JOHN JAY

COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

TUESDAY, MAY 6, 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

May 6, 2025 – 1:40 pm

I. Adoption of the Agenda

II. Approval of the Minutes of the April 8, 2025 College Council (Attachment A), **Pg.4**

III. Members of the College Council Committees Link

IV. Graduation List – Class of 2025 (Attachment B) (**Only Faculty Vote**)- Senior Registrar, Shavonne McKiever, **Pg.7**

V. Report from the Undergraduate Curriculum and Academic Standards Committee

(Attachments C1-C16) – Interim Dean of Academic Programs, Andrew Sidman

<u>**Programs**</u>

<u>**New Courses**</u>

<u>**Course Mapping to General Education Outcomes**</u>

<u>**Course Revisions**</u>

Academic Standards (Approved by both UCASC & CGS)

VI. Report from the Committee on Graduate Studies (Attachments D1-D5) –Interim Dean of Academic Programs, Andrew Sidman

Programs

New Courses

Course Revisions

VII. College Council Calendar for 2025-2026 AY, **Pg.232**

VIII. New Business
- "If Needed" date May 8, 2025

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
April 8, 2025

The College Council held its seventh meeting of the 2024-2025 academic year on April 8, 2025. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Alison Perry, Anru Lee, Artem Domashevskiy, Diana Falkenbach, Heath Grant, Elton Beckett, Joseph Maldonado, Karen Kaplowitz, Ray Patton, Robert Garot, Sung-Suk (Violet) Yu, Susan Pickman, Todd Stambaugh, Vicente Lecuna, Cat Alves, Rulisa Galloway-Perry, Samuel Lopez, Yarik Munoz, David Mao, Jeff Matthew, Ruby Aguirre, Tiffany Rodriguez, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Angela Crossman*, Helen Keier*, Krish Pandya*.

Remotely: Adam McKible, Brian Montes, Catherine Mulder, Catherine Kemp, Heath Brown, Jennifer Lorenzo, Najmul Islam, Francis Sheehan, In-Deria Barrows, Nina Fisher, Ned Benton*, Marie Springer*, Shilpa Viswanath*.

Excused: Mark Flower, Jamella Richmond, Ignacio Sanchez, Chevy Alford, Robert Till, Susan Kang, Valeria Pavia Marin, Cortanay Parker.

Absent: Alejandro Garcia Lozano, Brian Maule, Jonathan Epstein, Nicole Awai, Veronica Hendrick, Aneesa Thomas, Anthony Carpi*, Dor Nave*, Nicole Elias*, Amirah Low*, Carolina Vasquez*.

Guests: Kathy Killoran, Christopher Shults, Dominic Stellini, Rachel Brown, Alexandria White, Jana Arsovska, Marta Concheiro-Guisan, Michael Yarbrough, Nadine Young-Mizrachi, Shavonne McKiever.

* - Alternates

I. <u>Adoption of the Agenda</u>
    The motion was made to approve the agenda. The motion was seconded an approved unanimously.

II. <u>Approval of the Minutes of the March 10, 2025 College Council</u>
    The motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. <u>Approval of Members of the College Council Committees</u>
    The motion was made to approve the membership. The motion was seconded and approved unanimously.

IV. <u>Commencement Awards 2024–2025 - Interim Vice President for Enrollment Management and Student Affairs, Daniel Matos</u>
    The motion was made to approve the commencement awards 2024-2025. The motion was seconded and approved unanimously.

V. <u>Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C16) – Interim Dean of Academic Programs, Andrew Sidman</u>

Programs

The motion was made to approve item C1. Revision of the BA in Philosophy. The motion was seconded and approved unanimously.

The motion was made to approve item C2. Revision of the ADAP Program in Forensic Science BS-MS. The motion was seconded and approved unanimously.

The motion was made to approve item C3. Revision of the ADAP Program in Global History, BA Leading to Human Rights, MA (approved by both UCASC & CGS). The motion was seconded and approved unanimously.

The motion was made to approve item C4. Revision of the Minor in History. The motion was seconded and approved unanimously.

New Courses

The motion was made to approve item C5. LWS 3XX Legal Disruption Project. The motion was seconded and approved unanimously.

The motion was made to approve item C6. HJS 4XX (425) Experiential Senior Seminar in Humanities and Justice. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to approve item 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. The motion was seconded and approved unanimously.

The motion was made to take items C8-C13 as a slate:
 C8. HIS 264 History of China to 1650
 C9. HIS 270 Marriage in Medieval Europe
 C10. HIS 274 History of China, 1650-Present
 C11. HIS 362 History of Science & Medicine: Prehistory to 1650
 C12. HIS/GEN 364 History of Gender and Sexuality: Prehistory to 1650
 C13. HIS 375 Female Felons in the Premodern World
The motion was seconded and approved unanimously.
The motion was made to approve items C8-C13. The motion was seconded and approved unanimously.

The motion was made to take items C14-C16 as a slate:
 C14. SOC 324 Advanced Social Statistics
 C15. SOC 328 Qualitative Research Methods
 C16. SSC 325 Research Methods in Criminology and Sociology
The motion was seconded and approved unanimously.
The motion was made to approve items C14-C16. The motion was seconded and approved unanimously.

VI. <u>Report from the Committee on Graduate Studies (Attachment D1-D3) –Interim Dean of Academic Programs, Andrew Sidman</u>

Programs

The motion was made to approve item D1. Revision of the MA in International Crime and Justice. The motion was seconded and approved:

In Favor: 34   Opposed: 0   Abstention: 1

Course Revisions

The motion was made to approve item D2. ICJ 706 Transnational Crime. The motion was seconded and approved unanimously.

The motion was made to approve item D3. ICJ 780 Internship in International Crime and Justice. The motion was seconded and approved unanimously.

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

Dean Stellini and Rachel Brown made a presentation on the types of student complaints the Dean of Students receives. They answered questions from the council members.

VIII.   New Business

No new business was presented.

The meeting was adjourned at 3:00p.m.
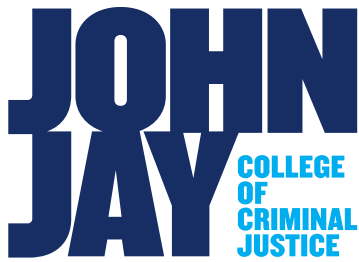
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Memorandum

TO: Alena Ryjov
            College Council Secretary

FROM: Shavonne McKiever
            Registrar

SUBJECT: Graduation List – Class of 2025

DATE: April 7, 2025

Please place the approval of the "Class of 2025" graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

https://inside.jjay.cuny.edu/resource.aspx (the Graduation List is under the Resources Center/Reports)

Thank you.

CUNY THE GREATEST URBAN UNIVERSITY IN THE WORLD

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 26, 2025.

2. **Department or program proposing these revisions**:

   a. Name and contact information of proposer(s): Verónica Michel
   b. Email address of proposer: vmichel@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:
   ### International Criminal Justice, BA

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which have approved these changes:

   a. Please provide the meeting date for approval: October 7, 2024.
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Verónica Michel, ICJ BA Director (along with Curriculum Committee: Jana Arsovska, Rosemary Barberet, and Mangai Natarajan).

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable if there is adequate explanation)

Changes proposed:

Total credits to earn the major are being reduced by 3 credits, and credits will shift across parts.

   a. Part One. Core courses will increase from 9 credits to 15 credits adding these two courses:
      1. POL 250 International Law and Justice (moves from Part II. Foundations)
      2. SOC 341 International Criminology (moves from Part II. Foundations)

   b. Part Two. Foundation Courses (9 cr.) will be eliminated.
      1. ANT 230 Culture and Crime (moves to electives)
      2. ECO 245 International Economics (removed)

      3. PAD 260 International Public Administration (moves to electives)
      4. POL 257 Comparative Politics (removed)
      5. POL 260 World Politics (removed)

  c. Part Three. Skills Courses will become the new Part Two.

  d. Part Four. Specialized Areas will be re-titled to Part Three. Electives with three topical clusters (9 cr.).

    Students will select any three courses, from any of the three clusters. The topical cluster themes will align with program learning outcomes in the descriptive knowledge section (see LOs below).

    Cluster A. Transnational crime and justice: focus on crimes whose nature involves cross-border activities and/or effects.

    Cluster B. International crime and justice: focus on crimes that are regulated by international criminal law.

    Cluster C. Comparative criminal justice: focus on how different countries deal with crime and justice.

The ICJ Major has four learning objectives (No changes are being proposed to these)

1. Students will gain *descriptive knowledge* and will be able to:
   a. define international and transnational crimes:
   b. summarize national, bilateral and multilateral responses to such crimes, and;
   c. describe theories for understanding crime and crime control from a global and comparative perspective.
2. Students will develop *analytical skills* to:
   a. use theory to interpret and explain empirical developments in the fields of international criminal justice, and;
   b. critically evaluate the use of theory and analytical claims advanced by others.
3. Students will develop *research skills* to:
   a. use different social science methods to gather and organize data in the fields of international criminal justice, and;
   b. critically evaluate the use of such methods by others.
4. Students will develop written and oral *communication skills* to elaborate informed opinions about issues and ideas in the fields of international criminal justice.

We also propose to streamline the path towards completing the major, by reducing the total number of credits in the major and removing some prerequisites with course revisions (to ICJ310). We are also adding and removing some courses, to update curriculum offerings. Through advising, students will be encouraged to take

prerequisites and Core/Skill courses first, then focus on Electives and leave capstone for last semester.

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

The curriculum has not undergone significant modification since the last self-study in 2019/20. The current major curriculum is organized into five parts, which do not clearly show how each part aligns with learning objectives: Core, Foundations, Skills, Specialized Areas, and the Capstone. During advising, it became clear that students were unclear about what they were supposed to learn in the Foundations or the Specialized Areas. With this revision, we simplify the organization of our curriculum into four areas: Core, Skills, Electives, and Capstone.

This proposal reflects about five years of discussions among the ICJ faculty and the Governance Committee, and it aims to bring the major up to date to reflect the current state of our interdisciplinary field. In particular, the rationale behind all changes includes:

1) Streamlining course offerings to match learning objectives, reorganizing the major into Core requirements and Electives categorized by topic area. This will improve the capacity of students to understand how courses align with the learning objectives of the major.
2) Removing courses that are no longer being offered by departments. This will reduce confusion among students on their choices for electives and make their scheduling process more efficient.
3) Through course revisions we will reduce sequencing requirements, to ease the path for students to graduate.

The expected impact of this major revision

- To the program: Internal logical coherence that better reflects substantive learning objectives, and simplification of requisites/electives. Also, there is a potential to increase enrollment.

- To our students: clarity on the learning objectives in the major, increased understanding of what courses to take based on their own interests, and easier pathway to graduation.

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).

   Yes.

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

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

A few courses are going to be removed as electives or requirements from the program, with the primary goal of maintaining the interdisciplinarity of the program in a way that all courses fit our learning objectives. Thus, the courses proposed to be removed do not focus on international crime, transnational crime, or comparative criminal justice, or are not offered regularly.

The courses proposed to be **removed** are:
AFR 210 Drugs and Crime in Africa
ECO 245 International Economics
ECO 327 Political Economy of Gender
HIS 359 History of Islamic Law
HIS 380 Secret Police in Western Society
LLS242/POL242/HIS242 US Foreign Policy in Latin America
POL 210 Global City Politics (was Urban Politics)
POL 257 Comparative Politics
POL 260 World Politics (was

These courses are being **added:**
AFR 204 Religion, Terrorism, and Violence in the Africana World
AFR 227 Community-based Approaches to Justice
ANT 347 Structural Violence and Social Suffering
ECO 335 Finance for Forensic Economics
HIS 269 History of World Slavery
HIS 281 Imperialism in Africa, South Asia, and the Middle East
HIS 327 History of Genocide
HIS 374 Premodern Punishment

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.

The Governance Committee is composed of the core faculty and the chairs of the following departments in the ICJ BA program: Africana Studies, Anthropology, Criminal Justice, Economics, Latin American and Latinx Studies, Law, Police

Science and Criminal Justice Administration, Modern Languages and Literatures, Political Science, and Sociology.

The changes were discussed in Governance Meetings, where all participating departments were included in the discussions. An initial draft was discussed on the Governance Meeting of April 14, 2023. Based on their feedback, the ICJ BA Curriculum Committee worked on this revised proposal for the Governance Committee to review on October 7, 2024. The feedback provided in that meeting was later incorporated in a final draft.

All Department chairs of programs impacted by our proposed revisions were emailed in March of 2025 with courses to be added or eliminated from the major. Department chairs were also asked to approve the courses we were requesting to remove. If a department requested a course proposed for elimination to remain in the major, their request was honored. This email was sent to the chairs of Africana Studies, Anthropology, History, Economics, Political Science, Sociology, Latin American and Latinx Studies, and Law and Police Science. The final list of courses eliminated/added to the major reflects this process of consultation.

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).

See bulletin information below reflecting the proposed changes.

International Criminal Justice, Bachelor of Arts
[UG Bulletin 2024-25 reflecting proposed changes]

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

Learning Outcomes. Students will:

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

Credits Required.
International Criminal Justice Major: **42-51** ~~45-54~~
General Education: 42
Electives: **27-36** ~~24-33~~
Total Credits Required for B.A. Degree: 120

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

Experiential Learning Opportunities. Students in the ICJ BA program can participate in a variety of experiential learning opportunities over the course of their studies. During the freshman and sophomore years, students can participate in service learning through various student activities on campus such as the International Criminal Justice Students Club, United Nations Student Association, International Student Association, and Students without Borders. In the junior year, students can engage in an internship experience and are encouraged to participate in study abroad programs around the world which not only enhance their academic experience but also lets them experience

the reality of what they have learned in the classroom. During the senior year, the capstone seminar provides students with extensive research experience and **the** opportunity to present their original research at a poster session open to the public. Students are also encouraged to participate in and present their research with professors at professional conferences. In recent years, students in the ICJ program have interned with federal agencies such as Homeland Security (ICE), DEA, local criminal justice agencies and NGOs and with the United Nations and International Criminal Court. They have also undertaken independent research supervised by faculty leading to publication in academic journals.

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

Additional information. Students who enrolled for the first time at the College or changed to this major in September **2025** ~~2021~~ 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 **2024-25** ~~2020-2021~~ Undergraduate Bulletin.

Foundational Courses   Subtotal: 9-15

Mathematics (0-3 cr.)
May be required depending on math placement

MAT 108 Social Science Math
OR
MAT 141   Pre-Calculus

Notes: MAT 108 and MAT 141 satisfy the Required Core: Math and Quantitative Reasoning area of the Gen Ed program.

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

Foreign Language (0-3 cr.)
May be required depending on language placement

FLN 102 Beginning Level II Foreign Language

Required (9 cr.)
ECO 101   Introduction to Economics and Global Capitalism
OR

ECO 120   Introduction to Macroeconomics
OR
ECO 125   Introduction to Microeconomics
POL 101   American Government & Politics
SOC 101   Introduction to Sociology

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

Part One. Core Courses   Subtotal: **15 cr.** ~~9 cr.~~
Required
ICJ 101 Introduction to International Criminal Justice
ECO 231   Global Economic Development and Crime
POL 250   International Law and Justice
POL 259/LAW 259   Comparative Criminal Justice Systems
SOC 341   International Criminology

~~Part Two. Foundation Courses   Subtotal: 9 cr.~~
~~Select one in each category~~

~~Category A (Select one)~~
~~ANT 230   Culture and Crime~~ (moves to Electives)
~~POL 250   International Law and Justice~~ (moves to Part I.)

~~Category B (Select one)~~
~~ECO 245   International Economics~~
~~PAD 260   International Public Administration~~ (moves to Electives)
~~POL 257   Comparative Politics~~
~~POL 260   World Politics~~

~~Category C~~
~~Required~~
~~SOC 341   International Criminology~~ (moves to Part I.)

Part **Two** ~~Three~~. Skills Courses   Subtotal: 6-9 cr.

