

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

TUESDAY, APRIL 8, 2025

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

April 8, 2025 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the March 10, 2025 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
- IV. Commencement Awards 2024–2025 (Attachment B)- Interim Vice President for Enrollment Management and Student Affairs, Daniel Matos
- V. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Interim Dean of Academic Programs, Andrew Sidman

Programs

- C1. Revision of the BA in Philosophy, **Pg.8**
- C2. Revision of the ADAP Program in Forensic Science BS-MS, **Pg. 13**
- C3. Revision of the ADAP Program in Global History, BA Leading to Human Rights, MA (approved by both UCASC & CGS), **Pg. 17**
- C4. Revision of the Minor in History, **Pg. 27**

New Courses

- C5. LWS 3XX Legal Disruption Project, **Pg. 33**
- C6. HJS 4XX (425) Experiential Senior Seminar in Humanities and Justice, **Pg.47**

Course Revisions

- C7. PHI Bulk Course Revisions: PHI 201, 203, 204, 205, 210, 214, 216, 231, 235, 238, 302, 304, PHI/LAW 310, 315, 317, 326, 327, 330, 340, 343, 351, PHI/AFR 354, 374, 377, 380-381, **Pg. 55**
- C8. HIS 264 History of China to 1650, **Pg. 60**
- C9. HIS 270 Marriage in Medieval Europe, **Pg. 76**
- C10. HIS 274 History of China, 1650-Present, **Pg. 79**
- C11. HIS 362 History of Science & Medicine: Prehistory to 1650, **Pg. 95**
- C12. HIS/GEN 364 History of Gender and Sexuality: Prehistory to 1650, **Pg. 97**
- C13. HIS 375 Female Felons in the Pre-modern World, **Pg. 100**
- C14. SOC 324 Advanced Social Statistics, **Pg. 103**
- C15. SOC 328 Qualitative Research Methods, **Pg. 105**
- C16. SSC 325 Research Methods in Criminology and Sociology, **Pg. 107**

- VI. Report from the Committee on Graduate Studies (Attachments D1-D3) –Interim Dean of Academic Programs, Andrew Sidman

Programs

D1. Revision of the MA in International Crime and Justice, **Pg. 110**

Course Revisions

D2. ICJ 706 Transnational Crime, **Pg. 115**

D3. ICJ 780 Internship in International Crime and Justice, **Pg. 141**

VII. Types of Complaints the Dean of Students Receives from Students Re: Faculty- Dean of Students, Dominic Stellini

VIII. New Business

IX. Announcements:

- Student Council (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

March 10, 2025

The College Council held its sixth meeting of the 2024-2025 academic year on March 10, 2025. The meeting was called to order at 1:48 p.m. and the following members were present:

In-Person: Alejandro Garcia Lozano, Artem Domashevskiy, Brian Maule, Brian Montes, Diana Falkenbach, Elton Beckett, Heath Brown, Ignacio Sanchez, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Nicole Awai, Ray Patton, Robert Till, Susan Pickman, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, David Mao, Valeria Pavia Marin, Ruby Aguirre, Jennifer Lorenzo, Samuel Lopez, Cortanay Parker, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Angela Crossman*, Anthony Carpi*, Helen Keier*.

Remotely: Adam McKible, Alison Perry, Aneesa Thomas, Francis Sheehan, In-Deria Barrows, Nina Fisher, Ned Benton*, Robert Garot, Rulisa Galloway-Perry, Marie Springer*, Sung-Suk (Violet) Yu, Susan Kang.

Excused: Anru Lee, Daniel Matos, Catherine Mulder, Catherine Kemp, Jamella Richmond, Tiffany Rodriguez, Najmul Islam, Jeff Matthew.

Absent: Heath Grant, Chevy Alford, Dor Nave*, Krish Pandya*, Shilpa Viswanath*, Nicole Elias*, Amirah Low*, Carolina Vasquez*.

Guests: Kathy Killoran, Avijit Roy, Valerie Vengerov, Allison Kavey, Crystal Endsley, Marta Concheiro-Guisan, Melissa Dolan, Nadine Young-Mizrachi, Shavonne McKiever, Toy-Fung Tung, Christopher Shults.

* - Alternates

- I. Adoption of the Agenda
The motion was made to approve the agenda. The motion was seconded and approved unanimously.
- II. Approval of the Minutes of the February 13, 2024 College Council
The motion was made to approve the minutes. The motion was seconded and approved unanimously.
- III. Approval of Members of the College Council Committees
The motion was made to approve the membership. The motion was seconded and approved unanimously.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B16) – Interim Dean of Academic Programs, Andrew Sidman

Programs

The motion was made to approve item B1. Revision of the BA in Global History. The motion was seconded and approved unanimously.

The motion was made to approve item B2. Revision of the BA in Humanities and Justice. The motion was seconded and approved unanimously.

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

Course Revisions

The motion was made to approve item B4. HJS 415 Thesis in Humanities and Justice Studies. The motion was seconded and approved unanimously.

The motion was made to approve item B5. HUM 300 Landmark U.S. Supreme Court Cases: Criminal Justice and Humanities Perspectives (Korematsu v. U.S. Topic). The motion was seconded and approved unanimously.

The motion was made to take items B6-B16 as a slate:

- B6. HIS 300 Research Methods in History
- B7. HIS 323 History of Lynching and Collective Violence
- B8. HIS 327 History of Genocide: 500 CE to the Present
- B9. HIS 344 Topics in Legal History
- B10. HIS 352 History and Justice in the Wider World
- B11. HIS 354 Law and Society in Ancient Athens and Rome
- B12. HIS 366 Religions of the Ancient World
- B13. HIS 368 Law and Society in the Ancient Near East
- B14. HIS 374 Premodern Punishment
- B15. HIS 381 Social History of Catholicism in the Modern World
- B16. List of HIS Courses to Inactivate & Remove from UG Bulletin

The motion was seconded and approved unanimously.

The motion was made to approve items B6-B16. The motion was seconded and approved unanimously.

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

Programs

The motion was made to approve item C1. Revision of the MS in Forensic Science #2. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to approve item C2. ICJ 703 International Criminal Law. The motion was seconded and approved unanimously.

VI. Graduate Cohort 2024-2025 Presentation

Graduate students Ruby Aguirre, Avijit Roy, and Valerie Vengerov made a presentation on projects and initiatives for graduate students on campus.

VII. New Business

No new business was presented.

The meeting was adjourned at 2:45p.m.

Daniel Matos

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

Memorandum

Date: March 10, 2025

To: Alena Ryjov
Secretary to the College Council

From: Daniel Matos
Interim Vice President for Enrollment Management & Student Affairs

Re: Commencement Awards 2024-2025

The Committee on Honors, Prizes and Awards met on March 7, 2025 to vote on the Commencement Awards applications. With quorum present, the committee recommends the following award recipients:

1. Graduate Veteran Award – **Golden Han - 24150845**
2. Undergraduate Veteran Award – **Quenton Nelson - 24349522**
3. Graduate Achievement Award (3 Winners nominated) –
 - a. **Gabriella Benedetti - 23550399**
 - b. **Zoe Colclough - 24486295**
 - c. **Gianna Pascale - 23752561**
4. Graduate Peer Mentoring Award (2 Winners) –
 - a. **Abdelrahman Khalifa - 24186262**
 - b. **Maleeka Mitchell - 23477795**
5. Graduate Student Service Award – **Ruby Aguirre - 13126443**
6. Leonard E. Reisman Medal – **Modupebaba Deborah Omolola - 23984511**
7. Howard Mann Humanitarian Award – **Natalia Aliaga - 23617728**
8. Scholarship & Service Award – **Jeff Mathew - 24203138**
9. Distinguished Service Award (5 Winners) –
 - a. **Imani Thomas - 24163856**
 - b. **Judith Boza - 24285502**
 - c. **Jackeline Chimborazo-Malo - 24152842**
 - d. **Modupebaba Deborah Omolola - 23984511**
 - e. **Franceska Perilli - 14143401**

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. (Or provide a Dropbox folder link)

1. **Date submitted:** 2.20.25
2. **Department or program proposing these revisions:** PHI
 - a. Name and contact information of proposer(s): Michael Brownstein
 - b. Email address of proposer: mibrownstein@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

PHILOSOPHY BA
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes: Curriculum Committee
 - a. Please provide the meeting date for approval: 2.19.25
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Michael Brownstein
5. **Please describe the curriculum changes you are proposing:**
 (narrative or bullet points are acceptable if there is adequate explanation)

PHI majors in either concentration (“Philosophical Tradition and Critique” and “Philosophy and Law”) should be able to fulfil “Part IV,” the senior capstone, by taking any one of the following courses: PHI400, PHI401, PHI402, or PHI423.

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

This change was always our intention for the capstone requirement. We discovered a misleading sentence in the major revision that was passed by the College Council which mistakenly suggested that students in the “Philosophy and Law” track could only fulfil the capstone requirement by taking PHI423.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

No

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

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

They do not affect other academic programs or departments.

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

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors 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>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

N/A

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

BA in Philosophy

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

Learning outcomes. Students will:

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

Total credits required: 120

Philosophy major: 36 cr.

General Education: 42 cr.

Electives: 42 cr.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2025 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at 2024-2025 Undergraduate Bulletin (note: xx and yy used for pending date of NYSED approval of changes).

PART ONE. CORE COURSES

Subtotal: 9 cr.

Required

PHI 105 Critical Thinking and Informal Logic

PHI 202 Philosophical Visions of American Pluralism

PHI 231 Big Questions: Intro to Philosophy

PART TWO. Philosophical Concentrations
Select a concentration and complete 6 courses

Subtotal: 18 cr.

Concentration A. Philosophical Tradition and Critique (18 cr.)

Required (6 cr.)

PHI 210 Ethical Theory

PHI 330 Philosophical Modernity

Critiques of Philosophical Modernity (3 cr.)

Select one.

PHI/ GEN 333 Theories of Gender and Sexuality

PHI 343 Existentialism

PHI 353 Classical Chinese Philosophy

PHI/ AFR 354 Africana Philosophy

Ethics and Value Theory (3cr.)

Select one.

PHI 201 Philosophy of Art

PHI 203 Political Philosophy

PHI 214 Environmental Ethics

PHI 216 Ethics and Information Technology

PHI 238 Philosophy of Comedy

PHI 302 The Philosophy of Rights

PHI 315 Philosophy of the Rule of Law: Theory and Practice

PHI 317 Philosophy of Law in Global Perspective

PHI/ CRJ 322 Judicial and Correctional Ethics

PHI 340 Utopian Thought

History of Philosophy (3 cr.)

Select one.

PHI 326 Topics in the History of Modern Thought

PHI 327 19th Century European and American Philosophy

PHI 343 Existentialism

PHI 351 Classical Chinese Philosophy

PHI/ AFR 354 Africana Philosophy

Metaphysics and Epistemology (3 cr.)

Select one.

PHI 104 Philosophy of Human Nature

PHI 204 Symbolic Logic

PHI 205 Philosophy of Religion
 PHI 235 Philosophy of Science
 PHI 304 Philosophy of the Mind
 PHI 374 Epistemology
 PHI 377 Reality, Truth and Being: Metaphysics

Concentration B. Philosophy and Law (18 cr.)

Required (6 cr.)

PHI/LAW 310 Ethics and Law
 PHI 317 Philosophy of Law in Global Perspective

Justice and Jurisprudence (6 cr.)

Select two.

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

Law and Morality (6 cr.)

Select two

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

PART THREE. Electives

Subtotal: 6 cr.

All students select two additional philosophy courses at the 300-level or above in consultation with an advisor.

PART FOUR. Capstone Courses

Subtotal: 3 cr.

Select one. ~~Students in Cone. B must select PHI 423.~~

PHI 400 Senior Seminar in Ethics
 PHI 401 Senior Seminar in the History of Philosophy
 PHI 402 Senior Seminar in Metaphysics and Epistemology
 PHI 423 Selected Topics in Justice

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

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. (Or provide a Dropbox folder link)

1. **Date submitted:** February 26, 2025
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 , mconcheiro-guisan@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:** Forensic Science BSMS Dual Admission Accelerated Program
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: February 25, 2025
 - 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 ADAP BSMS program in Forensic Science. During the senior year of the program, undergraduate students take graduate-level classes. These classes count toward their MS, and also sub for senior BS courses. The equivalency table currently lists two classes that were removed from the MS-FOS curriculum.

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

The MS-FOS program director and the curriculum committee created a new graduate course (FOS708) that replaces two courses of the program (FOS 730 DNA Technology and FOS 704 Advanced Genetics). The two courses were merged to fix low enrollment concerns and create a more effective gateway for the molecular biology specialization. This change was approved by CGS on December 13, 2024, and by College Council on February 13, 2025. The new curriculum requires a subsequent adjustment of the class equivalencies between undergraduate and graduate courses. Please see the tables below with the current equivalencies and the proposed changes highlighted in red.

Current (from version UCAS approved April 12, 2024)**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	FOS 721 Advanced Instrumental Analysis I
CHE321 Instrumental Analysis II	FOS 722 Advanced Instrumental Analysis II
Specialization courses:	Specialization courses:
FOS 313 Intro to Criminalistics	FOS 706 Physical & Biological Evidence
TOX 313 Toxicology of	FOS 706 Physical & Biological Evidence
Environmental & Industrial Agents	
BIO 315 Genetics	FOS 706 Physical & Biological Evidence
FOS 415 Forensic Sci Lab I	FOS707 Fundamentals of Forensic Toxicology
TOX 415 Forensic Toxicology	FOS707 Fundamentals of Forensic Toxicology
BIO 412 Molecular Biology	FOS707 Fundamentals of Forensic Toxicology
FOS 416 Forensic Sci Lab II	FOS 730 Forensic DNA Technology
TOX 416 Analytical Toxicology	FOS 730 Forensic DNA Technology
BIO 413 Forensic DNA Analysis & Interpretation	FOS 704 Advanced Genetics

Proposed Change February 26, 2025

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 706 Physical & Biological Evidence FOS 706 Physical & Biological Evidence FOS707 Fundamentals of Forensic Toxicology FOS707 Fundamentals of Forensic Toxicology FOS707 Fundamentals of Forensic Toxicology <u>FOS 708 Advanced Genetics and Forensic DNA Technology</u> <u>FOS 708 Advanced Genetics and Forensic DNA Technology</u> <u>FOS 708 Advanced Genetics and Forensic DNA Technology</u>

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: Not Applicable.

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments

(coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

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

The notes on these course subs will be updated in the Bulletin but this revision will not affect the current bulletin information.

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. (Or provide a Dropbox folder link)

1. **Date submitted:** February 18, 2025
2. **Department or program proposing these revisions:** History
 - a. Name and contact information of proposer(s): Stephen Russell
 - b. Email address of proposer: srussell@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

**Accelerated Joint Admission Program (ADAP) for BA in History
Leading to the MA in Human Rights**

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: Feb 14, 2025
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Stephen Russell
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable if there is adequate explanation)

We are proposing three changes: (1) Change the BA portion of the accelerated program to mirror the new structure of the BA in Global History. (2) Eliminate the requirement for a graduate course that was never approved by college governance. (3) Update the MA portion of the program to be identical to the current requirements for the independent MA in Human Rights.

The new structure would thus be:

Overview (no changes)

Global History BA Major Courses	30
Human Rights MA Courses	36
General Education	42
General Undergraduate Electives	27
Total Credits Required for BA/MA Degree	135

BA in History

PART ONE: FOUNDATIONS (9 credits)

6 credits in: HIS 201, HIS 202, HIS 203, HIS 204, HIS 205

3 credits in: HIS 300 (a reworked version that combines what is now 240 and 300)

PART TWO: ELECTIVES (18 credits)

6 credits in: HIS 210, HIS 219, HIS 224, HIS 228, HIS 252, HIS 254, HIS 264, HIS 269,
HIS 270, HIS 274, HIS 277, HIS 281, HIS 282, HIS 289

12 credits in: HIS 323, HIS 327, HIS 344, HIS 354, HIS 362, HIS 364, HIS 366, HIS
368, HIS 381, HIS 385, HIS 389

PART THREE: CAPSTONE (3 credits)

3 credits in: 425

MA in Human Rights

PART ONE: CORE REQUIREMENTS (24 credits)

3 credits in: HR 700

3 credits in: HR 701

3 credits in: HR 702

3 credits in: HR 713

3 credits in: HR 705

3 credits in: HR 706

3 credits in: HR 718

3 credits in: HR 750

~~3 credits in: HR 7XX~~

PART TWO: ELECTIVES (12 credits)

12 credits in: HR 711, HR 712, HR 714, HR 780, HR 790, CRJ 744, CRJ 754/PAD 754,
CRJ 765, CRJ 778, CRJ 784, ICJ 703, ICJ 704, ICJ 705, ICJ 706, ICJ 715, ICJ 730,
PAD 718, PAD 732, PSY 705, FOS 761

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

The History Department is changing the structure of the BA in global History. This revision to the BA/MA program mirrors that change. This mirroring will ensure that students in both programs achieve the same learning outcomes and will facilitate course scheduling.

When the BA/MA program was approved by college governance several years ago, it required an HR 7XX course that itself was never put through governance. This revision removes the requirement for HR 7XX.

This revisions also formulates the MA portion of the accelerated program to match the current independent MA in Human Rights.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

N/A

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

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

The Program in Human Rights

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

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors 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>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

We have collaborated with professor Charlotte Walker-Said, director of the MA in Human Rights, in proposing this revision.

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

Attached.

Global History, BA Dual Admission / Accelerated Program Leading to the Human Rights, MA [from UG Bulletin 2025-26 reflecting changes]

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

Learning Outcomes. Students will:

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

Human Rights MA. The Master of Arts in Human Rights is a professionally-oriented degree program that provides students with a thorough understanding of human rights theory and the practical skills necessary to translate understanding into practice. Students completing the program will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights, conduct methodological research, and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Program graduates will be highly competitive for a variety of positions including public and media relations, fundraising, social science research, and legal support services.

Learning Outcomes. Students will:

- Attain expertise in the key scholarly knowledge areas of human rights: a) legal, philosophical, and theoretical origins of human rights; b) fundamental international,

regional, and domestic human rights laws, standards, norms, and institutions; c) international, regional, and domestic human rights organizations; d) transnational and local human rights advocacy, and; e) legal and empirical research method design

- Develop and refine key professional skills. including writing, researcher networking, policy-analysis and presentation skills, to prepare students for a diversity of human rights professional careers
- Learn and apply multidisciplinary expertise in various human rights specialties and related sub-fields, including specific human rights issue areas, diverse political contexts, criminal justice concerns, and economic development
- Engage and apply critical thinking, problem solving, and analytical skills to contemporary human rights campaigns, controversies, and policy areas.

Credits Required.

Global History BA Major Courses: 30
Human Rights MA Courses: 36
General Education: 42
General Undergraduate Electives: 27
Total Credits Required for BA/MA Degree: 135

Undergraduate Advisor. Professors Matthew Perry (212.237.8814, mperry@jjay.cuny.edu) and Dustin Meier (dmeier@jjay.cuny.edu), Department of History

Graduate Program Director. Professor Susan Kang, Department of Political Science (skang@jjay.cuny.edu)

Tuition and Financial Aid Information. This program is accelerated and intended for students to attend full-time (at least 12 cr. for undergraduate students, at least 9 cr. for graduate students). NY State resident students pay a maximum undergraduate tuition rate of \$3,465 regardless of course level until they complete their bachelor's degree. When students reach 120 credits and all undergraduate requirements are completed, they should apply to earn their bachelor's degree. Once the bachelor's degree is conferred, the student becomes a graduate student, and tuition is charged at the graduate rate. Students who have not yet earned the Bachelor's degree continue to be eligible for consideration of federal and state financial aid programs including PELL and TAP. Once students become graduate students, undergraduate financial aid is not applicable. Students may apply for federal loans to finance

their Master's degree. **Students must earn a minimum of 6 credits in residency as a graduate student.**

If circumstances occur that require NY State resident students to attend part-time, tuition rates will be charged at the undergraduate rate until the undergraduate requirements are completed.

Tuition for non-NY State residents (including international students) is charged at the undergraduate non-resident rate multiplied by the number of credits taken until the undergraduate requirements are completed.

All students in the accelerated, dual admission programs are encouraged to consult with the Financial Aid Office about their eligibility for aid under federal and state guidelines and the Bursar's Office about tuition charges when they are considering admission to these programs. Students who have residency outside of NY State or International Students should be especially diligent about consulting with the Bursar's Office on the expected tuition rate. Tuition and Fee Rates.

Additional information. Students must have a 3.5 overall GPA each semester to remain in this dual admission / accelerated program. Students who fall below this standard will be subject to a probation process. To be awarded the bachelor's degree, students must have a minimum GPA of 3.0 to continue onto the master's portion of the program. ~~Students pay undergraduate tuition rates up to their 120-credit mark. Subsequent coursework will be paid at the graduate tuition rate. This accelerated program is intended to be done as a full time student but if a student opts to attend part time, the tuition rate appropriate to the level of course(s) will be charged. Students are awarded the Bachelor's degree when they reach 120 credits. Students must complete at least 6 credits of the Master's degree as graduate students.~~ Students no longer eligible for this program or who wish to no longer be part of it, must complete the entire undergraduate major in order to earn the Bachelor's degree in Global History.

Students who enrolled for the first time at the College or changed to this major in September ~~2025~~ ~~2018~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the ~~2024-25~~ ~~2017-18~~ Undergraduate Bulletin.

BA IN GLOBAL HISTORY

GLOBAL HISTORY FOUNDATIONS ~~Core Curriculum~~

Subtotal: 9 Cr. ~~12 cr.~~

Select two

HIS 201 United States History to 1865

HIS 202 United States History since 1865

~~HIS 210 Doing History~~ (moves to Electives)

~~HIS 240 Historiography~~

HIS 203 The Ancient World

HIS 204 The Medieval World

HIS 205 The Modern World

Note: When students take HR 700, it will count here towards the BA degree.

Required

HIS 300 Research Methods in History

~~HIS 425 Senior Seminar in History~~ (moves to Capstone area below)

Survey of Global History

Subtotal: 6 cr.

Select two.

~~HIS 203 The Ancient World~~ (moves to Foundations above)

~~HIS 204 The Medieval World~~ ("" "")

~~HIS 205 The Modern World~~ ("" "")

GLOBAL HISTORY ELECTIVES

Subtotal: 18 Cr. ~~12 cr.~~

Students will complete ~~te six~~ four courses:

- **At least two courses at the 200-level**
- At least **four** ~~two~~ courses at the 300-level

Note: **HR 700**, 701 and 702 will be applied here to complete the BA in Global History Elective requirement.

Select Two 200-level electives

AFR 222 Body Politics

~~HIS 201 United States History to 1865~~

~~HIS 202 United States History since 1865~~

~~HIS/ MUS 206 Orchestral Music and the World Wars~~

~~HIS 208 Exploring Global History~~

HIS 210 Doing History (moves from Core)

~~HIS 214 Immigration and Ethnicity in the US~~

~~HIS 217 History of NYC~~

HIS 219 Violence and Social Change in America

HIS 224 A History of Crime in New York City

HIS 228 Critical Perspectives on the Middle East

~~HIS/LLS/POL 242 US Foreign Policy in Latin America~~

HIS 2XX History of Ancient Middle East

~~HIS 252 Warfare in the Ancient Near East and Egypt~~ (no longer offered)

HIS 254 History of Ancient Greece and Rome

~~HIS 256/GEN 256 History of Muslim Societies and Communities~~ (no longer offered)

HIS 264 China to 1650 (will be History of Premodern Asia)

HIS 269 History of World Slavery

HIS 270 Marriage in Medieval Europe

HIS 274 China: 1650-present (will be Modern Asia: Empires, Encounters and Globalization)

HIS 277 American Legal History

HIS 281 Imperialism in Africa, South Asia, and the Middle East

HIS 282 Selected Topics in History

HIS 289 Independent Study 200-level

~~HUM 277 Humanities in Action~~

Choose Four 300-level electives

HIS 323 History of Lynching and Collective Violence

HIS 327 History of Genocide: 500 C.E. to the Present

~~HIS 340 Modern Military History~~ (no longer offered)

HIS 344 Topics in Legal History

HIS 354 Law and Society in Ancient Athens and Rome

~~HIS 356/GEN 356 Sexuality, Gender, and Culture in Muslim Societies~~ (no longer offered)

~~HIS 359 History of Islamic Law~~ (no longer offered)

HIS 362 History of Science and Medicine: Prehistory to 1650

HIS 364/ GEN 364 History of Gender and Sexuality

HIS 366 Religions of the Ancient World

HIS 368 Law and Society in the Ancient Middle East

~~HIS 370 Ancient Egypt~~ (no longer offered)

~~HIS 374 Premodern Punishment~~

~~HIS 375 Female Felons~~

HIS 381 Social History of Catholicism in the Modern World

HIS 385 Faculty Mentored Research Experience in History

HIS 389 Independent Study 300-level

~~MUS 310 Comparative History of African American Musics~~

Note: **HR 700**, HR 701, and HR 702 will be applied here to complete the BA in Global History Elective requirements.

Note: These 100-level courses will no longer count towards the electives for BA in Global History portion of this program: AFR 150, HIS 100, HIS 106, HIS 127, HIS 131, HIS 144, LLS 130

GLOBAL HISTORY CAPSTONE SEMINAR

SUBTOTAL: 3 CR.

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

Required

HIS 425

Senior Seminar in History

TOTAL CREDITS FOR MAJOR: 30

GENERAL UNDERGRADUATE ELECTIVES

Subtotal: 27 Cr.

Students must complete 27 credits of electives to fulfill the undergraduate portion of the degree program. Students have free choice of electives for the additional credits. Students may opt to complete a minor with their elective credits.

MA IN HUMAN RIGHTS

Core Curriculum

Subtotal: 24 Cr.

Required

HR 700 Introduction to Human Rights
 HR 701 International Human Rights: Organizations and Institutions
 HR 702 Human Rights: International and Domestic Legal Frameworks
 HR 713 Economic, Cultural and Social Rights
 HR 705 Philosophy of Human Rights
 HR 706 Human Rights Advocacy and Activism
 HR 718 Health as a Human Right
 HR 750 Advanced Seminar in Human Rights

~~Accelerated Program Required Core~~

~~Subtotal: 3 cr.~~

~~HIS 7XX Topics in the History of Human Rights~~

Human Rights Electives**Subtotal: 12 Cr. ~~9 Cr.~~****Choose four ~~three~~**

HR 711 Human Rights and Humanitarianism

HR 712 Civil and Political Rights and Civil Liberties

HR 714 Human Rights and Corporate Social Responsibility

HR 780 Internship in Human Rights

HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial~~HR 791 Thesis~~**CRJ 744 Terrorism and Politics**

CRJ 754/PAD 754 Investigative Techniques

CRJ 765 Social Movements, Revolution, and Terrorism

CRJ 778 Victimology

CRJ 784 Organized Crime

FOS 761 Forensic Anthropology: Osteological & Genetic Identification

ICJ 703 International Criminal Law

ICJ 704 Crime, Justice, and Cultural Struggles

ICJ 705 Human Rights and Counterterrorism

ICJ 706 Transnational Crime

ICJ 715 Applied Research Methods in International Crime and Justice

ICJ 730 Human Trafficking

PAD 718 International Public Policy and Administration

PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy

PSY 705 Victimology

TOTAL CREDIT HOURS FOR MA: 36 CR.

TOTAL CREDIT HOURS: 135

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. (Or provide a Dropbox folder link)

1. **Date submitted:** 2/16/2025
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Stephen Russell
 - b. Email address of proposer: srussell@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

Minor in History

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: 2/14/2025
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Stephen Russell
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable if there is adequate explanation)

We are proposing to align the History minor with the new structure of the History major, to better achieve scheduling efficiencies while continuing to help students build the transferable analytical skills the minor aims at.

The new structure will be:

3 credits in HIS 210
 3 credits in: HIS 219, 224, 228, 252, 254, 264, 269, 270, 274, 277, 281, 282, 289
 3 credits in: HIS 323, 327, 344, 354, 362, 364, 366, 368, 381, 385, 389
 9 credits in: any HIS course, at least 6 at the 200-level or above

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

The current structure consists of a required course, HIS 210, plus five elective courses from a list of approved courses and subject to various requirements. Revisions to the History major have just been approved. This new proposed minor structure mirrors the electives requirement in the new major structure. This change better aligns scheduling

capacity and program requirements, facilitating student completion of the minor in a timely manner. Aligning the electives required in the major and the minor also eliminates junk credits should a History minor decide to become a History major instead, or vice versa.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** (Degree Maps can be found on the Major Advising Pages at: <https://www.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center/major-advisement-resources>, click on your Program>Monitor Progress in Major).

