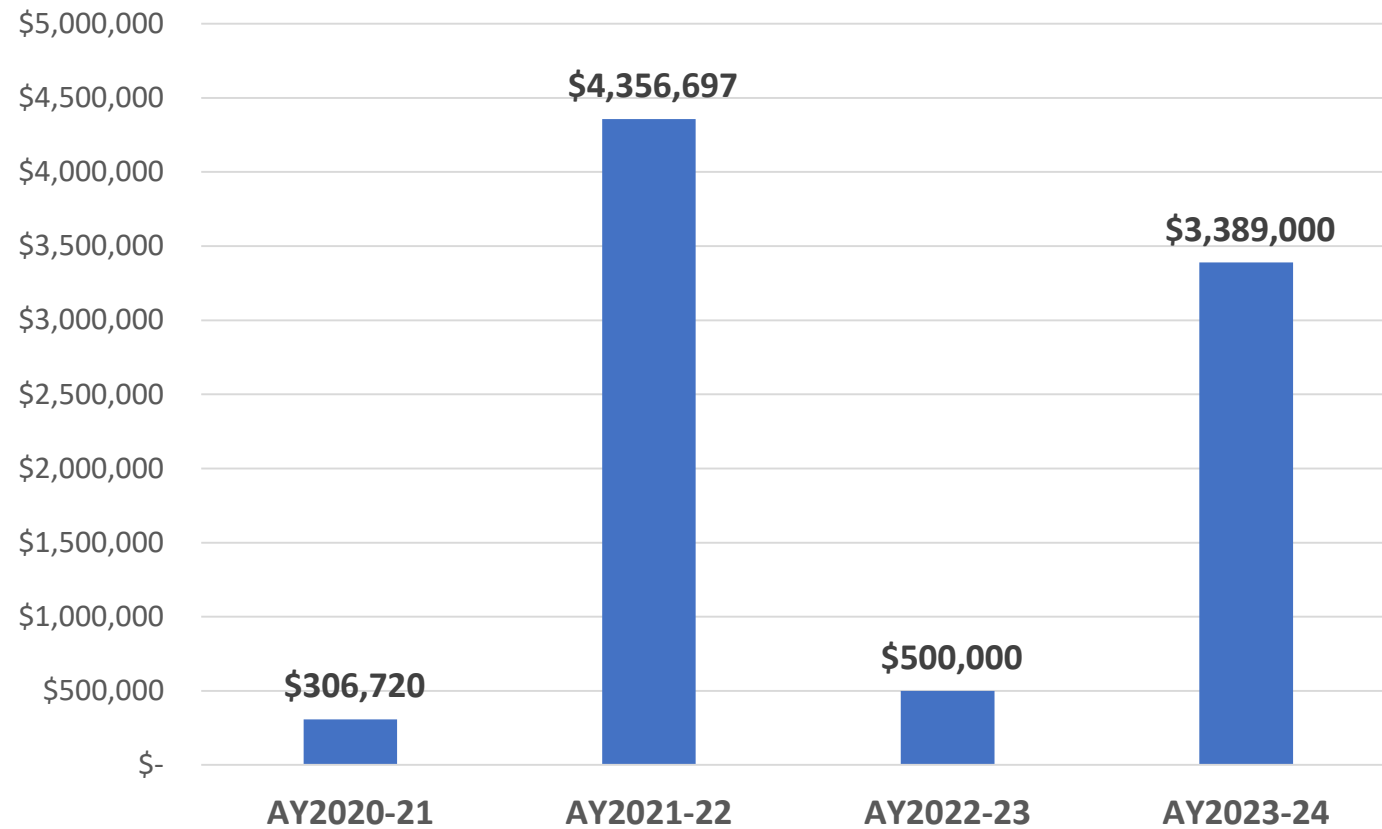




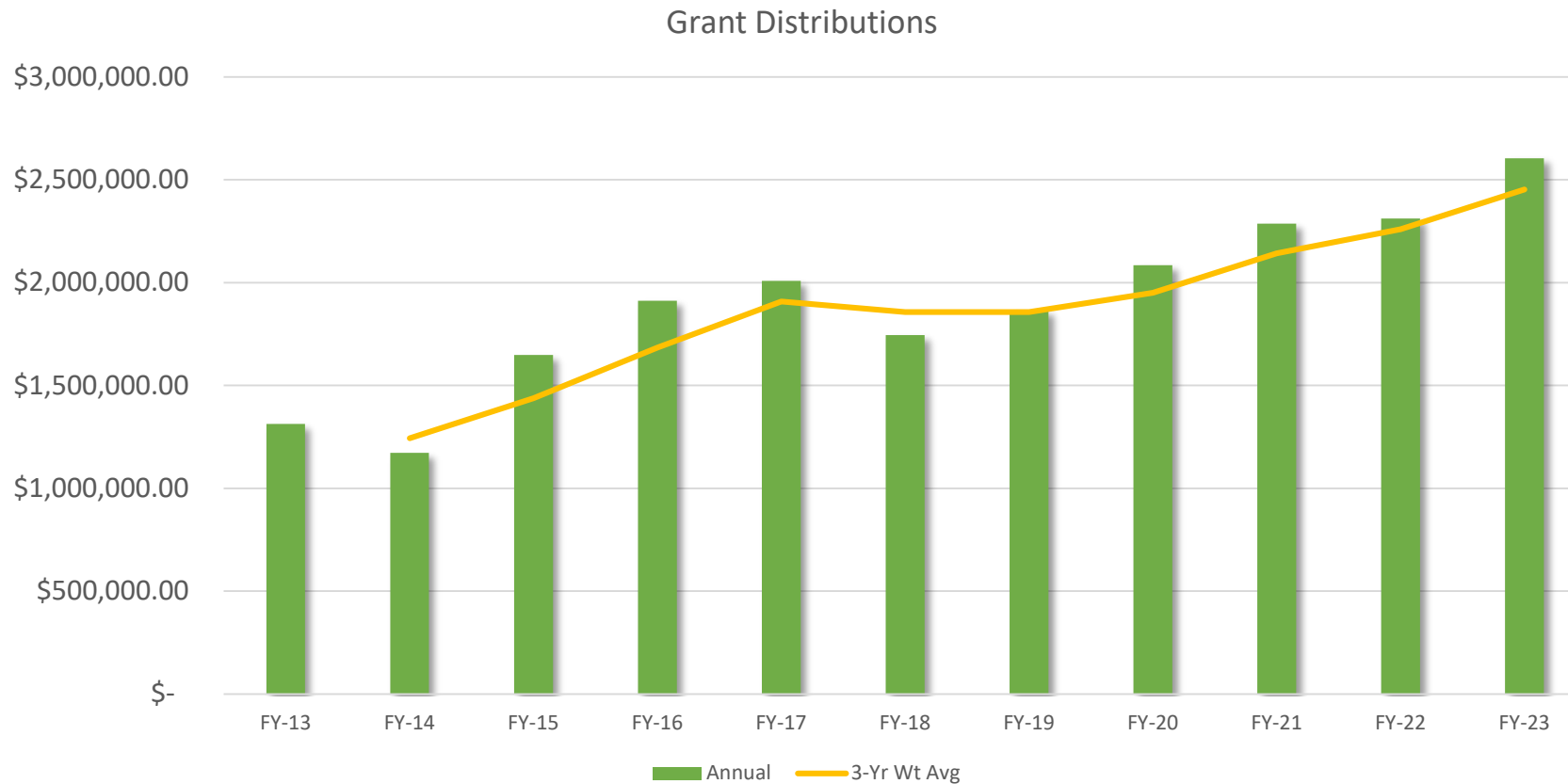
# Majors Centers Contributions



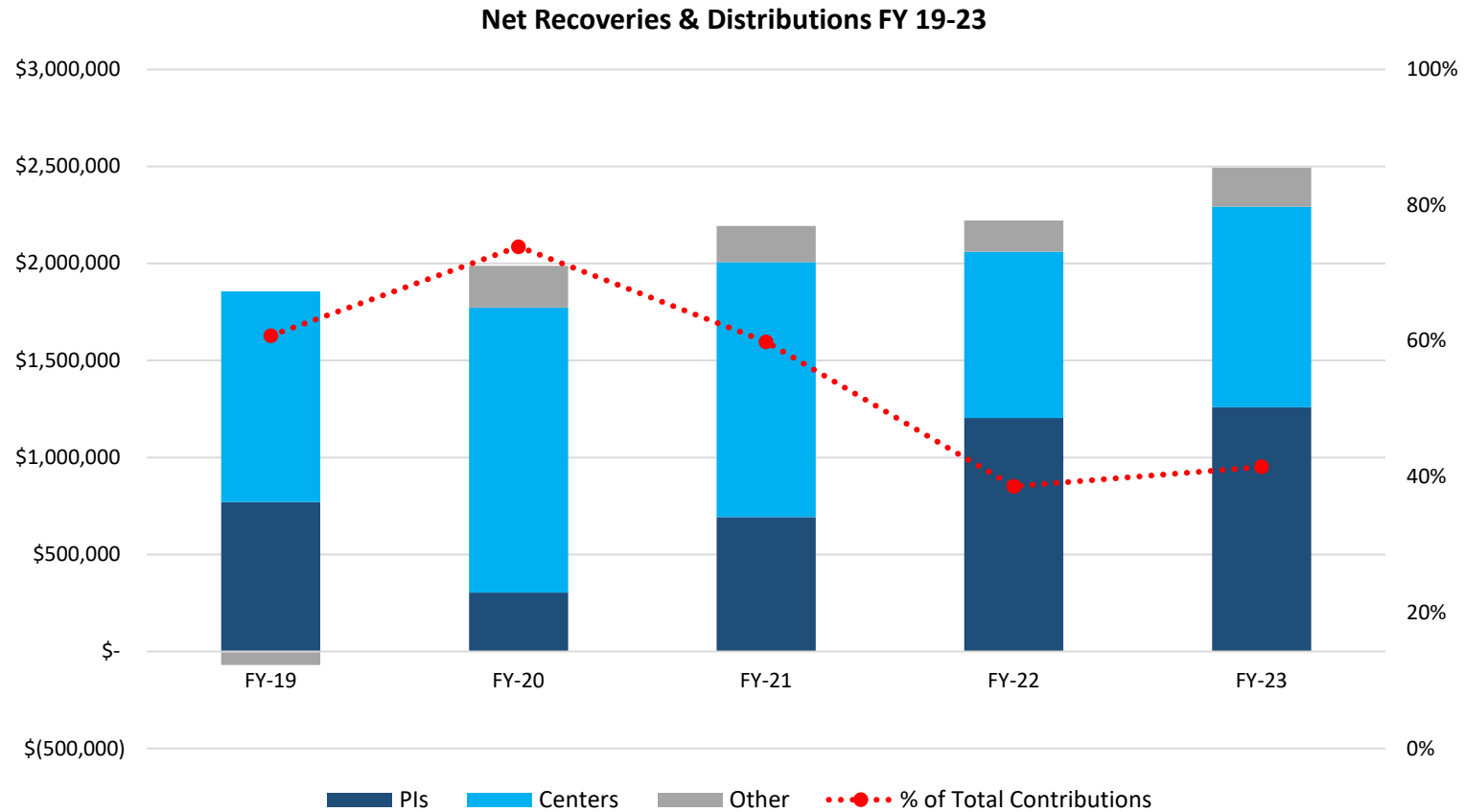
# Grants for International Projects



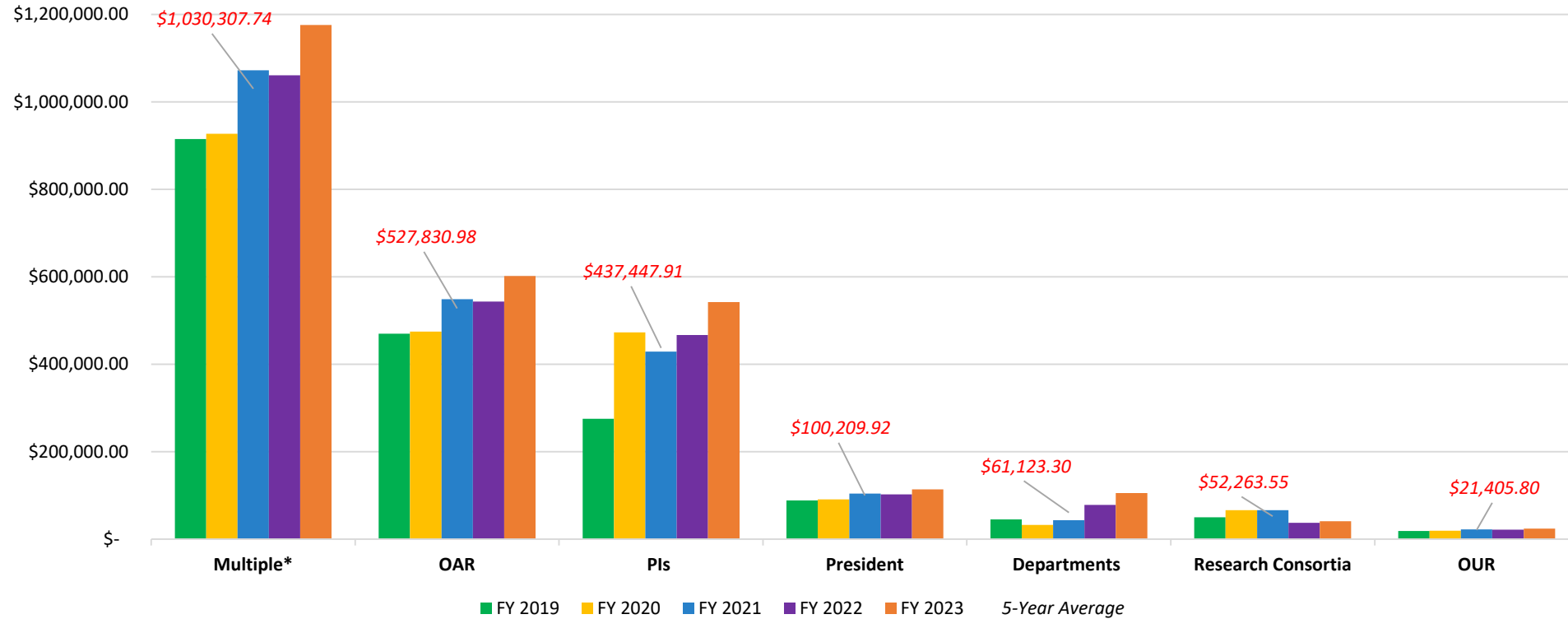
# Long-term Trends: Distributions



# Indirect