Approved by UCASC, April 11, to College Council, May 6, 2025

Category A. Language Skills (o-3 cr.)
Required

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

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

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

Category B. Research Methods (6 cr.)
Required
STA 250   Principles and Methods of Statistics
ICJ 310 Foundations of Scholarship in International Criminal Justice

Part **Three** ~~Four~~. **Electives** ~~Specialized Areas~~   Subtotal: 9 cr.

Students select any **three** courses from the lists below.

Topical Cluster A. International Crime and Justice
Courses that focus on international human rights and crimes that violate international law (i.e., genocide, war crimes, crimes against humanity, and crimes of aggression)
~~Category A. Global Perspectives on Crime~~
~~Select at least one~~

ICJ 205 UN Sustainable Development Goals and Global Justice
ICJ 380 Selected Topics in International Criminal Justice
ICJ 381 Internship in International Criminal Justice
ANT 347   Structural Violence and Social Suffering
HIS 269   History of World Slavery (to 1650 CE) (being rev to expand time period)
HIS281   Imperialism in Africa, South Asia, and the Middle East
HIS 327   History of Genocide: 500 CE to the Present
LLS 220   Human Rights and Law in Latin America
LLS 356   Terror and Transitional Justice in Latin America
PAD 260   International Public Administration (moves from old Part II)
POL 246   Politics of Global Inequality
POL 320   International Human Rights
POL 322   International Organizations
POL 328   Global Challenges and Threats
SOC 251   Sociology of Human Rights
SSC 215   Writing in Criminal Justice: Bridging Theory and Practice in Research

Approved by UCASC, April 11, to College Council, May 6, 2025

Topical Cluster B. Comparative Criminal Justice
Courses that examine and compare criminal justice systems around the world, and focus on how countries maintain law, order, and justice.
~~Category B. Area/Regional Studies~~
~~Select at least one~~

AFR 220   Law and Justice in Africa
AFR 227   Community-based Approaches to Justice
AFR 229   Restoring Justice: Making Peace and Resolving Conflict
AFR 320   Perspectives on Justice in the Africana World
ANT 230   Culture and Crime (moves from old Part II)
ANT 315   Systems of Law, Justice and Injustice Across Cultures (moves to Cluster B)
COR 303   Comparative Correction Systems
HIS 325   Criminal Justice in European Society, 1750 to the Present
HIS 352   History & Justice in Wider World
HIS 374   Premodern Punishment
LLS/AFR 232 Comparative Perspectives on Crime in the Caribbean
LLS 401   Seminar in Latinx Issues: Gender, Race, Ethnicity and the Legal System
POL 331   Government and Politics in the Middle East and North Africa
PSC 250   Criminal Justice in Eastern Europe
PSC 309   Comparative Police Systems
SOC 275   Political Imprisonment
SOC 333   Gender Issues in International Criminal Justice
SOC 351   Crime and Delinquency in Asia

Topical Cluster C: Transnational Crime and Justice
Courses that examine criminal activities that cross national borders in their planning, execution, and impact.

AFR 204   Religion, Terrorism and Violence in the Africana World
CJBA 367   Wildlife Crime: Issues and Prevention
ECO 260   Environmental Economics, Regulation and Policy
ECO 333   Sustainability: Preserving the Earth as Human Habitat
ECO 335   Finance for Forensic Economics
EJS 240   Environmental Crime
EJS 300   Environmental Justice
HIS 383   History of Terrorism
LLS 250   Drugs, Crime and Law in Latin America
POL 325   Transnational Crime
POL 362   Terrorism and Politics
PSC 312   International Police Cooperation
PSC 415   Seminar on Terrorism
SOC 335   Migration and Crime

SOC 354   Gangs and Transnationalism

Courses being removed from the old Part IV. Specialized Areas
~~AFR 210   Drugs and Crime in Africa~~ (not offered)
~~ECO 245   International Economics~~
~~ECO 327   The Political Economy of Gender~~ (not offered)
~~HIS 359   History of Islamic Law~~ (no longer offered~~)~~
~~HIS 380   The Secret Police in Western Society~~ (no longer offered)
~~LLS 242/POL 242/HIS 242   U.S. Foreign Policy in Latin America~~
~~POL 210   Global City Politics~~
~~POL 257   Comparative Politics~~
~~POL 260   World Politics~~

Part Four ~~Five~~. Capstone Course   Subtotal: 3 cr.
Required

ICJ 401 Capstone Seminar in International Criminal Justice

Total Credit Hours: 42-51

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**: 25 March 2025

2. **Department or program proposing these revisions**:
   Name and contact information of proposer(s): Nathan Lents
      a. Email address of proposer: NLENTS@jjay.cuny.edu

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

Cell and Molecular Biology (B.S.)

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which have approved these changes:

   a. Please provide the meeting date for approval: 25 March 2025
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Angelique Corthals

5. **Please describe the curriculum changes you are proposing**:
   1.) We are simplifying the requirements under the "biology electives" category. Currently, this is stated as "Choose 12-14 credits including at least 1 course with a lab component." We seek to change this to "at least 12 credits of biology elective courses."

   2.) The two courses, Bio 211 and Bio 212 (Microbiology, and Microbiology lab) are being combined into one 4-credit course: Bio213 (Microbiology with lab). This new course will be added to the list of biology electives for the CMB major.
      2b.) So Bio 212 will be retired and should be removed from the list of biology electives.

   3.) Bio 356 has been retired and should be removed from the list of biology electives.

   4.) We are removing Tox 313 from the list of biology electives.

   5.) We are removing Bio255/Gen255 from the list of biology electives.

   6.) We are adding Tox 338 to the list of biology electives.

   7.) We are also expanding the capstone options. Currently, there are two options: Bio488 (capstone course) and Fos402 (undergraduate research internship). We are adding the option for an external molecular biology research internship, Bio401.

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

   1.) Since most elective courses now have lab components, this is a moot point and simply creates a needless and confusing requirement to keep track of.

Approved by UCASC, April 11, to College Council, May 6, 2025

2.) There is no need or advantage to having separate lecture and lab courses. We will continue to offer the lecture-only course Bio211 in the summer terms.

3.) Following the development of our two-semester Anatomy and Physiology sequence (Bio375-376), Bio356 (Anatomy lab) has been retired.

4.) The Toxicology major has just now added this course, which also fits very well as an upper-level biology elective for the CMB major. It's a course that not only covers a lot of cell and molecular biology, but demonstrates how those concepts are crucial to another discipline – toxicology – which is the exact goal of the biology electives.

5.) The Tox313 course does teach a lot of human biology, but it does not cover very much cellular or molecular biology, and so it was never an ideal biology elective. It was included because the CMB major was in dire need of elective options when it was first launched. With the addition of Tox338, this is the right time to remove Tox313.

6.) Because this course serves the gender studies major and minor, and is a popular general education science course, it does not have the introductory biology sequence as pre-requisites and is thus not taught at biology majors level. At the time the CMB major was developed, we were in need of courses for this category, but we now have sufficient majors-level biology electives and so this course should be removed from the CMB major. It will remain in the biology minor, the Gen Ed offerings, and the gender studies major and minor, where it remains a popular course.

7.) External research internships are often invaluable learning experiences that satisfy the learning goals of the CMB capstone requirement. While this was once a rare occurrence and handled through the Fos402 course, that course is explicitly for *on-campus* research internships, and so the creation of an explicit course for *off-campus* research internships is warranted.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** No.

8. **How do these proposed changes affect other academic programs or departments**? No.

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

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

   See below.

CELL AND MOLECULAR BIOLOGY, BS

The Cell and Molecular Biology major is an in-depth exploration of the underlying chemistry and molecular biology in living cells. The cell is the basic unit of living things and so it is impossible to understand life without understanding cells. The major begins with the foundational science courses common to any degree in the chemical or life sciences: chemistry, biology, organic chemistry, calculus, and physics, with required laboratory work throughout. Then, students take a required core of more advanced courses: cell biology, genetics, biochemistry, and molecular biology. While completing the biology core, students select **at least twelve credits of** elective courses that suit their interests and future career goals such as microbiology, human physiology, forensic pathology, and the list continues to grow each year. Finally, the major includes an advanced capstone experience which brings all of these courses together in the study of a specific research area in the biomedical sciences. Students in this major are well-prepared for a variety of careers and graduate programs including PhD programs in the life sciences, medical school, and related professional degrees.

...//...

Honors option. To earn honors in the major, students must have completed BIO 488 Cell and Molecular Biology Capstone Seminar, and/or FOS 402 Undergraduate Research Internship**, and/or BIO 401 Molecular Biology Research Internship** with a grade of B+ or higher, completed all requirements for the major and...

...//...

Experiential learning opportunities. During their senior year students in the Cell and Molecular Biology program can participate in a variety of experiential learning opportunities. Students may enroll in the undergraduate research course, FOS 402, and participate in a faculty-sponsored laboratory research project**, or BIO 401 Molecular Biology Research Internship.** In addition, students may participate in an extensive research experience associated with the capstone seminar course, BIO 488, which culminates in the presentation of original research at a poster session open to the public. In recent years...

...//...

PART THREE. BIOLOGY ELECTIVES

Choose <u>at least</u> 12 ~~14 credits including at least 1 course with a lab component.~~

BIO 211	Microbiology	3
~~BIO 212~~	~~Microbiology Lab~~	~~2~~
BIO 213	**Microbiology with Lab**	**4**
~~BIO 255/GEN 255~~	~~Biology of Gender & Sexuality~~	~~3~~
BIO 355	Human Physiology	3
~~BIO 356~~	~~Human Anatomy and Physiology Laboratory~~	~~2~~

BIO 360	Human Pathology	4
BIO 364	Forensic Pathology	4
BIO 375	Human Anatomy and Physiology 1	4
BIO 376	Human Anatomy and Physiology 2	4
BIO 380	Selected Topics in Biology	3
BIO 382	Selected Topics in Biology with Laboratory	4
BIO 488	Cell and Molecular Biology Capstone Course	3
~~GEN 255/BIO 255~~	~~Biology of Gender & Sexuality~~	~~3~~
~~TOX 313~~	~~Toxicology of Environmental and Industrial Agents~~	~~3~~
Tox 338	**Molecular and Cellular Toxicology**	**4**

...//...

PART FOUR. CAPSTONE COURSE

Choose one

BIO 488	Cell and Molecular Biology Capstone Course	3
FOS 402	Undergraduate Research Internship	3
BIO 401	**Molecular Biology Research Internship**	**3**

CELL AND MOLECULAR BIOLOGY, BS

[UG Bulletin 2024-25 reflecting proposed changes]

The Cell and Molecular Biology major is an in-depth exploration of the underlying chemistry and molecular biology in living cells. The cell is the basic unit of living things and so it is impossible to understand life without understanding cells. The major begins with the foundational science courses common to any degree in the chemical or life sciences: chemistry, biology, organic chemistry, calculus, and physics, with required laboratory work throughout. Then, students take a required core of more advanced courses: cell biology, genetics, biochemistry, and molecular biology. While completing the biology core, students select **at least twelve credits of** elective courses that suit their interests and future career goals such as microbiology, human physiology, forensic pathology, and the list continues to grow each year. Finally, the major includes an advanced capstone experience which brings all of these courses together in the study of a specific research area in the biomedical sciences. Students in this major are well-prepared for a variety of careers and graduate programs including PhD programs in the life sciences, medical school, and related professional degrees.

Credits Required.

Cell and Molecular Biology Major	70-72
General Education	42
Electives	6-8
Total Credits Required for B.S. Degree	**120**

Honors option. To earn honors in the major, students must have completed BIO 488 Cell and Molecular Biology Capstone Seminar, ~~and/or~~ FOS 402 Undergraduate Research Internship, **and/or BIO 4XX (401) Molecular Biology Research Internship** with a grade of B+ or higher, completed all requirements for the major and have earned at least a 3.5 cumulative GPA in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative GPA. Students must have also earned at least a 3.2 overall cumulative GPA. This honor will be noted on the student's transcript.

Experiential learning opportunities. During their senior year students in the Cell and Molecular Biology program can participate in a variety of experiential learning opportunities. Students may enroll in the undergraduate research course, FOS 402, and participate in a faculty-sponsored laboratory research project**, or BIO 4XX (401) Molecular Biology Research Internship.** In addition, students may participate in an extensive research experience associated with the capstone seminar course, BIO 488, which culminates in the presentation of original research at a poster session open to the public. In recent years, students have presented their findings at major undergraduate scientific conferences such as the Annual Biomedical Conference for Minority Students (ABRCMS) and Society for Advancement of Chicanos/Hispanics and Native Americans

in Science (SACNAS). Also, students collaborated in research with faculty leading to a publications in peer-reviewed journals such as the Journal of Forensic Sciences and Public Library of Science (PLoS).

Additional information. Students who enrolled for the first time at the College or changed to this major in **September 2025** ~~Fall 2017~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be found in the **2024-25** ~~2016-17~~ Undergraduate Bulletin.

PART ONE. GENERAL SCIENCE FOUNDATION   Subtotal: 41 cr.
Required

BIO 103 Modern Biology I (5 cr.)
BIO 104 Modern Biology II (4 cr.)
CHE 103 General Chemistry I (5 cr.)
CHE 104 General Chemistry II (4 cr.)
CHE 201 Organic Chemistry I (4 cr.)
CHE 202 Organic Chemistry II (4 cr.)
MAT 151 Calculus I (4 cr.)
MAT 301 Probability & Mathematical Statistics I (3 cr.)
PHY 101 College Physics I (Liberal Arts Physics) (4 cr.)
PHY 102 College Physics II (Liberal Arts Physics) (4 cr.)

PART TWO. BIOLOGY CORE   Subtotal: 14 cr.
Required

BIO 205	Eukaryotic Cell Biology	3
BIO 315	Genetics	3
BIO 412	Molecular Biology	4
CHE 315	Biochemistry	4

PART THREE. BIOLOGY ELECTIVES   Subtotal: 12-14 cr.
Choose **at least** 12 ~~14 credits including at least 1 course with a lab component~~

BIO 211	Microbiology	3
~~BIO 212~~	~~Microbiology Lab~~	~~2~~
BIO 213	**Microbiology with Lab**	**4**
~~BIO 255/GEN 255~~	~~Biology of Gender & Sexuality~~	~~3~~
BIO 355	Human Physiology	3

~~BIO 356~~	~~Human Anatomy and Physiology Laboratory~~	~~2~~
BIO 360	Human Pathology	4
BIO 364	Forensic Pathology	4
BIO 375	Human Anatomy and Physiology 1	4
BIO 376	Human Anatomy and Physiology 2	4
BIO 380	Selected Topics in Biology	3
BIO 382	Selected Topics in Biology with Laboratory	4
BIO 488	Cell and Molecular Biology Capstone Course	3
~~GEN 255/BIO 255~~	~~Biology of Gender & Sexuality~~	~~3~~
~~TOX 313~~	~~Toxicology of Environmental and Industrial Agents~~	~~3~~
Tox 338	**Molecular and Cellular Toxicology**	**4**

Notes:
Students who complete BIO 375 cannot also use BIO 355 as an elective in the CMB major or the Biology Minor.
~~BIO 212 is a lab-only option that may be taken concurrently with or subsequent to its corresponding lecture course, BIO 211.~~
~~BIO 360, BIO 364, BIO 375, BIO 376, and BIO 413 include laboratory components.~~
BIO 488 may be taken as an elective only if FOS 402 is taken as the capstone. Consult the major coordinator.

PART FOUR. CAPSTONE COURSE   Subtotal: 3 cr.
Choose one

BIO 488	Cell and Molecular Biology Capstone Course	3
FOS 402	Undergraduate Research Internship	3
BIO 401	**Molecular Biology Research Internship**	**3**

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**: 25 March 2025

2. **Department or program proposing these revisions**:
   Name and contact information of proposer(s): Nathan Lents

   a. Email address of proposer: NLENTS@jjay.cuny.edu

3. **Name of graduate program, major, minor or certificate program being revised**:
   ## Minor in Biology

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: 25 March 2025
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Angelique Corthals

5. **Please describe the curriculum changes you are proposing**:

   1.) We are simplifying the requirements under the "biology electives" category. Currently, the elective courses are separated by "lecture" and "lab" courses and, we would like to switch this to "at least 8 credits of biology elective courses," and "at least 18 credits" for the minor.