N/A

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

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

N/a

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

UCASC and CGS suggests prior consultation with academic department chairs, UCASC representatives, program directors 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>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

n/a

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

See attached.

History Minor

[from 2025-26 UG Bulletin reflecting proposed changes]

Description. The Department of History offers students the opportunity to earn a minor in History by completing 18 credits (six courses) in the department. One course is required, HIS 210 Doing History. Students must then take one 200-level HIS course and one 300-level HIS courses from the approved lists of courses below. Students are invited to select any three additional HIS courses to complete the minor, at least two of which must be at the 200-level or higher.

Learning Outcomes. Students will:

- Formulate a historical question.
- Explain the significance of different kinds of historical change.
- Construct a historical argument grounded in evidence from primary and/or secondary sources.
- Locate an event and sources in historical context.
- Trace historical trajectories.
- Determine the interrelationship among themes, regions, and periodization.

Rationale. The study of history supports the analytical skills desired by many graduate programs, including law schools, by teaching students to evaluate evidence, and present and defend arguments about historical change based on evidence. It also provides students with important information about the world in which they live, the process of social change and the factors affecting it, and the creation and evolution of cultural institutions. Students with a strong historical background will be well equipped to work in public institutions because they will have a coherent understanding of the purpose and limitations of public systems. They also will be excellent employees in private institutions because they will understand and be able to support the social and economic purposes of private industry. Finally, students who have studied history make more conscious and active citizens, because they are aware of the role of race and class in America. They are cognizant of the rich history of America's political institutions and their civic responsibilities to use, protect, and maintain their political and legal rights.

Credits. 18

Minor coordinator. Professor Matthew Perry, Department of History (212.237.8814, mperry@jjay.cuny.edu)

Advisor. Professor Dustin Meier, Department of History (212.237.8828, dmeier@jjay.cuny.edu)

Requirements. Students must take HIS 210 and five elective classes. One 200-level HIS course and one ~~one~~ 300-level HIS courses from the approved lists of courses below. Students are invited to select any other three ~~four~~ HIS courses to complete the minor, at least two of which must be at the 200-level or higher. A maximum of two courses can overlap with a student's major, other minors or programs.

Additional Information. Students who enrolled for the first time at the College in September 2025 ~~2015~~ or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version may be obtained in the 2024-2025 ~~2014-15~~ Undergraduate Bulletin.

PART ONE. REQUIRED COURSE
Required

SUBTOTAL: 3 CR.

HIS 210 Doing History

PART TWO. ELECTIVES

SUBTOTAL: 15 CR.

Students select five electives from below, at least two must be at the 300-level or above.

200-LEVEL ELECTIVES

Choose one.

~~ART 222 Body Politics~~

~~HIS/ MUS 206 Orchestral Music and the World Wars~~

~~HIS 201 United States History to 1865~~

~~HIS 202 United States History since 1865~~

~~HIS 203 The Ancient World~~

~~HIS 204 The Medieval World~~

~~HIS 205 The Modern World~~

~~HIS 217 History of NYC~~

HIS 219 Violence and Social Change in America

HIS 224 A History of Crime in New York City

~~HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present (no longer offered)~~

HIS 228 Critical Perspectives on the Middle East

~~HIS 240 Historiography (no longer offered)~~

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

~~HIS 244 Eugenics: Science and the Construction of Race~~

HIS 252 Warfare in the Ancient Near East and Egypt
 HIS 254 History of Ancient Greece and Rome
~~HIS 255 Famous Trials that Made History~~
 HIS 264 China to 1650
 HIS 269 History of World Slavery (to 1650)
 HIS 270 Marriage in Medieval Europe
 HIS 274 China: 1650-Present
 HIS 277 American Legal History
 HIS 281 Imperialism in Africa, South Asia, and the Middle East
 HIS 282 Selected Topics in History
 HIS 289 Independent Study 200-level

300-LEVEL ELECTIVES

Choose one.

~~HIS 320 Topics in the History of Crime & Punishment in U.S.~~
 HIS 323 History of Lynching and Collective Violence
~~HIS 325 Criminal Justice in European Society~~ (no longer offering)
 HIS 327 History of Genocide: 500 C.E. to the Present
~~HIS 340 Modern Military History~~ (no longer being offered)
 HIS 344 Topics in Legal History
 HIS 354 Law and Society in Ancient Athens and Rome
~~HIS/ GEN 356 Sexuality, Gender and Culture in Muslim Societies~~ (no longer offered)
 HIS 362 History of Science and Medicine: Prehistory to 1650
 HIS 364 History of Gender and Sexuality
 HIS 366 Religions of the Ancient World
 HIS 368 Law and Society in the Ancient Middle East
~~HIS 370 Ancient Egypt~~ (no longer offered)
~~HIS 374 Premodern Punishment~~
~~HIS 375 Female Felons in the Premodern World~~
~~HIS 380 The Secret Police in Western Society~~ (no longer offered)
 HIS 381 Social History of Catholicism in the Modern World
 HIS 385 Faculty Mentored Research Experience in History
 HIS 389 Independent Study 300-level
~~MUS 310 Comparative History of African American Musics~~ (not offered)

ADDITIONAL ELECTIVES

Select any three additional HIS courses, at least two of which must be at the 200-level or above. Any HIS course counts towards this requirement.

(UCASC Note: the HIS courses removed from above can be taken for this area)

~~General Education Electives~~

~~A maximum of one course from this subcategory may be applied to the elective requirement for the History minor.~~

~~HIS 100 Criminal Justice and Popular Culture~~

~~HIS 106 Historical Perspectives on Justice & Inequality~~

~~HIS 127 Microhistories~~

~~HIS 131 Topics in the History of Science, Technology & Medicine~~

~~HIS 144 Reacting to the Past~~

~~HIS 208 Exploring Global History~~

~~HIS 352 History & Justice in the Wider World~~

~~HIS 215 Race and Rebellion~~

TOTAL CREDIT HOURS: 18

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

New Course Proposal Form

Date Submitted: December 3, 2024

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

1. a. **Department(s) or program(s)** proposing this course: Law and Society (Political Science Dept)
- b. **Name** and contact information of proposer(s):

Name: Michael Yarbrough
 Email address(es) jcarmalt@jjay.cuny.edu
 Phone number(s)

2. a. **Title of the course:** Legal Disruption Project

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

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

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

The Legal Disruption Project (LDP) is a participatory action research project run by the Law and Society program. Students participate as research assistants on the project and must have excellent organizational, interpersonal, and critical thinking skills. Students use those materials to inform their leadership of focus groups within 200-level classes or to collaborate on analysis and publications arising from those data. The experience of conducting research within the Legal Disruption Project builds on introductory and foundational concepts covered at the 100- and 200-levels, preparing students for the work in 400-level courses.

The LWS curriculum is heavily reliant on courses from outside LWS. The only LWS prefix courses are LWS 200, 225, 330 and 425. Thus, Law and Society majors have limited options for LWS-prefix courses at the 300 level, and limited opportunities to develop the lessons learned in introductory courses so that they can successfully engage in 400-level course material.

d. **Course prefix** to be used (i.e., ENG, SOC, HIS, etc.): LWS 300

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

The Legal Disruption Project (LDP) is a unique participatory action research lab that asks student-researchers to collaborate with faculty in order to collect and analyze data about students' experiences as they relate to justice, law, and society. This research is run through the LWS 385 course, which engages a small group of students who participate in this project for multiple semesters as research fellows. Since the Fall of 2019, the research project has been run both online and in-person as a way to collect ongoing data about what kinds of sociolegal issues are affecting student lives. During the preliminary semesters of the course, it became clear that students were centering their conversations around neighborhood belonging, forms of social alienation and urban displacement (i.e., relationships between housing precarity, racialized segregation, neighborhood gentrification, uneven development and of course, the Covid-19 pandemic crisis). The data is collected by a cohort of undergraduate research fellows who conduct focus groups among their student peers. The goal here is to develop a qualitative analysis of experiential narratives that will serve to develop systemic critiques of historical and political urban inequality. Please find the LDP website here: <https://www.legaldisruptionproject.org>

Through this experiential learning course, students gain real-world research experience by becoming Research Assistants for the ongoing socio-legal research project and putting this course officially on the books will be a way to institutionalize this kind of collective and collaborative experiential learning as a touchstone for the Law & Society Major. This course meets the need and demand for alternative learning environments that provide John Jay students with professional development opportunities as well as rich academic experiences. It presents students with an alternative to the traditional classroom model while simultaneously building on the academic subject-matter students learn in the Law and Society major. Further, engaging directly in an ongoing socio-legal research lab provides students with professional development and research skills that are unavailable in standard academic classes. This experiential learning course will meet requirements in the Law and Society major and enhance learning opportunities for its majors by building up the LWS curriculum.

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

The Legal Disruption Project (LDP) in the Law & Society (LWS) major at John Jay is a Participatory Action Research lab in which student researchers collect and analyze data about student experiences and interpretations as they relate to justice, law, and society. The core mission of the project is to challenge traditional academic research by having students collaborate with faculty to examine the issues of everyday New Yorkers whose lives are constantly shaped through sociolegal processes. Students will read historically-attuned, sociolegal scholarship, become focus group facilitators, and their research will be written up in a comprehensive memo at the end of each semester. The memo elaborates the

methods, background literature and the qualitative data analysis of the focus group discussions to identify how urban processes of policing, housing, resource allocation, racialization, and grassroots political mobilization are transforming city life.

(Registrar note: This course should have the ELO-RFS Experiential Learning course attribute.) Also, this course should be set up as repeatable one time for a total of 6 credits)

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, LWS 200, LWS 225

6. Number of:

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

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

 No X Yes. If yes, then please provide:

- a. Semester(s) and year(s): Fall 2019 through Fall 2023 as multiple sections of LWS 385: Supervised Research
- b. Teacher(s): Michael Yarbrough, Jamie Longazel, Jean Carmalt, Ke Li, Shreya Subramani
- c. Enrollment(s): approximately 10 students per semester
- d. Prerequisites(s): LWS 200 and/or LWS 225

The Legal Disruption Project has been taught through supervised research experiences every semester since Fall 2019. The faculty members on the project have rotated in and out of the project over that time, but the following faculty members have taught at least one semester of the project: Jean Carmalt, Ke Li, Jamie Longazel, Shreya Subramani, Michael Yarbrough.

Since LDP has been taught through LWS 385: Supervised Research, the student enrollment has been limited to ten students total, which is five per section of 385 (the course is typically co-taught by faculty). However, the LDP has outgrown the initial phase of development and now needs a stand-alone experiential learning course. There are several reasons this change is needed, including: (1) a stand-alone course will be part of regular curricular offerings, which means more students will know about its existence and have access to the experience; (2) offering this as an experiential learning course means 10 students can still take the course, but there would be an additional opportunity for returning RAs to join through LWS 385 to help mentor the newer students; this has already been happening informally, so adding this course would provide the institutional structure around what is currently occurring; (3) students would have LDP clearly indicated on their transcripts, and returning students would avoid having too many sections of 385, which creates administrative problems.

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?

Learning outcome (course)	Program/minor outcome
By the end of the semester, students will build a participatory action research design	Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
Students will identify ethical concerns at each stage of the research process	Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
Students will analyze the relationship between theoretical explanations of injustice and people's individual stories	Students will initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
Students will collaborate with student and faculty colleagues to complete projects in a professional, timely fashion	Students will develop written and oral communication skills to express informed opinions about issues in law and society
Students will develop analytical memorandums to specify additional steps for data collection, analysis, publication, or dissemination	Students will develop written and oral communication skills to express informed opinions about issues in law and society.

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

____ No ___X___ Yes

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

This course will be part of the Law and Society major, **Part Five: Societal and Political Change – Internship Options** This course should have the ELO-RFS Experiential Learning course attribute.) Also, this course should be set up as repeatable one time for a total of 6 credits.

10. Will this course be part of JJ's **general education program**?

No ☒ Yes ☐ If yes, please indicate the area:

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

Student learning is assessed in three ways:

- (1) Ongoing collaboration with fellow students over the course of the semester, including substantive exchanged regarding data-related issues along with organizational and professional skills associated with completing multi-step projects as part of a team.
- (2) Completion of main research objective(s) for the semester, such as running focus group interviews, conducting individual interviews, analyzing existing data, or producing written analysis of data
- (3) The written work produced at the end of the semester in collaboration with fellow students in the form of an analytical memo, publicly disseminated writing, or (for multi-semester students) as well as individual written work pertaining to an ongoing research project.

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

No ☒ Yes ☐

If yes, please state the librarian's name _____

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

<https://guides.lib.jjay.cuny.edu/oer/jjoer>
<https://johnjaoer.commons.gc.cuny.edu/oer-faculty/>

No ☐ Yes ☒

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

☒ OneSearch (the library discovery tool)
☐ eBooks

Subject specific library databases:

<input type="checkbox"/> Academic Search Complete	<input type="checkbox"/> Gale Reference Sources
<input type="checkbox"/> NexisUni	<input type="checkbox"/> PsycInfo

____ Criminal Justice Abstracts

____ Sociological Abstracts

Other (list them here) _____

Are there existing library Research Guides to support your class?

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

No ☒ X _____

Yes _____

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

13. **Syllabus – see attached**

Please note: the sample syllabus is based on a semester when the LDP ran focus groups within LWS 225. This is only one of the possible semester objectives that could occur; a different semester's syllabus might focus more on collaboration around written output involving data analysis, determining future programmatic objectives, analyzing existing data etc.

14. **Date of Department curriculum committee approval:** 9/30/24

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

Jean Carmalt, Michael Yarbrough, Ke Li, Shreya Subramani, and any other interested LWS or sociolegally trained POL faculty with experience in undergraduate research and/or socio-legal studies.

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

____ No ☒ X Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

This course is similar to the LWS 385 course that has been running LDP thus far, but the course scales up the experience so that it can be sustained over time.

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

☒ X Not applicable

____ No

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

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

___X___ No

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

19. Approvals:

Maxwell Mak

Chair, Proposer's Department

SYLLABUS

LWS 385: Legal Disruption Project

John Jay College, Fall 2023

COURSE INFORMATION

Instructors' information

Class meetings

[TBD]

Course description

The Legal Disruption Project (LDP) in the Law & Society (LWS) major at John Jay is a Participatory Action Research lab in which student researchers collect and analyze data about student experiences and interpretations as they relate to justice, law, and society. The core mission of the project is to challenge traditional academic research by having students collaborate with faculty to examine the issues of everyday New Yorkers whose lives are constantly shaped through sociolegal processes. Students will read historically-attuned, sociolegal scholarship, become focus group facilitators, and their research will be written up in a comprehensive memo at the end of each semester. The memo elaborates the methods, background literature and the qualitative data analysis of the focus groups discussions to identify how urban processes of policing, housing, resource allocation, racialization, and grassroots political mobilization are transforming city life.

Advising

Advisors are available to meet with students to discuss degree requirements, academic planning, graduate study, and careers after graduation. Advising, resources, student opportunities, and other information can be found at the Political Science Department homepage. You can also schedule appointments with academic advisors using Navigate; be sure to select "Department of Political Science" to see available appointments with the Department's faculty and academic advisors. Advising questions should be sent to the following emails:

Law and Society: lwsadvising@jjay.cuny.edu

Political Science: poladvising@jjay.cuny.edu

International Criminal Justice: vmichel@jjay.cuny.edu

Human Rights Studies: cwalker-said@jjay.cuny.edu

Learning objectives

By the end of this semester, students will have experience:

- Building and extending a research design
- Identifying ethical concerns at each stage of the research process
- Analyzing the relationship between theoretical explanations of injustice and people's individual stories
- Collaborating with student and faculty colleagues to complete projects in a professional, timely fashion

- Developing analytical memorandums to specify additional steps for data collection, analysis, publication, or dissemination

COURSE ARRANGEMENTS

All materials for this semester can be found in this Google Drive folder: (insert link)

Please refer to our semester folder: (insert link)

The LDP research lab

By joining this course, you are joining the “lab” for the Legal Disruption Project. This class is an experiential learning course, which means it will function more like a work or internship experience than a traditional class. Your title for the semester is *Research Fellow*. The “Principal Investigators,” or “PIs” for this project are Profs. Jean Carmalt, Ke Li, Shreya Subramani, and Michael Yarbrough. We expect to run this course in future semesters and hope that you might be able to take it multiple times, if the co-PIs approve. This could allow you to grow your role in the project, if you are interested.

Grading

How grades are calculated:

Assignment	Percentage of total grade
Class participation & attendance (includes participation in workshops and days when you will lead discussion)	25%
Collaborative written work (graded individually; includes your anonymous feedback on the collaborative process)	50%
Final presentation	20%
Final feedback and recommendations	5%

COURSE POLICIES

General policies and responsibilities

All of the policies and responsibilities of John Jay College of Criminal Justice apply in this course. Further explanation of some of these policies is included below. For more information, please also see the undergraduate bulletin.

Policies regarding data management

To protect respondents’ privacy and confidentiality, you will manage all research materials with caution. By “research materials,” we refer to printouts, surveys, interview guidelines, recordings, transcripts, and other forms of data. More specifically, you will store research materials in a safe

place. When you save interview materials in a laptop or other electronic devices, please ensure these devices are password-protected. During this semester and in the future, you will not share research materials with anyone unrelated to the LDP.

Gender pronouns

[Insert appropriate pronouns for the professor teaching the course]. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect.

Students with disabilities

If you have a disability and will require accommodations in this course, we will work with you and the Office of Accessibility Services (OAS) to meet your needs. Please contact OAS first and then be in touch with one of us to discuss specific accommodations. OAS is located in Room L.66.00. You can also contact them at 212-237-8031 (phone), accessibilityservices@jjay.cuny.edu (email), or go to their website: <https://www.jjay.cuny.edu/accessibility>.

CITI Training

****If you are new to the project: You will need to become an official Research Assistant for the purposes of human subjects review (this is John Jay's office that makes sure research that's done with human beings). While the professors will take care of amending the human subjects application, it is not possible to do that until you have completed some online training. Therefore please do this online training before the first class session. Here are the instructions:

Click on this Website: <https://about.citiprogram.org/en/homepage/>

Once you click **REGISTER** on the homepage then choose the organizational affiliation: **City University of New York CUNY**. It will be one of the options on the drop down menu or you can type City University of New York and click the option on the drop down.

Agree to the terms of service and affirm that you are an affiliate.

Click **Continue** to Create your CITI Program. You will need to use your **jjay.cuny.edu email** as your primary email. DO NOT use a different email, please. The JJAY email is linked into the system. Then you can sign on and register for these two courses:

- 1. the Responsible Conduct of Research**
- 2. the Human Subjects Course**

Complete each course and save a copy of the completion certificate. Email the certificates to us.

Instructions for presenting (Weeks 2-7)

When we have substantive readings, students will be responsible for leading discussion. You will sign up for a turn on the syllabus itself.

When it's your turn, you should prepare with your partner(s). Each class should involve:

1. An overview of the main points of the reading and commentary about what you learned, are curious about, etc. (5 min).
2. About 10-15 minutes where you and your co-leader(s) are running a mock focus group. The purpose of the focus group in this situation will be to get the other students to tell stories about their lives that relate to the themes that came out of the readings. For example, if the reading is about housing insecurity, you might want to ask people about how expensive it is to rent apartments in NYC.

Theme for the semester::

The theme of this semester is the commons. As LDP data is being collected we want to focus on tracing the theme of communal life. How do people experience community? How do people understand “a common good” or “a common cause”? How do cities and neighborhoods divide geographies into common spaces (public spaces) and private spaces through sociolegal processes? What does that do to shape the everyday realities of people who live there? What does it mean to think of any resource as public and accessible to all? How do we imagine futures of communal life? We would like us all to be engaging these questions as we collect and interpret our focus group data.

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COURSE SCHEDULE

<u>Assignment</u>	
Pre reading: <ul style="list-style-type: none"> • READ: The Theft of the Commons (we will model the reading presentation style) • READ: Human Rights, Remedy, and Everyday Geographies of Injustice: Perspectives from a Participatory Action Research Project 	
Week 1 - Welcome Back & Introductions Introducing the commons -- What do you think of when you hear “the commons?” <ul style="list-style-type: none"> • Review presentation assignment and structure • Read: Fall 2023 Final Memo – fill out RA demographics • Discuss Pre-readings • Signup for Focus Groups - Fall 2023 	
Week 2 - Knowledge, power, and the commons <ul style="list-style-type: none"> • An Introduction to Research Justice (focus on Part I, pages 3-12) • READ: Paulo Freire, Pedagogy of the Oppressed, Chapter 2: 	<u>Students:</u>

<ul style="list-style-type: none"> • READ: Moten & Harney, The Undercommons: Intro & Chapter 1 Politics Surrounded (pgs. 1-20) 	
Week 3 - Urban environmental justice and the commons <ul style="list-style-type: none"> • Read: Sutton, Gentrification and the Increasing Significance of Racial Transition in NYC • Read: Checker, Wiped Out By the Greenwave • Review work by sTo Len: https://www.stoishere.com/ • Read: Mayah's Lot 	<u>Students:</u>
Week 4 - Housing, Placemaking and the Commons <ul style="list-style-type: none"> • Read: Hunter et al, Black Placemaking • Read: Stuart - Race Space and surplus labor • Reads: Making Homes in Limbo • 	<u>Students:</u>
Week 5 - Resistance <ul style="list-style-type: none"> • Choose transcripts to read from Spring 2023 (returning RAs) • Read: Excerpts from Everything for everyone • READ: Moten & Harney, The Undercommons, Chapter 2: The Undercommons and the University (pp. 125-143) 	<u>Students:</u>
Week 6 - Interview prep <ul style="list-style-type: none"> • Read transcripts chosen by returning RAs: • Focus Group #23S4 (link here) • Focus Group # (link here) • Go through script: Focus group instructions and guide • Read: Yarbrough, Notes on Interviewing <p>Here are some additional resources:</p> <ul style="list-style-type: none"> • 4.5 Probing and prompting Qualitative Methods Qualitative Interviewing UvA • Moderating focus groups • Fundamentals of Qualitative Research Methods: Focus Groups (Module 4) 	<u>Students:</u> Returning RAs
Week 7 - Interview prep <ul style="list-style-type: none"> • Read: Instructions and Script for Focus Groups (Spring 2022).docx • Memorize: Focus Group Interview Questions 	

Week 8 - Focus groups & debrief <ul style="list-style-type: none"> • Focus groups • In class on Thursday, Oct. 19th: debrief of the focus groups + post-FG final memo update 	
Week 9 - Focus groups See Focus Group Logistics for details	
November 2 - (Week 10) - Focus group debrief continued. <ul style="list-style-type: none"> • MONDAY 30th – wrap up of focus groups • Focus groups transcripts discussion 	
Week 11 - Focus group debrief / interview prep <ul style="list-style-type: none"> • Read: Chavez et al., The Dance of Race and Privilege in CBPR • Read: Lucko, Internalizing Racism and the Limits of Participatory Action Research 	
Week 12 Focus group debrief <ul style="list-style-type: none"> • Read: Final Memo Spring 2023 • Due: Cleaned up transcripts 	
<i>November 23rd - Thanksgiving - JJAY Closed</i>	
Week 13 Final memo work <ul style="list-style-type: none"> • Due: Focus group summaries • Review:: Fall 2023 Final Memo • In class: discuss themes and divide up remaining memo sections to draft 	
Week 14 December 7th Final memo work <ul style="list-style-type: none"> • Review suggested revisions • In-class: edit in response to revisions 	

<ul style="list-style-type: none">• Conclusions for the semester	
Week 15 – Final Exam week – submit final memo	

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

New Course Proposal Form

Date Submitted: Dec 14, 2024

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

1. a. **Department(s) or program(s)** proposing this course: Humanities and Justice

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

 Name:
 Email address(es) _____ akavey@jjay.cuny.edu _____
 Phone number(s) _____ (845)269-2030 _____

2. a. **Title of the course:** HJS 425: Experiential Senior Seminar in Humanities and Justice

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

 c. **Level** of this course: __100 Level __200 Level __300 Level __x_400 Level __ Grad

 Please provide a brief rationale for why the course is at the level (not required for Graduate courses): This course is an alternative to our existing senior research seminar and is its equivalent in terms of workload and expectations.

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

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.)

Our students are increasingly interested in two things: what can their degrees offer in terms of real-world work preparation and pursuing experiential learning opportunities. This seminar recognizes both of those student desires. By offering students the chance to pursue an internship, write about their specific project, and present their work to the faculty and their classmates, this course makes experiential learning equal to a capstone research paper. Students will be guided through the course and experience by a faculty member, and learn important skills such as grant proposal writing, critical analysis of employed methodologies, and evidence-driven presentation styles.

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 offers students the opportunity to complete their major with an internship, paper/grant proposal, and final presentation. It is an excellent option for students more interested in work/real world experience with justice-related issues than academic research. Students will be expected to complete class work related to their internship throughout the semester.

Note: This course will have the ELO-INTERN course attribute added to signify the experiential learning nature of the course.

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, HJS 315 Research Methods in Humanities and Justice Studies

6. Number of:

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

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

 x No

 Yes. If yes, then please provide:

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

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

Students will:

- Understand and explain the mission, structure, and immediate goals of their internship site
- Apply academic concepts and skills in professional settings
- Effectively use evidence from academic sources to support oral and written communication in class and at their internship site. These skills will be assessed at the internship site and in class discussions/assignments.

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

_____ No x Yes

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

Humanities and Justice BA. Part III, Problems and Research

10. Will this course be part of JJ's **general education program**?

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

11. How will you **assess student learning**? Faculty will grade students' efforts throughout the semester, including drafts of the final paper, and the final presentation. An evaluation of the students' work as an intern will also be solicited from the individual overseeing them at the agency/institution/organization.

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

Yes _____ No x

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

- The library catalog, CUNY+ x
- EBSCOhost Academic Search Complete _____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
- LexisNexis Universe _____
- Criminal Justice Abstracts _____

- PsycINFO _____
- Sociological Abstracts _____
- JSTOR x
- SCOPUS _____
- Other (please name) _____

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: 12/12/24

15. **Faculty** - Who will be assigned to teach this course? Several faculty who are committed to the Humanities and Justice program and have experience teaching internship-based classes have volunteered—so far, Sara McDougall and Amie MacDonald have expressed

interest in leading the charge, and Allison Kavey will do it as soon as she is done teaching the current endless senior thesis sequence.

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.

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: Allison Kavey, Major Coordinator

HJS 425—Experiential Senior Seminar in Humanities and Justice

Professor: Allison Kavey

Contact: akavey@jjay.cuny.edu

Office Hours: 1 hour after class and by appointment

Course Description

This course offers students the opportunity to complete their major with an internship, paper/grant proposal, and final presentation. It is an excellent option for students more interested in work/real world experience with justice-related issues than academic research. Students will be expected to complete class work related to their internship throughout the semester.

Other Course Info

Your work at your internship forms the basis for this course, and some of the credit for the course depends on your excellent professional conduct at that organization. The remainder will be earned through your work in the course. You will earn points engaging with academic sources, learning from guest speakers, and submitting the online assignments.

Learning Objectives:

Students will:

- Understand and explain the mission, structure, and immediate goals of their internship site
- Apply academic concepts and skills in professional settings
- Effectively use evidence from academic sources to support oral and written communication in class and at their internship site. These skills will be assessed at the internship site and in class discussions/assignments.

Rubric:

- 20%: review of your work at your internship site by your direct manager
- 15%: summaries of the assigned articles
- 15%: summaries of your secondary sources
- 10% each: 3 drafts of your final proposal
- 10%: final presentation (including visuals)
- 10%: final paper

Week One: Introduction and Approach to the Class

- Required: attendance at Internship Orientation held by the Center for Career and Professional Development (Time and date vary by term and will be appropriately updated)

Week Two: Online assignments

Read: Maier, Florentine, et al. "Nonprofit Organizations Becoming Business-Like: A Systematic Review." *Nonprofit and Voluntary Sector Quarterly*, vol. 45, no. 1, 2016, pp. 64–86.

Kellner, Ashlea, et al. "The Mission or the Margin?' A High-Performance Work System in a Non-Profit Organisation." *International Journal of Human Resource Management*, vol. 28, no. 14, 2017, pp. 1938–59

Due online: summary of the sources, including the main argument, method for the studies, evidence presented, conclusions, and how each source contributes to your understanding of your internship site.