Recoveries



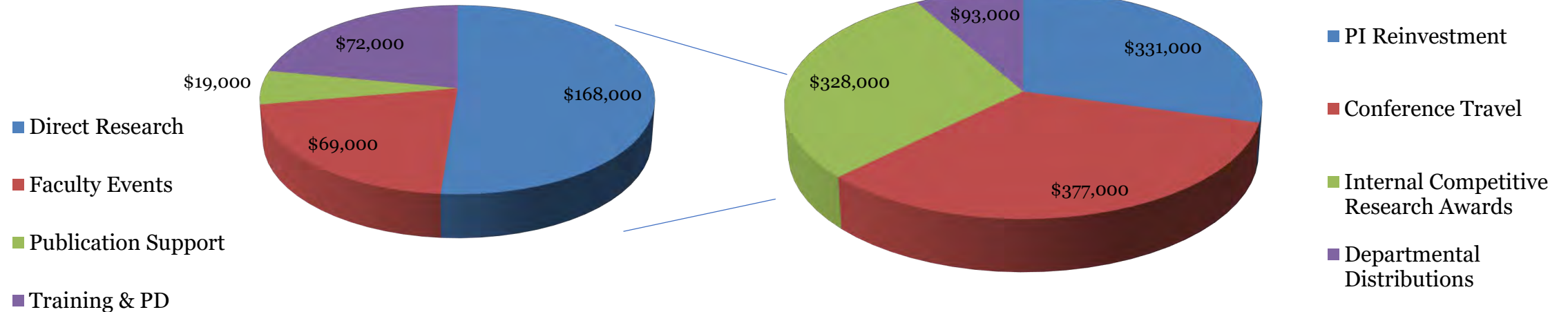
# Net Distributions



Multiple\* = Faculty Travel, Start-up, PhD Tuition, Other Provost

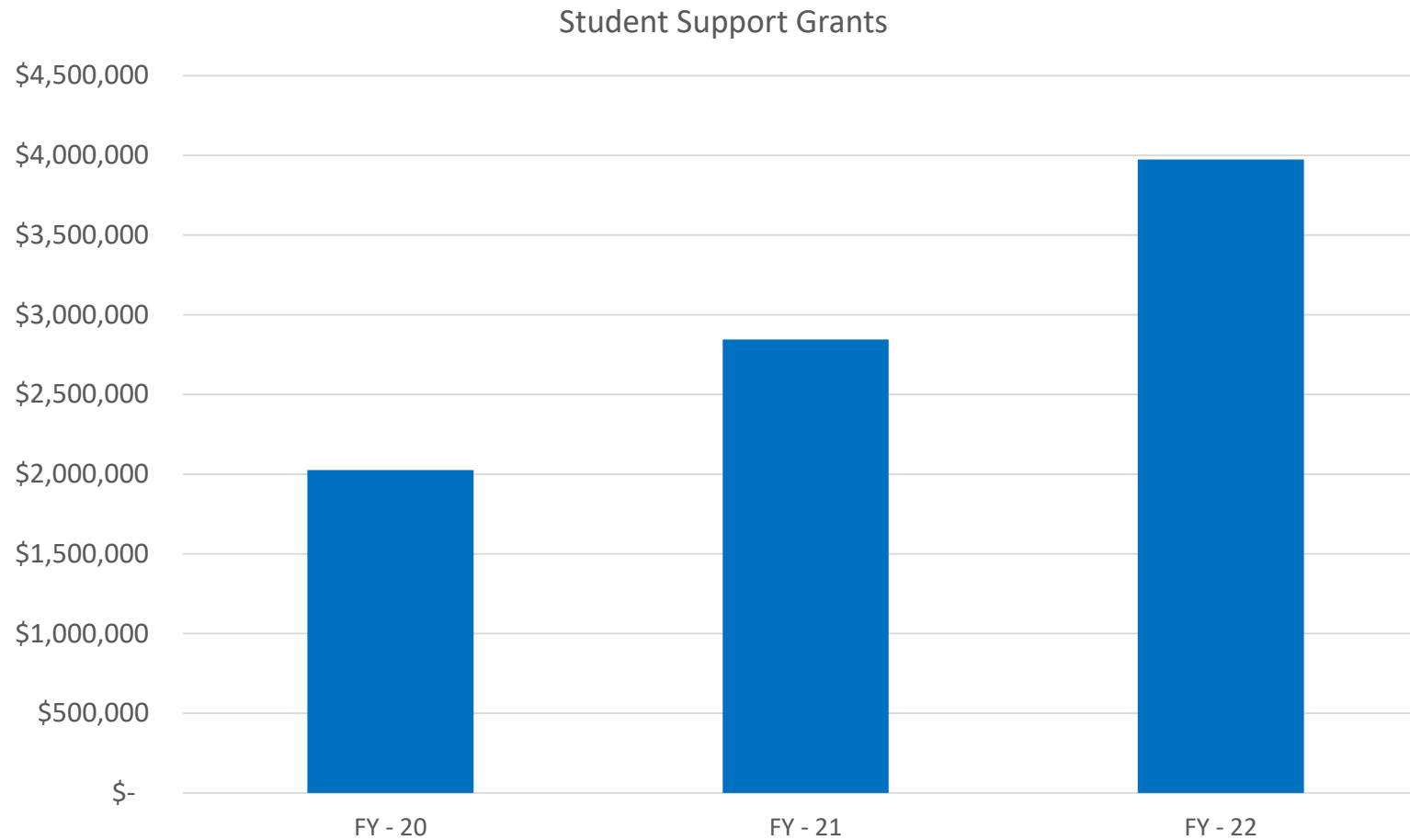
# Distributions – Return on Investment

**2022-23 Total Research Funds to Faculty**

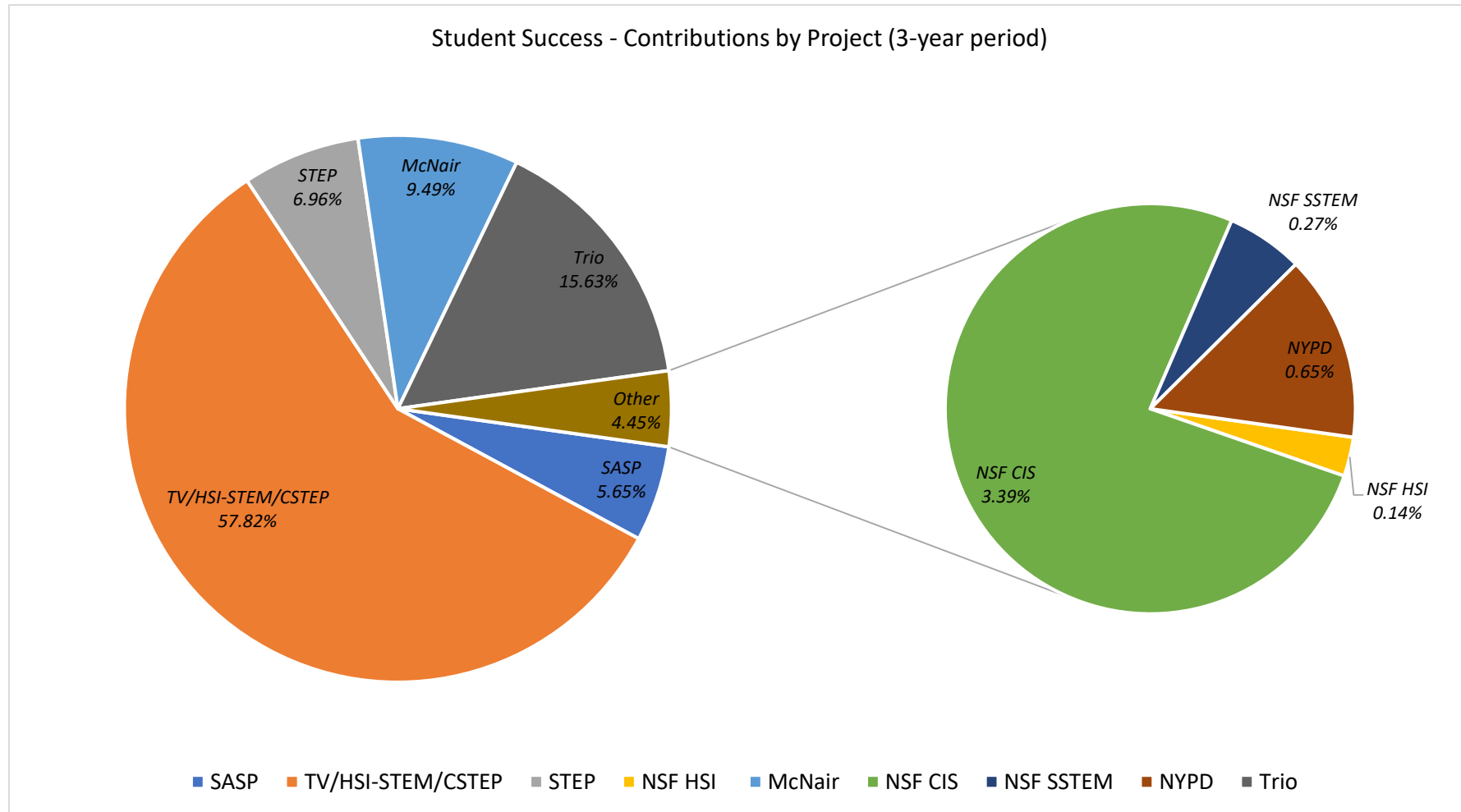