   2.) The two courses, Bio211 and Bio212 (Microbiology, and Microbiology lab) are being combined into one 4-credit course: Bio213 (Microbiology with lab). This new course will be added to the list of biology electives for the CMB major.
   　　　2b.) So Bio212 will be retired and should be removed from the list of biology electives.

   3.) Bio356 has been retired and should be removed from the list of biology electives.

   4.) We are removing Tox 313 from the list of biology electives.

   5.) We are adding Tox 338 to the list of biology electives.

   6.) The total credits to earn the minor can now be adjusted to be 18-20, a reduction of 1-2 cr. The minimum of 18 credits aligns with the guidelines for minors and the adjustments to the electives reduces the upper limit by 2 cr. as well.

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

   1.) Since most elective courses now have lab components, this is a moot point and simply creates a needless and confusing requirement to keep track of.

2.) There is no need or advantage to having separate lecture and lab courses. We will continue to offer the lecture-only course Bio211 in the summer terms.

3.) Following the development of our two-semester Anatomy and Physiology sequence (Bio375-376), Bio356 (Anatomy lab) has been retired.

4.) The Toxicology major has just now added this course, which also fits very well as an upper-level biology elective for the BIO major. It's a course that not only covers a lot of cell and molecular biology, but demonstrates how those concepts are crucial to another discipline – toxicology – which is the exact goal of the biology electives.

5.) The Tox313 course does teach a lot of human biology, but it does not cover very much cellular or molecular biology, and so it was never an ideal biology elective. It was included because the BIO minor was in dire need of elective options when it was first launched. With the addition of Tox338, this is the right time to remove Tox313.

7. **Will the proposed changes affect the Degree Map of an undergraduate major?** N/A.

8. **How do these proposed changes affect other academic programs or departments**? No.

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

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

   See below.

Biology Minor

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

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

Credits required. <u>18-21</u> ~~19-22~~

PART ONE. REQUIRED CORE COURSES   Subtotal: 10 cr.

BIO 104 Modern Biology II

BIO 205 Eukaryotic Cell Biology

BIO 315 Genetics

PART TWO. BIOLOGY ELECTIVES Subtotal: <u>8-10</u> ~~9-12~~

Choose ~~12-14~~ **<u>at least 8 credits</u>** ~~including at least 1 course with a lab component.~~

BIO 211	Microbiology	3
~~BIO 212~~	~~Microbiology Lab~~	~~2~~
<u>BIO 2XX (213)</u>	**<u>Microbiology with Lab</u>**	**<u>4</u>**
BIO 255/GEN 255	Biology of Gender & Sexuality	3
BIO 355	Human Physiology	3
~~BIO 356~~	~~Human Anatomy and Physiology Laboratory~~	~~2~~
BIO 360	Human Pathology	4
BIO 364	Forensic Pathology	4
BIO 375	Human Anatomy and Physiology 1	4

BIO 376	Human Anatomy and Physiology 2	4
~~TOX 313~~	~~Toxicology of Environmental and Industrial Agents~~	~~3~~
Tox 338	**Molecular and Cellular Toxicology**	**4**
ISP 265	Evolution and its Impact	3
BIO 412	Molecular Biology	4
CHE 315	Biochemistry	4

TOTAL CREDITS: 18-20 ~~19-22~~ **cr.**

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

New Course Proposal Form

Date Submitted: March 26, 2025

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:

   - Department of Sciences: Cell and Molecular Biology Major; Biology Minor

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

   Name: Jason Rauceo

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

   Phone number(s) 646-557-4893

2. a. **Title of the course: Microbiology with Laboratory**

   b. **Short title**: MICROBIOLOGY w LAB

   c. **Level** of this course _____100 Level __XX_ 200 Level __300 Level _____400 Level

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

   Microbiology with a laboratory component, is a very common undergraduate biology course. A Microbiology course is typically required for admission into graduate programs in the health and biological sciences as well as clinical and dental graduate programs. The course is generally placed at the 200-level because it must follow foundational courses such as introductory biology and general chemistry. Microbiology involves the integration of concepts such as basic molecular biology, genetics, cell biology, and immunology into the full perspective of prokaryotic and single-celled eukaryotic organisms and non-living microscopic entities such as viruses. Hands-on laboratory exercises provide students with an immersive experience to explore biological concepts at the cellular level.

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

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.)

   Enrollment in both the Biology minor and the Cell and Molecular Biology (CMB) major has exponentially increased since their first introduction to John Jay College in 2015. These programs were designed to serve students wishing to pursue postgraduate programs in biomedical science, industrial sciences, and

Approved by UCASC, April 11, to College Council, May 6, 2025

various clinically-related careers. Moreover, as more and more of our students pursue specialized health programs such as Physician Assistant, Nursing, and Pharmacological sciences, the availability of a Microbiology course is critical.

Although we currently offer Microbiology lecture and Microbiology lab courses, they are offered as independent classes (BIO 211 and BIO 212 respectively). We have found this design to be problematic when issuing course equivalency credits for incoming transfer students that completed Microbiology (which includes the lab component) at different CUNY Colleges or private Colleges. Also, some students who complete the lecture course but not the lab component have experienced setbacks in professional school applications. Thus, merging the lecture and lab courses will streamline the transfer process and eliminate the ambiguity of a student transcript listing a Microbiology course that did not include a lab component. Our Microbiology lecture course (BIO 211) will still be offered as an elective course for students who are not required to take a Microbiology laboratory course for professional or graduate school admission and renamed BIO 265. However, the lab component will only be offered in the new merged course that will have the course code BIO 275.

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

This course is focused on the fundamental principles of Microbiology. Lectures will cover the following topics: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore advances in technology and medical research, such as the human microbiome and emerging infectious diseases. Laboratory exercises will provide students with experience in techniques including sterile culturing and enumeration of microbes, analysis of environmental and metabolic requirements for microbial growth, microscopy, and molecular identification exercises.

The following note will be placed under the description of Bio211:
Students who complete Bio213 cannot also take Bio211.

The following note will be placed under the description of Bio213:
Students who complete Bio213 cannot also take Bio211.

The following note will be placed in the description of the Cell and Molecular Biology major and the Biology minor:
Students may not take both Bio211 and Bio213.

5. **Course Prerequisites or co-requisites**: ENG 201, BIO 103/104, CHE103/104

6. Number of:
    a. Class hours   6
    b. Lab hours   3
    c. Credits   4

7. Has this course been taught on an **experimental basis**?
       XX _ No   ____ Yes.

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 be able to:

   1. develop their knowledge of microbial life cycles by investigating the cellular determinants underlying microbial reproduction.

   2. develop their knowledge of microbial growth dynamics and will apply this information for the safe handling and disposal of microbes in a safe and environmentally responsible manner.

   3. understand the role of microbes in molecular and cellular technologies used in medical, agricultural, and industrial settings.

   4. explore the basic cellular and molecular mechanisms underlying infection and defense against pathogenic microbes. Students will also understand the approaches used in public health management in disease surveillance. Students will understand the basic cellular mechanisms underlying the mechanism-of-action for common anti-microbial drugs.

   5. survey the diversity of microbes in the biosphere and understand the role of microbes in addressing contemporary world environmental problems.

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

   _____No   __XX __Yes

   1.) This course will satisfy requirements for "biology electives" in the CMB major.
   2.) This course will satisfy requirements for elective courses in the Biology minor.

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

    No__XX__   Yes _____

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

    Student learning will be assessed through a combination of in-class written quizzes and exams, problem solving sessions, practical exams, and laboratory reports (for the laboratory setting), and homework assignments. The writing format will consist of short-answer and essay-based assignments.

Outcome	Assignment/Activity	Mode of Feedback
1	Homework, exams,	Both homework and lab reports are graded with written feedback provided. Following return of graded exams, students may submit corrections for additional points.
2	Lab Reports	Lab reports will be graded with line-edit resolution. Feedback will be provided on each and every report to help students improve on lab report writing and connection of class material to practical applications
3	Homework	This is mostly covered with homework. In addition to written feedback, homework is discussed in class so that students can expand on their answers.

| 4 | Homework | Practical applications of microbiology are primarily covered in homework because this is a good opportunity to allow students to do their own research and bring articles into the classroom discussions. |
| 5 | Exams | Review of exam in class, students are given the opportunity to make and submit exam corrections, and office hour discussions if necessary |

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

      No XX   Yes _____

      Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?
      No _____   Yes __XX__

      Importantly, undergraduate Microbiology is a subject area in which a great deal of free open educational resources exist through OpenStax, Khan Academy, Wikipedia, and YouTube. Also, the anatomy atlas available through the Mastering Microbiology Web Suite (https://www.pearson.com/en-us/higher-education/products-services/mastering/microbiology.html) offers 3D visual molecular and microbiological content will be available for students to conduct laboratory exercises and do assignments at a very affordable price.

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval: March 2025

15. **Faculty - Who** will be assigned to teach this course? Jason Rauceo and/or Edgardo Sanabria-Valentín will teach the lecture and laboratory courses.

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**?
      __XX_No   __Yes.

17.   Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
      ____ Not applicable   ____No   _XX_Yes.

      With the introduction of the new course Bio 213, our current courses Bio 212 (Microbiology, laboratory only) will be rendered obsolete. Therefore, Bio 212 will be immediately retired following spring of 2025.

      To help clarify this to students, we will make sure all FOS/TOX/CMB/BIO advisors are up to speed with these changes. In addition, we will work with Undergraduate studies to include "notes" in the CUNYfirst course page of all of these courses that clarifies things for the students.

18. Will any course be **withdrawn**, if this course is approved?
      ____No _XX_Yes. If yes, number and name of course(s) to be withdrawn.

      Yes. Bio212 (Microbiology Laboratory) will be inactivated/withdrawn.

It is our intention that the one-semester lecture-only course Bio 211 (Microbiology) will remain as an alternative to Bio 213 for students in the CMB and FOS majors, as well as the BIO minor, who do not need or want the laboratory experience and a one-semester introduction to prokaryotic biology is good enough for them. We will continue to offer Bio 211 as long as there is sufficient enrollment to justify it.

19. Approvals:

_____

Chair, Proposer's Department

_____**4/8/25**_____

Major or Minor Coordinator (if necessary)

Jennifer Rosati, Department of Sciences

_____

Chair or Major Coordinator, Affiliated Department (if necessary)

Microbiology 213 Syllabus

Professor: Jason Rauceo PhD

Email: jrauceo@jjay.cuny.edu

Office location and telephone number: room 05.61.07-NB, 646-557-4893

Faculty web page: https://www.jjay.cuny.edu/faculty/jason-rauceo

Student office hours: Tuesdays at 12:30pm - 2:30pm in room 05.61.07 NB or via zoom by appointment

Course description: Please see the John Jay undergraduate bulletin for a full course description (https://jjay.smartcatalogiq.com/en/2023-2024/undergraduate-bulletin/course-descriptions/bio-biology/200/bio-211/).

      This course is focused on the fundamental principles of microbiology. Lectures will cover the following topics: microbial cell structure and function, cell division and control of microbial growth, microbial genetics, and host-microbe relationships. Lecture topics will also explore current advances in technology and medical research, such as the human microbiome, biotechnology, and emerging infectious diseases.

      The lecture component of this course will count for 60% towards the final course grade, and the lab will count for 40%. There is no recitation component for this class.

Knowledge and Performance Objectives: Students will understand the following basic concepts and areas of Microbiology**:**

- **Microbial Life Cycles**. Students will develop their knowledge of microbial life cycles by investigating the cellular determinants underlying microbial reproduction.

- **Microbial Growth Dynamics & Control of Microbial Growth.** Students will develop their knowledge of microbial growth dynamics and will apply this information for the safe handling and disposal of microbes in a safe and environmentally responsible manner**.**

- **Role of Microorganisms in Biotechnological Applications**. Students will understand the role of microbes in molecular and cellular technologies used in medical, agricultural, and industrial settings.

- **Microbial Ecology.** Students will survey the diversity of microbes in the biosphere and understand the role of microbes in addressing contemporary world environmental problems.

- **Clinical Microbiology.** Students will explore the basic cellular and molecular mechanisms underlying infection and defense against pathogenic microbes. Students will also understand the approaches used in public health management in disease surveillance. Students will understand the basic cellular mechanisms underlying the mechanism-of-action for common anti-microbial drugs.

- **Recommended Textbook**: *Brock Biology of Microorganisms 16th edition by Madigan (ISBN13: 978-0321897398)*. **This textbook is not required for the course. However, it is strongly recommended that you obtain it.**

- **Instructor feedback and communication:** There are several resources for contacting me. I am available by email. I usually respond within 24 hours during the weekdays. Please be advised that if you email over the weekend, I will respond on Monday. **Please use your John Jay assigned email address to avoid having your email filtered out as junk/spam and getting no response as a result.** Additionally, if you attach files to emails, your email may be directly transmitted to the spam filter, and I will not receive your email immediately.

- I will also be available during virtual and in-person student hours and by appointment. Importantly, students are responsible for checking their John Jay e-mail account and Brightspace regularly for important announcements.
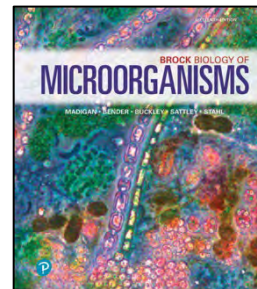
  Grading: Grades are derived from exams, in-class quizzes, homework essay writing assignments, oral presentations and attendance.

- **EXAMS (60 percent): Four** (4) weighted lecture exams will be given. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor *as soon as humanly possible*. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this one-time consideration if you contact the instructor immediately and arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam **WILL** count as a ZERO. (Exception: a *documented* medical or family crisis may result in being excused from an exam, but this will only be allowed ONCE. Further missed exams will count as a zero, regardless of reason.)

- **HOMEWORK (10 points):** Writing assignments will be given in advance and consist of four short essays (2 pages each) based on topics from the primary literature (i.e. scientific journals and newspaper articles). For each assignment, complete details will be given in class and must be submitted through the turnitin internet-based website (**turnitin.com**). **Assignments will not be accepted via email or after the submission deadline. Homework grades will be available 2-3 weeks following submission.**

- **QUIZZES CLASS ACTIVITIES (10 points): Quizzes will be based on material previously covered or scheduled to be covered on the day of the quiz**. Make-up quizzes will not be given for lateness without a valid excuse. Special problem-solving and group project update sessions will also be held.

- **ORAL PRESENTATIONS (20 points): Two group oral presentations are required**. The presentations will be based on relevant material from the primary literature (journal clubs) and a cutting-edge microbiology topic. Complete details will be given in-class and topics will be given in advance. Presentations must be prepared using Microsoft Power Point and limited to approximately 15 minutes.

- **ATTENDANCE AND PARTICIPATION:** You are required to attend and participate in class. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet *during* class. You will not be permitted to sign the attendance sheet after the class has been dismissed. However, beginning with the fourth absence, your final course grade will be penalized by two points (2%) for each undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the **Office of Accessibility Services** (**O.A.S.**, 212-237-8031,http://www.jjay.cuny.edu/2023.php) which will define, for

Approved by UCASC, April 11, to College Council, May 6, 2025

both students and faculty, the appropriate accommodations. Faculty members are not allowed to work directly with students to attempt to accommodate disabilities and accommodations cannot be applied retroactively (after-the-fact).

Brightspace: All class announcements, communications and materials will be shared through Brightspace. It is your responsibility to check Brightspace ***DAILY*** for information regarding the course.