Week Three: Due Online. 2-3 pages

What does the organization where you are interning state are its goals? How is it organized? Some questions to address to get you started: Is it a not-for-profit or for profit? How is it organized: Is it hierarchical? Are there departments/groups responsible for different aspects of the work? Where is the focus of its work—community? Schools? Courts? If it is a non-profit, what is the role of the board? Where does it get its funding? How does it get funding (the state, grants, individual donors, by selling something)? Does it have a marketing strategy? If so, what is it? If not, why not?

Week Four: CLASS MEETING

Now that you have read some scholarship about organizational structure and its effects and described yours, what are the tensions between the two. Do you think that the articles you read helped you better understand your organization? What are some priorities you have for your time at that organization? What skills can you contribute?

Read:

Mion, Giorgio, et al. "The Virtuousness of Ethical Networks: How to Foster Virtuous Practices in Nonprofit Organizations." *Journal of Business Ethics*, vol. 188, no. 1, 2023, pp. 107–23

Devalkar, Sripad K., et al. "Ex-Post Funding: How Should a Resource-Constrained Non-Profit Organization Allocate Its Funds?" *Production and Operations Management*, vol. 26, no. 6, 2017, pp. 1035–55.

Collins, Adrienne. "Mentoring Leaders in Small Non-Profit Organisations - the Carmichael Mentor Programme." *Voluntary Sector Review*, vol. 10, no. 3, 2019, pp. 347–60.

Week Five: Online assignments due

Due: based on our discussion last week and your experiences at your internship site and in conversation with the 6 sources you have read so far, please submit 1-2 pages articulating where you see your role in your institution, what you can contribute, and how you can assess that contribution. Remember to consider your first assignment here: what is the organization trying to do, how is it organized (that determines what you can do), and what challenges is it facing right now? What are its long-term challenges—structural, individual, etc?

Week Six: Funding—Face to Face—please come prepared to discuss the articles and what you are thinking about the process of fundraising

Read:

Collins, Adrienne. "Mentoring Leaders in Small Non-Profit Organisations - the Carmichael Mentor Programme." *Voluntary Sector Review*, vol. 10, no. 3, 2019, pp. 347–60.

Stewart, Ellen, et al. "National Charitable Fundraising for the NHS, 1948–2023." *Social Policy & Administration*, vol. 58, no. 6, 2024, pp. 960–72, <https://doi.org/10.1111/spol.13049>.

Huck, Steffen, and Imran Rasul. "Matched Fundraising: Evidence from a Natural Field Experiment." *Journal of Public Economics*, vol. 95, no. 5, 2011, pp. 351–62.

Hiller, Maximilian, et al. "Pro-Social Mission and Honesty – an Artefactual Field Experiment with Fundraising Professionals." *Economics Letters*, vol. 238, 2024, pp. 111703.

Due: identify the argument, methods, evidence, and conclusions for each article and discuss how they might be relevant to where you are interning.

Week Seven—check in on your internships—individual meetings

Due: what are you working on, what is your role, what skills do you bring to the job, what can you work to improve, and how can you develop this into a paper for the course. Include an additional paragraph in which you frame the project you are working on as a research question, discuss how you are approaching it (methods), and your current ideas and questions.

Week Eight: online

Due: 3 summaries of relevant secondary sources from peer-reviewed journals or academic presses that lend an academic framework to your project

Week Nine: Workplace specific skill day—writing proposals (for grants or otherwise)

Guest speakers from two NYC non-profits regarding what they do to keep the lights on and their programs fresh

Due: 3 more summaries of relevant secondary sources from peer-reviewed journals or academic presses that lend an academic framework to your project

Week Ten: assignments due online

Due: given what you learned last week from our guest speakers, draft a proposal based on your current project. Imagine that you are "selling it" to your boss—what questions will you face, is it really actionable, and what does it specifically do to help your organization achieve its goals. Does it require extra funding? Will you use resources only available from outside your organization? If so, what are they and how will you get them? Why should your organization WANT this project to be done? Drafts should be 5-8 pages and include a literature review that makes use of the secondary sources you have collected.

Week Eleven: FACE TO FACE But how much will it cost?

Discussion: one of the hardest things to accurately estimate is how much a project, especially one lasting for any length of time, will cost. We will work with your project proposals from last week to try to accomplish this task.

Week Twelve: Online revisions due

Due: based on the comments you received on your draft proposal and our budget exercise last week, please submit revisions and additions to your draft. This version should now be 10-14 pages.

Week Thirteen: Face to Face—Workplace Specific Skill Day: Written vs Spoken Presentations

Professor Beckett joins us to turn written ideas into excellent presentations

Due: visuals for your presentation (powerpoint or other format)

Week Fourteen: online work due

Due: based on the comments you received on your second draft, please submit a third draft that is as thoroughly edited and complete as you (or I) could wish. These papers should now be 15-20 pages.

Week Fifteen: Final presentations of your proposal

Final Draft Proposal Due at the Date and Time of the Final Exam

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: February 10th, 2024

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

Name(s): Sergio A. Gallegos Ordorica

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

Phone number(s): 646-557-4515

3. Current number and title of course: **Bulk PHI Revisions: PHI 201, 203, 204, 205, 210, 214, 216, 231, 235, 238, 302, 304, PHI/LAW 310, 315, 317, 326, 327, 330, 340, 343, 351, PHI/AFR 354, 374, 377, 380 (see table below).**

4. Current course description: Varies

a. Number of credits: 3

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

c. Current prerequisites: See table below.

5. Describe the nature of the revision (what are you changing?): We are adjusting the course prerequisites for most of our 200 and 300 level courses. For most of our 200 level courses we are eliminating prerequisites, and are just requiring ENG 201. For most of our 300 level courses, we are eliminating most prerequisites, and we are only requiring ENG 201 and either any Philosophy course or HJS 250.

6. Rationale for the proposed change(s): We are changing the prerequisites to facilitate the enrollment of students in our courses. These requirements are often too onerous and in fact constitute roadblocks for students. Thus, we are aiming to simplify the requirements to make it easier for students to enroll in our courses while also providing more options to meet the writing and critical thinking competency levels needed to successfully take both 200 and 300 level philosophy courses.

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: **See table below**

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)?

***Some of these courses have already been approved for the College's Gen Ed program.

10. Does this change affect any other departments?

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

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

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

Course	Current Prerequisite(s)	New Prerequisite(s)
PHI 201 Philosophy of Art	Sophomore Standing or Instructor permission , ENG 201	ENG 201
PHI 203 Political Philosophy	Sophomore Standing or Instructor permission , ENG 201	ENG 201
PHI 204 Symbolic Logic	Sophomore Standing or Instructor permission and ENG 101	ENG 201
PHI 205 Philosophy of Religion	ENG 101 and Sophomore Standing or Instructor permission , ENG 201	ENG 201
PHI 210 Ethical Theory	ENG 101 and Sophomore Standing or Instructor permission	ENG 201
PHI 214 Environmental Ethics	ENG 101	ENG 201
PHI 216 Ethics and Information Technology	ENG 101	ENG 201
PHI 231 The Big Questions: Introduction to Philosophy	ENG 101	ENG 201
PHI 235 Philosophy of Science	ENG 101	ENG 201
PHI 238 Philosophy of Comedy	ENG 101	ENG 201
PHI 302 Philosophy of Rights	ENG 201 and any 200 level PHI course and junior standing	ENG 201; and either any PHI course or HJS 250; and Junior standing or above
PHI 304 Philosophy of the Mind	ENG 201 and PHI 231 or permission	ENG 201 and either any PHI course or HJS 250

PHI/ LAW 310 Ethics and the Law	ENG 201 and either PHI 231 or permission of the instructor	ENG 201 and either any PHI course or HJS 250
PHI 315 Philosophy of the Law: Rule and Practice	ENG 201 and either PHI 231 or permission of the instructor	ENG 201 and either any PHI course or HJS 250
PHI 317 Philosophy of Law in Global Perspective	ENG 201	ENG 201 and Junior standing or above
PHI 326 Topics in the History of Modern Thought	ENG 201 and either PHI 231 or permission of the instructor	ENG 201 and either any PHI course or HJS 250
PHI 327 19 th Century European and American Philosophy	ENG 201 and either PHI 231 or permission of the instructor	ENG 201 and either any PHI course or HJS 250
PHI 330 Philosophical Modernity	ENG 201, PHI 405, PHI 210 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 340 Utopian Thought	ENG 201, PHI 405, PHI 210 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 343 Existentialism	ENG 201 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 351 Classical Chinese Philosophy	ENG 201 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI/ AFR 354 Africana Philosophy	ENG 201 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 374 Epistemology	ENG 201 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 377 Reality, Truth and Being: Metaphysics	ENG 201 and PHI 231	ENG 201 and either any PHI course or HJS 250
PHI 380-381 Selected Topics in Philosophy	ENG 201 and any two PHI courses above 100 level or permission of	ENG 201 and either any PHI course or HJS

	the instructor.	250
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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: December 16, 2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Allison Kavey

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

Phone number(s): 845 269 2030

3. Current number and title of course: **HIS 264, History of China to 1650**

4. Current course description:

This course traces the political, social, and cultural history of China from earliest times to 1650. The course will focus on the period during which China was arguably one of the world's most advanced societies and will seek to determine why China had fallen behind Europe by 1650. Various primary sources such as translated philosophical, religious, and literary texts as well as resources from archeology, art history, and film will assist in exploring the Chinese civilization.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

5. Describe the nature of the revision (what are you changing?): Title, course description and geographic coverage

6. Rationale for the proposed change(s): We thought that students would benefit from a broader approach to the history of Asia that considered the region's powers in relation to each other and allowed a more thorough consideration of the intellectual, political, religious, and economic systems and areas of conflict and cooperation.

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

a. Revised course description:

This course examines Asia's (East, South, Southeast, and Central Asia) pivotal role in shaping early globalization through trade, cultural exchanges, and the rise of empires. Using the Silk Road and maritime trade networks as focal points, we explore how Asian societies connected with each other and the wider world, including Europe, Africa, and West Asia, in the premodern era. Topics include the development and influence of cultural traditions like Confucianism, the spread of religions like Buddhism, Islam, and Hinduism; legal systems across empires; scientific and technological innovations; and the global movement of material culture and ideas. By tracing these historical connections, students will gain insights into how early globalization laid the foundations for today's interconnected world.

b. Revised course title: **Premodern Asia: Empires, Exchanges, and the Silk Road**

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

d. Revised learning outcomes: Learning outcomes are derived from the History Major's curriculum map for 200 level electives. They will not change but students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: Last offered Spring 2024, when 13 students enrolled

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

☒ X ___ No

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

11. Date of Department or Program Curriculum Committee approval: 12/13/2024

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

HIS 264: Premodern Asia: Empires, Exchanges, and the Silk Road

In-person classes on Tuesdays and Thursdays 3:05 PM - 4:30 PM in a room designated by the registrar.

Professor: Hyunhee Park

Office: New Building 8.65.12 (office phone: 212-237-8291)

Office Hours: Tuesdays and Thursdays 6:00 PM -6:30 PM and by appointments

Email: hpark@jjay.cuny.edu

Course Description :

This course examines Asia's (East, South, Southeast, Central, and West Asia) pivotal role in shaping early globalization through trade, cultural exchanges, and the rise of empires. Using the Silk Road and maritime trade networks as focal points, we explore how Asian societies connected with each other and the wider world, including Europe and Africa, in the premodern era. Topics include the development and influence of cultural traditions like Confucianism, the spread of religions like Buddhism, Islam, and Hinduism; legal systems across empires; scientific and technological innovations; and the global movement of material culture and ideas. By tracing these historical connections, students will gain insights into how early globalization laid the foundations for today's interconnected world.

Another central goal of this course is to equip students with essential academic skills relevant throughout their scholarly and professional careers. These skills include close textual analysis, constructing argument-driven essays backed by primary sources, accurate source citation, and effective research and oral presentation techniques. Emphasis will be placed on engaging with translated primary sources for historical analysis. Students will be encouraged to critically assess varying historical interpretations and develop their own insights based on the evidence presented in these sources.

Course Objectives: Students will:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

ADA statement: I am committed to creating a course that is inclusive in its design. Students who need an accommodation due to a disability are encouraged to contact the Office of Accessibility Services (OAS) within the first week of class or as soon as possible thereafter. Requests for Accommodations can only be approved by the OAS. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. All OAS approved accommodations will be honored and implemented in my course. Contact OAS: L.66 New Building; Phone: (212)237-8031; Email: accessibilityservices@jjay.cuny.edu.

Textbook and Course Materials: The required textbook for this course is:

- Stewart Gordon, *When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the "Riches of the East"* (Da Capo, 2009; available new from 14.93 and used from 1.35).

All other readings required for assignments will be available online on Brightspace, either as

PDF documents or through Perusall reading links in the Weekly Folders. Be sure to access the Weekly Folders each week for the readings and assignments, which must be completed before that week's in-person class. This approach will be consistent throughout the semester. The course syllabus, various writing handouts, assignment guides, and other beneficial resources are located in the "Course Materials" folder on Brightspace.

Policies and Requirements:

Course Format: This is an in-person course meeting face-to-face two days per week (Tuesday and Thursday at 3:05PM - 4:20PM). In-person sessions will feature interactive lectures and discussions based on the assigned readings and pre-class assignments. These sessions are designed for active engagement, where you will exchange feedback with your classmates and me. Weekly readings and assignment submission links will be available on Brightspace, and these should be completed before each in-person class to ensure a productive and informed discussion.

Expectations: Students are required to:

1. Complete all assigned readings before each in-person class.
2. Participate in class activities, such as group discussion quizzes and commenting on the selected readings through Perusall, and actively engage in class discussions.
3. Submit all writing assignments on time, adhering to the guidelines provided in the syllabus and on Brightspace.

Participation, Making up for Missing Classes, and Extra-Point Opportunities:

- **Active Participation:** Your active participation and continuous improvement are crucial for achieving high grades. Students who consistently engage and participate are likely to receive the highest grades. However, those who frequently arrive late, miss participatory activities, or show a lack of effort will receive an early warning and risk a lower grade unless there is a noticeable change in their participation and engagement.
- **Attendance Policy:** Consistent attendance is essential. Attendance and participation is worth 12% of your final grade for the course.

Communication and Feedback:

- **Grade Availability:** Students can view their grades on Brightspace following the completion of most of the weekly and major assignments. Participation grades will be available at the end of the semester.
- I will communicate with you regarding grades and assignments. Feel free to email me whenever a question arises and when you are concerned about your progress in the class.

Course Assignments and Grading:

General Assignment Information:

- Most coursework (e.g., weekly assignments, argumentative essay writing project) and instructions are available on Brightspace. Please follow the schedule and submission links in the weekly folders on Brightspace. Specific instructions including rubrics are available in the "**Course Materials**" folder on Brightspace. Group discussion quizzes will be administered in class.
- All weekly assignments are due before our in-person meeting. With focused effort, you should be able to complete them in 2-3 hours.
- Refer to the course schedule for the specific due dates of the long-term assignments related

to the argumentative essay writing project, including an annotated bibliography, group peer-review exchange, and two drafts of an argumentative paper.

- You can use the weekly readings and assignments to present your ideas about the topics during the in-class discussions and write your argumentative papers.
- You can have a look at exemplary writings (in particular, response papers and argumentative papers for another course) in the folder “Course Materials” on Brightspace.

Citation Exercise:

For Week 1, you are required to complete the citation exercise, which is due before our first meeting. This foundational work is essential for understanding basic citation systems—a crucial skill as we prepare to explore advanced research and citation tools.

This assignment counts for 5% of your final grade.

Six Perusall Commenting Assignments:

To enhance your engagement with critical reading and analytical skills, we will collaboratively annotate/markup six readings using a shared document on Perusall in Brightspace. You can find the link in the weekly folders (Weeks 2, 5, 6, 8, 11, 12). You are required to add at least one comment on this shared document. Your comment can respond to the week’s discussion topics, pose ideas or questions for the class, or respond to a question or comment posted by another student. Try to bring an insightful idea in your comment. Think of this as a group version of the note-taking you do when reading academic material on your own. Read “Perusall_STUDENT GUIDE” in the “Course Materials” folder.

Each Perusall Commenting Assignments counts for 3% of your final grade.

Two Response Papers:

For two particular classes (Weeks 4 and 10), you are required to submit formal response papers discussing each class’s discussion questions based on the assigned readings.

Each response paper should be a short essay (around 2-3 pages, single-spaced) written in formal academic English, with correct grammar, style, punctuation, and citation. Your response should provide both broader historical context and specific examples in addressing the questions.

You must quote the **sources** and provide **page numbers** according to the citation style you choose—for example, (Gordon, 2009, pp. 82-83) for APA style. You may use any citation style (APA, MLA, or Chicago), but you must apply it consistently throughout your paper.

Additionally, you must include a bibliography of the works cited, formatted according to the citation style you have chosen. This will help you practice proper citation formatting in preparation for your final argumentative essay. I will provide feedback and corrections to ensure you develop strong citation skills.

Each response paper counts for 5% of your final grade.

Three Group Discussion Quizzes in Class:

For three particular classes (Weeks 3, 7, 9), we will have group discussions on the readings. Each group (4-5 students) will discuss major topics for the class and complete true-false quizzes together based on the readings. Those who miss this opportunity can create a group to do this later and submit their discussion summary and quiz answers for partial credit.

Each group discussion quiz counts for 5% of your final grade.

Argumentative Paper Writing Project:

Throughout this semester, you will develop a **4–5-page argumentative paper** that presents a **unique and well-structured argument**. This will be a **scaffolded process**, with each step contributing to your final grade:

1. **Annotated Bibliography** (10%) – Submit an annotated bibliography on a topic of your choice by the middle of the semester (Week 9).
2. **Group Peer Review** (10%) – Present your thesis statement and bibliography in a group setting to exchange feedback (Week 13).
3. **Initial Draft** (10%) – Submit a full draft of your argumentative paper for instructor feedback (Week 14).
4. **Final Revised Paper** (10%) – Submit a revised version incorporating feedback and demonstrating improvement (due by 5/22).

Each component **counts for 10% of your final grade**, totaling **40%** for the entire project.

Please follow all the guidelines for each assignment and the exemplary writings available in the “Course Materials” folder on Brightspace. I encourage you to foster a sense of curiosity and actively engage with a diverse range of questions related to our discussion topics of the course. An inquisitive mindset is crucial, as original and stimulating questions often form the foundation for developing compelling arguments and insightful theses. Make it a practice during class discussions and individual reading sessions to jot down significant points and questions. These notes will be invaluable for brainstorming and identifying topics to explore further in your paper. They will also serve as a resource for presenting your ideas during class discussions and for each paper draft submission.

As you craft your papers, aim to articulate clear and concise arguments, supported by evidence from our course readings and discussions, as well as from one or two external sources you explore throughout the semester (Note: Week 3 will include hands-on exploration of library resources and digital research tools). This integrative approach will deepen your analysis and offer a comprehensive perspective on the subjects you explore. Critically evaluating and accurately citing all your sources is vital, as it enhances the credibility and substance of your arguments. Throughout the development of these papers, you will receive feedback from both the professor and your peers. This collaborative review process is instrumental in refining your arguments and enhancing the overall quality of your work.

The John Jay Writing Center (Room 1.68 NB):

The Alan Siegel Writing Center provides workshops and individual tutorials aimed at helping students enhance their writing skills. Writing Center tutors are trained to help you improve your writing on multiple levels, from grammar to argumentation, and they can apply these skills to both formal and informal writing. I strongly urge all of you to take advantage of this excellent resource. Call: 212.237.8569.

Its homepage is: <https://www.jjay.cuny.edu/alan-siegel-writing-center>

(OR: <https://jjcweb.jjay.cuny.edu/writing/homepage.htm>)

Access the following webpage to make an appointment for an online tutoring:

<https://jjcTutorTrac.jjay.cuny.edu/TracWeb40/Default.html>

All Class Conduct/Netiquette:

Cellphones should be placed on silent and put away in your pocket or bag. Professionalism is expected at all times, especially in your online interactions. Because the college classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect by exhibiting patience and courtesy in our exchanges. Using appropriate language and refraining from verbal attacks on those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norms for those who participate in my class. Adhering to these guidelines is crucial, as I am required to address these personal traits in letters of recommendation. I can only write strong letters for students who consistently demonstrate respect and professionalism.

Evaluation and Grading Scale:

All grades will be posted on Brightspace. You are strongly encouraged to check your scores in Brightspace regularly. A final letter grade will be assigned based on percentages.¹

Assignment Weights	Due	Percent
Class Participation	Throughout the semester	12%
Citation Exercise	Week 1	5%
Perusall Commenting (6 @ 3 points each)	Weeks 2, 5, 6, 8, 11, 12	18%
Response Papers (2 @ 5 points each)	Weeks 4, 10	10%
Group Discussion Quizzes (3 @ 5 points each)	Weeks 3, 7, 9	15%
Annotated Bibliography	Week 9	10%
Group Peer Review and Feedback	Week 13	10%
Argumentative Paper 1: First Draft	Week 14	10%
Argumentative Paper 2: Second (and Final) Draft	May 22	10%
Total		100%

Weekly Schedule:**Part 1: Foundations of Global Asia****Week 1: Introduction to Premodern Asia and Citation Practices**

Day 1: What is Premodern Asia?

- Defining *Premodern* Asia: Geography, Trade Routes, and Cultural Zones
- Silk Road and Indian Ocean Trade Networks as Foundations of Global Asia
- Handouts on Early Asian Languages and Scripts (Classical Chinese, Sanskrit, Arabic, etc.)
- Tour of Asian Art at The Metropolitan Museum of Art (*Virtual or In-Person*)

Day 2: Citation Practices and Research Methods

- Introduction to Primary Sources in Premodern Asian History
- Citation Guidelines for Historical Texts & Translations
- Assignment: Citation Submission Due

Week 2: Political, Intellectual, and Social Foundations of Premodern Asia

Day 1: Foundations of Power and Thought

- Early Asian Political Systems: Bureaucracy, Kingship, and Empire
 - Hansen and Curtis, *Voyages in World History* (2014), pp. 82-107.
 - Charles Holcombe, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century* (Cambridge University Press, 2017), Chapter 3 (*The Formation of Bureaucratic Empire in China and Its Influence on East Asia*).
- Intellectual Traditions: Confucianism, Legalism, and Buddhist Statecraft
 - *The Analects* (Simon Leys), pp. 3-9, 27 (6.28), and 77 (15.24).

¹ GRADE (% EQUIVALENT: VALUE) → A (93-100), A- (90-92.9), B+ (87.1-89.9), B (83-87), B- (80-82.9), C+ (77.1-79.9), C (73-77), C- (70-72.9), D+ (67.1-69.9), D (63-67), D- (60.0-62.9), F (Below 60). You can always check your points for papers on Brightspace before you receive your final semester grade. A, A- Excellent; B+, B, B- Good; C+, C Satisfactory; C-, D+, D, D- Passable; F Failure (not erased when course is retaken and passed); WU Withdrew Unofficially.

Day 2: Social Order and Ethics

- Family, gender, and hierarchy in premodern Asian societies
 - Ban Zhao, *Lessons for Women*, in *The Human Record*, pp. 145-149.
 - Buddhism: Jonathan Walters, *A Voice from the Silence: The Buddha's Female Disciples* (History of Religions, 1994), pp. 358-372 (*Therīgāthā and Women's Monastic Life*).
 - Hinduism: Wendy Doniger, *Hindu Myths: A Sourcebook Translated from the Sanskrit* (Penguin, 2004), pp. 125-138 (*Duties of Women and the Ideal Wife in the Laws of Manu*).

Week 3: Mapping Asia – Territory, Power, and Mobility

Day 1: Mapping Asia and Territorial Power

- Political power, borders, and mobility in premodern Asia
 - Gordon, *When Asia Was the World*, Introduction, Chapter 3.

Day 2: Mobility, Trade, and Cultural Encounters

- Travelers, merchants, and knowledge exchange
 - Gordon, *When Asia Was the World*, Chapters 4-5 (*Buddhist Pilgrims and Muslim Merchants*).
- Movement of people, goods, and ideas across the Silk Road and maritime networks
 - Hyunhee Park, *Mapping the Chinese and Islamic Worlds: Cross-Cultural Exchange in Pre-Modern Asia* (Cambridge University Press, 2012), Chapter 2 (*Premodern Asian Mapping Traditions*).

Perusall Commenting 1 due.

Week 4: Religious Exchanges and Philosophical Traditions

Day 1: Religious Encounters on the Silk Road

- How Buddhism, Hinduism, and Islam spread through trade and pilgrimage
- Religious syncretism and cross-cultural influences
- Read:
 - Valerie Hansen, *The Silk Road: A New History* (Oxford University Press, 2012), Introduction (pp. 3-24).
 - Richard Foltz, *Religions of the Silk Road: Premodern Patterns of Globalization* (St. Martin's Press, 2010), Chapter 2 (*Buddhist and Hindu Networks Along the Silk Road*).
 - *Primary Source*: Selections from *The Travels of Faxian* (5th-century Buddhist pilgrim's account of visiting India).
- Activity: Temple Tour in Chinatown (Focus on Buddhist, Daoist, and Hindu influences in diasporic communities).

Day 2: Comparative Philosophical Traditions – Confucianism, Hinduism, and Buddhism

- Core teachings and interpretations across traditions
- The role of rulers and political power in shaping religious thought
- Read:
 - Gordon, *When Asia Was the World*, Chapters 6-8 (*The Spread of Ideas and Cross-Cultural Encounters*).
 - Patrick Olivelle, *Manu's Code of Law: A Critical Edition and Translation* (Oxford University Press, 2004), Introduction and selections (*Hindu Dharma and Social Order*).

- *Primary Source:* Excerpts from *The Lotus Sutra* (Buddhist text emphasizing universal salvation).
- Activity: Visit the Metropolitan Museum of Art – Focus on Buddhist, Hindu, and Confucian art (or a digital alternative with MET’s online collection).

Group Discussion Quiz 1.

Week 5: Empires and Bureaucratic Systems – Tang, Gupta, Abbasid

Day 1: Governance and Administration in Tang China and the Gupta Empire

- The role of bureaucracy, civil service, and political centralization
- Confucianism and statecraft in the Tang Dynasty
- The Gupta Empire’s governance and religious-political integration
- Read:
 - Mark Edward Lewis, *China’s Cosmopolitan Empire: The Tang Dynasty* (Harvard University Press, 2009), Chapter 4 (*The Structure of Tang Government and Bureaucracy*).
 - Patrick Olivelle, *King, Governance, and Law in Ancient India: Kautilya’s Arthashastra* (Oxford University Press, 2013), selections on statecraft and governance.
 - *Primary Source:* Excerpts from *The Tang Code* (Legal system of Tang China).
 - *Primary Source:* Selections from *The Arthashastra* (Ancient Indian political treatise).

Day 2: The Abbasid Caliphate and Comparative Bureaucracy

- The Abbasid administration: viziers, taxation, and knowledge centers
- The Bayt al-Hikma (House of Wisdom) and intellectual life
- Comparative discussion: Tang vs. Gupta vs. Abbasid governance
- Read:
 - Hugh Kennedy, *The Prophet and the Age of the Caliphates: The Islamic Near East from the Sixth to the Eleventh Century* (Routledge, 2015), Chapter 7 (*The Abbasid State: Administration and Power*).
 - Chase F. Robinson, *Islamic Civilization in Thirty Lives* (University of California Press, 2016), Chapter on Al-Mansur (*The Abbasid Caliph and Imperial Bureaucracy*).
 - *Primary Source:* Excerpts from *Al-Mawardi, The Ordinances of Government* (11th-century Islamic political theory).

Response Paper 1 due.

Part 2: Cross-Cultural Connections and Innovations

Week 5: Connective Spaces – Trade and Empires along the Silk Road

Day 1: Trade Networks and Economic Systems

- How the Silk Road connected empires and local economies
- The role of merchants, travelers, and religious communities in trade
- Read:
 - Gordon, *When Asia Was the World*, Chapters 6-7 (*Silk Road Networks and Merchant Knowledge*).
 - Valerie Hansen, *The Silk Road: A New History* (Oxford University Press, 2012),

Chapter 3 (*The Sogdians: The Great Silk Road Middlemen*).

- *Primary Source*: Excerpts from *The Dunhuang Manuscripts* (letters from Sogdian merchants).

Day 2: Cultural and Religious Encounters

- The spread of Buddhism, Islam, and Hinduism along trade routes
- The transmission of artistic, linguistic, and philosophical traditions
- Read:
 - Richard Foltz, *Religions of the Silk Road: Premodern Patterns of Globalization* (St. Martin's Press, 2010), Chapter 3 (*Buddhist Monks and Islamic Traders*).
 - Xinru Liu, *The Silk Road in World History* (Oxford University Press, 2010), Chapter 4 (*The Role of Religious Networks in Cultural Exchange*).
 - *Primary Source*: Excerpts from *Faxian's Travels* (Buddhist pilgrim's observations in India and Central Asia).