• 2022-2023 Total = \$1,138,000

# Grants that Directly Support Students

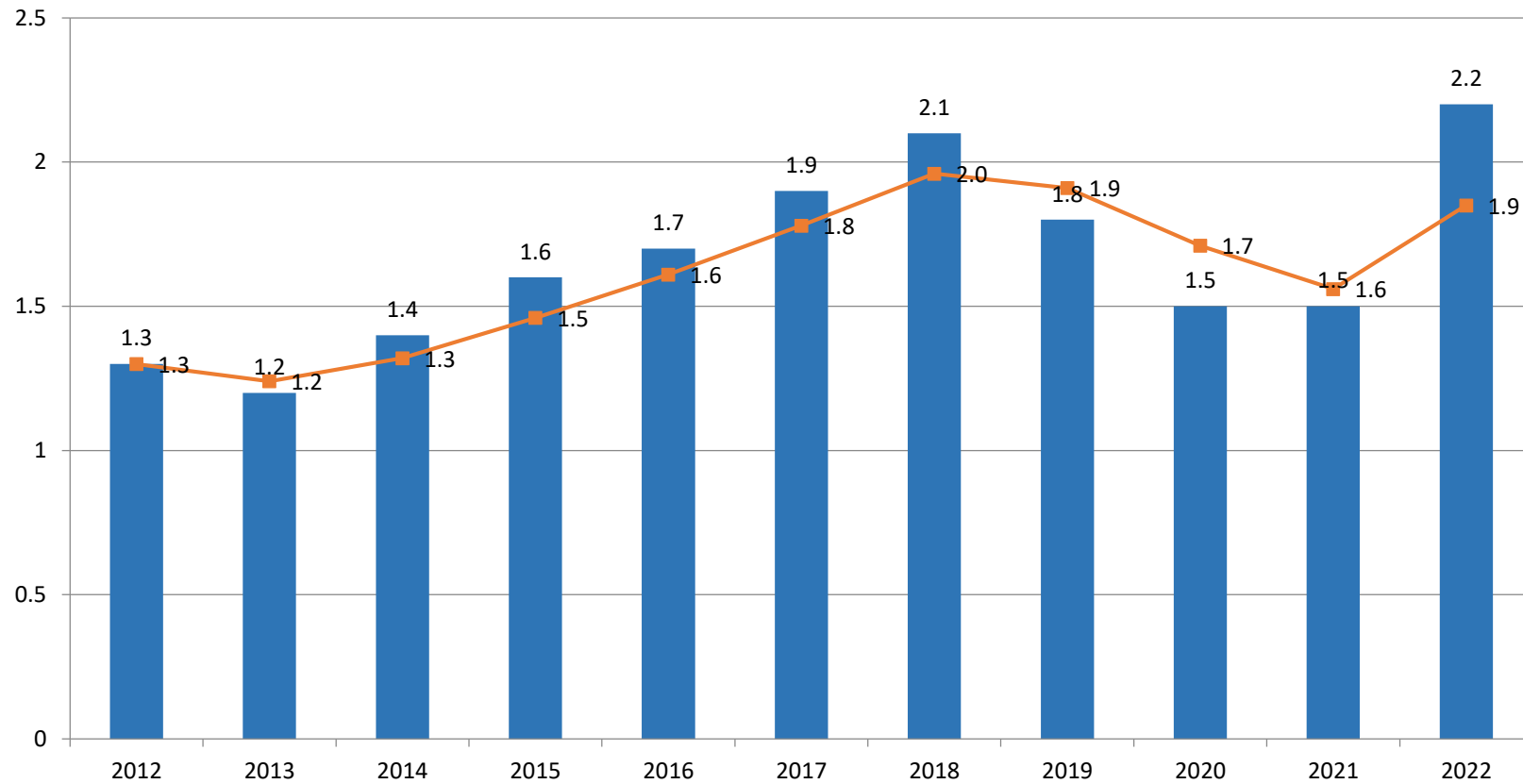


# Student Support - Sources



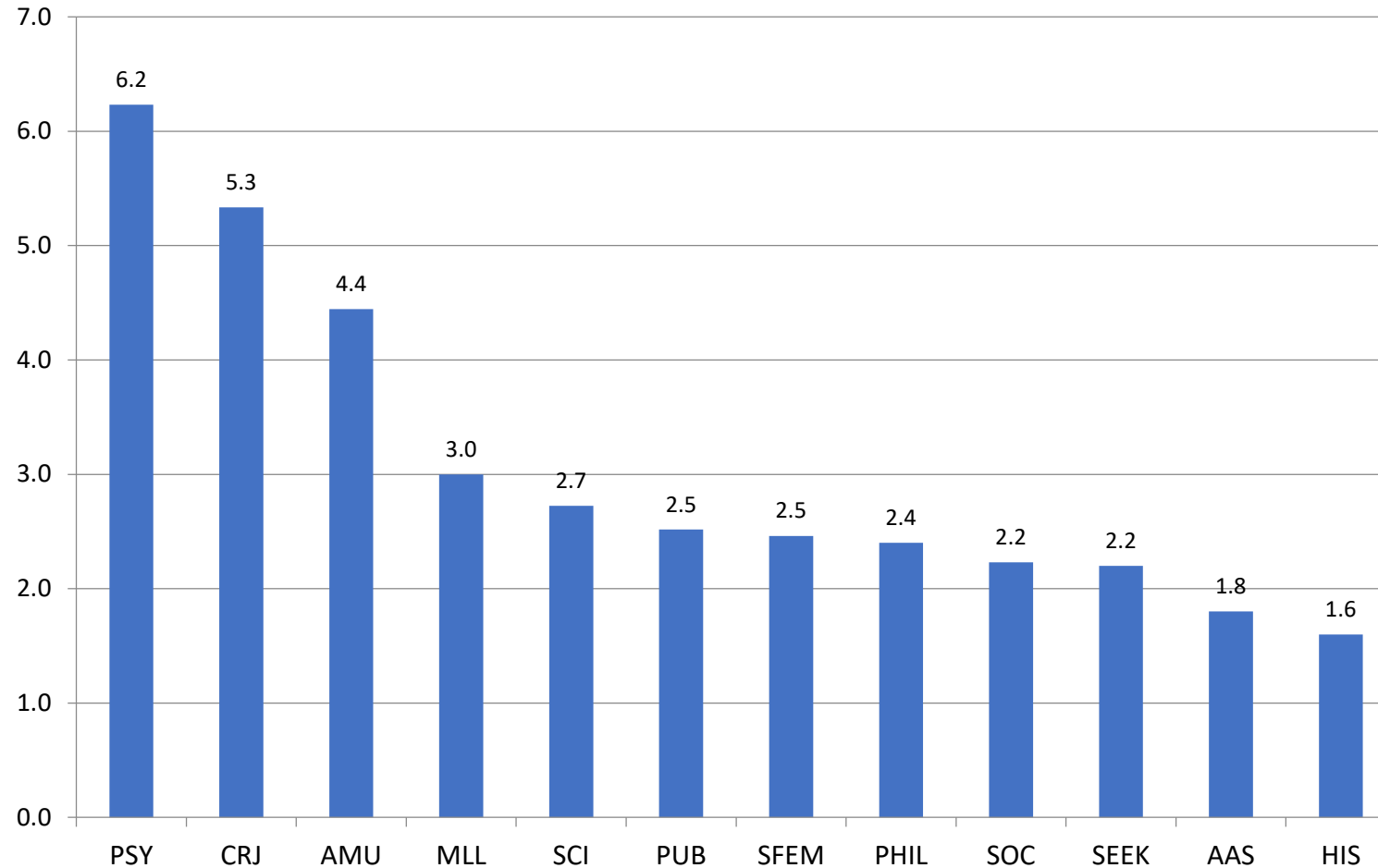


# Per Capita Scholarship Growth



**ANNUAL PER CAPITA SCHOLARSHIP