CLASS PROTOCOL:

CUNY John Jay College expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

93.5 and above	A
90.0 – 93.4	A-
87.5 – 89.9	B+
83.0 – 87.4	B
80 – 82.9	B-
77.5 – 79.9	C+
73.0 – 77.4	C
70 – 72.9	C-
67.5 – 69.9	D+
63.0 – 67.4	D
60 – 62.9	D-
Below 60	F

Grading Scale: The grading scale here (→) is the official grading scale for this course. There will be no exceptions to this scale, and grades will not be rounded or truncated, except as explained here. Following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2). This is the final grade and no further manipulations will be made. The scale here (→) will then be strictly used. This means that a 72.9499 is a "C-"and a 72.9500 is a "C." These calculations are done by the computer so there are no judgment calls or "leniency.

How to Succeed in This Course

I understand that John Jay, CUNY, and non-CUNY students have very busy lives. Please try to plan your work for this course, bearing in mind your other classes, your work schedule and other personal commitments. Please do your best to keep up with all assignments and due dates. If you fall behind, please contact me as soon as possible. I am here to help, and we can discuss strategies to help you succeed in this course. Please note that all times and deadlines listed in this course are Eastern Standard Time (EST).

Important Policies

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

Approved by UCASC, April 11, to College Council, May 6, 2025

Resources: Students have access to computers and tutors in the Science/Mathematics Learning Center (Room. 4300- N). The library resources for this course are extensive, including general periodicals and access to pertinent databases such as CQ Researcher, EBSCO Host Academic Search Premier, EBSCO Host Master FILE Premier, and science/forensic science holdings such as General Science Abstracts, InfoTrac Health Reference Center Academic, Science Direct, ACS Journals, PubMed, and the Forensic Bibliographic Database.

Lecture Schedule	*(14 class sessions + final exam)*

Date	Topic	Reading Assignment
XXX	**Course overview, The Microbial World**	**Chapter 1 & handouts**

Course policies and the syllabus will be covered in detail. An introduction & survey of the microbial world and microscopy will be given. A tutorial will be given on evaluating the primary scientific literature and student projects will be assigned.

	Prokaryotic and Eukaryotic Cell Structure	**Chapter 2 (Quiz 1)**

In this session, the major structural and organizational characteristics of microbes will be covered.

XXX	**Molecular and Biochemical Microbiology**	**Chapters 3.1-3.3 and Chapter 4**

We will explore the review the molecular mechanisms underlying DNA replication, transcription, and translation.

	Dynamics & Control of Prokaryotic Growth	**Chapter 5 (Quiz 2)**

Bacteria proliferate at an outstanding and rapid rate. We will discuss the environmental factors that govern the rate of bacterial reproduction and the cellular mechanism associated with reproduction. We will discuss and compare the methods used to control bacterial growth.

XXX	**Journal Club 1**	**Handouts (Homework #1 due)**

Our first journal club will examine the paper, *Survival and Growth of Salmonella in Salsa and Related Ingredients* by Ma et., al. Student presentations will be given.

	Microbial Genetics	**Chapter 10 (PS #1)**

We will cover the basic cellular mechanisms governing bacterial reproduction. We will also discuss the role of mutation and horizontal gene transfer in bacterial diversity.

XXX	**Exam 1**	**Chapters 2-5, 10 & Handouts**
	Microbial Genomics	**Chapter 6**

In this lecture, we will explore the characteristics of microbial genomes and the methods used in genomic analysis.

XXX	**Biotechnology & Genetic Engineering**	**Chapters 11, 21.3-.5**

In this lecture, we will explore the role of microorganisms in genetic engineering. We will discuss the methods and techniques used to create recombinant organisms along with the role that microbes play in this process. We will discuss applications of genetically modified organisms in agricultural and environmental applications

	Taxonomy and Identification of Prokaryotes	**Chapter 12 (PS#2)**

Bacterial diversity is immense. In this lecture, we will discuss the methods used to classify prokaryotes and survey the biochemical, cytological, and genetic techniques used to identify microbes. We will briefly survey cutting-edge molecular technologies used in microbial species identification.

XXX	**Journal Club 2**	**Handouts (Homework #2 due)**

What microbial communities thrive in a public mass transportation system? Our second journal club will examine the paper, *Culture-Independent Analysis of Aerosol Microbiology in a Metropolitan Subway System* by Robertson et.,al. Student presentations will be given.

XXX   **Exam 2**   **Chapters 6, 11-12, 21.3-5 & Handouts**

XXX   **Virology**   **Chapters 8 & 9.1(Quiz 3)**

We will discuss the structural, functional, and replicative characteristics of viruses. We will survey human and bacterial viruses.

Immunology   **Chapter 24**

We will explore the human immune system. We will discuss the general mechanisms underlying the innate immune response and inflammation, and immunological methods used to prevent disease.

XXX   **Epidemiology**   **Chapter 28 (Quiz 4)**

We will discuss the principles of epidemiology. We will discuss the role of agencies such as the CDC and WHO in epidemiological analysis.

Human Viral Diseases   **Chapters 29.6- 29.8 & 31.5, 31.14**

We will discuss the general mechanisms underlying viral and bacterial disease transmission. Special attention will be given to the Influenza and *Noroviruses* infections in New York City.

XXX   **Journal Club #3, Ethical Conduct in Research**   **Handouts (Homework #3 due)**

What are the challenges of publishing research that may be exploited for weapons development? Our third journal club will examine the paper, *Airborne Transmission of InfluenzaA/H5N1 Virus Between Ferrets* by Herfst et.,al. Student presentations will be given.

Antimicrobial Medications   **Chapter 27 (PS#3)**

We will explore the various compounds and mechanisms of action associated with antimicrobial drugs.

XXX   **Exam 3**   **Chapters 8-9.1, 24, 27-29,31**

XXX   **Mycology**   **Chapters 9.13,17.9-.15 & Handouts (Quiz 5)**

We will explore the life cycle and cellular characteristics of fungi. We will survey beneficial and harmful species of fungi to humans and plants

Journal Club #4,   **(Homework #4 due)**

Functional prions…what? In our final paper we will examine a class of fungal amyloid-forming proteins that confer a beneficial function. We will review the paper Yeast Cell Adhesion Molecules Have Functional Amyloid-Forming Sequences by Ramsook et., al.

XXX   **Special Topic: Astrobiology**   **Chapters 14 & 16**   **Handouts (PS4)**

We will discuss how searching for microbial life in extreme habits on the planet can provide insight into potential detecting life on other planets

XXX   **Special Topic: The Human Microbiome**   **Chapter 23 Handouts (Quiz 6)**

In this special topic session, we will take a detailed look at microbes in human health. Special emphasis will be placed on clinical strategies that exploit microbes to combat disease in humans

XXX   **May 13**   **Class Presentations**   **Handouts**

We will begin our discussion with a segment from the PBS feature series "DNA" that covers the ethical challenges associated with genetic engineering. We will expand our discussion to cover

the socio-economic impact of cutting-edge practices and applications of genetic engineering in medicine and agriculture.

FINALS WEEK   EXAM #4

BIO 213–Laboratory Section

Instructor: Edgardo Sanabria-Valentin, Ph.D.
Meeting Time: Tuesdays from 3:05pm – 5:45pm
Mode of Instruction: Hybrid
Email: esanabriavalentin@jjay.cuny.edu
Office hours: Mondays, 4:30-5:30pm (by appointment only, on Zoom)

Course Description: This course, which is taught independently of Bio 211 Microbiology, goes beyond studying microbiology as a discipline of the natural sciences and focuses on the technical application of microbiology as a profession. This hybrid course will provide students with hands-on and virtual experiences in classical and modern microbiological techniques. General laboratory exercises and techniques which will be covered and practiced in detail include: sterile culturing and enumeration of microbes, analysis of environmental and metabolic requirements for microbial growth, and microscopy. The objective of this course is to teach students how to isolate, identify, and characterize microorganisms, with a focus on prokaryotes.

Grading: Grades are derived from assignments, lab practice simulations, and a final project or examination for a total of <u>100 points.</u>

- **LABSTER SIMULATIONS (40 points):** Participation and completion of the all the Labster virtual lab simulations. Labster is a fully virtual, "hands on" lab simulation software. You do not need to purchase access to Labster, and you MUST access Labster through Brightspace in the "Course Work" or "Labster Simulations" tabs so that your participation and score gets recorded. Each simulation will give you access to the theory behind what you are doing and will ask you questions about what you are doing as you proceed. The simulation will not allow you to proceed until you answer each question correctly, deducting partial points each time you chose a wrong answer. You must complete all the simulations and get *a final score of at least 75% of the questions* that are asked during the Labster simulations by the due date. If you complete a simulation with less than a 75% score, you must repeat the simulation to get the full credit.

- **ASSIGNMENTS AND LAB PRACTICE (30 Points total):** For most labs there will be a Pre-Lab Assessment or Assignment due before you arrive to that lab, and a Post-Lab Assessment due before the next lab begins. Please see the Assignment Calendar below for more details. The assignments will be based on material provided in Brightspace, in the Labster simulations, or material discussed in lab. <u>Make up assignments will not be given for lateness or absence</u>. <u>Assignments in Brightspace will not be accepted past the due date</u>. Assignments will be given throughout the class. Failure to submit your assignments (through Brightspace or in class, as stated by your instructor) on time will result in a zero on the assignment.

- **FINAL PROJECT (30 Points total):** A final group research project and presentation will be assigned. Topics for research will be assigned to each group early during the term, with the expectation that you and your group work on it collaboratively <u>throughout the term</u>. The research project will lead to a presentation that the group will give to the whole class.

- **ATTENDANCE AND PARTICIPATION:** You are required to attend and participate in both the live sessions for each class and at the simulated laboratory exercises in Labster. Attendance will be taken when class begins. Access Labster through the links provided in Brightspace so that your attendance and completion of each simulation is recorded. More than two (2) unexcused absences are considered excessive, and you will receive a grade of "F".

Office Hours: The Instructor will be available, by appointment, every Monday from 4:30-5:30pm. To make an appointment you must email me with a request at least two-hours before (before Mondays at 2:30pm)**.**

Course Literature:

- Recommended Textbook: *Brock Biology of Microorganisms 14th edition by Madigan (ISBN13: 978-0321897398)*

- **Microbiology Laboratory Manual - BIO 212**: All material for the class will be provided in Brightspace. Other materials will be posted in Brightspace or distributed during class.

Brightspace: It is your responsibility to check Brightspace for information regarding the course. The syllabus, (Course Information section in Brightspace) and other pertinent material will be posted on Brightspace. Please note, grades posted on Brightspace might not be "weighted" as described above.

Labster: Some of this class's exercises will be on-line, and we will be using Labster, a fully virtual, "hands on" lab simulation software. You do not need to purchase access to Labster (we already did it for you), and you MUST access Labster through Brightspace so that your participation and score gets recorded. You have a week after each lab session to complete the Labster simulations associated to that lab.

Resources: Students have access to the computers in the Math & Science Learning Center (https://www.jjay.cuny.edu/mathematicsscience-resource-center), Academic Computing and the Library (https://www.lib.jjay.cuny.edu/). The library resources for this course are extensive and include general periodicals such as CQ Researcher, EBSCOhost Academic Search Premier, EBSCOHost Master FILE Premier, and science/forensic science holdings such as General Science Abstracts, InfoTrac Health Reference Center Academic, Science Direct, ACS Journals, PubMed, and the Forensic Bibliographic Database. Students will have access to the Difco & BBL Manual (2nd Ed.) during class and online. Students have access to the Bergey's Manual of Determinative Microbiology in the John Jay College Library, Reference Section.

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You can learn more about academic integrity here: https://www.jjay.cuny.edu/about/governance-senior-leadership/academic-affairs/academic-integrity-office. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The John Jay College library has free guides designed to help students with problems of documentation.

Any instances of plagiarism or other forms of academic dishonesty will be immediately reported to the John Jay Academic Integrity Unit of the Office of Undergraduate Studies, and will be grounds for failing the assignment and/or class, as deemed appropriate by the Instructor.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the **Office of Accessibility Services** (**O.A.S.**, accessibilityservices@jjay.cuny.edu, https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services), which will define for both students and faculty, the appropriate accommodations. Faculty members are not allowed to work directly with students to attempt to accommodate disabilities and accommodations cannot be applied retroactively (after-the-fact).

Lab Safety: Using safety glasses and lab coats in the lab, at all times, is **mandatory**! Please tie back long hair and avoid wearing loose clothing as we will be working with Bunsen burners in some of these labs.

Technology: Technology requirements for the three online platforms we will be using this term can be found below.

- **Brightspace:** https://www.jjay.cuny.edu/learning-management-system
- **Labster:** https://help.labster.com/others/collections/681650/articles/1077008-can-my-device-run-labster-simulations/
- **Zoom:** https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux

Videoconferencing and recording: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Netiquette: Students will be expected to act in a professional manner throughout their courses. This includes successfully negotiating and managing their coursework and participation, and engaging with other course members such that the nature of their interactions follows appropriate guidelines for "netiquette". The Instructor reserves the right to remove students causing disruptions to the class from the videoconferencing platform.

Assignment Calendar: Most lab experiences will be evaluated with a Pre- and Post-Lab Assessment/Assignment. All assignments will be available at least one week before they are due in the corresponding content folder for each lesson. Dates below indicate the dates the assignment will be available in Brightspace. All assignments and assessments will be available and are due at 3:00pm of those dates. Please read the instructions before beginning each assessment as some are timed and some have different set-ups.

Lab #	Date	Format	Assessments, Assignments, and Labster simulations:	Due Date (3pm)
1	1/28	In person		
2	2/4	On-Line	**Labster**: 1. Introductory Lab 2. Pipetting: Mastering the Technique 3. Biosafety 4. Bacterial Isolation	2/11

Approved by UCASC, April 11, to College Council, May 6, 2025

3	2/11	In Person	**Pre-Lab** Assessment	2/11
4	2/25	On-Line	**Final Presentation** Update #1	2/25
			Labster: 5. Bacterial Shapes and Movement 6. Light Microscopy 7. Bacterial Cell Structures 8. The Gram Stain	3/4
			Post-Lab Assessment	3/4
5	3/4	In Person	**Pre**-Lab Assessment	3/4
			Post-lab Assessment	3/11
6	3/11	In Person	**Final Presentation** Update #2	3/11
			Labster: 9. Bacterial Quantification by Culture 10. Bacterial Growth Curves	3/18
			Post-Lab Assessment	3/18
7	3/18	In Person	**Final Presentation** Update #3	3/18
			Post-Lab Assessment	3/25
	3/25	On-Line	Preparing your Poster Presentation on Zoom	
8	4/1	On-Line	**Final Presentation** Update #4	4/1
			Labster: 11. Control of Microbial Growth	4/8
			Post-**Lab** Assessment	4/8
9	4/8	On-Line	**Pre-Lab** Assignment: Media/tests "Cheat-sheet"	4/8
			Labster: 12. Identification of Unknown Bacteria	4/22
			Post-Lab Assessment	4/22
10	4/22	In Person	**Pre**-Lab Assessment	4/22
			Post-Lab Assessment	4/29
11	4/29	On-Line	**Labster**: 13. Pasteurization and Sterilization 14. Genetic Transfer in Bacteria 15. Introduction to Immunology	5/6
12	5/6	On-Line	**Labster**: 16. Using the Gram Stain to Help Diagnose Meningitis 17. Experimental Design 18. Viral Gene Therapy: Use DNA to prevent heart failure	5/13
13	5/13	In Person	**Final Presentation Poster Submission**	5/6*

*Your poster presentation is due on this date/time on Blackboard (submission link inside the Lab 13 folder)

Class Schedule:

Date	Topics and Class Exercise	Assignments
Jan 28	**1. Course Overview, Lab Safety & Basics of the Microbiology Lab**	**Labster**

Course policies and the syllabus will be covered in detail. An introduction & survey of the techniques of microbiology will be discussed. The use of pipettes will be demonstrated in a practical exercise.