Perusall Commenting 2 due.

Week 6: The Mongol Empire and Eurasian Integration

Day 1: Mongol Rule and Political Transformations

- The Mongols as facilitators of cross-cultural exchange
- The impact of Mongol governance on China, Persia, and Russia
- Read:
 - Gordon, *When Asia Was the World*, Chapters 8-9 (*Mongol Conquests and the Imperial Network*).
 - Morris Rossabi, *The Mongols and Global History* (Norton, 2011), Chapter 5 (*The Mongol Empire as a Eurasian Superhighway*).
 - *Primary Source*: Excerpts from *The Secret History of the Mongols* (Genghis Khan's rise to power).

Day 2: Commerce, Diplomacy, and Knowledge Transfer under the Mongols

- The Pax Mongolica and the facilitation of trade and communication
- The movement of scholars, artisans, and technologies across the empire
- Read:
 - Thomas Allsen, *Culture and Conquest in Mongol Eurasia* (Cambridge University Press, 2001), Chapter 2 (*Cross-Cultural Knowledge Networks*).
 - *Primary Source*: Excerpts from *Marco Polo's Travels* (descriptions of Mongol court life and administration).

Perusall Commenting 3 due.

Week 7: Scientific and Technological Exchanges

Day 1: The Silk Road as a Corridor of Scientific Knowledge

- The transmission of scientific and medical knowledge across Eurasia
- The role of Islamic, Chinese, and Indian scholars in knowledge transfer
- Read:
 - Gordon, *When Asia Was the World*, Chapter 10 (*Scholars and Knowledge Networks in Premodern Asia*).
 - G.E.R. Lloyd, *The Ambitions of Curiosity: Understanding the World in Ancient Greece and China* (Cambridge University Press, 2002), Chapter 5 (*Comparing Scientific Traditions in China and the Islamic World*).

- *Primary Source:* Excerpts from *Al-Khwarizmi's Algebra* and *Chinese astronomical texts from the Song Dynasty*.

Day 2: The Transfer of Distillation Technology in Eurasia

- Competing theories on the origins and transfers of distillation technology
- Joseph Needham's research vs. theories of West-to-East diffusion
- The role of China, the Islamic world, and Korea in distillation advancements
- Read:
 - Hyunhee Park, *Soju: A Global History* (Cambridge University Press, forthcoming), Chapter 1 (*Distillation and Technology Transfer in Eurasia*).
 - Joseph Needham, *Science and Civilisation in China, Vol. 5: Chemistry and Chemical Technology* (Cambridge University Press, 1980), pp. 53-72 (*Chinese Contributions to Distillation*).
 - *Primary Source:* Excerpts from al-Razi's *Book of Secrets* (Islamic distillation techniques) and Chinese alchemical texts on distillation.

Group Discussion Quiz 2.

Week 8: Maritime Networks – China, Southeast Asia, and the Indian Ocean

Day 1: The Expansion of Maritime Trade and Political Power

- Role of maritime trade in linking China, Southeast Asia, and the Indian Ocean
- Influence of Chinese, Srivijayan, and Chola naval powers on maritime networks
- Read:
 - Gordon, *When Asia Was the World*, Chapters 4-5 (*Seafaring Traders and Cultural Brokers*).
 - Kenneth R. Hall, *Maritime Trade and State Development in Early Southeast Asia* (University of Hawaii Press, 2011), Chapter 6 (*The Srivijayan Trading Network*).
 - *Primary Source:* Chinese records on Srivijaya (*Ma Huan's Yingya Shenglan*, 15th century)
- Activity: Mapping Exercise – Students analyze historical maps of maritime routes, identifying trade centers, cultural flows, and political influences.

Day 2: Cultural Exchange and Knowledge Transfer in the Indian Ocean

- The role of Islamic, Indian, and Chinese merchants in spreading ideas, goods, and technologies
- The impact of Zheng He's voyages on diplomacy and trade
- Read:
 - Gordon, *When Asia Was the World*, Chapter 7 (*Maritime Networks and Merchant Networks*).
 - Hyunhee Park, *Mapping the Chinese and Islamic Worlds: Cross-Cultural Exchange in Pre-Modern Asia* (Cambridge University Press, 2012), Chapter 4 (*Chinese and Islamic Navigational Knowledge*).
 - *Primary Source:* Excerpts from Zheng He's inscriptions and Ibn Battuta's accounts of the Indian Ocean trade.

Perusall Commenting 4 due.

Part 3: Empire, Commerce, and Cultural Encounters in Early Globalization

Week 9: Empires and Global Commerce

Day 1: The Role of Asian Empires in Global Trade

- How Ming China, Mughal India, and the Ottoman Empire shaped early global commerce
- The role of silver, textiles, and spices in Eurasian and maritime trade
- Read:
 - Gordon, *When Asia Was the World*, Chapters 8-9 (*Merchant Networks and Trade Expansions*).
 - Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (University of California Press, 1998), Chapter 3 (*The Silver Trade and Asian Dominance*).
 - *Primary Source*: Ming Dynasty records on silver imports and trade with the Spanish Empire.

Day 2: The Role of European Merchants and the Early Colonial Economy

- The Portuguese, Dutch, and British trading empires in Asia
- Asian responses to European commercial presence
- Read:
 - Sanjay Subrahmanyam, *The Portuguese Empire in Asia, 1500-1700* (Longman, 1993), Chapter 5 (*Trade and the Estado da Índia*).
 - *Primary Source*: Dutch East India Company (VOC) records on trade in Indonesia and Japan.

Group Discussion Quiz 2.

Annotated Bibliography due.

Week 10: Jesuit Missionaries in Asia and Cultural Encounters

Day 1: Jesuits in China, India, and Japan

- Strategies of cultural accommodation and knowledge transfer
- The legacy of Matteo Ricci and Jesuit engagement with Asian rulers
- Read:
 - Gordon, *When Asia Was the World*, Chapter 10 (*Religious Exchanges and Cross-Cultural Knowledge*).
 - Liam Matthew Brockey, *Journey to the East: The Jesuit Mission to China, 1579-1724* (Harvard University Press, 2007), Chapter 4 (*Matteo Ricci and the Chinese Rites Controversy*).
 - *Primary Source*: Excerpts from Matteo Ricci's *The True Meaning of the Lord of Heaven*.

Day 2: Asian Adaptations of Christianity and Local Resistance

- The rise of indigenous Christian communities and conflicts with local traditions
- Persecution of Christians in Japan and Mughal India
- Read:
 - Tara Alberts, *Conflict and Conversion: Catholicism in Southeast Asia, 1500-1700* (Oxford University Press, 2013), Chapter 6 (*Christianity and Local Power Structures*).
 - *Primary Source*: Letters from Japanese Christian converts before the 17th-century persecutions.

Response Paper 2 due.

Week 11: The Impact of Trade on Social Hierarchies and the Great Divergence Debates

Day 1: Social and Economic Changes Due to Trade

- How global commerce reshaped Asian societies (China, India, and the Ottoman Empire)
- The rise of merchant elites and shifts in traditional power structures
- Read:
 - Gordon, *When Asia Was the World*, Chapter 11 (*The Changing Role of Merchants in a Globalizing World*).
 - Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton University Press, 2000), Introduction & Chapter 2 (*Economic Development in Late Imperial China*).
 - *Primary Source*: Chinese and Ottoman tax records reflecting economic changes in the 17th century.

Day 2: The Great Divergence – Was Europe’s Rise Unique?

- Competing theories on why Europe industrialized first
- Asian economic strength vs. European expansionism
- Read:
 - Bin Wong, *China Transformed: Historical Change and the Limits of European Experience* (Cornell University Press, 1997), Chapter 5 (*Comparing China and Europe’s Economic Trajectories*).
 - *Primary Source*: Qing Dynasty and British reports on economic policy in the 18th century.

Perusall Commenting 5 due.

Week 12: Wrapping Up – Early Globalization and Its Consequences

Day 1: The End of the Premodern Global Economy?

- The decline of Asian empires and the transition to European dominance
- How early globalization shaped modern economic and political systems
- Read:
 - Gordon, *When Asia Was the World*, Epilogue (*Reflections on Asia’s Role in Globalization*).
 - Janet Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350* (Oxford University Press, 1989), Chapter 9 (*The Fall of the Premodern Global Order*).

Day 2: Final Reflections and Project Presentations

- Student presentations on final projects (comparative essays or research projects)
- Discussion: What can premodern history teach us about today’s global world?

Perusall Commenting 6 due.

Week 13: Group Peer Review – Presentation and Feedback Exchange

Day 1: Preparing for Peer Review

- Objective: Help students refine their thesis, evidence, and argumentation skills through structured peer feedback.
- Tasks:
 1. Download and read the materials available in the “Course Materials” folder on Brightspace:
 - *Guide to Preparing for Peer Review of Your Argumentative Essay*.
 2. Prepare a one-page presentation document, including:
 - Thesis statement.

- Key supporting evidence.
- Bibliography for the chosen topic.
- 3. Small group discussions: Each student presents their argument and receives preliminary feedback.
- Activity: Mini Workshops on Strengthening Arguments – Students work in small groups to evaluate one another’s thesis statements and supporting evidence, offering feedback on clarity and coherence.

Day 2: Peer Review and Feedback Exchange

- Objective: Engage in structured peer review discussions to refine arguments and sources before the first draft submission.
- Tasks:
 1. Peer Review Session:
 - Exchange essays with assigned peer reviewers.
 - Use the Peer Review Worksheet to evaluate strengths and areas for improvement.
 2. Provide written and verbal feedback on:
 - Strength of the argument and thesis.
 - Use of primary and secondary sources.
 - Clarity, coherence, and academic tone.
 3. Reflect on feedback and revise thesis or arguments based on peer input.
- Reminder: The first draft of the argumentative essay is due 5/15.

Week 14: Submission, Individual Feedback, and Final Refinements

Day 1: Submission and Initial Feedback Review

- Objective: Ensure that students submit their best work and engage in self-reflection and guided revision.
- Tasks:
 1. Submit the First Draft of the Argumentative Essay on Brightspace by 5/15.
 2. Before submission, review:
 - *Argumentative Essay Writing Guide_HIS 274*.
 - *Exemplary Argumentative Paper* (available on Brightspace).
 3. Bring a printed or digital copy to class for in-person discussion.
- Activity: Self-Assessment Exercise – Students review their own work and write a brief reflection (5-10 min) on areas they feel need improvement before receiving instructor feedback.

Day 2: Individual Feedback and Revision Strategy

- Objective: Refine arguments based on instructor feedback and plan final revisions.
- Tasks:
 1. One-on-One Meetings with Prof. Park:
 - Discuss individual feedback on first drafts.
 - Identify strengths and areas for improvement.
 2. Develop a Revision Plan:
 - What changes will strengthen the thesis?
 - How can evidence be improved or expanded?
 - Address structural or citation issues.
 3. Peer Check-In: Students briefly share one key takeaway from their instructor feedback and discuss how they will revise.
- Reminder: Final draft with bibliography due 5/22.

Final Argumentative Paper due 5/22

Understanding and Avoiding Plagiarism:

Definition: Plagiarism involves presenting someone else's work, including ideas, research, or writings, as your own. Recognizing and avoiding plagiarism is crucial for academic integrity.

Examples of Plagiarism:

- Direct Copying: Using another person's words verbatim without quotation marks and proper citation.
- Idea Appropriation: Presenting another's ideas or theories in your words without crediting the source.
- Unacknowledged Sources: Utilizing information that is not commonly known without citing the source.
- Collaboration Misrepresentation: Not acknowledging collaborators in homework and laboratory assignments.
- Misuse of Internet Resources: Submitting papers downloaded from the internet, paraphrasing or copying online information without citation, and improperly compiling information from multiple sources without proper attribution.

Plagiarism Detection and Consequences:

- All submissions on Brightspace are subject to plagiarism checks.
- Engaging in plagiarism or any form of academic dishonesty can result in severe penalties, ranging from a failing grade on the assignment to failing the course.

Seeking Clarification and Proper Documentation:

Guidance on Plagiarism: If you have any questions or uncertainties about what constitutes plagiarism, I strongly encourage you to consult with me. Understanding plagiarism is crucial for maintaining academic integrity in all your academic endeavors.

Learning Proper Citation Methods:

- Key Resource: Make sure to review the following section on proper documentation that details the correct citation methods.
- Citation Exercise Review: Refer back to the materials covered in our first class, specifically the citation exercise. This will help you master how to cite sources accurately according to the citation style of your choice.

It is vital to familiarize yourself with these resources to ensure all your work adheres to the highest standards of academic honesty. Remember, when in doubt, always seek clarification.

How to Document Properly:

Direct Quotations

A student may quote words, phrases, sentences, and paragraphs provided that s/he places the quoted material in quotation marks and s/he properly documents the sources. **If a student uses the exact words of another person, and fails to give the original source credit, and omits either quotation marks or proper citation, s/he is guilty of plagiarism.**

Please choose a style that you will learn, and practice throughout the present course. The official citation style at John Jay is APA, so most of you need to learn the APA style. Some of you major in literature and history, and are required to learn MLA or Chicago. Learn and practice APA and whatever style you need. The most important thing is that you use the chosen

style consistently and correctly. Review the guideline materials that we studied during our citation exercise class.

Here is an example for an in-text citation in APA style:

Historians studying the history of China argue, “The Song (Sung) period (960-1279) represents a new phase of Chinese history” (Schirokauer, 1990, p. 133).

or

Conrad Schirokauer argues, “The Song (Sung) period (960-1279) represents a new phase of Chinese history” (p. 133).

You may omit the author’s name in the citation if it already appears in the sentence. In some cases, it may be easier to cite the title of the book rather than the author, as in *The Analects*. If you cite something I have not assigned, please attach a bibliography in which you give all publication information as well as a photocopy of the pages that contain the quoted passage.

Paraphrasing

When using an idea from an author, the idea must be expressed entirely in the student’s own words. The sentence must conclude with a footnote or citation. If no credit is given to the original source of the idea, the student is guilty of plagiarism.

Original:

The Master said, “It is the attitude that matters. If young people merely offer their services when there is work to do, or let their elders drink and eat when there is wine and food, how could this ever pass as filial piety?” (*The Analects*, 1997, 2.8).

Paraphrase:

Confucius thought filial piety was difficult to define and did not consist of just giving older people their meals first (*The Analects*, 1997, 2.8).

For this class, I recommend that you paraphrase and cite all secondary material. Quotations from another historian usually do not strengthen your case, and they take up valuable space. On the other hand, you will often want to quote primary materials. If the quoted passage is longer than twenty-five words, please indent and single space. If you have any questions, please ask me during class or in my office hours.

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: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell
Email(s): srussell@jjay.cuny.edu
Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 270 Marriage in Medieval Europe**

4. Current course description:

This course offers an introduction to the ideas and practices of marriage as they emerged in Western Europe from antiquity to 1500. Drawing upon primary and secondary sources, the course will examine how early European societies conceived of, practiced, and regulated marriage. Topics will include monogamy and polygyny, the role of sex and gender in marriage, adultery, incest rules, divorce, spousal homicide, and remarriage. Marriage customs at all levels of society will be considered.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

5. Describe the nature of the revision (what are you changing?): The revision permits a greater diversity of human experience of marriage to be taught in the course. The title and course description are being revised.

6. Rationale for the proposed change(s): As it currently stands, the course focuses on Europe in the Medieval Period. We only have one faculty member capable of offering this course in its current form, and students have expressed to History department faculty and to the Director of the Gender Studies Program an interest in marriage within other cultural contexts. This revision

removes the current chronological and geographic restriction on the course to better align with student interest and to open up the possibility that the course could be taught by other faculty members if required.

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

a. Revised course description:

This course offers an introduction to the ideas and practices of marriage. Drawing upon primary sources and secondary literature, the course will examine how societies conceived of, practiced, and regulated marriage. Topics may include monogamy and non-monogamy, customs and laws framing marriage, the role of sex and gender in marriage, adultery, incest rules, spousal homicide, divorce, and remarriage. Marriage at all levels of society will be considered.

b. Revised course title: **HIS 270 History of Marriage**

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

d. Revised learning outcomes: no change

According to the History Department's curriculum map, students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

e. Revised assignments and activities related to revised outcomes: no change

In addition to weekly reading, students will complete several scaffolded writing assignments culminating in a research paper.

f. Revised number of credits: 3 (no change)

g. Revised number of hours: 3 (no change)

h. Revised prerequisites: ENG 101 (no change)

8. Enrollment in past semesters: To my knowledge this course has never run

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

No ☒ X ☐

Yes ☐

If yes, please indicate the area:

10. Does this change affect any other departments?

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

The course serves as an elective for the Gender Studies major and the director of the Gender Studies Program has been very supportive of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: 12/16/2024

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

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: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Allison Kavey

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

Phone number(s): 845 269 2030

3. Current number and title of course: **HIS 274 – History of China, 1650-present**

4. Current course description: This course provides an introduction to Chinese history from 1650 to the present. We will sketch the major events of political history covering the rise and fall of the last imperial dynasty (Qing, 1644-1912), the first Republic (1912-1949) and the impact of foreign imperialism and communism, and the major developments in the People's Republic of China, tracing the historical roots of key issues in contemporary China. In addition, we will also take a social and cultural approach. In examining how Chinese society changed over time, we will focus on the ways in which the Chinese interacted with other societies, whether neighboring nomads or distant Europe, exploring Chinese history within a broad and comparative framework. We will also examine how traditional Chinese values were influenced by foreign ideas and technologies.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

5. Describe the nature of the revision (what are you changing?): Title, course description and geographic scope

6. Rationale for the proposed change(s): We thought that students would benefit from a broader approach to the history of Asia that considered the regions' powers in relation to each other and allowed a more thorough consideration of the intellectual, political, religious, and economic

systems and areas of conflict and cooperation.

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

a. Revised course description: **This course explores the transformation of Asia (East, South, Southeast, Central, and West Asia) from the 17th century to the present, highlighting its significant role in modernization and globalization. We examine the challenges of Western imperialism, the impacts of international warfare, and the rise of modern nation-states, emphasizing how Asia's diverse historical encounters reshaped global power dynamics. Topics include evolving cultural traditions like Confucianism, Islam, and Hinduism, the histories of Asian diasporas and immigration, and Asia's critical contributions to global affairs. Through primary sources, memoirs, and multimedia, students will analyze how Asia's experiences challenge Eurocentric narratives and illuminate its enduring influence on today's globalized world.**

b. Revised course title: **Modern Asia: Empires, Encounters, and Globalization**

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

d. Revised learning outcomes: these will not change, as they are derived from the

History major's defined learning objectives for 200 level electives. The curriculum map states: Students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: Not previously offered

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

No ☒ X ☐

Yes ☐

If yes, please indicate the area:

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

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

11. Date of Department or Program Curriculum Committee approval: 12/13/2024

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

HIS 274: Modern Asia: Empires, Encounters, and Globalization

In-person classes on Tuesdays and Thursdays 3:05 PM - 4:30 PM in a room designated by the registrar.

Professor: Hyunhee Park

Office: New Building 8.65.12 (office phone: 212-237-8291)

Office Hours: Tuesdays and Thursdays 6:00 PM -6:30 PM and by appointments

Email: hpark@jjay.cuny.edu

Course Description :

This course explores the transformation of Asia (East, South, Southeast, Central, and West Asia) from the 17th century to the present, highlighting its significant role in modernization and globalization. We examine the challenges of Western imperialism, the impacts of international warfare, and the rise of modern nation-states, emphasizing how Asia's diverse historical encounters reshaped global power dynamics. Topics include evolving cultural traditions like Confucianism, Islam, and Hinduism, the histories of Asian diasporas and immigration, and Asia's critical contributions to global affairs. Through primary sources, memoirs, and multimedia, students will analyze how Asia's experiences challenge Eurocentric narratives and illuminate its enduring influence on today's globalized world.

Another central goal of this course is to equip students with essential academic skills relevant throughout their scholarly and professional careers. These skills include close textual analysis, constructing argument-driven essays backed by primary sources, accurate source citation, and effective research and oral presentation techniques. Emphasis will be placed on engaging with translated primary sources for historical analysis. Students will be encouraged to critically assess varying historical interpretations and develop their own insights based on the evidence presented in these sources.

Course Objectives:

Students will:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

ADA statement: I am committed to creating a course that is inclusive in its design. Students who need an accommodation due to a disability are encouraged to contact the Office of Accessibility Services (OAS) within the first week of class or as soon as possible thereafter. Requests for Accommodations can only be approved by the OAS. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. All OAS approved accommodations will be honored and implemented in my course. Contact OAS: L.66 New Building; Phone: (212)237-8031; Email: accessibilityservices@jjay.cuny.edu.

Textbook and Course Materials:

No Textbook is required for this course. All other readings required for assignments will be available online on Brightspace, either as PDF documents or through Perusall reading links in the Weekly Folders. Be sure to access the Weekly Folders each week for the readings and

assignments, which must be completed before that week's in-person class. This approach will be consistent throughout the semester. The course syllabus, various writing handouts, assignment guides, and other beneficial resources are located in the "Course Materials" folder on Brightspace.

Policies and Requirements:

Course Format: This is an in-person course meeting face-to-face two days per week (Tuesday and Thursday at 3:05PM - 4:20PM). In-person sessions will feature interactive lectures and discussions based on the assigned readings and pre-class assignments. These sessions are designed for active engagement, where you will exchange feedback with your classmates and me. Weekly readings and assignment submission links will be available on Brightspace, and these should be completed before each in-person class to ensure a productive and informed discussion.

Expectations: Students are required to:

1. Complete all assigned readings before each in-person class.
2. Participate in class activities, such as group discussion quizzes and commenting on the selected readings through Perusall, and actively engage in class discussions.
3. Submit all writing assignments on time, adhering to the guidelines provided in the syllabus and on Brightspace.

Participation, Making up for Missing Classes, and Extra-Point Opportunities:

- **Active Participation:** Your active participation and continuous improvement are crucial for achieving high grades. Students who consistently engage and participate are likely to receive the highest grades. However, those who frequently arrive late, miss participatory activities, or show a lack of effort will receive an early warning and risk a lower grade unless there is a noticeable change in their participation and engagement.
- **Attendance Policy:** Consistent attendance is essential. Attendance and participation is worth 12% of your final grade for the course.

Communication and Feedback:

- **Grade Availability:** Students can view their grades on Brightspace following the completion of most of the weekly and major assignments. Participation grades will be available at the end of the semester.
- I will communicate with you regarding grades and assignments. Feel free to email me whenever a question arises and when you are concerned about your progress in the class.

Course Assignments and Grading:

General Assignment Information:

- Most coursework (e.g., weekly assignments, argumentative essay writing project) and instructions are available on Brightspace. Please follow the schedule and submission links in the weekly folders on Brightspace. Specific instructions including rubrics are available in the "**Course Materials**" folder on Brightspace. Group discussion quizzes will be administered in class.
- All weekly assignments are due before our in-person meeting. With focused effort, you should be able to complete them in 2-3 hours.
- Refer to the course schedule for the specific due dates of the long-term assignments related to the argumentative essay writing project, including an annotated bibliography, group peer-

review exchange, and two drafts of an argumentative paper.

- You can use the weekly readings and assignments to present your ideas about the topics during the in-class discussions and write your argumentative papers.
- You can have a look at exemplary writings (in particular, response papers and argumentative papers for another course) in the folder “Course Materials” on Brightspace.

Citation Exercise:

For Week 1, you are required to complete the citation exercise, which is due before our first meeting. This foundational work is essential for understanding basic citation systems—a crucial skill as we prepare to explore advanced research and citation tools.

This assignment counts for 5% of your final grade.

Six Perusall Commenting Assignments:

To enhance your engagement with critical reading and analytical skills, we will collaboratively annotate/markup six readings using a shared document on Perusall in Brightspace. You can find the link in the weekly folders (Weeks 2, 5, 6, 8, 11, 12). You are required to add at least one comment on this shared document. Your comment can respond to the week’s discussion topics, pose ideas or questions for the class, or respond to a question or comment posted by another student. Try to bring an insightful idea in your comment. Think of this as a group version of the note-taking you do when reading academic material on your own. Read “Perusall_STUDENT GUIDE” in the “Course Materials” folder.

Each Perusall Commenting Assignments counts for 3% of your final grade.

Two Response Papers:

For two particular classes (Weeks 4 and 10), you are required to submit formal response papers discussing each class’s discussion questions based on the assigned readings.

Each response paper should be a short essay (around 2-3 pages, single-spaced) written in formal academic English, with correct grammar, style, punctuation, and citation. Your response should provide both broader historical context and specific examples in addressing the questions.

You must quote the **sources** and provide **page numbers** according to the citation style you choose—for example, (Mishra, 2012, pp. 82-83) for APA style. You may use any citation style (APA, MLA, or Chicago), but you must apply it consistently throughout your paper.

Additionally, you must include a bibliography of the works cited, formatted according to the citation style you have chosen. This will help you practice proper citation formatting in preparation for your final argumentative essay. I will provide feedback and corrections to ensure you develop strong citation skills.

Each response paper counts for 5% of your final grade.

Three Group Discussion Quizzes in Class:

For three particular classes (Weeks 3, 7, 9), we will have group discussions on the readings. Each group (4-5 students) will discuss major topics for the class and complete true-false quizzes together based on the readings. Those who miss this opportunity can create a group to do this later and submit their discussion summary and quiz answers for partial credit.

Each group discussion quiz counts for 5% of your final grade.

Argumentative Paper Writing Project:

Throughout this semester, you will develop a **4–5-page argumentative paper** that presents a **unique and well-structured argument**. This will be a **scaffolded process**, with each step contributing to your final grade:

1. **Annotated Bibliography** (10%) – Submit an annotated bibliography on a topic of your choice by the middle of the semester (Week 9).
2. **Group Peer Review** (10%) – Present your thesis statement and bibliography in a group setting to exchange feedback (Week 13).
3. **Initial Draft** (10%) – Submit a full draft of your argumentative paper for instructor feedback (Week 14).
4. **Final Revised Paper** (10%) – Submit a revised version incorporating feedback and demonstrating improvement (due by 5/22).

Each component **counts for 10% of your final grade**, totaling **40%** for the entire project.

Please follow all the guidelines for each assignment and the exemplary writings available in the “Course Materials” folder on Brightspace. I encourage you to foster a sense of curiosity and actively engage with a diverse range of questions related to our discussion topics of the course. An inquisitive mindset is crucial, as original and stimulating questions often form the foundation for developing compelling arguments and insightful theses. Make it a practice during class discussions and individual reading sessions to jot down significant points and questions. These notes will be invaluable for brainstorming and identifying topics to explore further in your paper. They will also serve as a resource for presenting your ideas during class discussions and for each paper draft submission.

As you craft your papers, aim to articulate clear and concise arguments, supported by evidence from our course readings and discussions, as well as from one or two external sources you explore throughout the semester (Note: Week 3 will include hands-on exploration of library resources and digital research tools). This integrative approach will deepen your analysis and offer a comprehensive perspective on the subjects you explore. Critically evaluating and accurately citing all your sources is vital, as it enhances the credibility and substance of your arguments. Throughout the development of these papers, you will receive feedback from both the professor and your peers. This collaborative review process is instrumental in refining your arguments and enhancing the overall quality of your work.

The John Jay Writing Center (Room 1.68 NB):

The Alan Siegel Writing Center provides workshops and individual tutorials aimed at helping students enhance their writing skills. Writing Center tutors are trained to help you improve your writing on multiple levels, from grammar to argumentation, and they can apply these skills to both formal and informal writing. I strongly urge all of you to take advantage of this excellent resource. Call: 212.237.8569.

Its homepage is: <https://www.jjay.cuny.edu/alan-siegel-writing-center>

(OR: <https://jjcweb.jjay.cuny.edu/writing/homepage.htm>)

Access the following webpage to make an appointment for an online tutoring:

<https://jjcTutorTrac.jjay.cuny.edu/TracWeb40/Default.html>

All Class Conduct/Netiquette:

Cellphones should be placed on silent and put away in your pocket or bag. Professionalism is expected at all times, especially in your online interactions. Because the college classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect by exhibiting patience and courtesy in our exchanges. Using appropriate language and refraining from verbal attacks on those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norms for those who participate in my class. Adhering to these guidelines is crucial, as I am required to address these

personal traits in letters of recommendation. I can only write strong letters for students who consistently demonstrate respect and professionalism.