VS. WEIGHTED AVG (CUNY)**

# Scholarship – Top 12 Departments



# Major Conclusions

- Reinvestment has sparked significant growth in portfolio
- Indirect revenue provides key support to core faculty-centered services
- Grants provide significant direct support to students
- Centers make extensive contributions to the colleges reputation and grant portfolio
- John Jay faculty are major producers of scholarship

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

**College Council Calendar 2024-2025**

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

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Friday, August 23, 2024	Wednesday, September 4, 2024	Thursday, September 19, 2024
Thursday, September 19, 2024	Monday, September 30, 2024	Tuesday, October 15, 2024
Friday, October 18, 2024	Tuesday, October 29, 2024	Monday, November 11, 2024
Wednesday, November 20, 2024	Monday, December 2, 2024	Wednesday, December 11, 2024
Friday, January 17, 2025	Wednesday, January 29, 2025	Thursday, February 13, 2025
Friday, February 14, 2025	Tuesday, February 25, 2025	Monday, March 10, 2025
Friday, March 14, 2025	Thursday, March 27, 2025	Tuesday, April 8, 2025
Friday, April 11, 2025	Monday, April 21, 2025	Tuesday, May 6, 2025

**Additional Meetings If Needed:**

<u>Executive Committee</u>	<u>College Council Meeting</u>
Monday, December 9, 2024	Thursday, December 12, 2024
Wednesday, May 7, 2025	Thursday, May 8, 2025