Feb 04	**2. Isolation of Microorganisms & Biosafety I**	**Labster**
	Aseptic technique and various culture methods used to prepare bacterial cultures will be explored in Labster simulations that include isolating microorganisms in labs of different Bio-Safety Levels (I and III).	
Feb 11	**3. Isolation of Microorganisms & Biosafety II**	**Pre-Lab Assessment**
	Aseptic technique, preparation, maintenance, and transfer of microbial cultures (streaking, spreading, etc.) will be demonstrated in a practical exercise.	
Feb 25	**4. Microscopy & Bacterial Cell Structure and Morphology**	**Labster** **Post-Lab Assessment** **Final Presentation Update**
	Various techniques used to visually examine microbes with microscopy will be discussed. Labster simulations include a demonstration and theory light microscopy techniques, a survey of cellular structure of bacteria, and an exercise to practice and interpret Gram-staining.	
Mar 04	**5. Microscopy & Cytological Stains Assessment**	**Pre- & Post-Lab Assessment**
	The preparation and use of cytological stains to observe, differentiate, and identify microorganisms (Gram, spore, acid-fast, and capsule stainings) will be discussed, demonstrated, and practiced.	
Mar 11	**6. Quantification of Microbial Growth: Colony Forming Units Assessment**	**Labster** **Post-Lab Assessment** **Final Presentation Update**
	Class discussions will cover photometry, and viable cell count quantitative analysis of bacterial growth in liquid media. In a Labster virtual lab you will determine the colony forming units (or cfu's) in a culture and also measure bacterial growth phases.	
Mar 18	**7. Quantification of Microbial Growth: Colony Forming Units Assessment**	**Labster** **Post-Lab Assessment** **Final Presentation Update**
	Class discussions will cover photometry, and viable cell count quantitative analysis of bacterial growth in liquid media. In a Labster virtual lab you will determine the colony forming units (or cfu's) in a culture and also measure bacterial growth phases.	
Mar 25	**Small Group Student Conferences**	
Apr 01	**8. Antibiotic Sensitivity Testing & Control of Microbial Growth Assessment**	**Labster** **Post-Lab Assessment** **Final Presentation Update**
	The various methods (physical, chemical, etc.) of controlling the growth of microorganisms will be discussed. We will review ways of determining susceptibility or resistance to an antibiotic. A Labster simulation will guide you through various decontamination methods, testing for sterility, and antibiotic use and testing.	

Apr 08	**9. Identification of Microbial Isolates Using Biochemical Tests Assessment**	**Labster** **Pre- & Post-Lab Assessment** **Final Presentation Update**
	The use of specialized media and biochemical tests in the identification of prokaryotes will be discussed. A Labster simulation will guide you on how to use these techniques to identify a pathogen.	
Apr 22	**10. Dynamics of Bacterial Growth in Solid and Liquid Media**	**Pre- & Post-Lab Assessment**
	Morphological characteristics of growth in solid, semi-solid, and liquid media will be discussed and observed.	
Apr 29	**11. Food Microbiology, Genetic Transfer in Bacteria & Introduction to Immunology**	**Labster**
	The process of pasteurization in food preservation, the bacterial genetic processes that can lead to the rise of antimicrobial resistance and an introduction to immunology and the basics of innate vs. adaptive immune responses will be explored in Labster simulations that will guide you on preventing the rise and spread of antimicrobial resistant microorganisms and how the body combats pathogens.	
May 06	**12. Medical Microbiology & Research Methods**	**Labster**
	The process of identifying a bacterial pathogen in an infection using classical methods, how to design an experiment, and how to utilize viral vectors to develop biotechnological solutions for human health will be explored in Labster simulations that will guide you on the practical use of staining procedures, identifying the link between a new drug and a recent epidemic, and biotechnology.	
May 13	**13. Poster Presentations – Room 5.66.01NB (Science Dept. Conference Room)**	**Poster Presentation**
	The class will meet in a different location for a poster session in which each team will present their semester-long research project as a poster presentation. Presentations will be evaluated by faculty, instructors, and peers.	
	TBD Final Exam	

SP'25 - First Day: 01/25, Spring Break: 04/22-04/30, Last Day: 05/15

LAB PARTNER(S):

Name	
Phone Number	
Email	
Preferred way of Communication	

FINAL PRESENTATION:

Topic: _____

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

New Course Proposal Form

Date Submitted: March 26, 2025

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: Science
    b. **Name** and contact information of proposer(s):
    Name: Nathan Lents
    Email address(es) ____NLENTS@jjay.cuny.edu_____
    Phone number(s) _____646-557-4504_____

2. a. **Title of the course: MOLECULAR BIOLOGY RESEARCH INTERNSHIP**

    b. **Short title**: MOLBIO RESRCH INTRNSHP

    c. **Level** of this course: ___100 Level ___200 Level ___300 Level _XX_ 400 Level ___ Grad
    Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

    Firstly, this course will fulfill the capstone requirement of the CMB major. As such, the course is at the highest level, a culminating educational experience bringing together skills, knowledge, and understanding from throughout the curriculum. Secondly, the course will have pre-requisites from the biology core, including two 300-level courses. These pre-requisites are important so that students embark on external internships fully prepared for high-level work in molecular biology including the laboratory skills commonly expected in biomedical research laboratories.

    d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): BIO 401_____

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.)

    A strong undergraduate major curriculum invariably includes a capstone requirement in which students draw on the entirety of their educational experience – both skills and knowledge – and integrate into high-level work in the discipline. In the sciences, as in most disciplines, this often involves a research project, as probably the single best practice for capstone work. Accordingly, the CMB major already has two capstone options for students: Fos402, which is a faculty-mentored research experience here on campus, involving close mentoring by a John Jay faculty member. When executed as designed and intended, this is the ideal capstone experience and we strongly encourage students to

identify a faculty mentor and pursue this option. However, the science department does not have near the capacity to provide mentored research experiences to every student in the CMB major (given that the same department also has two other majors – Forensic Science and Toxicology – which both also include mentored research as an option for their capstone requirement). Therefore, the CMB major provides another option for the capstone requirement: Bio488. This seminar course involves students working in small groups to develop a full research proposal with literature review, guided closely by the instructor. This course has been a great success in the program, but, like Fos402, we are approaching capacity in our ability to provide this capstone experience in the closely mentored manner in which it requires.

Fortunately, the college and CUNY have also been working to develop our capacity to place students in *external* research internships. There are many research facilities in the city, and throughout the tri-state areas, and we have been successful in placing our students in research labs at these facilities. These universities, hospitals, and research institutes have an enormous capacity for student interns and, in many cases, the laboratories are staffed with scientists at all levels of the mentoring pyramid – faculty members, postdoctoral fellows, doctoral students, masters students, and undergraduates. This is an ideal environment for a capstone research experience and our students will be exposed to the scientific enterprise as well as the various educational levels and ranks. In so doing, students not only complete the capstone experience itself, bringing their education to bear on a real-world research project within an active laboratory, they also begin to see themselves as fully integrated members of the scientific community contributing to discoveries and knowledge creation.

Several students have pursued this capstone option already, on an experimental case-by-case basis, officially registering for Fo402 under the supervision of the CMB director, Prof. Lents. Therefore, this course seeks to formalize this experience and give it its own course number as an external internship course. This will open the experience to more students and help to communicate this option to students more broadly. This would bring the number of options for completion of the capstone requirement to three:

Fos402 – *internal* faculty-mentored research experience
Bio401 – *external* molecular biology research internship
Bio488 – Cell and Molecular Biology capstone course

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 is a capstone course for the Cell and Molecular Biology majors, especially for students wishing to pursue careers or postgraduate studies in the biomolecular sciences. This course requires students to complete at least 280 hours of mentored research through a laboratory internship in a biomedical or biomolecular research laboratory at a university, hospital, or research institute outside of John Jay College, or a biotechnology company or local, state, or federal government laboratory. Students must personally participate in original research under the close supervision of a doctorate-level professional research scientist. The internship will introduce students to various aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data, and scientific writing. Students must be accepted into the internship prior to seeking permission to register for Bio 401.

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):

    Pre-requisites: ENG 201; BIO 205 Eukaryotic Cell Biology, BIO 315 Genetics, CHE 315 Biochemistry, and permission of instructor

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

7. Has this course been taught on an **experimental basis**?
        XX   No, However, we have developed this course model by having students register and complete Fos402, while completing an external research internship.

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 be able to do the following:
    1) Summarize, analyze and critique academic articles in the field of cell and molecular biology;
    2) Collect, analyze, and interpret evidence and data in the field of cell and molecular biology;
    3) Understand how research projects are designed and executed for the purpose of knowledge discovery in cell and molecular biology
    4) Form, express, and critique hypotheses, interpretations, and conclusions in the context of original research in cell and molecular biology
    5) Present research plans and results in cell and molecular biology in written reports as well as oral presentations.

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

    This course will fulfill the capstone requirement of the Cell and Molecular Biology major, Part IV. Capstone Courses.

10. Will this course be part of JJ's **general education program?**
     No XX   Yes _____

11 . How will you **assess student learning**?
     Students will be assessed in the following ways:
     1.) Written summary of the proposed research project, including a brief literature review.
     2.) Completion of course assignments.
     3.) Supervisor evaluation of performance in the research laboratory, including certification of the minimum number of internship hours (280).

12.   Did you meet with a librarian to discuss **library resources** for the course?   No XX

13.   **Syllabus** (See attached.)

14.   Date of **Department or Program Curriculum Committee** approval: March 2025

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

This course will be taught by the <u>director of the Cell and Molecular Biology major</u>, who will personally vet and approve each internship placement, as part of the required course registration permission, as well as communicate with the internship supervisor, enforce course requirements and ensure completion of the minimum number of internship hours, grade required assignments, and assign a grade for the course.

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**?

 XX Yes. This course is similar to, and inspired by, FOS 401, the internal internship capstone course in the Forensic Science major. The courses will run in parallel and the similarities in how the courses run will be helpful for consistent messaging to CMB and FOS students.

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

 XX Yes. This was discussed with the chair, program directors, and the department faculty and staff involved in external internships.

18.   Will any course be **withdrawn**, if this course is approved?
             XX No

19. Approvals: Jennifer Rosati, Chairperson, Department of Sciences

Example Syllabus: Bio 401: Molecular Biology Research Internship

Course Coordinator: (Director of the Cell and Molecular Biology major)

Course Description: (see #4 above)

Textbooks: Articles from the literature as identified by the student and supervisor.

Academic Integrity:
This course adheres to all CUNY policies on academic integrity, as outlined here:
https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The college library has free guides designed to help students with problems of documentation. Plagiarism detection software may be used in this course. Plagiarism and other integrity violations may be reported to the college's academic integrity officer.

Language learning models (LLMs) and other forms of artificial intelligence (AI) can be helpful in the execution of a research project and students are encouraged to utilize these tools to help identify key literature, background knowledge, and even possible research directions. Nevertheless, submission of text that was generated by AI is a violation of academic integrity similar to plagiarism, and any images, illustrations, or other digital creations generated by AI must be identified as such in any assignments or other such student submissions. Students should consult their supervisor and/or the course coordinator about the use of any AI-generated materials during their work on this research project and completion of course assignments. Misrepresenting AI-generated materials as one's own words, ideas, or creation, is plagiarism and may be reported to the college's academic integrity officer.

Accessibility:
This course adheres to all CUNY policies on Disability Accomodations, outlined here:
https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/

Students who are who believe that they may need an accommodation due to a disability should contact the Office of Accessibility Services (OAS; room L.66NB; 212-237-8031; or accessibilityservices@jjay.cuny.edu) before the course or internship begins. Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality regarding their disability-related status or details and are not required to disclose their specific disability to their instructors or anyone besides the OAS staff. Although they can and should make suggestions and offer alternatives, neither the course instructor nor the internship supervisor are the legal entities charged with determining precisely what accommodations are required or allowed, as this is the professional responsibility of the OAS.

Sexual Harassment and Gender-based discrimination:
This course adheres to all CUNY policies on sexual misconduct and gender-based discrimination, as outlined here:
https://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/

Students are entitled to the same protection from sexual misconduct and gender-based discrimination while working in their internship as they are on CUNY campus. If a student feels that they have been subjected to sexual misconduct, harassment, or discrimination or any kind, they should bring their concern to the course coordinator immediately.

In addition, these individuals are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind:
1. Gabriela Leal, Title IX Coordinator, 646-557-4674, gleal@jjay.cuny.edu
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu
3. Michael Martinez-Sachs, Dean of Students, 212-237-8211, msachs@jjay.cuny.edu
4. Jessica Greenfield, Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, jgreenfield@jjay.cuny.edu.

Knowledge and Performance Objectives:
The learning objectives for this course are the analytical and critical thinking skills necessary for open-ended scientific research in Cell and Molecular Biology. During the laboratory internship, students should materially participate in an original research project and understand where that project sits within the larger disciplinary knowledge in the field. Open-ended research experiences are significantly different than standard course laboratories.

Knowledge and Reasoning:
In the course of their participation in this internship, students should understand:
- How the hypothesis or research question was originally formulated,
- How the proposed project addresses the hypothesis/question and advances the state of knowledge in the field,
- How the experimentation and instrumentation produces data,
- How the data is properly collected, analyzed, and interpreted,
- How novel and/or unexpected fundings require scientists to revise their approach or hypothesis,
- How research questions, experimental methodology, data, interpretations, and conclusions are presented in written and oral forms.

Practical Performance:
In order to gain this understanding, students should perform the following:
- Access and comprehend the primary scientific literature in their field.
- Work with other scientists as a collaborative and contributing team member.
- Engage in problem-solving relating to methodology and experimental design.
- Utilize the instrumentation and methodologies required for their research project.
- Conduct necessary quality control and assessment, as well as appropriate statistical analyses, with collected data.
- Present their work publicly in a poster or oral presentation

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Official Learning Goals of Bio401:
After successfully completing this course, students will be able to do the following:
- Summarize, analyze and critique academic articles in the field of cell and molecular biology;
- Collect, analyze, and interpret evidence and data in the field of cell and molecular biology;
- Understand how research projects are designed and executed for the purpose of knowledge discovery in cell and molecular biology
- Form, express, and critique hypotheses, interpretations, and conclusions in the context of original research in cell and molecular biology
- Present research plans and results in cell and molecular biology in written reports as well as oral presentations.

Course Pre-requisites:
This course is only open to students in the Cell and Molecular Biology major that have completed Bio205, Bio315, and Che315. Prior or concurrent completion of Bio412 is highly encouraged, as this course covers many laboratory skills that will be expected in the internship.

Permission from the course coordinator is also required and will only be granted to students who have obtained an approved internship placement in writing. Students needing assistance in finding an internship placement should consult the course coordinator several months before the intended start of the internship.

Course Requirements and Assignments:
The following are the minimum course requirements for Bio401:
- Completion of at least 280 hours of supervised laboratory research, as certified by the internship supervisor
- Completion of periodic assignments given by the course instructor
- Participation in group discussions, as assigned by the course instructor
- Completion of a research proposal and literature review
- Final written report and poster or oral presentation

Course Grade:
The assignments listed above will be graded by the course instructor, in consultation with the internship supervisor. The breakdown of the course grade is as follows:

Supervisor's evaluation	25%
Assignments and Discussions	25%
Research Proposal, literature review	25%
Final report and presentation	25%

This course will follow the official John Jay grading scale:

93.0 and above	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
below 60.0	F

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

New Course Proposal Form

Date Submitted: 9/23/2024

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

1. **Department(s) or program(s)** proposing this course: John Jay Honors Program

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

      Name: Nina Rose Fischer
      Email address(es): nfischer@jjay.cuny.edu
      Phone number(s): 7187754485

2. **Title of the course: Introduction to Justice Inquiry and Action Research**

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

   c. **Level** of this course: X100 Level__200 Level __300 Level _400 Level __ Grad

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

   The course is an introduction to the connection between research and the common good. First semester freshmen learn how and why research is relevant to them, to justice, and to what they want to do in the world. Students learn that they can best address justice questions and issues by learning to frame research questions, explore the work of others, collect and interpret evidence, and effectively communicate their conclusions.