Evaluation and Grading Scale:

All grades will be posted on Brightspace. You are strongly encouraged to check your scores in Brightspace regularly. A final letter grade will be assigned based on percentages.¹

Assignment Weights	Due	Percent
Class Participation	Throughout the semester	12%
Citation Exercise	Week 1	5%
Perusall Commenting (6 @ 3 points each)	Weeks 2, 5, 6, 8, 11, 12	18%
Response Papers (2 @ 5 points each)	Weeks 4, 10	10%
Group Discussion Quizzes (3 @ 5 points each)	Weeks 3, 7, 9	15%
Annotated Bibliography	Week 9	10%
Group Peer Review and Feedback	Week 13	10%
Argumentative Paper 1: First Draft	Week 14	10%
Argumentative Paper 2: Second (and Final) Draft	May 22	10%
Total		100%

Weekly Schedule:

Part 1: Encounters and Transformations

Week 1: Introduction to Modern Asia and Citation Practices

Day 1: What is Asia?

- Defining Modern Asia: Nation-States, Colonialism, and Globalization
 - Handouts: US-East/South/Southeast Asian Relations (Post-1750 Trade, Migration, & Politics)
 - Primary Source: Rabindranath Tagore, “Asia’s Resurgence” (1922) • A speech given by the Indian poet and philosopher on Asia’s role in modernity and globalization.
- Philosophies and Religions in Transition
 - Confucianism, Buddhism, Taoism, Hinduism, Islam & Popular Religions in the Modern Era
 - Handouts: Confucianism, Buddhism, Taoism, and Popular Religions (18th-21st Centuries)
- Experiencing Religious and Cultural Encounters
 - Temple Tour in Chinatown (Focus on Religion & Immigration in the Modern Period)

Day 2: Citation Practices and Research Methods

- How to Cite in Modern Asian History
 - Political & Economic Treaties
 - Newspaper Articles
 - Memoirs and Personal Accounts

¹ GRADE (% EQUIVALENT: VALUE) → A (93-100), A- (90-92.9), B+ (87.1-89.9), B (83-87), B- (80-82.9), C+ (77.1-79.9), C (73-77), C- (70-72.9), D+ (67.1-69.9), D (63-67), D- (60.0-62.9), F (Below 60). You can always check your points for papers on [Brightspace](#) before you receive your final semester grade. A, A- Excellent; B+, B, B- Good; C+, C Satisfactory; C-, D+, D, D- Passable; F Failure (not erased when course is retaken and passed); WU Withdrew Unofficially.

- Academic Integrity and Research Skills
 - Avoiding Plagiarism in Historical Writing
 - Best Practices for Using Primary and Secondary Sources
- Assignment: Citation Submission Due

Week 2: Confucianism, Buddhism, Hinduism, and Islam in a Changing World

Day 1: Confucianism and Buddhism in the Modern Era

- Confucianism and Its Engagement with Modernity
 - Benjamin A. Elman, *A Cultural History of Modern Science in China* (Harvard University Press, 2006), Chapter 1 (*Confucianism and Western Science in the Late Imperial Period*).
- Buddhism and Technological Change
 - T. H. Barrett, *The Woman Who Discovered Printing* (Yale University Press, 2008), Chapter 4 (*Buddhism and Printing in Modern China*).

Day 2: Hinduism, Islam, and Cross-Regional Religious Change

- Hinduism and Islam in Colonial and Post-Colonial South and West Asia
 - Barbara D. Metcalf, *Islamic Revival in British India: Deoband, 1860-1900* (Princeton University Press, 1982), Introduction and Chapter 1.
 - Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton University Press, 1993), Chapter 3 (*The Nationalist Resolution of the Women's Question*).
- Cross-Regional Religious Encounters and Change
 - Michael Cook, *Ancient Religions, Modern Politics: The Islamic Case in Comparative Perspective* (Princeton University Press, 2014), Chapters 2-3 (*Islam, Hinduism, and Confucianism in the Modern Political World*).

Perusall Commenting 1 due.

Week 3: Western Imperialism and Asia's Response

Day 1: Western Imperialism in South, Southeast, and West Asia

- British Imperialism in India and Southeast Asia
 - Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy* (Routledge, 2017), Chapters 8-9.
 - John Darwin, *Unfinished Empire: The Global Expansion of Britain* (Bloomsbury, 2012), Chapter 5 (*Imperial Merchants and the East India Company*).
 - Primary Source: Dadabhai Naoroji, "The Benefits of British Rule" (1871) and "The Drain Theory" (1876).
- French and Dutch Colonialism in Indochina and Indonesia
 - Christopher Goscha, *The Penguin History of Vietnam* (Penguin, 2016), Chapters 5-6.
 - Jean Gelman Taylor, *Indonesia: Peoples and Histories* (Yale University Press, 2003), Chapter 7 (*The Dutch Colonial State*).

Day 2: Imperial Rivalries and Asian Responses

- Western Imperialism and Its Rivals: Persia (Iran) and the 'Great Game'
 - Christopher de Bellaigue, *The Patriot of Persia: Muhammad Mossadegh and a Tragic Anglo-American Coup* (HarperCollins, 2012), Introduction and Chapter 1.
 - Peter Hopkirk, *The Great Game: The Struggle for Empire in Central Asia* (Kodansha, 1992), Chapter 3 (*Rivalry in Persia and Afghanistan*).

- Resistance and Asian Responses to Imperialism
 - Prasenjit Duara, *Rescuing History from the Nation: Questioning Narratives of Modern China* (University of Chicago Press, 1995), Chapter 2 (*Imperialism and the Rewriting of National Histories*).

Group Discussion Quiz 1.

Week 4: The Opium Wars and the Fall of Dynastic China

Day 1: The Opium Wars and British Economic Expansion

- The Opium Wars in Context
 - Julia Lovell, *The Opium War: Drugs, Dreams and the Making of China* (Picador, 2011), Chapters 1-2.
- British-Indian Trade and the Opium Economy
 - Carl Trocki, *Opium, Empire and the Global Political Economy* (Routledge, 1999), Chapter 3.
 - Primary Source: Lin Zexu's Letter to Queen Victoria (1839).

Day 2: Opium Trade Networks & Consequences for China

- Opium Trade in South and West Asia
 - Richard J. Grace, *Opium and Empire* (McGill-Queen's University Press, 2014), Chapter 4.
- Treaty of Nanjing and Unequal Treaties
 - Peter Ward Fay, *The Opium War, 1840-1842* (University of North Carolina Press, 1975), Chapter 6.

Response Paper 1 due.

Part 2: War, Revolution, and Nation-Building

Week 5: Japan's Rise, The Meiji Restoration, and Ottoman Reforms

Day 1: Japan's Modernization and the Meiji Restoration

- Political, economic, and military reforms
 - Andrew Gordon, *A Modern History of Japan* (Oxford University Press, 2019), Chapter 6 (*The Overthrow of the Tokugawa and the Meiji Restoration*).
 - Marius B. Jansen, *The Making of Modern Japan* (Harvard University Press, 2000), Chapter 9 (*Meiji: A Revolution from Above*).
 - Primary Source: The Charter Oath (1868): A foundational document of Meiji Japan's modernization efforts.

Day 2: The Tanzimat Reforms and Ottoman Modernization

- Legal, educational, and administrative reforms
 - Carter Vaughn Findley, *Turkey, Islam, Nationalism, and Modernity* (Yale University Press, 2010), Chapter 3 (*The Tanzimat and Ottoman Reform*).
 - Reşat Kasaba, *A Moveable Empire* (University of Washington Press, 2009), Chapter 5 (*State Centralization and Modernization*).

Perusall Commenting 2 due.

Week 6: World War II in Asia: Nanjing, Pearl Harbor, and the Middle East

Day 1: The Japanese Invasion of Asia

- The Nanjing Massacre and Japanese occupation
 - Rana Mitter, *Forgotten Ally: China's World War II, 1937–1945* (Houghton Mifflin Harcourt, 2013), Chapter 4 (*The Battle for Nanjing*).
 - Primary Source: Chiang Kai-shek's "China's Destiny" (1943)
- WWII remembered in Japan, Korea, and China through film, literature, and museums
 - Yoshiko Nozaki, *War Memory, Nationalism, and Education in Postwar Japan, 1945–2007* (Routledge, 2008), Chapter 3 (*War Memory in Japanese Education*).

Day 2: The Impact of WWII on Iran and the Middle East

- Strategic significance of the Middle East in WWII
 - Roham Alvandi, *Iran and the Cold War: The Azerbaijan Crisis of 1946* (Oxford University Press, 2014), Introduction (*Iran's Role in WWII and Its Aftermath*).
- Iran, oil, and the Allied occupation
 - James Barr, *A Line in the Sand: Britain, France and the Struggle That Shaped the Middle East* (W. W. Norton, 2011), Chapter 7 (*The Middle East in WWII*).

Perusall Commenting 3 due.

Week 7: Communism in China, the Indian Left, and the Cold War in Asia

Day 1: Communism in China and India

- The Chinese Communist Revolution
 - Maurice Meisner, *Mao's China and After: A History of the People's Republic* (Free Press, 1999), Chapter 4 (*The Communist Victory in 1949*).
 - Primary Source: Mao Zedong's "On New Democracy" (1940).
- Socialist movements and leftist politics in India
 - Sumit Sarkar, *Modern India: 1885–1947* (Macmillan, 1983), Chapter 12 (*The Indian Left and Socialist Movements*).

Day 2: Cold War Politics in Asia

- The Soviet-Afghan War and West Asia's role in the Cold War
 - Artemy Kalinovsky, *A Long Goodbye: The Soviet Withdrawal from Afghanistan* (Harvard University Press, 2011), Chapter 1 (*The Soviet Invasion and its Impact*).
- US and Soviet interventions in Asia
 - Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2005), Chapter 5 (*The Cold War in Asia*).

Group Discussion Quiz 2.

Week 8: Decolonization in South and Southeast Asia

Day 1: India's Independence and Southeast Asian Struggles

- India's independence and the partition of Pakistan and Bangladesh
 - Yasmin Khan, *The Great Partition: The Making of India and Pakistan* (Yale University Press, 2007), Chapter 2 (*The Road to Partition*).
 - Primary Source: Jawaharlal Nehru's "Tryst with Destiny" (1947).
- Anti-colonial movements in Indonesia and Vietnam
 - Christopher Goscha, *Vietnam: A New History* (Basic Books, 2016), Chapter 8 (*The Vietnamese Struggle for Independence*).

Day 2: The Impact of Decolonization in West and Southeast Asia

- Indonesia's independence movement and Cold War dynamics

- Robert Cribb and Audrey Kahin, *Indonesia: A Modern History* (Palgrave, 2004), Chapter 7 (*The End of Dutch Rule and the Sukarno Era*).
- Iran's oil nationalization and its global impact
 - Ervand Abrahamian, *The Coup: 1953, The CIA, and The Roots of Modern US-Iranian Relations* (The New Press, 2013), Chapter 3 (*Mossadegh and the Nationalization of Oil*).

Perusall Commenting 4 due.

Part 3: Asia in the Global Order

Week 9: The Korean War, Indo-Pakistani Wars, and Their Global Impact

Day 1: The Korean War and the India-Pakistan Conflicts

- South Korea's modern identity & media industry
 - Kyung Hyun Kim, *Virtual Hallyu: Korean Cinema of the Global Era* (Duke University Press, 2011), Chapter 4 (*Trauma, Memory, and the Korean War in Film and TV*).
 - Primary Source: Syngman Rhee's Speech to the U.S. Congress (1954).
- The Indo-Pakistani wars and regional tensions
 - Sumit Ganguly, *Conflict Unending: India-Pakistan Tensions Since 1947* (Columbia University Press, 2001), Chapter 2 (*The First and Second Indo-Pakistani Wars*).

Day 2: The Middle East and Cold War Politics

- The Middle East as a Cold War battleground
 - Salim Yaqub, *Containing Arab Nationalism: The Eisenhower Doctrine and the Middle East* (University of North Carolina Press, 2004), Chapter 5 (*US-Soviet Rivalry in the Middle East*).
- US and Soviet interventions in the region
 - Louise Fawcett, *International Relations of the Middle East* (Oxford University Press, 2013), Chapter 4 (*The Middle East and the Cold War*).

Group Discussion Quiz 2.

Annotated Bibliography due.

Week 10: The Vietnam War, Indonesia's Coup, and Cold War Politics

Day 1: The Vietnam War and Indonesia's Coup

- The Vietnam War and US policy in Southeast Asia
 - Mark Philip Bradley, *Vietnam at War* (Oxford University Press, 2009), Chapter 6 (*The American War and Its Consequences*).
 - Primary Source: Ho Chi Minh's Declaration of Independence (1945).
- The 1965 coup in Indonesia and anti-communist purges
 - Geoffrey Robinson, *The Killing Season: A History of the Indonesian Massacres, 1965-66* (Princeton University Press, 2018), Chapter 3 (*The 1965 Coup and the Mass Killings*).

Day 2: The Cold War in Iran and Afghanistan

- US and Soviet interventions in Iran and Afghanistan
 - Ervand Abrahamian, *The Coup: 1953, The CIA, and The Roots of Modern US-*

Iranian Relations (The New Press, 2013), Chapter 4 (*The Overthrow of Mossadegh*).

- The Cold War's impact on regional conflicts
 - Artemy Kalinovsky, *A Long Goodbye: The Soviet Withdrawal from Afghanistan* (Harvard University Press, 2011), Chapter 2 (*The Soviet-Afghan War and Cold War Politics*).

Response Paper 2 due.

Week 11: Economic Transformations: The Rise of China, India, and the Gulf States

Day 1: China's and India's Economic Reforms

- Deng Xiaoping's economic reforms and China's global rise
 - Barry Naughton, *The Chinese Economy: Transitions and Growth* (MIT Press, 2007), Chapter 6 (*Market Reforms Under Deng Xiaoping*).
 - Primary Source: Deng Xiaoping's "Southern Tour Speeches" (1992).
- India's post-1991 economic liberalization
 - Atul Kohli, *Democracy and Development in India: From Socialism to Pro-Business* (Oxford University Press, 2012), Chapter 3 (*India's 1991 Liberalization and Its Consequences*).

Day 2: The Rise of the Gulf States and Oil Economies

- Oil wealth and economic modernization in the Gulf
 - Matthew Gray, *Qatar: The Business of Oil and Gas* (Palgrave, 2013), Chapter 2 (*The Rise of Gulf Oil Economies*).
- Global influence of Gulf economies
 - Mehran Kamrava, *The Political Economy of the Persian Gulf* (Oxford University Press, 2012), Chapter 4 (*Oil, Wealth, and Economic Diversification*).

Perusall Commenting 5 due.

Week 12: Asian Diasporas, Immigration, and Globalization

Day 1: South and Southeast Asian Diasporas

- Migration patterns and labor mobility in the US and Europe
 - Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian America* (Harvard University Press, 2013), Chapter 1 (*Early South Asian Migration to the US*).
 - Primary Source: Bong Joon-ho's Academy Award Speech (2020).
- Social and economic impacts of South and Southeast Asian diasporas
 - Sunil Amrith, *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Harvard University Press, 2013), Chapter 7 (*Migration Networks and the Indian Ocean*).

Day 2: Asian Diasporas and Global Pop Culture

- The role of Asian diasporas in reshaping Hollywood, K-pop, anime, and global fandoms
 - Anthony Y.H. Fung, *Global Game Industries and Cultural Policy* (Palgrave, 2016), Chapter 3 (*The Globalization of K-Pop and Asian Cultural Flows*).
- Immigration, media activism, and cultural citizenship
 - Lori Lopez, *Asian American Media Activism: Fighting for Cultural Citizenship* (NYU Press, 2016), Chapter 2 (*How Asian Diasporas Reshaped American Pop Culture*).

Perusall Commenting 6 due.

Week 13: Group Peer Review – Presentation and Feedback Exchange

Day 1: Preparing for Peer Review

- Objective: Help students refine their thesis, evidence, and argumentation skills through structured peer feedback.
- Tasks:
 1. Download and read the materials available in the “Course Materials” folder on Brightspace:
 - *Guide to Preparing for Peer Review of Your Argumentative Essay.*
 2. Prepare a one-page presentation document, including:
 - Thesis statement.
 - Key supporting evidence.
 - Bibliography for the chosen topic.
 3. Small group discussions: Each student presents their argument and receives preliminary feedback.
- Activity: Mini Workshops on Strengthening Arguments – Students work in small groups to evaluate one another’s thesis statements and supporting evidence, offering feedback on clarity and coherence.

Day 2: Peer Review and Feedback Exchange

- Objective: Engage in structured peer review discussions to refine arguments and sources before the first draft submission.
- Tasks:
 1. Peer Review Session:
 - Exchange essays with assigned peer reviewers.
 - Use the Peer Review Worksheet to evaluate strengths and areas for improvement.
 2. Provide written and verbal feedback on:
 - Strength of the argument and thesis.
 - Use of primary and secondary sources.
 - Clarity, coherence, and academic tone.
 3. Reflect on feedback and revise thesis or arguments based on peer input.
- Reminder: The first draft of the argumentative essay is due 5/15.

Week 14: Submission, Individual Feedback, and Final Refinements

Day 1: Submission and Initial Feedback Review

- Objective: Ensure that students submit their best work and engage in self-reflection and guided revision.
- Tasks:
 1. Submit the First Draft of the Argumentative Essay on Brightspace by 5/15.
 2. Before submission, review:
 - *Argumentative Essay Writing Guide_HIS 274.*
 - *Exemplary Argumentative Paper* (available on Brightspace).
 3. Bring a printed or digital copy to class for in-person discussion.
- Activity: Self-Assessment Exercise – Students review their own work and write a brief reflection (5-10 min) on areas they feel need improvement before receiving instructor feedback.

Day 2: Individual Feedback and Revision Strategy

- Objective: Refine arguments based on instructor feedback and plan final revisions.
- Tasks:
 1. One-on-One Meetings with Prof. Park:
 - Discuss individual feedback on first drafts.
 - Identify strengths and areas for improvement.
 2. Develop a Revision Plan:
 - What changes will strengthen the thesis?
 - How can evidence be improved or expanded?
 - Address structural or citation issues.
 3. Peer Check-In: Students briefly share one key takeaway from their instructor feedback and discuss how they will revise.
- Reminder: Final draft with bibliography due 5/22.

Final Argumentative Paper due 5/22

Understanding and Avoiding Plagiarism:

Definition: Plagiarism involves presenting someone else's work, including ideas, research, or writings, as your own. Recognizing and avoiding plagiarism is crucial for academic integrity.

Examples of Plagiarism:

- Direct Copying: Using another person's words verbatim without quotation marks and proper citation.
- Idea Appropriation: Presenting another's ideas or theories in your words without crediting the source.
- Unacknowledged Sources: Utilizing information that is not commonly known without citing the source.
- Collaboration Misrepresentation: Not acknowledging collaborators in homework and laboratory assignments.
- Misuse of Internet Resources: Submitting papers downloaded from the internet, paraphrasing or copying online information without citation, and improperly compiling information from multiple sources without proper attribution.

Plagiarism Detection and Consequences:

- All submissions on Brightspace are subject to plagiarism checks.
- Engaging in plagiarism or any form of academic dishonesty can result in severe penalties, ranging from a failing grade on the assignment to failing the course.

Seeking Clarification and Proper Documentation:

Guidance on Plagiarism: If you have any questions or uncertainties about what constitutes plagiarism, I strongly encourage you to consult with me. Understanding plagiarism is crucial for maintaining academic integrity in all your academic endeavors.

Learning Proper Citation Methods:

- Key Resource: Make sure to review the following section on proper documentation that details the correct citation methods.
- Citation Exercise Review: Refer back to the materials covered in our first class,

specifically the citation exercise. This will help you master how to cite sources accurately according to the citation style of your choice.

It is vital to familiarize yourself with these resources to ensure all your work adheres to the highest standards of academic honesty. Remember, when in doubt, always seek clarification.

How to Document Properly:

Direct Quotations

A student may quote words, phrases, sentences, and paragraphs provided that s/he places the quoted material in quotation marks and s/he properly documents the sources. **If a student uses the exact words of another person, and fails to give the original source credit, and omits either quotation marks or proper citation, s/he is guilty of plagiarism.**

Please choose a style that you will learn, and practice throughout the present course. The official citation style at John Jay is APA, so most of you need to learn the APA style. Some of you major in literature and history, and are required to learn MLA or Chicago. Learn and practice APA and whatever style you need. The most important thing is that you use the chosen style consistently and correctly. Review the guideline materials that we studied during our citation exercise class.

Here is an example for an in-text citation in APA style:

Historians studying the history of China argue, “The Song (Sung) period (960-1279) represents a new phase of Chinese history” (Schirokauer, 1990, p. 133).

or

Conrad Schirokauer argues, “The Song (Sung) period (960-1279) represents a new phase of Chinese history” (p. 133).

You may omit the author’s name in the citation if it already appears in the sentence. In some cases, it may be easier to cite the title of the book rather than the author, as in *The Analects*. If you cite something I have not assigned, please attach a bibliography in which you give all publication information as well as a photocopy of the pages that contain the quoted passage.

Paraphrasing

When using an idea from an author, the idea must be expressed entirely in the student’s own words. The sentence must conclude with a footnote or citation. If no credit is given to the original source of the idea, the student is guilty of plagiarism.

Original:

The Master said, “It is the attitude that matters. If young people merely offer their services when there is work to do, or let their elders drink and eat when there is wine and food, how could this ever pass as filial piety?” (*The Analects*, 1997, 2.8).

Paraphrase:

Confucius thought filial piety was difficult to define and did not consist of just giving older people their meals first (*The Analects*, 1997, 2.8).

For this class, I recommend that you paraphrase and cite all secondary material. Quotations from another historian usually do not strengthen your case, and they take up valuable space. On the other hand, you will often want to quote primary materials. If the quoted passage is longer than twenty-five words, please indent and single space. If you have any questions, please ask me during class or in my office hours.

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: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell

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

Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 362 HIS History of Science and Medicine: Prehistory to 1650**

4. Current course description: This course will provide students with a background in the intellectual and cultural developments in the history of science and medicine from prehistory through 1650. Students will be introduced to the kinds of questions asked about the natural world by different cultures at different times, varying understandings of nature, the natural world, the body, and disease, and interactions among these understandings and interpretations. Primary and secondary readings will provide the basis for class discussions, written assignments, and a final research project.

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 any 200-level HIS course

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

We propose to remove the chronological restriction on the course so that different faculty members can teach the course with the same learning outcomes but with different case studies drawn from their own area of expertise. The changes are to the title and course description.

We also propose to clarify the requirement for a research paper embedded in the course description.

6. Rationale for the proposed change(s):

Students are generally more interested in the modern period. The revision allows different faculty members to teach the course using case studies from their own historical period of research but with the same learning outcomes.

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

a. Revised course description:

This course will provide students with a background in the intellectual and cultural developments in the history of science and medicine. Students will be introduced to the kinds of questions asked about the natural world by different cultures at different times, varying understandings of nature, the natural world, the body, and disease, and interactions among these understandings and interpretations. Primary and secondary readings will provide the basis for class discussions and written assignments. Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.

b. Revised course title: **Topics in the History of Science and Medicine**c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **History Science & Medicine**

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 201 and any 200-level or above HIS course

8. Enrollment in past semesters: not offered in recent semesters

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

No ☒ X

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

☒ X No

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

11. Date of Department or Program Curriculum Committee approval: 12/13/2024

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

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

Course Revision Form

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

Date Submitted: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell
 Email(s): srussell@jjay.cuny.edu
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 364 History of Gender and Sexuality: Prehistory to 1650**

4. Current course description:

This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will ~~move from the ancient world through 1650 to provide a chronological and global perspective on~~ the changing meanings of sex, sexuality and gender, and the ways in which their changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in ~~China, sub-Saharan Africa, Europe and India~~. Primary and secondary sources provide the basis for class discussion and written assignments.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; GEN 101 or ISP 145 or any 200-level or higher History (HIS) course

5. Describe the nature of the revision (what are you changing?): Remove the chronological restriction on the course by revising the title and course description.

6. Rationale for the proposed change(s):

When it was first proposed, this course was conceptualized as a complement to an imagined course treating the period after 1650. But the complementary modern course was never developed. John Jay students have repeatedly expressed a desire to examine gender and sexuality in later periods. The revision removes the chronological restriction of the current version of the course, leaving faculty members the option of incorporating case studies from later periods in which they have expertise. We believe this will also better fit the interests of our students.

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

a. Revised course description:

This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will examine the changing meanings of sex, sexuality and gender, and the ways in which these changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in **more than one region of the world, for example in East Asia, South Asia, Africa, and Europe**. Primary sources and secondary literature will provide the basis for class discussion and written assignments. **Students will complete the course with a research paper demonstrating independent analysis of source documents situated in appropriate scholarship.**

b. Revised course title: **HIS 364 History of Gender and Sexuality**

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

d. Revised learning outcomes: no change

According to the History Department's curriculum map, students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

e. Revised assignments and activities related to revised outcomes: no change

In addition to weekly reading, students will complete a sequence of scaffolded writing assignments culminating in a substantial research paper involving primary source analysis and contextualization of the paper's argument within existing scholarly literature.

- f. Revised number of credits: 3 (no change)
- g. Revised number of hours: 3 (no change)
- h. Revised prerequisites: No change

8. Enrollment in past semesters: approximately 10 students

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)?

The course is required for the Gender Studies major and the director of the Gender Studies Program has been very supportive of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: 12/16/2024

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

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: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): Stephen Russell
 Email(s): srussell@jjay.cuny.edu
 Phone number(s): 609.751.1692

3. Current number and title of course: **HIS 375 Female Felons in the Premodern World**

4. Current course description:

This course examines the complex ~~position of women accused of crimes in the premodern world.~~ Drawing on a mix of primary and secondary sources, with a focus on trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern global justice, as well as the early history of criminal justice.

- a. Number of credits: 3
- b. Number of class hours (please specify if the course has lab hours): 3
- c. Current prerequisites: ENG 201 and Junior Standing

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

This minor revision updates the course title and course description to better appeal to students. The updated description also makes clear to students that a final research paper will be required in the course.

6. Rationale for the proposed change(s):

In recent semesters, faculty report that students in our 300-level courses are surprised by the amount of work required the course requires, especially the amount of independent work outside of classroom time. The updated course description makes clear to students before they

register that a research paper will be required in this 300-level HIS course.

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

a. Revised course description:

This course examines the complex **interrelationship of gender and ideas and practices of justice before 1800**. Drawing on a mix of primary and secondary sources with a focus on trial records, students will analyze primary legal documents using the theories and methodologies of gender studies and history. This course will help students understand the role of gender in premodern global justice as well as the early history of criminal justice. **Students will complete the course with a research paper demonstrating independent analysis of trial documents situated in appropriate scholarship.**

b. Revised course title: **Gender and Justice before 1800**

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

d. Revised learning outcomes: (no change)

According to the History Department's curriculum map, students who complete this course learn how to:

- Identify and analyze primary source documents
- Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions
- Identify basic categories of historical theory and methodology
- Write an argumentative essay grounded in evidence

e. Revised assignments and activities related to revised outcomes: (no change)

In addition to weekly reading, students will complete a sequence of scaffolded writing assignments culminating in a substantial research paper involving primary source analysis and contextualization of the paper's argument within existing scholarly literature.

f. Revised number of credits: 3 (no change)

g. Revised number of hours: 3 (no change)

h. Revised prerequisites: no change

8. Enrollment in past semesters: Not offered in recent years.

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

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

This course is already approved for the College Option: Justice Core II – Justice in Global Perspective area. It provides a global perspective on justice and gender before 1800.

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: 12/13/2024

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

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: **March 6, 2025**

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

2. Contact information of proposer(s):

Name(s): **Marisa Tramontano, Sociology Curriculum Committee**
Email(s): mtramontano@jjay.cuny.edu
Phone number(s): **212-693-6418**

3. Current number and title of course: **SOC 324 Advanced Social Statistics**

4. Current course description:

This course highlights fundamentals of sampling and data analysis, as well as various bivariate and multivariate methods of detecting statistical relationships between two or more variables. It is a follow-up course to STA 250 and other research courses, building upon what has been learned in the prerequisite courses. The main objectives of this course are to provide fundamental hands-on knowledge that will allow students to apply basic statistical methods to analyze quantitative data sets, to work with a statistical software package (i.e., SPSS), and to develop a research paper. Through practical instruction, this course teaches students advanced statistical techniques and prepares them for research positions as well as work in data analysis.

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 STA 250 or CJBA 240

5. Describe the nature of the revision (what are you changing?): **We would like to make minor revisions to the course description – took one sentence out that refers to prerequisites and revise the pre-requisites and course title.**

6. Rationale for the proposed change(s): **We would like to remove the sentence that refers to prerequisites to reflect a broader shift in our methods offerings. We have future plans to**

develop a quantitative reasoning course to replace our current STA 250 requirement. To that end we would like to lift the STA 250 pre-requisite and replace it with SSC 325. This is the course that will teach our majors statistics. The description revision reflects this direction.

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

a. Revised course description:

This course highlights the fundamentals of sampling and data analysis, as well as various bivariate and multivariate methods of detecting statistical relationships between two or more variables. ~~It is a follow-up course to STA 250 and other research courses, building upon what has been learned in the prerequisite courses~~ In this course, students are expected to develop: (1) the skills to analyze quantitative datasets in a statistical software package (i.e., SPSS); (2) the ability to identify and apply appropriate statistical methods that are adapted to specific research questions; and (3) a research paper based on statistical analyses. The course draws on practical instruction to enable students to learn advanced statistical techniques and prepare them for various research and analyst positions that may involve data analysis tasks.

b. Revised course title: ~~Advanced~~ **Social Statistics**

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

d. Revised learning outcomes N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201, and **SSC 325 Research Methods in Criminology and Sociology or CJBA 260 Research Methods in Criminal Justice** ~~STA 250 or CJBA 240~~

8. Enrollment in past semesters: has run with 20-25 students in the past few years.

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

No **X**

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

X No

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

11. Date of Department or Program Curriculum Committee approval: **Feb 20, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Carla Barrett, CRM coordinator, Richard Ocejo, SOC coordinator, Richard Haw, Chair, Soc Department**

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: **March 6, 2025**

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

2. Contact information of proposer(s):

Name(s): **Marisa Tramontano, Sociology Curriculum Committee**
Email(s): mtramontano@jjay.cuny.edu
Phone number(s): **212-693-6418**

3. Current number and title of course: **SOC 328 Qualitative Research Methods**

4. Current course description:

This course is an introduction to the qualitative research methods of sociology and criminology. This includes the ethnographic method of participant observation, unobtrusive observation, visual analysis, and interviewing. Particular attention will be paid to conducting research on and among vulnerable and hidden populations as well as people associated with the criminal justice system. The course features in-depth reading of criminological and sociological studies that use and discuss these methods. Students will learn about the specific challenges of applying qualitative research methods in the fields of sociology and criminology, including their ethical and legal implications as well as potential risks for researchers and research subjects. Students will also use methodological skills in the "field" through their own research projects.

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 STA 250 or CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I**

5. Describe the nature of the revision (what are you changing?): **We would like to make minor revisions to the course description and change the pre-requisites.**

6. Rationale for the proposed change(s): **We seek to signal to students that if they do not opt**

to take SOC 324 or SOC 329, it is this course where they will build upon their foundation in qualitative methods from SSC 325.

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

a. Revised course description:

This course is an introduction to the qualitative research methods of sociology and criminology. This includes the ethnographic method of participant observation, unobtrusive observation, content analysis, and interviewing. Particular attention will be paid to conducting research on and among vulnerable and hidden populations as well as people associated with the criminal justice system. The course features in-depth reading of criminological and sociological studies that use and discuss these methods. Students will learn about the specific challenges of applying qualitative research methods in the fields of sociology and criminology, including their ethical and legal implications as well as potential risks for researchers and research subjects. **Students will also learn to use these methodological skills on their own through exercises and assignments.**

b. Revised course title: **N/A**

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

d. Revised learning outcomes **N/A**

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

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

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

h. Revised prerequisites: ENG 201, and **SSC 325 Research Methods in Criminology and Sociology or CJBA 260 Research Methods in Criminal Justice** ~~STA 250 or CJBA 240~~

8. Enrollment in past semesters: Usually runs fully enrolled when offered

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **Feb 20, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Carla Barrett, CRM coordinator, Richard Ocejo, SOC coordinator, Richard Haw, Chair, Soc Department

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

Course Revision Form

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

Date Submitted: **March 6, 2025**

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

2. Contact information of proposer(s):

Name(s): **Marisa Tramontano, Sociology Curriculum Committee**
Email(s): mtramontano@jjay.cuny.edu
Phone number(s): **212-693-6418**

3. Current number and title of course: **SSC 325 Research Methods in Criminology and Sociology**

4. Current course description:

This course introduces students to the fundamental methods sociologists and criminologists use to conduct research and gather information about the social world. It discusses such topics and issues in research as conducting literature reviews, asking research questions, the importance of ethics, the distinctions between qualitative and quantitative approaches, and the implications of mixed methods research. The course will focus on key works in sociology and criminology to show students how scholars have used these issues in their own research. Students will demonstrate their understanding by designing their own research projects, collecting their own data, and writing either a research proposal or paper.

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 101 or SOC 101; and junior standing or above**

5. Describe the nature of the revision (what are you changing?): **We would like to make minor revisions to the course description to reflect a broader shift in our methods offerings. We**

want SSC 325 to be our introduction to methods. To that end we would like to lift the “junior standing or above” designation. This is a course that can and should be taken right after 101. We are also removing the PSY 101 alternative pre-requisite. The description revision reflects this direction.

6. Rationale for the proposed change(s): **Our majors take STA 250, this course, and an upper division advanced methods course. We aim to smooth out the methods as follows: student of any level (once they’ve taken SOC 101) take this introductory research methods class. Then they proceed to take one advanced methods course: SOC 324 (quantitative), SOC 328 (qualitative), or SOC 329 (evaluation). Psychology students do not take this course so PSY 101 is not a necessary prerequisite. They take PSY 311 Experimental Psychology as their methods course.**

Note: there are proposed revisions for SOC 324 and 328 in other course revision forms submitted alongside this one.

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

a. Revised course description:

This course introduces students to the fundamental methods sociologists and criminologists use to conduct research and gather information about the social world. It discusses such topics and issues in research as conducting literature reviews, asking research questions, the importance of ethics, the distinctions between qualitative and quantitative approaches, and the implications of mixed methods research. The course will focus on key works in sociology and criminology to show students how scholars have used these issues in their own research. **Students will demonstrate their understanding by designing their own research projects and writing a research proposal, which could be the project for their senior capstone.**

b. Revised course title: **N/A**

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

d. Revised learning outcomes **N/A**

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

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

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

h. Revised prerequisites: **ENG 201; PSY 101 or SOC 101; and junior standing or above**

8. Enrollment in past semesters: This course is offered every semester/session and customarily runs fully enrolled.

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **Feb 20, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Carla Barrett, CRM coordinator, Richard Ocejo, SOC coordinator, Richard Haw, Chair, Soc Department

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. (Or provide a Dropbox folder link)

1. **Date submitted:** March 9, 2025
2. **Department or program proposing these revisions:** MA in International Crime and Justice
 - a. Name and contact information of proposer(s): Jana Arsovska, Rosemary Barberet
 - b. Email address of proposer: jarsovska@jjay.cuny.edu; rbarberet@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**

MA Program in International Crime and Justice

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date of approval: February 13, 2025
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jana Arsovska
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)
 - 1) We propose to move ICJ 704 from the Core courses to the electives section. Students will be required to take 7 core courses instead of 8 (21 credits from core courses instead of 24 credits). Students will be able to take 5 electives (15 credits instead of 12 credits). The Master of Arts in International Criminal Justice will still require 36 credits (21+15) total.
 - 2) Our program focuses extensively on transnational crimes and the evolution of these crimes, emerging security threats, and organized crime so we wanted to add a sentence in the program description that reflects this: "It examines new forms of transnational crimes and emerging security threats."
 - 3) We are adjusting the language regarding the internship class in the program information. A course revision has been submitted to reduce the minimum fieldwork hours from 280 to 180 and the requirements in order for students to take the internship class.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)
 - Our external reviewers noted that our program has too many core courses and that students can benefit from more specialized elective courses. Our program offers a variety of timely elective courses that students can choose from. The curriculum committee concluded that the most relevant content discussed in ICJ 704 is also tackled in other core courses and that the program

will not be affected if this course is moved to the list with electives. This way students can select more electives, including an internship.

- The changes related to the internship course are done to increase the number of students in the courses and to have more students taking our internship courses throughout their studies. These changes are also in line with what other programs are offering in terms of internships (e.g., Criminal Justice).

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) will provide you a copy in Word format upon request).

See below

International Crime and Justice, Master of Arts

[from Grad Bulletin 2025-26 reflecting changes]

Program Director: Dr. Jana Arsovska

(jarsovska@jjay.cuny.edu)

Deputy Director: Dr. Rosemary Barberet

(rbarberet@jjay.cuny.edu)

The Master of Arts in International Crime and Justice reflects the College's commitment to the internationalization of criminal justice education and builds on the strengths of our undergraduate degree in international criminal justice by opening the possibility of graduate education in this field. Indeed, this is the first program of this nature in the United States. The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. **It examines new forms of transnational crimes and emerging security threats and** aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.

This program may also be 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 the International Crime and Justice MA Program-specific admissions requirements.

DEGREE REQUIREMENTS

The Master of Arts in International Criminal Justice requires 36 credits consisting of ~~eight~~ **seven** required core courses (~~24~~ **21** credits) and ~~four~~ **five** electives (~~12~~ **15** credits; see the list of courses below).

Required Courses

Subtotal: 2421cr.

ICJ 700	International Crime and Justice Theory
ICJ 701	Illegal Markets and Economic Justice
ICJ 702	Comparative Criminal Justice Systems
ICJ 703	International Criminal Law
ICJ 704	Crime, Justice, and Cultural Struggles
ICJ 706	Transnational Crime [being retitled: Transnational & Cyber Organized Crime]
ICJ 715	Applied Research Methods in International Crime and Justice
ICJ 770	Capstone Course in International Crime and Justice

Electives**Subtotal: ~~42~~15 cr.**

Electives may be selected from the list below or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the graduate program director. Students may use their 12 elective credits to complete courses toward the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies, or students can take a combination of different electives chosen from the list of approved electives below.

Students who have completed ~~15 credits~~ **at least one semester in the IC&J MA Program (min 6 credits)** and have a GPA of ~~3.5~~ **3.0** or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ICJ 791 and ICJ 792. The Internship course (ICJ 780) is an online course which is accompanied by a mandatory ~~280 hours~~ **180 hours** in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits). If students are interested in these options, they should contact the Program Director early in their programs.

ICJ 705	Human Rights and Counterterrorism
<u>ICJ 704</u>	<u>Crime, Justice, and Cultural Struggles</u>
ICJ 720	Crime and Justice in the Balkans
ICJ 721	International Perspectives on Women in Criminal Justice
ICJ 725	Environmental Crime
ICJ 726	Drug Trafficking
ICJ 728	History of Genocide
ICJ 729	Organized Crime: An International Perspective
ICJ 730	Human Trafficking
ICJ 735	Gender Justice for Conflict Related Sexual and Gender-Based Violence
ICJ 750	Special Topics in International Crime and Justice
ICJ 755	Terrorism and Transnational Crime
ICJ 760/SEC 760	Information Technology and Cybercrime
ICJ 762	Corruption and the Global Economy
ICJ 765	Intelligence in National Security and
ICJ 780	Internship in International Crime & Justice (6 cr.)
ICJ 791	International Crime and Justice Thesis I
ICJ 792	International Crime and Justice Thesis II
ICJ 794	International Crime and justice Independent Study
ICJ 798	Faculty Mentored Research in International Crime and Justice
CRJ Courses	

CRJ 713	White-Collar Crime
CRJ 727/FCM 727	Cybercriminology
CRJ 739	Crime Mapping
CRJ 744	Terrorism and Politics
CRJ 746	Terrorism and Apocalyptic Violence
CRJ 759	Comparative Police Administration
CRJ 784	Organized Crime
CRJ 789	Violence Across the Globe
CRJ 797	Homeland Security and International Relations
CRJ 798	Homeland Security and Terrorism
Human Rights Courses	
HR 701	International Human Rights: Organizations and Institutions
HR 711	Human Rights and Humanitarianism
HR 712	Civil and Political Rights and Civil Liberties
HR 713	Economic, Social and Cultural Rights
Public Admin	
PAD 718	International Public Policy and Administration
PAD 746	Comparative Public Administration
PAD 772	International Inspection and Oversight
Psychology	
PSY 705	Victimology
PSY 729	Terrorism
PSY 746	Empirical Profiling Methods

TOTAL CREDIT HOURS: 36

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

Course Revision Form

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

Date Submitted: March 9, 2025

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):

Name(s): Jana Arsovska, Rosemary Barberet, Marie-Helen Maras

Email(s): jarsovska@jjay.cuny.edu, rbarberet@jjay.cuny.edu, mmaras@jjay.cuny.edu

Phone number(s): 646-557-4436

3. Current number and title of course: **ICJ 706 Transnational Crime**

4. Current course description:

This course examines current issues surrounding the topic of transnational crime and its prevention and control. The focus is on established and emerging phenomena with respect to illegal cross-border trade such as the trafficking in drugs, counterfeit medicine, and humans; transnational predatory crimes such as cross-border serial burglary; networks of offenders involved in these crimes and their mobility; and factors that facilitate and shape transnational crime, including technology and alienation of racial minorities. The course also examines the public and private sector responses to crime that transcends international borders.

a. Number of credits: 3

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

c. Current prerequisites: N/A

5. Describe the nature of the revision (what are you changing?): Changes to course description and changes to title

6. Rationale for the proposed change(s):

Transnational crimes are evolving, and technology plays a vital part in this evolution. Our transnational crime course was developed about 8 years ago, and we wanted to update it and ensure that we discuss how technology has changed the structure and operational methods of many transnational organized criminal groups. In addition to traditional transnational organized crime activities the course also studies

cyber-enabled and cyber-dependent organized criminal activities of global importance. Also, since we will develop a separate course that focuses mainly on the response to TOC, the responses are no longer a part of the new ICJ706. That material will go in the new ICJ760 on investigations, prosecutions and responses to transnational and cyber organized crime. There will be an entire course devoted to that as it is now simply too much to include responses in this course. This course will focus on trends, causes, measurements and operational methods of transnational and cyber organized criminal groups.

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

NEW COURSE DESCRIPTION

This course examines current issues surrounding the topics of transnational and cyber organized crime, and their interlinkages. The focus of this course is on illegal cross-border activities, including drug trafficking, arms smuggling, wildlife crime, and human trafficking; transnational predatory crimes, such as serial burglary, kidnapping, extortion, and financial fraud; and networks of offenders involved in these crimes and their mobility. This course critically examines factors that facilitate and shape transnational crimes, including technology, and identifies the clearnet and darknet spaces where cyber organized criminal groups operate, as well as examines the structures, tactics, and methods of operation of members of these groups. To enhance cross-border cybersecurity and improve prevention strategies, the course critically analyzes transnational and cyber organized crimes from various theoretical perspectives.

b. Revised course title: **Transnational and Cyber Organized Crime**

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

d. Revised learning outcomes:

LEARNING OUTCOMES

The readings and assignments in this course are designed to help students to:

- Differentiate between transnational, organized and cyber organized crime, and identify different types of transnational and cyber organized crimes.
- Examine the structures and organizations of transnational and cyber organized criminal groups and describe the roles, tactics, tools, and methods of operation of members within these networks.
- Explain the restraints and opportunities for crime provided by the current nature of international borders and distinguish the various ways criminal activities and networks of actors transcend international borders.
- Identify factors that facilitate the rise in transnational and cyber organized crimes.
- Discuss transnational and cyber organized crime through the lens of various theoretical perspectives.
- Critically assess measurements of transnational and cyber organized crime.

e. Revised assignments and activities related to revised outcomes:

Assignment #1	Week 5	15%	Research poster or infographics: Compare and contrast the structure, demographics and operational methods of a traditional transnational organized criminal group and a cyber organized criminal group (research poster of 500-800 words plus images, tables, flowchart, and/or graphs).
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Assignment #2	Week 6	15%	Research paper: Identify the elements that make your identified case a cyber organized crime (cyber-enabled crime or cyber-dependent crime). Please describe the cyber organized criminal group (e.g., organization, structure, number of offenders, gender, geographical location, etc.) Identify and describe the tools and techniques used by cyber organized criminal groups. Please describe how were the identified tools used by COC perpetrators in the commission of the cybercrime(s). If possible, identify online clearnet and darknet platforms and spaces used by cyber organized criminals. Please support your points with the required readings. Base your research on recent court documents. Your answer should be 1,000 words in length (and no more than 1,500 words).
Final Assignment	Week 14 + Exam week	20%	Final Presentation: Please select one specific form of transnational and/or organized criminal activity that you want to study and explain how emerging technologies (including but not limited to Information and Communication Technologies) have affected the nature, structure, activities and/or operational methods of those involved in this type of criminal activity. Examine the transnational crime chronologically to highlight the evolution. Then select one specific group (see instructions) to illustrate your point (either transnational organized criminal group or cyber organized criminal group). Describe the group and explain in depth the emerging technologies the group has utilized to facilitate their criminal activities.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: Offered during Fall 2024 (two sections) and during Spring 2025 (one section). Usually there are between 17 and 23 students in these sections. We tend to offer this course twice a semester, on campus and online.

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

No X

Yes

If yes, please indicate the area:

10. Does this change affect any other departments?

 X No

 Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 8, 2025

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



**Master of Arts Degree Program in International Crime and Justice
& Advanced Certificate in Transnational Organized Crime Studies
ICJ 706: Transnational and Cyber Organized Crime**

Course Dates:**Course Time:****Location:****Professor:**

Professor:	Jana Arsovska, Ph.D.	Marie-Helen Maras, PhD.
E-mail:	jarsovska@jjay.cuny.edu	mmaras@jjay.cuny.edu
Phone:	(646) 557-4436	212-621-4168
Office location:	Haaren Hall, 445 W59 th St, NY 10019, Room # T 52.041	Haaren Hall, 445 W 59 th St, NY 10019, Room # 43.311
Office hours:	Tuesdays and Thursdays, 12:30 pm - 1:00 pm	Office hours: Tuesdays and Thursdays, 12:30 pm - 1:00 pm
	Zoom appointment by email	Zoom appointment by email

COURSE DESCRIPTION

This course examines current issues surrounding the topics of transnational and cyber organized crime, and their interlinkages. The focus of this course is on illegal cross-border activities, including drug trafficking, arms smuggling, wildlife crime, and human trafficking; transnational predatory crimes, such as serial burglary, kidnapping, extortion, and financial fraud; and networks of offenders involved in these crimes and their mobility. This course critically examines factors that facilitate and shape transnational crimes, including technology, and identifies the clearnet and darknet spaces where cyber organized criminal groups operate, as well as examines the structures, tactics, and methods of operation of members of these groups. To enhance cross-border cybersecurity and improve prevention strategies, the course critically analyzes transnational and cyber organized crimes from various theoretical perspectives.

LEARNING OUTCOMES

The readings and assignments in this course are designed to help students to:

- Differentiate between transnational, organized and cyber organized crime, and identify different types of transnational and cyber organized crimes.
- Examine the structures and organizations of transnational and cyber organized criminal groups and describe the roles, tactics, tools, and methods of operation of members within these networks.
- Explain the restraints and opportunities for crime provided by the current nature of international borders and distinguish the various ways criminal activities and networks of actors transcend international borders.
- Identify factors that facilitate the rise in transnational and cyber organized crimes.
- Discuss transnational and cyber organized crime through the lens of various theoretical perspectives.
- Critically assess measurements of transnational and cyber organized crime.

REQUIRED TEXTS

There is no required book for this course, however, students are required to download and read this report:

The UNODC (2022) Digest of Cyber-Organized Crime. Vienna: UNODC.

https://www.unodc.org/documents/organized-crime/tools_and_publications/Digest_of_Cyber_Organized_Crime_2nd_edition_English.pdf. Additional readings will be posted on Brightspace.

Other useful resources on Transnational Organized Crime (TOC):

- UNODC Research on Transnational Organized Crime (Regional Studies)

<https://www.unodc.org/unodc/en/data-and-analysis/toc.html>

- Global Initiative Against Transnational Organized Crime Studies.

<https://globalinitiative.net>

<https://ocindex.net>

ATTENDANCE (5%) AND ACTIVE CLASS PARTICIPATION (15%)

Class participation is essential. Class participation grades will consider a student's attendance record and the quality and quantity of their contribution to class discussions. My minimum expectation is that in every class, each student says something (a comment, a question) once. To succeed in this course, you must maintain an excellent attendance record, and you should pull your weight in your teamwork. As a general rule, you should only miss class in exceptional circumstances, and whenever possible, you should notify the instructor in advance. Missing more than one session will result in a reduced grade. Of course, documented excuses (illness, emergency doctors' appointments, deaths in family, mandated work/military assignment during class time) are exempt from this policy. On days that you are expected to present (your assigned reading, your team findings, etc.), you must make every effort to be present.

Active class participation will count for additional 15% of your final grade. There will be three in-class reflection posts on assigned readings. Make sure that you read the assigned readings before each class.

USE OF BRIGHTSPACE

This course will make use of Brightspace for course management. Students should open their personal accounts as early as possible.

1. **Brightspace:** This course uses Brightspace, a Web-based course management system in which a password-protected site is created for our course. Brightspace will be used to distribute course materials, communicate and collaborate online, disseminate assignment instructions, post grades, and take online quizzes and surveys (if appropriate). We will all be using Brightspace as the learning management system. There will be no exceptions to this. If you have not done so already, please take some time to familiarize yourself with the new LMS and get assistance through our support teams. [Here are some Brightspace resources.](#)

You will be responsible for checking the Brightspace course site regularly for classwork and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Brightspace login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, we will make an adjustment if it occurs close to the due date.

2. Announcements

Announcements will be posted on Brightspace on a regular basis. They will appear on your Blackboard dashboard when you log in and/or will be sent to you directly through your preferred method of notification from Blackboard. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

COMPUTER REQUIREMENTS

It is also essential that you have a reliable computer/laptop and reliable Internet service to complete this online course successfully. In the event that you have a computer malfunction, you are expected to make alternate arrangements (for example, use a public computer at your local library). If you do not have Internet access, you are expected to find a place that has Internet access. You will need to have an up-to-date browser, operating system and the ability to download free additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF format. If you do not have

Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>

COURSE ASSIGNMENTS

Item	Due date	Weight	Description
In-class write-ups Three written in-class reflections on the assigned readings (part of active participation grade)	Week 1: Reflection Post #1 Week 2: Reflection Post #2 Module 12: Reflection Post #3	15% (3x5%)*	<p><i>Responses to questions on assigned readings (in-class assignment)</i></p> <p>Reflection Post #1: <i>The UN/Palermo Convention on Transnational Organized Crime (specifically the Transnational Organized Crime definition) has been criticized for its vagueness. Referring to the actual UNTOC definition, please elaborate on why this might be the case. Why is it so difficult to develop a global definition of organized crime? Provide examples of the components of the definition that remain very vague and hard to operationalize.</i></p> <p>Reflection Post #2: <i>What makes a cybercrime a cyber organized crime? Provide some specific examples. Which cyber organized crime covered in the lecture surprised you? What was about this crime that stood out to you?</i></p> <p>Reflection Post #3: <i>Would you agree that reports on transnational crimes of governmental and non-governmental organizations cannot be trusted because some of these organizations have a vested interest in the areas they observe and measure? Please explain and provide some real-life examples, and discuss some recent efforts to research transnational, organized, or cybercrime that have applied innovative approaches to measure, conceptualize, and collect data on transnational and cyber organized crime more accurately.</i></p>
Assignment #1	Week 5	15%	Research poster or infographics: Compare and contrast the structure, demographics and operational methods of a traditional transnational organized criminal group and a cyber organized criminal group (research poster of 500-800 words plus images, tables, flowchart, and/or graphs).
Assignment #2	Week 6	15%	Research paper: Identify the elements that make your identified case a cyber organized crime (cyber-enabled crime or cyber-dependent crime). Please describe the cyber organized criminal group (e.g., organization, structure, number of offenders, gender, geographical location, etc.) Identify and describe the tools and techniques used by cyber organized criminal groups. Please describe how were the identified tools used by COC perpetrators in the commission of the cybercrime(s). If possible, identify online clearnet and darknet platforms and spaces used by cyber organized criminals. Please support your points with the required readings. Base your research on recent court documents.

			Your answer should be 1,000 words in length (and no more than 1,500 words).
Assignment #3	Week 8	15%	Causes of and conducive factors (facilitators) for transnational crime (research paper, 1,000 words) (no more than 1,500 words).
Assignment #4 <i>Select either 4a or 4b</i>	Week 11	*15%	4a. In-class presentation on Geography and Criminal Mobility (5 minutes)
			4b. In-class presentation on Crime-Terrorism Nexus [and/or nexus between different types of transnational crimes] (5 minutes)
Final Assignment	Week 14 + Exam week	20%	Final Presentation: Please select one specific form of transnational and/or organized criminal activity that you want to study and explain how emerging technologies (including but not limited to Information and Communication Technologies) have affected the nature, structure, activities and/or operational methods of those involved in this type of criminal activity. Examine the transnational crime chronologically to highlight the evolution. Then select <i>one</i> specific group (see instructions) to illustrate your point (either transnational organized criminal group or cyber organized criminal group). Describe the group and explain in depth the emerging technologies the group has utilized to facilitate their criminal activities.
Attendance		5%	
TOTAL		**100%	

(1) **Special individual assignments (4x15 points)**

There will be **four** short assignments for this course. Unless specified otherwise, all assignments are due on Brightspace on the due date. If you happen to travel in a different time zone, you are still required to meet the deadline in EST. Please plan ahead! You will not be granted additional time due to a difference in time zone. Details on each assignment will be provided on Brightspace at least seven days in advance of the due date. It is important to plan your deliverables for this course around your work schedule and personal commitments. Do not send assignments as email attachments unless there is a technical problem that can be confirmed with the college's IT department and the assignment deadline has not yet passed. You will ultimately be responsible for making sure that the correct assignment is uploaded in Brightspace in a timely manner. (I will not be able to grade assignments if I cannot locate them or cannot open files.)

Assignment #1 (15%): Research Poster/Infographics

Research poster or infographics: Compare and contrast the structure, demographics and operational methods of a traditional transnational organized criminal group and a cyber organized criminal group (research poster of **500-800 words** plus images, tables, flowchart, and/or graphs). Submit the assignment in a .pdf format. A research poster is usually a mixture of a brief text mixed with tables, graphs, pictures, flowcharts, and other presentation formats. Check the [guidelines and samples of research posters](#). **Due: Module 5 (Week 5)**

Assignment #2 (15%): Research Paper

Research paper: Identify the elements that make your identified case a cyber organized crime (cyber-enabled crime or cyber-dependent crime). Please describe the cyber organized criminal group (e.g., organization, structure, number of offenders, gender, geographical location, etc.) Identify and describe the tools and techniques used by cyber organized criminal groups. Please describe how were the identified tools used by COC perpetrators in the commission of the cybercrime(s). If possible, identify online clearnet and darknet platforms and spaces used by cyber organized criminals. Please support your points with the required readings. Base your research on recent court documents. **Your answer should be 1,000 words in length (and no more than 1,500 words).**

Search for a cybercrime case (cyber-enabled crime or cyber-dependent crime) committed by a cyber-organized criminal group on NexisUni (available through John Jay library), UNODC SHERLOC's Case Law Database (<https://sherloc.unodc.org/cld/en/v3/sherloc/cldb/index.html?lng=en>), the Department of Justice Computer Crime and Intellectual Property Section (CCIPS) News (<https://www.justice.gov/criminal/computer-crime-and-intellectual-property-section-ccips-news>), or a news sources through basic Clearnet searches (i.e., using search engines, like Google or Bing). **Try to find newer cases (after 2021) and try to find cases that haven't been discussed in class.**

Due: Module 6 (Week 6)

Assignment #3 (15%): Causes of and conducive factors (facilitators) for transnational crime

For Assignment 3, select one of the following two options:

Option 1: Over the years, there has been a growing concern about the effects of mass immigration on crime, including terrorism. In an effort to reduce illegal immigration (in order to reduce violent and property crime, drug related crime, and most importantly terrorism), the U.S. has decided to: (1) build a wall on the US-Mexican border; and (2) increase prison sentences for illegal immigration to five years in order to stop illegal immigrants from entering the country, and, potentially, reduce crime. the assumption is that people are rational decision-makers, and these policies are based mainly on Deterrence Research, Rational Choice Theory and Situational Crime Prevention/Opportunity Theories, specifically on the following assumptions:

- People are deterred from committing crime when punishments are swift and severe.
- Perceived threat of sanctions is inversely related to involvement in illegal behavior.
- Crime can be prevented by reducing opportunities.
- Reducing opportunities does not usually displace crime.
- Increase the perceived effort of crime will reduce crime.