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): HON 1XX (115)

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.)

   We are revising the Honors Program curriculum to scaffold in research skills starting in the First Year Seminar. The course is an introduction to the connection between research and the common good. First semester freshmen learn how and why research is relevant to them, to justice, and to what they want to do in

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the world. Students learn that they can best address justice questions and issues by learning to frame research questions, explore the work of others, collect and interpret evidence, and effectively communicate their conclusions.

Students will learn how to turn their justice interests into salient, specific research questions; what general types of research exist- both quantitative and qualitative; theoretical frames for understanding problems; how to read, understand and begin to write a literature review; creative data collection methods and an introduction to data analysis. Students will develop Action Research proposals scaffolded in phases throughout the class to practice their new skills as they learn them.

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 will Introduce students to the connection between research and social action through a pressing social justice issue important to them. Students will learn and practice different forms of research both academic and action oriented. The course will introduce a foundational social context and theoretical framing to position students' autobiographical narratives and how they translate into pathways of inquiry that ultimately fuel the proposal of community-based action research projects.

Note: Some sections of this course will be restricted to Freshmen

5. **Course Prerequisites or corequisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites):

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6.   Number of:

    a.   Class hours   _3__
    b.   Lab hours   _0__
    c.   Credits   _3__

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

    ___X_ No   ____ Yes. If yes, then please provide:

        a.   Semester(s) and year(s):
        b.   Teacher(s):

      c.   Enrollment(s):
      d.   Prerequisites(s):

8. L**earning 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?

- Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds. This course familiarizes students with ways of knowing: diversity of theories, experiences, identities, and the multiple ways to inquire about the world.
- Exploring and experimenting with how we learn and co-create knowledge.
- Identify issues of justice and analyze them using evidence. Students will do this by conceptualizing research and Action Research specifically, as an authentic way to explore topics that interest students through honing positions, interests, and pursuits and how to apply personal social justice passion to salient research questions/inquiry.
- Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals. Using campus resources for research such as the library, writing center, peer mentors and more, students will identify, evaluate and employ varied methodological approaches to argumentation and research.

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)

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

College Option:

Justice core:	
Justice & the Individual (100-level)	**x**
Struggle for Justice & Equality in U.S. (300-level)	

Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	

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

This course accomplishes the specific learning objectives of the Justice & the Individual College Option by familiarizing students with the components of a research project, and the important processes they must reflect and incorporate as scholars. This course will introduce first year students to the resources available to them at John Jay and the Honors Program to support their pursuit of justice, their understanding of community, and their research interests.

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

- Ability to articulate social justice interest through oral and written communication
- Participation in interactive class discussion and activities
- Application of theories to social justice case studies
- Completion of papers throughout class that demonstrate components of Action Research Proposal scaffolded throughout the class
- Development of Action Research proposal

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.

Ø The library catalog, CUNY+ __X__

Ø EBSCOhost Academic Search Complete __X__

Ø Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___X_

Ø LexisNexis Universe ____

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Ø Criminal Justice Abstracts _____

Ø PsycINFO _____

Ø Sociological Abstracts _____

Ø JSTOR _____

Ø SCOPUS _____

Ø Other (please name) _____

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: 9/23/24

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

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**?

_X___No

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

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

__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: Raymond Patton, Faculty Director, John Jay and Macaulay Honors Programs

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Course Submission Form

Course Prefix & Number	HON 1XX (115)
Course Title	
Department or Program	Honors Program
Discipline	
Credits	3
Contact Hours	
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	N/A
Co-requisites	
Course Description	This course will Introduce students to the connection between research and social action through a pressing social justice issue important to them. Students will learn and practice different forms of research both academic and action oriented. The course will introduce a foundational social context and theoretical framing to position students' autobiographical narratives and how they translate into pathways of inquiry that ultimately fuel the proposal of community-based action research projects.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course ☐ revision of current course X☐ a new course being proposed

John Jay College Option Location

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

Justice Core X ☐ **Justice & the Individual (100-level)** ☐ **Justice & the Individual (200-level transfer seminar)** ☐ **Struggle for Justice & Inequality in U.S. (300-level)**	☐ **Learning from the Past**	☐ **Communication**

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Justice in Global Perspective (300-level)		

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I.**Justice Core I Freshman Year Seminars: Justice and the Individual** Justice Core First Year seminar courses are designed to support student's academic success by helping them to transition to the college environment and academic expectations; specifically: Please explain how your course meets each of these 5 learning outcomes Students will:	
Students will engage in frequent low-stakes writing assignments that require them to exercise the skills of identifying and analyzing issues of justice based on weekly readings and class discussions. These weekly writings will scaffold into the longer and more in-depth papers (4 total) and also require that students provide evidence from assigned readings as well as documentation they find on their own. Students will contrast and compare selected scholarly and popular media sources that relate to the overall topic of "environmental justice in NYC" over the semester to build a proposal for action research.	• **Identify issues of justice and analyze them using evidence**
One of the paper assignments focuses entirely on community-based action research projects that are examined closely during Week 5. These research projects that we will study exemplify collaboration and methods for strategizing for the benefit of a diverse group of people. Students will apply the collaborative skills they've studied throughout the semester in working groups they will form to present their final multi-media group presentation. There will be an individual self-reflection post to consider their own process and experience of collaboration in class.	• **Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds**
One of the major outcomes of this First Year Seminar is to introduce students to action-research and methods. One critical aspect of the steps to any successful research project is conducting a literature review. In Week 6, students will be guided through these steps by a skilled librarian in a workshop, as well as an research	• **Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.**

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proposal overview from the Writing Center. Students will learn skills and simultaneously be exposed to the campus resource of the library and WC and the benefits of using those services for all of their projects.	
	For more information on FYS content of your course, please contact **Kate Szur**, Director, Senior Director, Student Academic Success Programs, or **Nancy Yang**, Associate Director, First Year Programs

/.	**Justice Core II: Justice in Global Perspective (300 Level)** - Please explain how your course meets these learning outcomes Students will:
	• Contextualize and analyze struggles for justice
	• Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches
	• Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
	• Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

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Sample Syllabus:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
HONORS PROGRAM
524 W 59TH STREET, 8.64NB
NEW YORK, NY 10019

HON 1XX (115) Introduction to Justice Inquiry and Action Research

Professor: Nina Rose Fischer
Phone: 718-775-4485
Email: nfischer@jjay.cuny.edu

COURSE DESCRIPTION
This course will Introduce students to the connection between research and social action through a pressing social justice issue important to them. Students will learn and practice different forms of research both academic and action oriented. The course will introduce a foundational social context and theoretical framing to position students' autobiographical narratives and how they translate into pathways of inquiry that ultimately fuel the proposal of community-based action research projects.

COURSE PREREQUISITES
Acceptance into the John Jay or Macaulay Honors Programs

LEARNING OUTCOMES
Students will become familiar with different ways of knowing, multiple research methods both qualitative and quantitative, and how personal interest in social justice translates into Action Research. Specifically they will be able to:

- Articulate social justice interest through oral and written communication;
- Participate as leaders in interactive class discussions and activities;
- Comprehend and apply theories to real life local community oriented social justice issues;
- Understand the intersectional experience of myriad identities across race, citizenship, gender, class, sexuality, locality, age, and ability and how overlapping identities can compound experiences of injustice;
- Write papers that demonstrate the different components of Action Research scaffolded throughout the class; and
- Develop Action Research proposal

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GRADING and COURSE ASSIGNMENTS:

You will have weekly readings and Brightspace assignments to explore and apply the overarching concepts you are learning. Each week will introduce you to a new component of Action Research culminating into a final multimedia project. Your own social justice passion and local community justice case studies will drive your Action Research Proposals and final collaborative group projects.

How Grades Will Be Determined:

Your grade will be determined by Class Participation, Points Earned from Homework Submitted and the Quality of the Work, and your final Multimedia Collaborative Class Project Presentation and Research Paper.

Weekly BrightSpace 250-300 word POSTS or creative (art, spoken word, video) assignments when there are not papers due. 5 points each over 10 weeks = 50 points
- Paper 1- My Worldview and the Theory(ies) that support me: 10
- Paper 2- What's the Problem in the Community?: 10
- Paper 3- What has been done to address it?: 10
- Paper 4- What Can I Do? Action Research!: 10
- FINAL Multi-Media Group Presentation: 20
- Final Action Research Paper: 20
- PARTICIPATION for all in CLASS ACTIVITIES and ASSIGNMENTS plus ATTENDANCE: 50

Total: 180 points

Late Work: Late work will lose 10% of the grade per day it is late.

Office Hours: I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations.

COURSE MATERIALS
This is a **zero cost** textbook class. All readings and materials are sourced and will be available to you via the Brightspace course page.

SYLLABUS AND SCHEDULE

Week	Theme	Readings – Unit I – Ways of Knowing	Assignment Due
1	Introductions – Personal is Political	Syllabus CLOSE read of Praxis definition informed by Paulo Freire and how it relates to Action Research: https://sustainingcommunity.wordpress.com/2020/03/12/what-is-praxis/ Freire, Pedagogy of the Oppressed, Chapter 2: "The Banking Concept and Diagnostic Liberatory Education."	#1 BrS POST due before the start of class
2	Ways of Learning	READ: Bronfenbrenner, U. (1994). Ecological models of human development. In International Encyclopedia of Education (Vol. 3, 2nd ed.). Oxford: Elsevier. Ecological Systems Theory and apply to a case study of a Community Activist: Marsha P. Johnson- https://www.nytimes.com/interactive/2018/obituaries/overlooked-marsha-p-johnson.html. In Class: Personal and Community Eco Systems Map Activity	In Class Workshop How to Take Notes #2 BrS POST 250-300 words to define Ecological Systems Theory. Define each system and give an example from your own experience of each related to how each system influenced your worldview about social justice.
3	Theoretical Frameworks	**READ:** founder of Action Research - Kurt Lewin's Field Theory: Burnes, B. (2020). The Origins of Lewin's Three-Step Model of Change. *The Journal of Applied Behavioral Science*, *56*(1), 32-59. https://doi.org/10.1177/0021886319892685 Read excerpts uploaded to BrS from: Collins, P. H. (2015). Intersectionality's definitional dilemmas. Annual Review of Sociology, 41, 1-20. Retrieve from http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-073014-112142 Barker, M.-J. (2016). *Queer: A graphic history.* Icon Books	In Class Workshop How to Write a Summary PAPER 1 DUE. What's your worldview of social justice? Discuss how at least three of the theories influence your worldview. 2-3 pages. Double Spaced. One inch margins. APA Style.
4	Unit II: What's the Problem? Understanding Environmental	Understanding how the Personal is Political **READ:** Excerpts from-	#3 Br S POST: Identify an environmental justice issue in NYC that

	Justice	Paris, D. & Winn, M. (2013). Humanizing research: Decolonizing qualitative inquiry with youth and communities. Thousand Oaks, CA: Sage Gonzalez, E.R., Lejano, R., Vidales, G. Conner, R., Kidokoro, Y., Fazeli, B. Cabrales, R. (2007). Participatory Action Research for environmental health: Encountering Freire in the urban barrio. Journal of Urban Affairs, 25(1), 77-100. Murdock, E. G. (2020). A history of environmental justice: Foundations, narratives, and perspectives. In *Environmental justice* (pp. 6-17). Routledge. In Class: identify research components – research questions; lit reviews; and problem statements	impacts you and write a description in 250-300 words. Include a link to an article or social media post about the issue.
5		Library Workshop in Classroom: Research questions and appropriate sources for Lit Review around Enivronmental Justice issues in NYC	In Class: Draft research questions in class and explore personal impact
6		**READ**: Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community based participatory action research. In J. Cammarota & M. Fine (Eds.) Revolutionizing education: Youth participatory action research in motion. (pp. 89-124) New York: Routledge. Research for Organizing: A Toolkit for Participatory Action Research from the Community Development Project. http://www.researchfororganizing.org/	#4 Br S POST: 250-300 words that define the term "community" and identify some communities you hold membership. How does the common good intersect with your concept of community?
7		Explore the following sites: The Public Science Project (CUNY) http://publicscienceproject.org/ Polling for Justice http://publicscienceproject.org/research/projects/videos/ Dear NYPD (the video after Polling for Justice) http://publicscienceproject.org/research/projects/videos/ In Class: Select groups/partners for collaborative annotated bibliography based on common topics related to environmental justice.	PAPER 2 DUE**.** What's the Problem in the Community? WRITE a 2-3 page paper describing an environmental injustice you care about in NYC. Use at least one of the theories we have discussed to describe the problem and 3-5 sources to support your Problem Statement.

8	Unit III:	**READ:** Shdaimah, C., Stahl, R., & Schram, S. (Eds.). (2011). Change Research: A Case Study on Collaborative Methods for Social Workers and Advocates. NEW YORK: Columbia University Press. Retrieved from http://www.jstor.org/stable/10.7312/shda15178 Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community-based participatory action research. In J. Cammarota & M. Fine (Eds.) Revolutionizing education: Youth participatory action research in motion. (pp. 89-124) New York: Routledge.	Write a 250-300 word POST analyzing the article. What are the research questions? What is the theory used to describe the Problem? What is one of the key facts or stats used to describe the Problem? Describe one of the studies that explains what was done to address the problem through the Literature Review.
9		In Class – speed rounds of lit review share outs to determine partners/small groups for action research proposal presentation groups	PAPER 3 DUE. Write a 2-3 page Literature Review about what has been done in the past to address your local social injustice. Cite at least three studies, reports or other multimedia sources to explain what has been done. In what ways does the problem still persist?
10	UNIT IV: What Can I Do? Action Research!	**Close Read**: Brownhill, SP., Ungarova, T., & Bipazhanova, A. (2017). 'Jumping the first hurdle': framing action research questions using the Ice Cream Cone Model. Methodological Innovations. https://doi.org/10.1177/2059799117741407 **Data Collection Methods** in Action Research: Duea, S. R., Zimmerman, E. B., Vaughn, L. M., Dias, S., & Harris, J. (2022). A Guide to Selecting Participatory Research Methods Based on Project and Partnership Goals. *Journal of Participatory Research Methods*, *3*(1). https://doi.org/10.35844/001c.32605 https://jprm.scholasticahq.com/article/32605-a-guide-to-selecting-participatory-research-methods-based-on-project-and-partnership-goals. Akom, A., Shah, A., Nakai, A., & Cruz, T. (2016). Youth Participatory Action Research (YPAR) 2.0: how technological innovation and digital	#5 Br S POST: WRITE a 250-300 word POST about how these approaches to action research influences an idea you have for yours. In Class: Partner/Group rough draft outline for action research proposal

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		organizing sparked a food revolution in East Oakland, International Journal of Qualitative Studies in Education, 29:10, 1287-1307.	
11		Field Trip to community organization doing Action Research or Guest Speaker form CBO that conducted Action Research	
12		Writing Center workshop – How to Write an Action Reserach Proposal	
13		In Class: workshop drafts with partners/small groups	PAPER 4 DUE. Final Research Proposal DUE with Problem Statement, Literature Review, Research Question, Action Research Plan.
14		In Class: workshop presentations with partner/small groups	
15		Action Research Proposal Presentations! Self-Reflection Assessment due	Presentations

UNIT I: Ways of Knowing!

Pre Class Post on BrightSpace:
WATCH Professor Welcome Video! Share your name, major, why you chose John Jay, your favorite TV show or film and a social justice issue most important to you. Comment on a classmate's post whose social justice issue is also interesting to you.