You were hired to assess whether these assumptions are backed by evidence and supported by research. You are being asked to provide scholarly research on one of the following issues: (1) Is building a wall a cost-effective long-term solution that will reduce illegal immigration and thus violent crime and terrorism? AND (2) Is increasing prison sentences for illegal immigration to five years a cost-effective long-term solution that will stop illegal immigrants from entering the country, and, therefore, reduce crime (most importantly terrorism)? What are the costs and benefits of the select policy? Is Situational Crime Prevention (SCP) (based on rational choice, crime pattern, and routine activities theories) an effective response tool to transnational/organized crime? What other theoretical perspectives are not taken into consideration if the policy is implemented? The critique paper will be 1,000 words, excluding references. Both strengths and weakness of the theory and the policies should be addressed in depth, and references to empirical studies and academic articles should be made. Refer to the assigned readings as well. Your critique papers must be submitted on Brightspace. **You don't have to discuss both options – you can just focus on one (wall or prison).**

Option 2: Select *three countries* from the Transparency International [Corruption Perceptions Index](#) (CPI). You can select CPI for any year you want. Pick one country ranked in the top one-third, one in the middle and one country ranked in the bottom one-third of the scale. Then select *one* transnational crime. Conduct research on the extent of the crime in the specific countries you selected and explain if the country is

considered a supply/origin country, transit country or destination country for the specific transnational crime. Create a table where you summarize the **four** most important conducive factors for the type of transnational crime you selected in each of the three countries. Refer to the readings and discuss issues, such as borders, economic standards and inequality, unemployment, strategic location, trade, specific policies, wars, population needs, corruption, etc. Below the table provide an essay where you explain, in more detail, how you selected the four conducive factors for transnational crime (also provide references to academic sources and reports), and explain why you think these factors affect the illicit flows in the specific countries. If one of the countries you selected has no issues at all with the transnational crime of your choice, then explain why this is the case and which factors deter offenders from entering specific markets in the country you selected. **You are expected to provide a table and an essay of at least 1,000 words, excluding references. This essay should not be an opinion piece, but it should be based on scholarly research. (One crime, three countries, four conducive factors for each country)**

Your research papers should be approximately 1,000 words, excluding references. **Due: Week 8**

Assignment 4 (15%): Select 4a (Criminal mobility and geography) or 4b (Crime-terror nexus)

For Assignment 4, select one of the following two options:

Option 1 (4a): Video on Criminal Mobility

Background

Some scholars have argued that organized criminal groups are very similar to business corporations. They are strategic, rational, and highly mobile, and take advantage of open borders. According to this view, criminal groups easily move to advanced market economies where they create long-lasting outposts and form criminal alliances. On the other hand, many other scholars argue that mafias, and organized criminal groups in general, have great difficulty establishing themselves outside their territory of origin, and do not move on their own volition, but are forced to migrate abroad. They have argued that criminal groups are heavily dependent on their local environment and have identified main push factors for criminal mobility.

Instructions

Conduct research on the criminal mobility of one group. If you have difficulties finding a case study or group, the professor will provide a list with cases. Please screen the media, academic articles, and legal documents. Prepare 5-6-minute presentation on the criminal mobility of the group you selected, applying concepts covered in class. Please make sure the presentation is **NO LONGER THAN 8 MIN (7-10 slides)**.

- Tell us something about the group you selected and why this group is important.
- Explain what you found on the criminal mobility/movement of this group: who/what moves across borders, how often members/goods move, for what reasons; discuss the directionality of the movement and provide examples when possible; basically, focus on the transnational dimension of the group.
- Make frequent references to existing studies and research (are your findings in line with existing research? Is the group you selected indeed mobile and transnational, or is it mainly stationed at home with only some occasional transnational transactions?).
- Acknowledge the limitations of your study/research.

Suggested groups (feel free to pick any other relevant transnational organized criminal groups):

- Georgian organized criminal groups in the US
- Italian organized criminal groups in Australia
- Colombian organized criminal groups in Spain
- Nigerian organized criminal groups in Indonesia
- Turkish organized criminal groups in Germany
- Albanian organized criminal groups in the US
- Italian organized criminal groups in Spain
- Mexican organized criminal groups in the US

- Mexican organized criminal in El Salvador

Format:

The presentation should not be longer than 8 minutes.

Option 2 (4b): Video on the Crime-Terror Nexus

Prepare a power point slides and a video in response to **one** the following questions. This research should not be opinion piece and must be based on scholarly research.

- If has been often argued that prisons are likely to become important centers of gravity for the jihadist movement. Describe some ways in which prisons matter in the radicalization process. Give biographical examples and some critical reflections.
- Criminal organizations cannot be understood as static entities: they change in time, adapting to new circumstances and law enforcement countermeasures. It has been recorded that a criminal organization may initially fulfill a "cash cow" function for a terrorist organization but gradually transform into an organization actively supporting the terrorist cause. On the contrary, a terrorist group may engage in smuggling or economic crime only to finance its terrorist activities but later transform into a profit-driven criminal enterprise. Discuss the transformation of some criminal and terrorist organizations along Makarenko's crime-terror continuum. Some groups to start your research with: IRA, Hezbollah/Barakat Clan, the D-Company Group/Dawood Ibrahim.

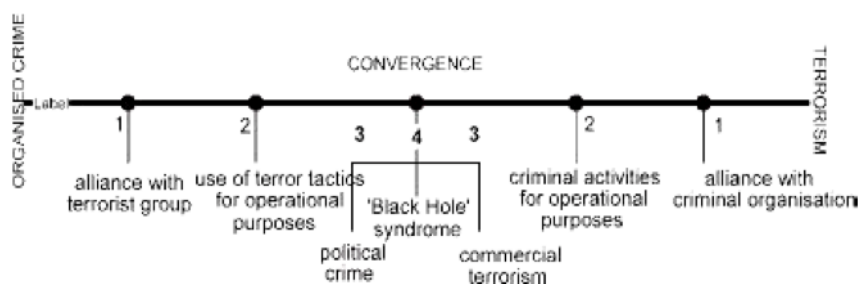


Figure 1 The Crime Terror Continuum

- Please elaborate on the alleged links between drug trafficking and terrorism. Provide various examples/case studies that support both the argument in favor of the drug-terrorism nexus and also those that argue that there is no positive relation between drug trafficking and terrorism. Conclude with your views on this topic.
- One of the most important questions in relation to the crime-terror nexus is, how criminal pasts contribute to processes of radicalization, that is, the personal circumstances, experiences, narratives, networks and other factors that explain an individual's involvement in extremism and their mobilization into violence? Briefly explain the effects of the presence of former criminals in terrorist groups. How will the recruitment of people with criminal pasts affect the future of terrorism? [Make ref to Basra, R., Neumann, P., and Brunner, C. (2016)]
- Due to the scope of the violence in Mexico, some scholars and government officials have referred to Mexican drug cartels as terrorists rather than mere criminals. Is this description accurate? Elaborate and provide examples from the readings and/or other literature. Explain the debate on this topic (pros/cons).

Please screen the media, academic articles, and legal documents. Prepare 5-6 minute video on the criminal mobility of the group you selected, applying concepts covered in class. Please make sure the video is **NOT LONGER THAN 8 MIN.**

Please consider the following composition guidelines:

- 1 Never assume the reader has any knowledge of the case or this course. This helps you to write clearly
- 2 Quality is more important than length. Focus on producing polished and concisely communicated ideas.
- 3 Papers should reflect your best effort inasmuch as you put thought, time, background reading, and organization into your written arguments. Copy-edit the text carefully. You should edit not only for grammar but also style. Academic writing should not be complicated, but it does need to have an element of formality. Your choice of words for an academic assignment should be more considered and careful.

Final Assignment (20 points)

****Final Presentation**

Important: You cannot use cases covered in the Digest of Cyber Organized Crime and the required readings. You also cannot cover a case you covered in previous assignments. Finally, you cannot cover a case that a classmate already covered in class. In this assignment, you will put all of the pieces of the course together. Please create a presentation that covers the following:

1. Chose one specific form of transnational and/or organized criminal activity that you want to study and explain how emerging technologies (including but not limited to Information and Communication Technologies) have affected the nature, structure, activities and/or operational methods of those involved in this type of criminal activity. Examine the transnational crime chronologically to highlight the evolution.
2. Then chose *one* specific group (see instructions) to illustrate your point (either transnational organized criminal group or cyber organized criminal group). Choose a transnational organized crime case or cyber organized crime case (from 2022, 2023, 2024 or 2025) that involves transnational or cyber organized criminal group.
3. Tell us about the group - its structure, organization, number, and gender of offenders, roles of offenders in the group, and geographical information of the group.
4. What crime(s) did they commit?
5. What is the groups' method of operation (M.O.)?
6. What tools did they use to commit the criminal activities?
7. What are some emerging technologies that were utilized by this group and in what ways? Describe the group and explain in depth the emerging technologies the group has utilized to facilitate their criminal activities.
8. What challenges did the emerging technologies utilized by this group pose to law enforcement officials? What was the outcome of the case? (i.e., arrest, prosecution, and/or sentence).
9. What are your thoughts about the handling and outcomes of this case? Please critically reflect on the criminal justice response to this case in light of the emerging technologies you identified.

Search for a cybercrime case (cyber-enabled crime or cyber-dependent crime) committed by a cyber organized criminal group on NexisUni (available through John Jay library), UNODC SHERLOC's Case Law Database (<https://sherloc.unodc.org/cld/en/v3/sherloc/cldb/index.html?lng=en>), the Department of Justice Computer Crime and Intellectual Property Section (CCIPS) News (<https://www.justice.gov/criminal/computer-crime-and-intellectual-property-section-ccips-news>), or a news sources through basic Cleartnet searches (i.e., using search engines, like Google or Bing).

Identify the elements that make your identified case a cyber organized crime (cyber-enabled crime or cyber-dependent crime). Please describe the cyber organized criminal group (e.g., organization, structure, number of offenders, gender, geographical location, etc.) Please support your points with the required readings.

You need to prepare approximately 10 to 13 slides and present for about 8 to 10 minutes, and answer questions. Presentations will take place in class. Submit your final PowerPoint presentation on Brightspace by the due date.

Presentations will take place during the last two weeks of class.

LATE SUBMISSIONS & MAKE-UP WORK

All assignments must be turned in on time. This course is fast-paced, and late assignments will not be accepted. A zero will be given for any assignments not submitted by the due date. If an extension is needed, it must be requested in advance and must be for a valid reason. No extensions will be given after the due date. Students who do not submit their discussion question answers, responses, written assignments, and final assignments by the deadline on Blackboard will not be able to earn any points for their submissions. (Note that submission links on Blackboard will no longer be functional after the due date). It is your responsibility to submit all deliverables before the deadline.

CITATION STYLE

The American Psychological Association (APA) citation style must be used for all written assignments. Further details about this citation style can be found in the APA Style Manual available here: <http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429>. Please read carefully the APA guidelines and cite accordingly.

JJC ACCOUNT

Only your official John Jay student e-mail address will be used for all course-related notifications. It is your responsibility to check your John Jay e-mail on a regular basis. If you do not check your John Jay e-mail regularly, please make sure that you have it forwarded to your preferred account (e.g., AOL, Hotmail, Gmail) so that you can receive and reply to class-related messages in a timely fashion.

ACCESSIBILITY SERVICES/ADA POLICY

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L.66.00 (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.

WRITING QUALITY

This course requires students to pay close attention to their writing skills. Students are highly encouraged to copy-edit their writing assignments before submission. Here are some recommendations:

- proofread the text several times.
- read it out loud.
- make an appointment with a tutor at the Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>).
- ask peers, friends, or family to help with proofreading.
- Students should edit not only for grammar but also for style. Academic writing need not be complicated, but it does need to have an element of formality. The choice of words for an academic assignment should be more considered and careful. Here are some recommendations.
- Avoid contractions (use “do not” rather than “don’t”).
- Do not stereotype, generalize, or make assumptions. Sentences that start with “I feel” or “I believe” often signal unsupported statements.
- Rely primarily on paraphrasing, not direct quotes. In scientific writing, paraphrasing an author's ideas is more common than using direct quotes.

The professor reserves the right to stop reading a written assignment after finding multiple grammar and style errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

THE WRITING CENTER

The Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

ACADEMIC INTEGRITY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

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

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

Please note: The use of artificial intelligence technology to generate coursework is a violation of the CUNY/College Policy on Academic Integrity and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words, etc., without providing appropriate credit to your sources is plagiarism.

GRADING CRITERIA

Grading will follow the standards of the College. The table below indicates the index values and the suggested numerical values as a guide for students to understand their grades:

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

Any extra credit for the course will be at the discretion of the professor and be added to the student's final semester grade for the course. If offered, it will be available to the entire class.

COURSE SCHEDULE¹

Module 1 (Week 1): Transnational Crime: Definitions, Conceptions, and History.

This module introduces the definitions, conceptions, and history of transnational crime.

Learning Objectives

- Identify and analyze definitions and conceptions of transnational crime.
- Discuss the history of transnational crime.

Required Readings

Legal Texts

- UNTOC: Article 1. Statement of purpose; Article 2. Use of terms; Article 3. Scope of application; Article 5. Criminalization of Participation in a Criminal Group
- Legislative Guide: pp. 11-16 and 20-36.

Definitions/History/Conceptualization

- Arsovska, J. (2011). Conceptualizing and studying organized crime in a global context . In C. Smith, S. Zhang, R. Barberet, *Routledge Handbook of International Criminology*. New York, NY: Routledge.
- Roth, M. (2014). Historical Overview of Transnational Crime. In P. Reichel and J. Albanese (eds.) (Chapter 1, pp. 5-22). *Handbook of Transnational Crime and Justice*, 2nd edn. SAGE Publications.
- Albanese, J. (2015). What is Organized Crime? In *Organized Crime: From the Mob to Transnational Crime*. (Chapter 1, pp. 1-23) 7th end., New York, NY: Elsevier.
- Boister, N. (2016). Chapter 7, The UN Convention against Transnational Organized Crime 2000 (pp. 126-149) in P. Hauck and S. Peterke (eds.), *International Law and*

¹ The professor reserves the right to modify this course outline. Please check Brightspace regularly for any additional readings or updates.

Transnational Organised Crime. New York, NY: Oxford University Press.

Supplemental Readings

- Gibson, C. (2024). Transnational Organized Crime in the Caribbean. In: Wallace, W.C. (eds) The Palgrave Handbook of Caribbean Criminology . Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-52378-6_5
- Stahlberg, S.G. (2022). From prison gangs to transnational mafia: the expansion of organized crime in Brazil. *Trends in Organized Crime* 25, 443–465. <https://doi.org/10.1007/s12117-022-09453-2>
- Lin, L.S.F. (2023). Understanding Asian Organized Crime. In: *Asian Organized Crime and the Anglosphere. Advanced Sciences and Technologies for Security Applications*. Springer, Cham. https://doi.org/10.1007/978-3-031-41482-4_1

Reflection Post #1 Due

Module 2 (Week 2): Cyber Organized Crime: What is it?

This module introduces students to cyber organized crime.

Learning Objectives

- Define cyber organized crime.
- Identify elements of cyber organized crime.
- Identify types of cyber organized crime

Required Readings

- Chapter II, UNODC, *Digest of Cyber Organized Crime*, pp. 8-12.
- Lusthaus J. (2013). How organized is organized cybercrime? *Global Crime*, 14(1), 52–60. <https://doi.org/10.1080/17440572.2012.759508>.
- Leukfeldt E. R., Lavorgna A., Kleemans E. R. (2017). Organized cybercrime or cybercrime that is organized? An assessment of the conceptualization of financial cybercrime as organized crime. *European Journal on Criminal Policy and Research*, 23(3), 287–300. <https://doi.org/10.1007/s10610-016-9332-z>.
- Lavorgna, A. (2020). Organized Crime and Cybercrime. In: Holt, T., Bossler, A. (eds) The Palgrave Handbook of International Cybercrime and Cyberdeviance. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-78440-3_14
- Broadhurst, R., Grabosky, P., Alazab, M., et al. (2014). Organizations and cybercrime. *International Journal of Cyber Criminology*, 8(1), 1–20.
- Choo, K. K. R., and Smith, R. G. (2008). Criminal exploitation of online systems by organised crime groups. *Asian Journal of Criminology*, 3(1), 37–59.

Supplemental Readings

- Brenner, S. W. (2002). Organized cybercrime? How cyberspace may affect the structure of criminal relationships. *North Carolina Journal of Law and Technology*, 4(1), 1–50.
- Václav Jirovský, Andrej Pastorek, Max Mühlhäuser, and Andrea Tundis. (2018). Cybercrime and Organized Crime. In Proceedings of the 13th International Conference on Availability, Reliability and Security (ARES '18). Association for Computing Machinery, New York, NY, USA, Article 61, 1–5. <https://doi.org/10.1145/3230833.3233288>
- Grabosky, P. (2007). The Internet, technology, and organized crime. *Asian Criminology*, 2, 145–161.
- UNODC (2013). [Comprehensive Study on Cybercrime](#). Vienna: UNODC.

Reflection Post #2 Due

Module 3 (Week 3): Structure and Organization of Transnational and Cyber Organized Criminal Groups

This module introduces students to the structure and organization of transnational and cyber organized criminal groups.

Learning Objectives

- Critically examine the structure and organization of transnational and cyber organized criminal groups.

Required Readings

- von Lampe, K. (2016). *Organized Crime: Analyzing illegal activities, criminal structures, and extra-legal governance*. Thousand Oaks, CA: Sage. Chapter 12: Transnational Organized Crime.
- Broadhurst, R., Grabosky, P., Alazab, M., & Chon, S. (2014). Organizations and cyber crime: An analysis of the nature of groups engaged in cyber crime. *International Journal of Cyber Criminology*, 8(1), 1-20. <http://www.cybercrimejournal.com/broadhurstetalijcc2014vol8issue1.pdf>
- Lusthaus J., Oss J., Amman P. (2022). The Gozi group: A criminal firm in Cyberspace? *European Journal of Criminology*, 20(5), 1701–1718. <https://doi.org/10.1177/14773708221077615>.
- Wall, D. S. (2015). Dis-organised Crime: Towards a Distributed Model of the Organization of Cybercrime. *The European Review of Organised Crime* 2(2), 2015, 71-90. <https://standinggroups.ecpr.eu/sgoc/wp-content/uploads/sites/51/2020/01/wall.pdf>.
- Leukfeldt, E.R., Kleemans, E.R., Kruisbergen, E.W. et al. (2019). Criminal networks in a digitized world: on the nexus of borderless opportunities and local embeddedness. *Trends in Organized Crime* 22, 324–345 (2019). <https://doi.org/10.1007/s12117-019-09366-7>.
- Chapter III, UNODC, *Digest of Cyber Organized Crime*, pp. 14-20.
- Nguyen, T., & Luong, H. T. (2020). The structure of cybercrime networks: transnational computer fraud in Vietnam. *Journal of Crime and Justice*, 44(4), 419–440. <https://doi.org/10.1080/0735648X.2020.1818605>
- Whelan, C., Bright, D., & Martin, J. (2024). Reconceptualising organised (cyber)crime: The case of ransomware. *Journal of Criminology*, 57(1), 45-61. <https://doi.org/10.1177/26338076231199793>.

Supplemental Readings

- Zabyelina, Y. (2015). Can Criminals Create Opportunities for Crime? *Malvertising and Illegal Online Medicine Trade*. *Global Crime*. Special Issue “Illicit Markets in Cyberspace,” 18(1), 31-48.
- Morris, S. D. (2013). Drug trafficking, corruption, and violence in Mexico: mapping the linkages. *Trends in organized crime*, 16(2), 195-220.
- Whelan, C., Bright, D., and Martin, J. (2024). Reconceptualizing organized (cyber)crime: The case of ransomware. *Journal of Criminology*, 57(1), 45-61. <https://doi.org/10.1177/26338076231199793>.
- Garba, K. H., Lazarus, S., and Button, M. (2024). An assessment of convicted cryptocurrency fraudsters. *Current Issues in Criminal Justice*, 1–17. <https://doi.org/10.1080/10345329.2024.2403294>.
- Holt, T. J. (2013). Exploring the social organisation and structure of stolen data markets. *Global Crime*, 14(2–3), 155–174.
- Zeng, Yongyu and Buil-Gil, D. (2023). Organizational and Organized Cybercrime. In H. Pontell (Ed.), *Oxford Research Encyclopedia of Criminology and Criminal Justice*. New York and Oxford: Oxford University Press. <https://www.crimrxiv.com/pub/onzk3jbg/release/1>.
- J. Jian, S. Chen, X. Luo, T. Lee and X. Yu. (2022). Organized Cyber-Racketeering: Exploring the Role of Internet Technology in Organized Cybercrime Syndicates Using a Grounded Theory Approach. in *IEEE Transactions on Engineering Management*, 69(6), 3726-3738. DOI: 10.1109/TEM.2020.3002784.

- Holt, T. J., Smirnova, O., and Chua, Y. T. (2016). *Data thieves in action. Examining the international market for stolen personal information*. New York: Palgrave.

Module 4 (Week 4): Transnational Crime: Operational Methods, Tools, and Tactics

This module covers the operational methods, tools, and tactics used by organized criminal groups.

Learning Objectives

- Critically examine the operational methods of organized criminal groups.
- Identify and discuss the tools and tactics used by organized criminal groups to commit crime.

Required Readings

- Caulkins, J.P., Burnett, H., and Leslie, E. (2009). How illegal drugs enter an island country: Insights from interviews with incarcerated smugglers. *Global Crime* 10(1&2), 66-93.
- Icduygu, A., and Toktas, S. (2002). How do smuggling and trafficking operate via irregular border crossings in the Middle East? Evidence from fieldwork in Turkey. *International Migration* 40(6), 25-52.
- Burns, M. (2024). They do it with containers: examining fatalities of transnational human smuggling and evaluating the modus operandi via multimodal transportation. *Journal of Transportaion Security*, 17, 19. <https://doi.org/10.1007/s12198-024-00291-7>
- Balcells, M. (2023). Organized crime involvement in antiquities looting in Italy. *Trends in Organized Crime*, Published October 4, 2023. <https://doi.org/10.1007/s12117-023-09509-x>
- Leuprecht, C., Aulthouse, A., and Walther, O. (2016). The puzzling resilience of transnational organized criminal networks. *Police Practice and Research*, 17(4), 376–387. <https://doi.org/10.1080/15614263.2016.1168600>
- van Uhm, D. P., and Nijman, R. C. C. (2022). The convergence of environmental crime with other serious crimes: Subtypes within the environmental crime continuum. *European Journal of Criminology*, 19(4), 542-561. <https://doi.org/10.1177/1477370820904585>
- Militello, V. (2023). Illicit Trades of Persons and Goods in the Mediterranean and Transnational Criminal Organizations. In: Militello, V., Spena, A. (eds) *The Challenges of Illegal Trafficking in the Mediterranean Area. Legal Studies in International, European and Comparative Criminal Law*, vol 9. Springer, Cham. https://doi.org/10.1007/978-3-031-45399-1_1

Supplemental Readings

- Pickles, R.S.A., Anh, L.T.P., Enoch, S. and Clements, G. R. (2025). Webs of exploitation and opportunism: Tiger trafficking and crime convergence between Malaysian and Vietnam. *Trends in Organized Crime*, January 28, 2025. <https://doi.org/10.1007/s12117-024-09549-x>
- Martínez, I.A., and Alonso, A.I. (2021). Mexican organized crime and the illegal trade in totoaba maw. *Trends in Organized Crime* 24, 526–546 (2021). <https://doi.org/10.1007/s12117-021-09436-9>
- de Moraes, R.F. (2022). Constructing a transnational crime: pesticide smuggling in Brazil. *Crime Law Social Change* 78, 379–404. <https://doi.org/10.1007/s10611-022-10026-1>
- Schneider, F. (2013). The Financial Flows of Transnational Crime and Tax Fraud in OECD Countries: What Do We (Not) Know? *Public Finance Review*, 41(5), 677-707. <https://doi.org/10.1177/1091142113482569>
- Garriga, A. C., and Phillips, B. J. (2023). Organized Crime and Foreign Direct Investment: Evidence From Criminal Groups in Mexico. *Journal of Conflict Resolution*, 67(9), 1675-1703. <https://doi.org/10.1177/00220027221145870>
- Bowman, B. A. (2008). Transnational Crimes Against Culture: Looting at Archaeological Sites and the “Grey” Market in Antiquities. *Journal of Contemporary Criminal Justice*, 24(3), 225-242. <https://doi.org/10.1177/1043986208318210>
- Rege, A. (2016). Not biting the dust: using a tripartite model of organized crime to examine India’s Sand Mafia. *International Journal of Comparative and Applied Criminal Justice*, 40(2), 101-121.

- Rege, A., & Lavorgna, A. (2017). Organization, operations, and success of environmental organized crime in Italy and India: A comparative analysis. *European Journal of Criminology*, 14(2), 160-182.
- Petrossian, G. A., Thachuk, K. L., & Zabyelina, Y. (2022). Organized Crime in the Fisheries Sector. In *The Private Sector and Organized Crime* (pp. 132-148). Routledge.
- Zabyelina, Y., & van Uhm, D. (2020). The new Eldorado: organized crime, informal mining, and the global scarcity of metals and minerals. *Illegal mining: Organized crime, corruption, and ecocide in a resource-scarce world*, 3-30.

Module 5 (Week 5): Cyber Organized Crime: Operational Methods, Tools, and Tactics

This module covers the operational methods, tools, and tactics used by cyber organized criminal groups.

Learning Objectives

- Critically examine the operational methods of cyber organized criminal groups.
- Identify and discuss the tools and tactics used by cyber organized criminal groups to commit cybercrime.

Required Readings

- Chapter IV, UNODC, *Digest of Cyber Organized Crime*, pp. 26-33.
- Chapter V, UNODC, *Digest of Cyber Organized Crime*, pp. 36-105.
- UNODC. (2024). Transnational Organized Crime and the Convergence of Cyber-Enabled Fraud, Underground Banking and Technological Innovation in Southeast Asia: A Shifting Threat Landscape. https://www.unodc.org/roseap/uploads/documents/Publications/2024/TOC_Convergence_Report_2024.pdf.
- Dupont, B., Côté, A.-M., Boutin, J.-I., & Fernandez, J. (2017). Darkode: Recruitment Patterns and Transactional Features of “the Most Dangerous Cybercrime Forum in the World”. *American Behavioral Scientist*, 61(11), 1219-1243. <https://doi.org/10.1177/0002764217734263>.
- Maras, M.-H. and Ives, E. (2024). Deconstructing a Form of Hybrid Investment Fraud: Examining ‘Pig Butchering’ in the United States. *Journal of Economic Criminology*, 5 (Special Issue on Relationship Fraud: Romance, Friendship and Family Frauds), 100066.
- Maras, M.-H. and Arsovska, J. (2023). Understanding the Intersection between Technology and Kidnapping: A Typology of Virtual Kidnapping. *International Criminology*, 3(2), 162–176.
- van Nguyen, T. (2022). The modus operandi of transnational computer fraud: a crime script analysis in Vietnam. *Trends in Organized Crime* 25, 226–247. <https://doi.org/10.1007/s12117-021-09422-1>

Supplemental Readings

- Europol. (2021). Cryptocurrencies - Tracing the evolution of criminal finances, Europol Spotlight Report series, Publications Office of the European Union, Luxembourg. <https://www.europol.europa.eu/cms/sites/default/files/documents/Europol%20Spotlight%20-%20Cryptocurrencies%20-%20Tracing%20the%20evolution%20of%20criminal%20finances.pdf>.
- Kaina Habila Garba, Suleman Lazarus & Mark Button. An assessment of convicted cryptocurrency fraudsters. *Current Issues in Criminal Justice* 0:0, pages 1-17
- Logie, K. and Maras, M.-H. (2024). Doxing: How a darknet shop created the blackmail as a service business model. *Journal of Aggression, Conflict and Peace Research*, 16(4), pp. 348-362.
- Maras, M.-H., Logie, K., Arsovska, J., Wandt, A. S., and Barthuly, B. (2024). Decoding Hidden Darknet Networks: What We Learned About the Illicit Fentanyl Trade on AlphaBay. *Journal of Forensic Sciences* (Special Section on Fentanyl and its Analogs in Forensic Science), 68(5), 1451–1469.