Week 1: The Personal is Political
1. Student Led Ice Breaker:
2. Class Goals and Norms
3. Small Grp Discussion: Social Justice issues you are most passionate about and what is one example of an Action that has been taken locally to address the issue. Report back to large grp.
4. CLOSE read of Praxis definition informed by Paulo Freire and how it relates to Action Research: https://sustainingcommunity.wordpress.com/2020/03/12/what-is-praxis/
5. Overview of Syllabus

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ASSIGNMENT: Theoretical frameworks related to Ways of Knowing in Social Justice.
READ: Freire, Pedagogy of the Oppressed, Chapter 2: "The Banking Concept and Diagnostic Liberatory Education." WRITE POST 250-300 words as an expository five paragraph essay: Introduction with thesis statement, three-paragraph body and conclusion. **WRITE**: What is the Banking System of Education? Give one example from the text including and one way you have experienced the Banking System. Define what Freire suggests is the solution to the Banking System of Education. Give one example of how you have experienced this solution, and if not what would it look like?

Week 2: Ways of Learning
Freire's Banking System and Liberatory Education.
1. Student Led Ice Breaker
2. Get into small groups and discuss the examples from your papers of banking system and Liberatory Education using your personal experience.
   a. Choose one example of banking system and liberatory education from each group to role-play for the class.
   b. What Liberatory tools emerged? What type of learning will we do in this class?
   c. **FREE WRITE:** How does our education influence our worldview?
   d. How do our worldviews affect how we do justice?

ASSIGNMENT: READ: Bronfenbrenner, U. (1994). Ecological models of human development. In International Encyclopedia of Education (Vol. 3, 2nd ed.). Oxford: Elsevier. WRITE POST 250-300 words POST define Ecological Systems Theory. Define each system and give an example from your own experience of each related to how each system influenced your worldview about social justice.

Week 3: Ways of Knowing! Theoretical Frameworks
1. Student Led Ice Breaker
2. Discuss each system in Ecological Systems Theory and apply to a case study of a Community Activist: Marsha P. Johnson- https://www.nytimes.com/interactive/2018/obituaries/overlooked-marsha-p-johnson.html.
3. Create a visual Ecomap of what influences your worldview of social justice in every ecosystem. Be creative! Share with the class.

ASSIGNMENT: PAPER 1 DUE. What's your worldview of social justice? Discuss how at least three of the theories influence your worldview. 2-3 pages. Double Spaced. One inch margins**.** APA Style. **READ:** founder of Action Research Kurt Lewin's Field Theory:

Burnes, B. (2020). The Origins of Lewin's Three-Step Model of Change. *The Journal of Applied Behavioral Science*, *56*(1), 32-59. https://doi.org/10.1177/0021886319892685; Black Feminist Theory and Intersectionality; Queer Theory; Social Constructionism and Symbolic Interactionism.

Excerpts from…

ACTION RESEARCH

Action Research FAQ: http://www.aral.com.au/resources/arfaq.html

BLACK FEMINIST THEORY
Crenshaw, K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. Stanford Law Review, 43, 1241-1299. http://dx.doi.org/10.2307/1229039:
https://blogs.law.columbia.edu/critique1313/files/2020/02/1229039.pdf

Collins, P. H. (2015). Intersectionality's definitional dilemmas. Annual Review of Sociology, 41, 1-20. Retrieve from
http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-073014-112142

QUEER THEORY
Barker, M.-J. (2016). *Queer: A graphic history*. Icon Books.https://drive.google.com/file/d/1qRu7rzGzM8kN0iDeg_zTlswesUDm1j0v/view?usp=drive_link

SOCIAL CONSTRUCTIONISM
Guess, T. (2006). The Social Construction of Whiteness: Racism by Intent, Racism by Consequence Volume 32, Issue 4 https://doi.org/10.1163/156916306779155

constructingwhiteness.pdf

SYMBOLIC INTERACTIONISM
Blumer, H. (1969). Symbolic interactionism: Perspective and methods. Englewood Cliffs, NJ: Prentice Hall.
https://edisciplinas.usp.br/pluginfile.php/2747599/mod_folder/content/0/COMPLEMENTAR%20-%201969%20-%20Blumer%20-%20Symbolic%20Interactionism.pdf

SymbolicInteractionism_TheoryReading.pdf

UNIT II: What's Your Problem?

Week 4: **Problem Statement**

1. Student Led Ice Breaker

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2. Identify social injustices that occur in our own backyard: Current NYC case study right now and apply our theories to understand the injustice and the structures that perpetuate it.

ASSIGNMENT: READ: Excerpts from- Paris, D. & Winn, M. (2013). Humanizing research: Decolonizing qualitative inquiry with youth and communities. Thousand Oaks, CA: Sage Gonzalez, E.R., Lejano, R., Vidales, G. Conner, R., Kidokoro, Y., Fazeli, B. Cabrales, R. (2007). Participatory Action Research for environmental health: Encountering Freire in the urban barrio. Journal of Urban Affairs, 25(1), 77-100.
Find a local community justice issue and **WRITE**: a description in a 200-350 word **POST** link to an article or social media post about the issue.

Week 5: How to write a Problem Statement

1. Student Led Ice Breaker
2. Identify a local community justice issue that you are passionate about and identify three to five sources the describe the problem
3. FREEWRITE about the problem
4. Discuss what makes an effective problem statement and why
5. READ samples from non-profit websites, policy memos, and essays

ASSIGNMENT: PAPER 2 DUE**.** What's the Problem in the Community? WRITE a 2-3 page paper describing an injustice you care about in your local community. Use at least one of the theories to describe the problem and 3-5 sources to support your Problem Statement. **READ**: Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community based participatory action research. In J. Cammarota & M. Fine (Eds.) Revolutionizing education: Youth participatory action research in motion. (pp. 89-124) New York: Routledge.

Research for Organizing: A Toolkit for Participatory Action Research from the Community Development Project. http://www.researchfororganizing.org/

Week 6: Refining our Problem Statement and Getting Creative

1. Student Led Ice Breaker
2. Share your Problem Statement in pairs and conduct a peer review applying what we learned about how to write a Problem Statement.
   a. What is missing?
   b. What would enhance your understanding of the problem?

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3. Find a compelling visual, artistic and/or video, film or social media post that depicts the injustice you are describing in your problem statement. Share in small grps and choose one to report back to the large group.
4. Share instructions for the final grp project and Action Research paper.
    a. Get into grps for multimedia presentation collaborative presentations about Social Action Research based on interests.
    b. Review norms for group work.

UNIT III: What has been done to Address the Community Injustice?

ASSIGNMENT: READ articles about local community injustices. Identify the Literature Review in the article. Write a 250-300 word POST analyzing the article. What are the research questions? What is the theory used to describe the Problem? What is one of the key facts or stats used to describe the Problem? Describe one of the studies that explains what was done to address the problem through the Literature Review.
READ: Shdaimah, C., Stahl, R., & Schram, S. (Eds.). (2011). Change Research: A Case Study on Collaborative Methods for Social Workers and Advocates. NEW YORK: Columbia University Press. Retrieved from
http://www.jstor.org/stable/10.7312/shda15178
Cahill, C., Rios-Moore, I. & Treatts, T. (2008). Different eyes/Open eyes: Community-based participatory action research. In J. Cammarota & M. Fine (Eds.) Revolutionizing education: Youth participatory action research in motion. (pp. 89-124) New York: Routledge.

Week 7: Literature Review

1. Student Led Ice Breaker
2. What is a Literature Review?
3. Small grps sharing analysis of articles from POSTS; and choose one analysis to share with the whole grp.

Week 8: Go Deep or Go Home- Exploring Multiple Sources

1. Student Led Ice Breaker
2. VISIT from Librarian to detail databases and multiple ways to access sources.
3. What is a viable source and why? IN CLASS exercise using below sources to assess:
    a. The Public Science Project (CUNY) http://publicscienceproject.org/
    b. Polling for Justice http://publicscienceproject.org/research/projects/videos/
    c. Dear NYPD (the video after Polling for Justice) http://publicscienceproject.org/research/projects/videos/

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     d. Small grp exercise to assess and identify a source for grp project and report back.

Week 9: Refining our Literature Review

1. Student Led Ice Breaker

ASSIGNMENT: <u>PAPER 3 DUE.</u> Write a 2-3 page Literature Review about what has been done in the past to address your local social injustice. Cite at least three studies, reports or other multimedia sources to explain what has been done. In what ways does the problem still persist?

<div align="center">

UNIT IV: Paper 4- What Can I Do? Action Research!

</div>

Week 10: Research Questions/Aims and Data Collection

1. Student Led Ice Breaker
2. What questions do you have about what should still be done about your social injustice based on your Literature Review?
3. Write three questions.
4. What makes an effective **Research Question**/aim? Scope, Scale, Feasibility. Discuss Action Research Questions through **Close Read**: Brownhill, SP., Ungarova, T., & Bipazhanova, A. (2017). 'Jumping the first hurdle': framing action research questions using the Ice Cream Cone Model. Methodological Innovations. https://doi.org/10.1177/2059799117741407
5. **Data Collection Methods** in Action Research: https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt5/ Duea, S. R., Zimmerman, E. B., Vaughn, L. M., Dias, S., & Harris, J. (2022). A Guide to Selecting Participatory Research Methods Based on Project and Partnership Goals. *Journal of Participatory Research Methods*, *3*(1). https://doi.org/10.35844/001c.32605https://jprm.scholasticahq.com/article/32605-a-guide-to-selecting-participatory-research-methods-based-on-project-and-partnership-goals.

ASSIGNMENT: READ case studies of Action Research projects and WRITE a 250-300 word POST about how one of them influences an idea you have for yours. Glanz, Jeffrey (2016) "Action Research by Practitioners: A Case Study of a High School's Attempt to Create Transformational Change,"Journal of Practitioner Research: Vol. 1 : Iss. 1 , Article 3. http://doi.org/10.5038/2379-9951.1.1.1027.

Fieldwork with 50 homeless and street-involved youth at an Ottawa youth drop-in center. They developed three short films on the issues they identified as most important to them: youth-police relations, decriminalizing marijuana, and transitioning out of homelessness. 6 The People's Report (The report is long so just skim through some of the survey data).
http://www.thepeoplesreport.com/images/pdf/The_Peoples_Report_final_draft_9-12-13.pdf

Morgan, D., Pacheco, V., Rodriguez, C., Vasquez, E. Berg, M. & Schensul, J. (2004). Youth participatory action research on hustling and its consequences: A report from the field. Children, Youth and Environments, 14(2), 201-228.

Akom, A., Shah, A., Nakai, A., & Cruz, T. (2016). Youth Participatory Action Research (YPAR) 2.0: how technological innovation and digital organizing sparked a food revolution in East Oakland, International Journal of Qualitative Studies in Education, 29:10, 1287-1307.

Week 11: Action Research Plans
Writing Center visit - How to Write a Research Proposal?

Week 12: **FIELD TRIP** to community organization doing Action Research or Guest Speaker form CBO that conducted Action Research

Week 13: **PROPOSAL** Action Research! "Praxis makes Perfect"
Review and prepare for Final Paper Proposals and Group Presentations

ASSIGNMENT: <u>PAPER 4 DUE</u>. Final Research Proposal DUE with Problem Statement, Literature Review, Research Questions/Aims, Action Research Plan,

Week 14: FINAL PRESENTATIONS: Action Research Proposal Grp Projects

Week 15: FINAL PRESENTATIONS: Action Research Proposal Grp Projects

COURSE POLICIES

Attendance/Punctuality/Participation
a. Arrive on time for class, and attend classes regularly. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
b. Two instances of arriving late for class will count as an absence.
c. In-class exercises cannot be made up outside of class or at a later date for credit.

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Classroom Conduct
a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory or discriminatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
Use of Artificial Intelligence in your writing is also plagiarism, because those are not your words or ideas.

Plagiarism will result in a ZERO on that assignment.

Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Accessibilities Students
If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504**) **and Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

Additional Course Information

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LIFE CHALLENGES:

Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Ask for help if you need it. Either let me know that you are having a problem-I don't need to know the details- or speak to someone at the Wellness Center, they will keep your business private. Use their services whenever you or your family need support. RM: L.68 (NB). http://www.jjay.cuny.edu/wellness-center mail: SingleStop@jjay.cuny.edu ; TEL: 212-237-8111.

John Jay Wellness Center:

The Wellness Center has many free services for students:

- Breakfast and Lunch program, 9am-11am + 1:40-2:50pm Mon-Thurs in L.68
- Food Bank open Monday-Thursdays (10 am - 4 or 6 pm)
- Mental Health Counseling
- Emergency Funding for students who are struggling financially
- Single Stop Free Legal Services, Financial Counseling, advice on Public Benefits, and Tax Preparation
- Health Services that include sick visits, vaccines, pregnancy tests
- Accessibility services for students with hearing/visual impairments, mobility impairments, learning disabilities, chronic illnesses and psychological impairments.

Think about attending any of their short seminars on financial literacy, managing relationships, health and sexual/gender identity issues, time management, immigration, taxes and other issues.

Immigrant Student Success Center:

Both John Jay and CUNY provide resources for students experiencing individual or family immigration status challenges. The new Immigrant Student Success Center is available to provide you with support and advocacy. Please visit them in L2.69.11 (new Building) Mon-Fri 9AM – 5PM or contact the Center's manager: Cynthia Carvajal (ccarvajal@jjay.cuny.edu). For ALL immigration issues, visit the Resources for Undocumented and DACA Students webpage: http://www.jjay.cuny.edu/undocumentedstudents. John Jay is committed to assisting ALL students and families in a variety of ways. Also see http://www.jjay.cuny.edu/legal-resources .

Statement Regarding Students with Disabilities:

The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

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CUNY's Non-Discrimination Policy:

"The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University." The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. This is a classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

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

Course Revision Form

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

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

Date Submitted: March 25, 2025

1. Name of Department or Program: International Criminal Justice

2. Contact information of proposer(s):

    Name(s): Mangai Natarajan
    Email: mnatarajan@jjay.cuny.edu
    Phone number: 2122378673

3. Current number and title of course: ICJ 101 "Introduction to International Criminal Justice"

4. Current course description:

This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements and on the bilateral, regional, and international structures created for crime prevention, punishment and control.

    a. Number of credits: 3 credits
    b. Number of class hours (please specify if the course has lab hours): 3 hours
    c. Current prerequisites: none

5. Describe the nature of the revision (what are you changing?):
The ICJ 101 course serves as a foundation course for the undergraduate International Criminal Justice major at John Jay. We aim to include ICJ 101 in the Flexible Core "World Cultures and Global Issues," which will educate and engage students in studying global justice systems at the introductory level. We have thought through our goals and objectives of ICJ 101 and described the learning outcomes to align the learning outcomes of Flexible Core "World Cultures and Global Issues. "

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6. Rationale for the proposed change(s):
The substantive focus of ICJ101 naturally aligns with the goal of this area of knowledge in the Flexible Core, as the focus is global issues and world efforts to deal with criminal justice, transnational crimes, and international crimes.

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

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

    d. Revised learning outcomes:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the significance of one or more major movements that have shaped the world's societies.

The revised learning outcomes for ICJ majors or non-majors at the introductory level align with the <u>World Cultures and Global Issues track of Flexible Core.</u>

1.Gather, interpret, and assess information from a variety of sources and points of view.

This course assignment and activities are designed to provide students with the knowledge and skills necessary for learning through a series of scaffolded assignments. These assignments allow students to gather, interpret, and assess information from multiple sources and viewpoints. Scaffolding is crucial for identifying areas where students may struggle, enabling targeted support for everyone. It's also important to consider students' diverse needs to ensure they receive the necessary support to grow and succeed in the course.

The chapter readings for this 14-week (28-session) course will be clear and straightforward, covering topics of international crime and justice. Sessions 1 and 2 will introduce students to printed and electronic media, journals, and gray literature in criminal justice research, along with an overview of the criminal justice process in both the U.S. and international contexts. Sessions 3, 4, and 5 will explore various legal traditions worldwide, policing practices, philosophies of punishment, and crime control. This analysis will highlight why specific approaches may work in one country while failing in another due to deeply rooted cultural beliefs and attitudes. Students will continuously gather, interpret, and assess information from diverse sources and perspectives, as these cultural differences often complicate efforts to reach international agreements on global and transnational crime issues.