- Morgenthaler, E., and Leclerc, B. (2023). Crime script analysis of drug importation into Australia facilitated by the darknet. *Global Crime*, 24(3), 169–194. <https://doi.org/10.1080/17440572.2023.2212592>.
- Joyce, T. (2023). Following the (DNM) Bible? A crime script analysis of darknet drug vending. *Crime, Law and Social Change* 80, 419–439. <https://doi.org/10.1007/s10611-023-10093-y>.
- Gondhali, U., Merzon, A., Nunphong, T., Lo, T-Y, Liu, Y-H and Petrossian, G. (2024). Crime script analysis of the illegal sales of spiny-tailed lizards on YouTube. *Crime Science*, 13, 8. <https://doi.org/10.1186/s40163-024-00206-w>
- Chakraborty, S., Roberts, S. N., Petrossian, G. A., Sosnowski, M., Freire, J., & Jacquet, J. (2025). Prevalence of endangered shark trophies in automated detection of the online wildlife trade. *Biological Conservation*, 304, 110992.

Assignment #1 is due Week 5 (Module 5)

Module 6 (Week 6): Crime Opportunities, Routine Activity, Rational Choice and Deterrence

The module examines various perspectives and theories of crime and criminality that assist in understanding the development of transnational crimes and cyber organized crime worldwide.

Learning Objectives

- Outline and describe various classical theoretical perspectives and theories.
- Apply these theories to transnational and cyber organized crime.

Required Readings

- Albanese, J., and Zabyelina, Y. (2017). UNODC Teaching Module on Organized Crime. Causes and Facilitating Factors of Organized Crime. United Nations Office on Drugs and Crime, Vienna.
- von Lampe, K. (2011). The Application of the Framework of Situational Crime Prevention to 'Organized Crime. *Criminology & Criminal Justice*, 11(2), 145-163.
- Huisman, W., & Van Erp, J. (2013). Opportunities for Environmental Crime: A Test of Situational Crime Prevention Theory. *British Journal of Criminology*. doi:10.1093/bjc/azt036.
- Farrell, G. (1998). Routine activities and drug trafficking: the case of the Netherlands. *International journal of drug policy*, 9(1), 21-32.
- Natarajan, M. (2013). A rational choice analysis of organized crime and trafficked goods. In Tilley, N., and Farrell, G. (Eds.). *The Reasoning Criminologist*: (pp. 216-226). Routledge.
- Lane, D.C., et al. (2008). Time crimes: The transnational organization of art and antiquities theft, *Journal of Contemporary Criminal Justice* 24(3), 243-262.
- Stibbe, D., Ruiter, S., Steenbeek, W., & Moneva, A. (2025). Rational Choice on a Hacker Forum: The Effect of Risk and Reward Cues on Target Selection for Account Hijacking. *Deviant Behavior*, 1–22. <https://doi.org/10.1080/01639625.2025.2459699>
- Sawicka, M., Bancroft, A., and Rafanell, I. (2023). The emotional infrastructure of a cybercrime collective: Evidence from Dark0de. *Criminology & Criminal Justice*, 0(0). <https://doi.org/10.1177/17488958231212412>

Supplemental Readings

- Felson, M. and Clarke, R (1998). Opportunity Makes the Thief. Practical theory for crime prevention. UK: Home Office.
- Leukfeldt, E. R., and Yar, M. (2016). Applying Routine Activity Theory to Cybercrime: A Theoretical and Empirical Analysis. *Deviant Behavior*, 37(3), 263–280. <https://doi.org/10.1080/01639625.2015.1012409>
- Windle, J., and Farrell, G. (2012). Popping the Balloon Effect: Assessing Drug Law Enforcement in Terms of Displacement, Diffusion, and the Containment Hypothesis. *Substance Use & Misuse*, 47(8-9), 868-876.

- Caporusso, N., Chea, S., and Abukhaled, R. (2019). A Game-Theoretical Model of Ransomware. In: Ahram, T., Nicholson, D. (eds) *Advances in Human Factors in Cybersecurity. AHFE 2018. Advances in Intelligent Systems and Computing*, vol 782. Springer, Cham. https://doi.org/10.1007/978-3-319-94782-2_7
- Guerette, R.T., Aziani, A. (2022). The Displacement and Convergence of Transnational Crime Flows. In: Savona, E.U., Guerette, R.T., Aziani, A. (eds) *The Evolution of Illicit Flows. Sustainable Development Goals Series*. Springer, Cham. https://doi.org/10.1007/978-3-030-95301-0_2

Module 7 (Week7): Sociological and Macro-Level Theories: Social Ties, Culture, Inequality, Learning

The module examines various perspectives and theories of crime and criminality that assist in understanding the development of transnational crimes and cyber organized crime worldwide.

Learning Objectives

- Outline and discuss various sociological, social psychological, and critical theories.
- Apply these theories to transnational and cyber organized crime.

Required Readings

- Kleemans, E. R. and de Poot, C. J. (2008). Criminal Careers in Organized Crime and Social Opportunity Structure, *European Journal of Criminology*, 5(1): 69-98.
- van Dijk, M, Kleemans, E. and Eichelsheim, V. (2019). Children of Organized Crime Offenders: Like Father, Like Child? An Explorative and Qualitative Study into Mechanisms of Intergenerational (Dis)Continuity in Organized Crime Families. *European Journal on Criminal Policy and Research*, 25, 345–363.
- Kenny, M., (1999). When criminals outsmart the state: understanding the learning capacity of Colombian drug trafficking organizations, *Transnational Organized Crime*, 5(1), 37-54.
- Dupont, B., Côté, A. M., Savine, C., & Décary-Héty, D. (2016). The ecology of trust among hackers. *Global Crime*, 17(2), 129–151. <https://doi.org/10.1080/17440572.2016.1157480>
- Lazarus, S. (2024). Cybercriminal Networks and Operational Dynamics of Business Email Compromise (BEC) Scammers: Insights from the “Black Axe” Confraternity. *Deviant Behavior*, 1–25. <https://doi.org/10.1080/01639625.2024.2352049>
- Tambe Ebot, A. C., Siponen, M., and Topalli, V. (2023). Towards a cybercontextual transmission model for online scamming. *European Journal of Information Systems*, 33(4), 571–596. <https://doi.org/10.1080/0960085X.2023.2210772>
- Loggen, J., Moneva, A., & Leukfeldt, R. (2024). Pathways Into, Desistance From, and Risk Factors Related to Cyber-Dependent Crime: A Systematic Narrative Review. *Victims & Offenders*, 1–32. <https://doi.org/10.1080/15564886.2024.2370295>
- Romagna, M., & Leukfeldt, E. R. (2024). Hacktivism: From Loners to Formal Organizations? Assessing the Social Organization of Hacktivist Networks. *Deviant Behavior*, 1–21. <https://doi.org/10.1080/01639625.2024.2431066>
- Romagna, M., and Leukfeldt, R. E. (2024). Social Opportunity Structures in Hacktivism: Exploring Online and Offline Social Ties and the Role of Offender Convergence Settings in Hacktivist Networks. *Victims & Offenders*, 1–23. <https://doi.org/10.1080/15564886.2024.2372054>

Supplemental Readings

- Passas, N. (2000). Global Anomie, Dysnomie, and Economic Crime: Hidden Consequences of Neoliberalism and Globalization in Russia and Around the World, *Social Justice*, 27(2), 16-44.
- Sung, H.E. (2004). State Failure, Economic Failure, and Predatory Organized Crime: A Comparative Analysis, *Journal of Research in Crime and Delinquency* 41(2), 111-129.
- Richmond, K. L., and Richmond, R. G. (2014). Corridos, Drugs, and Violence: An Analysis of

- Mexican Drug Ballads. *Journal of Alternative Perspectives in the Social Sciences*, 6(2), 156-218.
- Campbell, H. (2005). Drug trafficking stories: Everyday forms of Narco-folklore on the U.S.–Mexico border. *International Journal of Drug Policy*, 16, 326–333.
 - Ogbanufe, O., Benjamin, V., & Kim, D. J. (2024). Adversarial knowledge-sharing in a cooperative environment: a darknet hacker context. *European Journal of Information Systems*, 34(1), 164–180. <https://doi.org/10.1080/0960085X.2024.2305802>
 - Garcia Aguado, A., and Alvarez Canovas, I. (2024). Hacker education and transformative agency: an empirical study in hacker communities and in the school case of Conexão Escola-Mundo. *Mind, Culture, and Activity*, 1–18. <https://doi.org/10.1080/10749039.2024.2327543>
 - Huikuri, S. (2023). Users of Online Child Sexual Abuse Material. *Journal of Police and Criminal Psychology*, 38, 904–913 (2023). <https://doi.org/10.1007/s11896-023-09611-4>

Assignment # (Causes of and conducive factors (facilitators) for transnational crime) is due Week 8 (Module 8)

Module 8 (Week 8): Criminal Mobility and Geography

This module explores the geographic locations of transnational and cyber organized criminal networks, empirical studies on the mobility of offenders around the world, and research on push and pull factors that facilitate the movement of goods, services and offenders across borders.

Learning Objectives

- Identify geographic locations of transnational and cyber organized criminal networks
- Outline various theoretical perspectives on criminal mobility
- Compare and contrast the movements of various types of criminal organizations involved in different illicit markets.
- Identify the causes (push and pull factors) that contribute to criminal mobility.

Required Readings

- Von Lampe, K. (2009). Transnational organised crime connecting Eastern and Western Europe: Three case studies. In P.C. van Duyne et al. (eds.), *Crime, money and criminal mobility in Europe* (pp. 19-42). Nijmegen, NL: Wolf Legal Publishers.
- Campana, P. (2011). Eavesdropping on the Mob: The Functional Diversification of Mafia Activities across Territories. *European Journal of Criminology*, 8(3), 213–228.
- Campana, P. (2011b). Assessing the movement of criminal groups: some analytical remarks. *Global Crime*, 12(3), 207–217.
- Arsovska, J. (2016). Strategic Mobsters or Deprived Migrants? Testing the Transplantation and Deprivation Models of Organized Crime in an Effort to Understand Criminal Mobility and Diversity in the United States. *International Migration*, 54(2), 160–175.
- Morselli, C., Turcotte, M., and Tenti, V. (2011). The mobility of criminal groups. *Global Crime*, 12(3), 165–188.
- Chapter III, UNODC, *Digest of Cyber Organized Crime*, p. 21.
- UNODC. (2019). Transnational organized crime in Southeast Asia: Evolution, growth and impact. https://www.unodc.org/roseap/uploads/archive/documents/Publications/2019/SEA_TOCTA_2019_web.pdf.
- U.S. Cyber Threat Intelligence Integration Center. Worldwide ransomware, 2024: Increasing rate of attacks tempered by law enforcement disruptions. https://www.dni.gov/files/CTIIC/documents/products/Worldwide_Ransomware_2024.pdf

Supplemental Readings

- Arsovska, J. (2014). The “G-local” Dimension of Albanian Organized Crime: Mafias, Strategic Migration and State Repression. *Eur J Crim Policy Res* 20, 205–223.
- Varese, F. (2011). Mafia movements: a framework for understanding the mobility of mafia groups. *Global Crime*, 12(3), 218–231.

- Varese, F. (2012). *How Mafias Take Advantage of Globalization: The Russian Mafia in Italy*. *The British Journal of Criminology*, 52(2), 235–253.
- Campana, P., and Varese, F. (2022). The determinants of group membership in organized crime in the UK: A network study. *Global Crime*, 23(1), 5–22.
<https://doi.org/10.1080/17440572.2022.2042261>

Module 9 (Week 9): Demographics of Transnational and Cyber Organized Crime

This module examines available demographic data on transnational and cyber organized crime.

Learning Objectives

- Explain available demographic data on transnational and cyber organized crime
- Critically explore the role of age, gender, and ethnicity in transnational and cyber organized crime.

Required Readings

- Chapter III, UNODC, *Digest of Cyber Organized Crime*, pp. 22-23.
- Walker, S. & Oliviera, A. (2024). The missing piece of the puzzle: Women and organized crime. Global Initiative Against Transnational Organized Crime. <https://globalinitiative.net/wp-content/uploads/2024/10/Ana-Paula-Oliveira-Summer-Walker-The-missing-piece-of-the-puzzle-Women-and-organized-crime-GI-TOC-October-2024.pdf>
- Arsovska, J. (2013). From West Africa to the Balkans: Exploring Women's Roles in Transnational Organized Crime. *Trends in Organized Crime* (2013).
- Gilmer, B. (2017). Invisible Pirates: Women and the Gendered Roles of Somali Piracy. *Feminist Criminology*, available online. DOI 10.177/155708511741361
- Anderson, T. L., & Kavanaugh, P. R. (2017). Women's evolving roles in drug trafficking in the United States: new conceptualizations needed for 21st-century markets. *Contemporary drug problems*, 44(4), 339-355.
- Paoli, L., & Reuter, P. (2008). Drug trafficking and ethnic minorities in Western Europe. *European Journal of Criminology*, 5(1), 13-37.
- Campana, P., & Varese, F. (2022). The determinants of group membership in organized crime in the UK: A network study. *Global Crime*, 23(1), 5–22.
<https://doi.org/10.1080/17440572.2022.2042261>.
- Cretu-Adatte, C., Azi, J. W., Beaudet-Labrecque, O., Bunning, H., Brunoni, L., and Zbinden, R. (2024). Unravelling the organisation of ivoirian cyberfraudsters: Criminal networks or organised crime? *Journal of Economic Criminology*, 3, 100056,
<https://doi.org/10.1016/j.jeconc.2024.100056>.
- Olusegun-Joseph, Y. (2024). Urbanity, Transgressive Digitality, and COVID-19: Hierarchical Cybercrime(s) and the Subaltern Nigerian Urban Youth in a Global Pandemic. *Journal of Asian and African Studies*, 0(0). <https://doi.org/10.1177/00219096231218443>
- Sirola, A., Savolainen, I., and Oksanen, A. (2024). Who uses the dark web? Cross-national and longitudinal evidence on psychosocial, behavioral, and individual predictors. *Personality and Individual Differences*, 227, 112709, <https://doi.org/10.1016/j.paid.2024.112709>.

Supplemental Readings

- UNODC (2020) Mainstreaming gender in organized crime and illicit trafficking
https://www.unodc.org/documents/Gender/GENDER_BRIEF_FOR_UNODC_STAFF_MAINSTREAMING_GENDER_IN_ORGANIZED_CRIME_ILLICIT_TRAFFICKING_PROJECTS.pdf
- UNODC (2022) Organized crime and gender.
https://sherloc.unodc.org/cld/uploads/pdf/Issue_Paper_Organized_Crime_and_Gender_1.pdf
- Hughes, C. E., Chalmers, J., & Bright, D. A. (2019). Exploring interrelationships between high-level drug trafficking and other serious and organised crime: an Australian study. *Global Crime*, 21(1), 28–50. <https://doi.org/10.1080/17440572.2019.1615895>.

- Silverstone, D., and Savage, S. (2010). Farmers, factories and funds: organised crime and illicit drugs cultivation within the British Vietnamese community. *Global Crime*, 11(1), 16–33. <https://doi.org/10.1080/17440570903475683>.
- Chávez Villegas, C. (2019). Poverty, Aspirations, and Organized Crime in Ciudad Juárez, Mexico. *Victims & Offenders*, 15(3), 330–349. <https://doi.org/10.1080/15564886.2019.1694114>
- Houge, A. B., Lohne, K., and Skilbrei, M. L. (2015). Gender and crime revisited: criminological gender research on international and transnational crime and crime control. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 16(2), 160–174. <https://doi.org/10.1080/14043858.2015.1045730>

Module 10 (Week 10): Crime-Terror Nexus

This module seeks to establish the extent to which terrorism and organized crime are an interlinked phenomenon. It explains if, when, and how terrorist groups form alliances with criminal groups. It further identifies different modes of cooperation between terrorist groups and organized criminal groups.

Learning Objectives

- Outline the differences between organized crime and terrorism
- Identify potential links between terrorism, cybercrime, and organized crime.
- Analyze the different forms of cooperation between organized criminal groups, including cyber organized criminal groups, and terrorist organizations.

Required Readings

- Makarenko, T. (2004). The Crime-Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism. *Global Crime*, 6(1), 129–145.
- Shelley, L. (2020). Illicit Trade and Terrorism. *Perspectives on Terrorism* 14(4), 7-20.
- Mullins, S. and Wither, J. K. (2016). Terrorism and Organized Crime. *Connections* 15(3), 65-82.
- Shelley, L. I., and Picarelli, J. T. (2002). Methods Not Motives: Implications of the Convergence of International Organized Crime and Terrorism. *Police Practice and Research*, 3(4), 305–318. <https://doi.org/10.1080/1561426022000032079>
- Clarke, C. (2016). Drugs and Thugs: Funding Terrorism through Narcotics Trafficking. *Journal of Strategic Security*, 9(3), pp. 15-17.
- Campbell, H., and Hansen, T. (2014). Is Narco-Violence in Mexico Terrorism? *Bulletin of Latin American Research*, 33(2), 158-173.
- Inglis, S. (2017). Technology and the Crime-Terror Nexus: Threat Convergence in a Digital Age. *The International Affairs Review*, June 15, 2017. <https://www.iar-gwu.org/print-archive/f20zbp3m8vasor0e5kow52j714m21>
- Kfir, I. (2021). Thinking About the Crime-Terror Nexus in the COVID-19 era. Global Network on Extremism & Technology, October 26, 2021. <https://gnet-research.org/2021/10/26/thinking-about-the-crime-terror-nexus-in-the-covid-19-era/>
- Burgess, A., Hamilton, R., Leuprecht, C. (2024). Terror on the Blockchain: The Emergent Crypto-Crime-Terror Nexus. In: Goldbarsht, D., de Koker, L. (eds) *Financial Crime, Law and Governance. Ius Gentium: Comparative Perspectives on Law and Justice*, vol 116. Springer, Cham. https://doi.org/10.1007/978-3-031-59547-9_9.
- Lee, H., and Choi, K. S. (2021). Interrelationship between Bitcoin, Ransomware, and Terrorist Activities: Criminal Opportunity Assessment via Cyber-Routine Activities Theoretical Framework. *Victims & Offenders*, 16(3), 363–384. <https://doi.org/10.1080/15564886.2020.1835764>

Supplemental Readings

- Gaub, F. and Lisiecka, J. (2017). The Crime-Terror Nexus. European Union Institute for Security Studies (EUISS) April 2017.
- Bjelopera, J.P. (2013). The Federal Bureau of Investigation and Terrorism Investigations, Congressional Research Service [<https://fas.org/sgp/crs/terror/R41780.pdf>]

- Basra, R., Neumann, P., and Brunner, C. (2016). *Criminal Pasts, Terrorist Futures: European Jihadists and the New Crime-Terror Nexus*. London: CSR.
- Hughes, C. E., Chalmers, J., & Klimoski, M. (2018). Assessing concordance between trends in high-level drug trafficking and other serious and organized crimes in Australia, 2005–2006 to 2014–2015. *Drugs: Education, Prevention and Policy*, 25(3), 217-233.
- Clarke, C. (2018). The Financing of Terrorism and Insurgency through Drug Trafficking. In Reichel, P. & Randa, R. (Eds.) *Transnational Crime and Global Security*, Vol.2 (Chapter 8, pp.21-39). Praeger Security International.
- Stoddart, K. (2022). Non and Sub-State Actors: Cybercrime, Terrorism, and Hackers. In: *Cyberwarfare*. Palgrave Studies in Cybercrime and Cybersecurity. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-97299-8_6
- Holt, T. J., Chermak, S. M., Freilich, J. D., Turner, N., & Greene-Colozzi, E. (2023). Introducing and Exploring the Extremist Cybercrime Database (ECCD). *Crime & Delinquency*, 69(12), 2411-2436. <https://doi.org/10.1177/00111287221083899>

Module 11 (Week 11): Presentations

Student presentations (in-class)

Assignment 4a and 4b are due today (Module 11) – in-class

Module 12 (Week 12): Measuring and Researching Transnational and Cyber Organized Crime

This module covers the various challenges and obstacles researchers face when trying to measure and study transnational crime and cyber organized crime.

Learning Objectives

- Identify and critique the methods used to research and measure transnational and cyber organized crime.
- Outline key challenges in conducting international and comparative research related to transnational and cyber organized crime.

Required Readings

- Barberet, R. (2013). Measuring and Researching Transnational Crime. In: P Reichel, J Albanese (eds.), *Handbook of Transnational Crime and Justice* (pp.47-62). Thousand Oaks, CA: Sage.
- Franzoni, S.F. & Gomez-Cespedes, A. (2018). International Efforts to Measure Transnational Crime and Their Implications for Criminologists. In Reichel, P. & Randa, R. (Eds.) *Transnational Crime and Global Security*, Vol.2 (pp.21-39). Praeger Security International.
- UNODC. (2020). *Measuring Organized Crime in the Western Balkans*. <https://www.unodc.org/documents/data-and-analysis/OC/Measuring-OC-in-WB.pdf>
- GAO. (2023). Cybercrime: Reporting Mechanisms Vary, and Agencies Face Challenges in Developing Metrics. GAO-23-106080. <https://www.gao.gov/products/gao-23-106080>
- Caneppele, S. (2025). Observing, Measuring, and Researching Cybercrime: A Scoping Review of Systematic Reviews Since 2010s. In: Aebi, M.F., Miró-Llinares, F., Caneppele, S. (eds) *Understanding Crime Trends in a Hybrid Society*. SpringerBriefs in Criminology. Springer, Cham. https://doi.org/10.1007/978-3-031-72387-2_5
- UNODC. (2023). Measuring cybercrime through the ICCS lens. https://www.unodc.org/documents/data-and-analysis/statistics/crime/ICCS/ICCS_Brief_2_Cybercrime_2023.pdf
- Bruce M, Lusthaus J, Kashyap R, Phair N, Varese F (2024) Mapping the global geography of cybercrime with the World Cybercrime Index. *PLoS ONE* 19(4): e0297312. <https://doi.org/10.1371/journal.pone.0297312>

Supplemental Readings

- Andreas, P. (2010). The Politics of Measuring Illicit Flows and Policy Effectiveness. In: P. Andreas, KM Greenhill (eds.), *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict* (pp. 23-45). Ithaca, NY: Cornell University Press.
- Dugato, M., De Simonu, M. and Savona, E.U. (2014). Measuring OC in Latin America. Transcrime. Retrieved from: <http://www.transcrime.it/wp-content/uploads/2014/06/Measuring-OC-June-2014.pdf>
- Fafinski, S. Dutton, W. H. and Margetts, H. (2010). Mapping and Measuring Cybercrime. Oxford Internet Institute. OII Forum Discussion Paper No 18. University of Oxford.

Reflection Post #3 Due

Module 13 (Week 13): Emerging Technologies and Transnational and Cyber Organized Crime

This module identifies the role and types of emerging technology in transnational and cyber organized crime.

Learning Objectives

- Identify types of emerging technology
- Critically examine how they have been used in transnational and cyber organized crime

Required Readings

- Gooch, K., & Treadwell, J. (2025). The Prison Firm: The ‘transportation’ of organised crime, the evolution of criminal markets and contemporary prisoner society. *Criminology & Criminal Justice*, 25(1), 245-264. <https://doi.org/10.1177/17488958241261802>
- King, T. C., Aggarwal, N, Taddeo, M., and Floridi, L. (2020). Artificial Intelligence Crime: An Interdisciplinary Analysis of Foreseeable Threats and Solutions. *Science and Engineering Ethics*, 26, 89–120.
- Caldwell, M., Andrews, J.T.A., Tanay, T. and Griffin, L. D. AI-enabled future crime. *Crime Science* 9, 14 (2020). <https://doi.org/10.1186/s40163-020-00123-8>
- Muggah, R. and Glenny, M. The Coming Golden Age of Crime. Foreign Policy, February 17, 2025. <https://foreignpolicy.com/2025/02/17/drug-cartels-organized-crime-mafia-cybercrime-money-laundering-corruption-smuggling/>
- United Nations, Myanmar. (2024). The Rise of AI-Powered Organized Crime: Southeast Asia's Growing Threat. <https://myanmar.un.org/en/283638-rise-ai-powered-organized-crime-southeast-asias-growing-threat>

Module 14 (Week 14): Transnational and Cyber Organized Crime: Student Presentations (Part 1)

Final paper presentations (see instructions)

EXAM WEEK (Week 15): Transnational and Cyber Organized Crime: Student Presentations (Part 2)

Final paper presentations (see instructions)

GENERAL WRITING RULES (Will apply to all writing assignments):

Please consider the following composition guidelines:

1. Never assume the reader has any knowledge of the case or this course. This helps you to write clearly. Always include a purpose statement (aims/objectives) early in the text.
2. Quality is more important than length. Focus on producing polished and concisely communicated ideas.
3. Papers should reflect your best effort since you put thought, time, background reading, and organization into your written arguments. Copyedit the text carefully. You should edit not only for grammar but also

for style. Academic writing should not be complicated, but it does need to have an element of formality. Your choice of words for an academic assignment should be more considered and careful.

Please note that we reserve the right to stop reading a written assignment after finding multiple grammatical and stylistic errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

Citations: You HAVE to cite sources in the text and at the end of your paper. All references must be formatted according to the APA Documentation Style (<http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429>). I will not accept papers without any sources.

Sources

Your paper will rely on these types of sources directly relevant to your topic/question: academic/research journals/articles/books; newspaper or news magazine article (recent); reports from government (e.g., Congressional Research Service, General Accounting Office); a non-governmental organization report (e.g., Global Policy Forum, World Society of Victimology); and report of an international organization (e.g., UN, OSCE, OAS, ILO). Notes to your sources must follow an accepted system of citation (APA) that provides full documentation and the page number of the material used. Papers must be proofread before submission. The instructor should not be the first person to read your paper, and careless errors should not occur.

- All direct quotations must be placed within quotation marks. A footnote alone is not sufficient.
- The sources chosen must be directly relevant to the critical thinking question you select.
- With the advent of convenient spell-check programs, nothing less than perfect spelling is acceptable.

Credit will be deducted for failure to follow these guidelines:

- All sources used in the paper must be listed with complete citations on the last page.
- Assignments must always be submitted electronically via the Brightspace course.
- All sources must be cited (i.e., quoted and/or summarized in your own words). Otherwise, they do not add substance to your arguments or reasoning.
- Evidence (data sources, reasoning) must be carefully evaluated for its validity and reliability.
- With convenient grammar-check programs, nothing less than perfect grammar is acceptable.

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 9, 2025

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):

Name(s): Jana Arsovska, Rosemary Barberet

Email(s): jarsovska@jjay.cuny.edu; rbarberet@jjay.cuny.edu

Phone number(s):

3. Current number and title of course: **ICJ 780 Internship in International Crime and Justice**

4. Current course description:

This course aims to connect academic knowledge in the area of international crime and justice with the realities of the field. By participating in a field placement, students should better understand the connections of the local to the global, and their role as professionals in this evolving field of study. This course is delivered online in order to allow students to pursue placements wherever they wish.

a. Number of credits: 6

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

c. Current prerequisites: Students must have completed ~~all the core courses~~ of the MA in ICJ program, have a ~~3.5 GPA~~ and have received the permission of the program director to pursue the internship track. ~~Exceptionally, and with the permission of the program director, they may take the internship course simultaneously with the capstone course.~~

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

6. Rationale for the proposed change(s):

The internship course was previously a track. Students could choose between the internship, a thesis, or comprehensive exams and this choice had to be made at the end of the MA.

Currently, there are no tracks or comprehensive exams. In addition, the students are encouraged to take internship during their studies so before they complete all core courses. The new requirement indicate that students can take the internship after one semester. They should have a 3.0 GPA and have received the permission of the program director to pursue the internship course. Also, currently our students are required to put 280 hours into their internship but we would like to adjust the number of hours to a minimum of 180 hours [*For students completing a six (6) credit internship course you are expected to complete a minimum of 180 hours at your internship site. Remember that these are minimum requirements and you may be expected to work more hours depending on the internship site you choose.*] We hope that these changes will help us increase enrollment in this course and will allow students to take internships throughout their studies.

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

a. Revised course description:

Add Note: For students completing a six (6) credit internship course you are expected to complete a minimum of **180 hours at your internship site**. Remember that these are minimum requirements, and you may be expected to work more hours depending on the internship site you choose.

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: 6

g. Revised number of hours: 6

h. Revised prerequisites: Students must have completed **one semester** in the MA ICJ program (minimum of 6 credits), have a **3.0 GPA** and have received the permission of the program director to pursue the internship course.

8. Enrollment in past semesters: Offered Spring 2025. Enrollment 7 students.

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: March 8, 2025

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