Throughout the course, five bi-weekly quizzes will be administered. These quizzes aim to reinforce learning across different aspects of international criminal justice, identify knowledge gaps, and promote active engagement with the cultural context surrounding global crime issues. Ultimately, this approach will enhance students' understanding and retention of the material. With regular quizzing, students can stay on track with the readings and lectures, mastering the subject matter of international criminal justice. The final exam consists of over 50 multiple-choice questions, some taken from previous quizzes. These questions cover all course material and evaluate students' overall understanding and mastery of the subject. They assess the students' ability to recall, apply, and analyze the knowledge they have gained throughout the course.

2. Evaluate evidence and arguments critically or analytically.

In this course, ample opportunities are given to students through various assignments and activities to evaluate evidence and arguments critically and analytically in multiple ways:

(1) The in-class quizzes will require students to critically and analytically examine the evidence and arguments in the readings and other class materials.

(2) Class lectures: Besides providing salient PowerPoint lectures on ICJ, the class lecture uses PPT with a world map to visually represent the world's geography and cultures and help students understand the justice mechanisms. This will foster spatial thinking, enhance geographic understanding, and develop critical thinking. At the end of the course, the student will have a panopticon view of the cultural context.

(3) Class discussions are part and parcel of the course. Not only with their regular class chapter readings, students are expected to come up with world news on crime or justice issues; reading a newspaper such as the NY Times will focus on weekly assigned readings and viewings, and students will be prompted to interact with one other, debate the merits of arguments made in the readings, and present arguments of their own based on evidence they can extrapolate from the readings or any other reliable sources.

(4) Reflection essays Throughout the semester, three reflection essays (500 words each). Will be required. This will involve watching an assigned movie on the topic (instructions will be provided). The purpose of this assignment is to reflect on the educational portrayal of the film on international and transnational crimes. This helps identify the core themes leading to a thesis statement and think critically about the cultural contexts and globalization.

(5) Field trips: The course considers a field trip to the UN or engaging with UN resources like virtual tours and briefings, which can significantly enhance understanding of global issues by providing experiential learning and firsthand exposure to the UN's work, promoting critical thinking, and fostering global citizenship.

(6) Extra credit assignment: Students are asked to attend lectures and international events offered each semester at the college and then submit a reflection note or share what they learned with other classmates

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

The course assignments and activities focus on developing well-reasoned written and oral arguments supported by evidence. In particular:

> 1. Midterm Exam: Students will complete a take-home midterm exam in the middle of the semester. This exam will consist of short answers and essay-type questions that require thoughtful responses. It is designed to assess students' understanding of the course material covered up to that point and evaluate their ability to apply knowledge and critical thinking skills. The essay portion will also enable students to demonstrate their comprehension of the course content by synthesizing information, analyzing arguments, and developing their perspectives on global issues.

> 2. Final Paper: At the end of the course, students must complete a short paper titled "Court Case Analysis," which should be between 750 and 1,000 words (excluding references). This assignment involves analyzing a case from an international criminal court that focuses on genocide, war crimes, or crimes against humanity. Students will explore significant international crimes that threaten world peace and well-being and examine the role of the permanent International Criminal Court, ratified by 125 countries as parties to the Rome Statute. They will also cover topics including International Criminal Court case processing, victims' rights, NGOs' roles, human rights commissions, truth commissions, and restorative justice. Students will identify key issues, stakeholders, and potential solutions while evaluating the evidence and arguments presented, utilizing resources from the websites of the International Criminal Courts and International Criminal Tribunals that address global concerns.

Other three additional learning outcomes

1. Analyze culture, globalization, or global cultural diversity, to understand how social and economic disparities affect crime victimization worldwide.

This course assignments and activities provide a comprehensive exploration of world justice and serve as a foundational study in comparative criminology and criminal justice. It covers major legal traditions and systems, policing, and prison systems, focusing on transnational and international crimes.

From Week 1 to Week 14, the course materials challenge students to analyze the influence of culture on crime and justice practices across the globe. A key focus of the curriculum is the role of cultural values in shaping punishment philosophies, including the practice of capital punishment. Throughout the course, students will examine how the death penalty is perceived, implemented, and debated in various societies and its broader cultural implications.

In Week 6 (Session 12), students will delve into criminological theories that elucidate crime, criminality, and victimization. This includes foundational explanations of international and transnational crime, incorporating factors such as globalization, routine activities, migration, political influences, and cultural dynamics.

Additionally, the course emphasizes the importance of cultural diversity—encompassing aspects such as sex, race, ethnicity, gender, sexual orientation, nationality, and physical ability—in understanding how social and economic disparities contribute to crime victimization on a global scale.

2. Analyze the historical development of the International Criminal Court and international human rights and their roles in Nuremberg, Tokyo, former Yugoslavia, and Rwanda tribunals.

The course activities and assignments assist the students in analyzing the historical development of non-U.S. societies. For instance, using the U.S. as a benchmark, students will compare elements of international criminal justice systems across different cultures and examine how cultural differences influence crime perpetrators' arrest, prosecution, and adjudication.

In sessions 2-9, students will explore transnational crimes that cross borders, focusing on how political and socio-economic history shapes legal traditions and systems. In their mid-term exam, they will analyze how these variations impact the apprehension and adjudication of emerging forms of crime in the 21st century.

In sessions 16-19, students will delve into the historical and cultural contexts of crimes against humanity, such as slavery and apartheid, seeking ways to address the root causes of these forms of discrimination. Finally, in sessions 25-27, students will analyze various aspects of gender-based violence around the world and investigate the history of patriarchy as a factor contributing to global gender issues. Class readings, quizzes, and reflection essays will highlight the historical background of regional gender-related topics.

3. Analyze the significance and complexities of international and transnational crime and criminal law and relevant bilateral, regional, and international legal instruments designed to prevent and control international crime, including the dynamics of cooperation mechanisms.

The course activities and assignments expose students to the Universal Declaration of Human Rights, providing them with an understanding of fundamental concepts and developments in international human rights. They will explore the various functions of transitional justice, including truth commissions, and examine how the human rights movement influenced the establishment of the United Nations in 1945. This monumental effort, initiated by 51 countries, aimed to maintain international peace and security, foster friendly relations among nations, and promote social progress, better living standards, and human rights.

In class sessions 20 and 21, students will engage with readings that focus on the delivery of justice in the context of the rule of law. They will analyze how significant movements, such as the League of Nations, contributed to the creation of the UN and the promotion of global peace. This analysis will cover how these organizations help nations collaborate to improve the lives of impoverished populations, combat hunger, disease, and illiteracy, and encourage mutual respect for rights and freedoms. Additionally, the students will analyze the technological developments that shape cybercrime, as well as an analysis of how proceeds from such crimes are laundered. Through class readings, quizzes, and a term paper, students will be encouraged to assess the significance of major movements in the development of the global

justice process

  e. Revised assignments and activities related to revised outcomes:
   i.   Quizzes
   ii.   Midterm exam
   iii. Reflection essays
   iv.   Final exam (multiple choice)
   v.   Fieldtrips (e.g., UN headquarters)
   vi.   Class readings and class discussions
   vii. Extra credit assignment

  All the above assignments and activities related to the above-revised outcomes.

  f. Revised number of credits: N/A
  g. Revised number of hours: N/A
   h. Revised prerequisites: N/A

8. Enrollment in past semesters: At least 3-4 sections are offered each semester with strong enrollment.

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:

Flexible Core:

A. World Cultures and Global Issues	X
B. U.S Experience in Its Diversity	
C. Creative Expression	
D. Individual and Society	
E. Scientific World	

9b. Please explain why and how this course fits into the selected area:
This course is an introduction to international crime and justice, which introduces students to criminal justice systems across the world, the cultural context in which international and transnational crimes occur, and how, historically, the world community made decisions to control and prevent crimes by creating the International Criminal Court and other international justice mechanisms. Given the focus of John Jay College on criminal justice, this course will give non-major students world-cultural perspectives in addressing criminal justice and other global issues. While many other pathway courses address various global cultural issues, the introduction to International Criminal Justice is distinctive in its focus on crime and justice topics. It offers undergraduate students valuable insights into global justice and international crime, emphasizing a comparative and cross-cultural perspective on criminal justice systems, international criminal law, and human rights, among other subjects.

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

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

Approved by UCASC, April 11, to College Council, May 6, 2025

11. Date of Department or Program Curriculum Committee approval:

ICJ Curriculum Committee approval (Prof. Jana Arsovska, Prof. Rosemary Barberet, Prof. Mangai Natarajan, Prof. Veronica Michel) March 19, 2025

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

INTRODUCTION TO INTERNATIONAL CRIMINAL JUSTICE

ICJ101
SYLLABUS

COURSE DESCRIPTION:

This course is an introduction to the nature and scope of international and transnational crime to the emerging legal framework for its prevention and control, and its impact on the U.S. Criminal Justice System. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment, and control.

COURSE CULTURE:

In line with John Jay College of Criminal Justice, this course attests to a Culturally Responsive, Inclusive, and Anti-Racist Curriculum (CRIARC) through critical engagement, evolving perspectives on criminal justice education, normalizing discussions about complex social challenges and practice, embodied learning, and use of diverse content to promote democratic education.

TEACHING STYLE:

Classroom lectures, lectures by guest speakers, video presentations, and classroom discussions.

GOALS AND OBJECTIVES:

This course will analyze the nature of international and transnational crime, describe the major components of the criminal justice system, and give a general account of the institutions and mechanisms of international criminal justice. Upon completion of the course, students will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze culture, globalization, or global cultural diversity, to understand how social and economic disparities affect crime victimization worldwide.
- Analyze the historical development of the International Criminal Court, international human rights and their roles in Nuremberg, Tokyo, former Yugoslavia, and Rwanda tribunals.

- Analyze the significance and complexities of international and transnational crime and criminal law and relevant bilateral, regional, and international legal instruments designed to prevent and control international crime, including the dynamics of cooperation mechanisms.

REQUIREMENTS:

1. **Chapter readings** should be completed before each class.

2. **Participation** in class discussions: Student participation is encouraged. This is your class. Please energize the class with your participation. Every one of you has abundant life experience to share during the discussion on international justice topics. But do not monopolize. Give everyone in the class an opportunity to share and learn from others.

3. There will be **two exams** (a mid-term home short answer-essay type exam and a final multiple-choice BB exam). Please note that no make-up exams are required unless medical documentation is produced. Please note that both are open-book exams.

4. **Term Paper**: At the end of the semester, a short paper, Court Case Analysis (a minimum of 750 words and a maximum of 1000 words excluding references), will be required. It involves analyzing an international criminal court case. Further details will be provided in the class. The paper should be turned in on its due date (see course outline below).

5. **Quizzes:** Five quizzes (biweekly) on reading assignments will be administered through Blackboard on the scheduled day (see course schedule). **No make-up quizzes will be given unless medical documentation is produced.**

6. **Reflection Essays**: There will be three reflection essays (500 words each). This will involve watching an assigned movie on the topic (instructions will be provided). The purpose of this assignment is to reflect on the educational portrayal of the film on international and transnational crimes. This helps identify the core themes leading to a thesis statement and think critically about the cultural contexts and globalization.

7. Attendance: Regular attendance is important since good exam and paper performance requires knowledge of the material presented in classes, which is not always fully covered in the course textbook. Therefore, any absence will likely affect grades. Missing more than two sessions will result in a reduced grade (see college bulletin). Missing more than a third of the class (nine sessions or more) will result in a failing grade.

8. **Extra credit assignment**: Students can engage with various lectures and international events offered at the college. These experiences are designed to expand your knowledge and perspective. After attending an event, please take the time to write a thoughtful reflection note or share your insights with your classmates in class discussion. This process enhances your understanding and encourages valuable conversations and collaborative learning among peers.

9. Field Trip: The course considers a field trip to the UN or engaging with UN resources like virtual tours and briefings. These can significantly enhance understanding of global issues by providing experiential learning and firsthand exposure to the UN's work, promoting critical thinking, and fostering global citizenship. Students are encouraged to sign up, and attendance on

the trip will be counted as extra credit.

*Please submit all writing assignments via Blackboard under the appropriate assignment section. All written assignments must be submitted on or before the due date by 11.59 p.m. Late submissions may be accepted for two days after the stated due date. There will be a late penalty of up to 50% of the late assignments. Make sure you check your grade and my feedback via Blackboard. N**o grade will be given until the electronic version has been submitted**. Assignments submitted will be included solely in its restricted access database to detect plagiarism.

CLASSROOM GUIDELINES:

Please prepare a name card for yourself for in-person classes (so that your classmates can remember and identify your names; this is part of classroom collective efficacy).

Please provide your name in the Zoom frame. Please mute your microphone when other students ask questions and during lecture time. It would be good practice to be present during the Zoom meeting. Please follow the **dress code** for the Zoom meeting.

EMAIL AND OFFICE HOUR POLICIES:

Emails must have the following elements: 1. A subject (what you are inquiring about) in the subject line and be written professionally (proper punctuation and capitalization); 2. Professionally address the professor (as Prof.XXX or Dr. XXX). 3. The matter; 4. Signature (your name), 5. Use your JJ email ID to send it. (Please note that I will respond to only your JJ email.) If your email does not meet the basic requirements above, the reply will be delayed or not responded to. The emails are for contacting the professor mainly to clarify any questions not in the syllabus. My responses will be brief. If you need to have a lengthy discussion, you must make an appointment for an in-person or Zoom meeting. I am available during office hours on Mondays from 2-3 p.m. and by appointment. These appointments can be made via email (mnatarajan@jja.cuny.edu) so that I can block the time for the meeting.

THE CUNY POLICY ON ACADEMIC INTEGRITY:

Academic dishonesty is prohibited at The City University of New York and is punishable by penalties, which may include failing grades, suspension, and expulsion.

I. **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 the list exhaustive:
- 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 receiving advance permission from each instructor to do so.

- o Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- o Allowing others to research and write papers that have been assigned to you, or to do projects that have been assigned to you. This includes the use of commercial term paper services.
- o Giving assistance to acts of academic misconduct/dishonesty.
- o Fabricating data (all or in part).
- o Submitting someone else's work as your own.
- o Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. Much research requires paraphrasing and summarizing the ideas or work of others, but when you do so, you have to identify the original author and source in a way that the reader can verify that this person actually presented the ideas in question. The following are some examples of plagiarism, but by no means is the list exhaustive:
Copying another person's actual words without the use of quotation marks and without attributing the words to their source.

- o Presenting another person's ideas or theories in your own words without acknowledging the source.
- o Using information that is not common knowledge without acknowledging the source.
- o Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, and "cutting & and pasting" from various sources without proper attribution.

ASSISTANCE WITH WRITING: The ALAN SIEGEL Writing Center at John Jay - **http://jjcweb.jjay.cuny.edu/writing/homepage.htm** located in Room 01.68 NB, **(212) 237-8569** is a service that provides free tutoring in writing to students of John Jay College. The Center emphasizes formulating a thesis, organizing, and developing ideas, documenting the American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. The Writing Center has a staff of trained tutors 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 to make your written assignments better. We will also discuss CHATGPT and its impact on class writing assignments.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES:

Qualified students with disabilities will be provided reasonable academic accommodation if determined eligible by the Office of Accessibility Services (OAS). Before granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility from the OAS that is located at 1233N (tel.: 212-237-8144). It is the student's responsibility to initiate contact with the OAS accessibilityservices@jjay.cuny.edu and follow the established procedures for having the accommodation notice presented to the instructor. Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. Students with special needs are required to contact the Professor to discuss a concrete action plan for the successful completion of the assignments during the semester and achievement of the course objectives.

COUNSELLING AND REFERRAL SERVICES

This center is here to provide you with a complete range of counseling and referral services: http://www.jjay.cuny.edu/counseling New Building L.68.00 ; Phone: 212.237.8111
Email: Counseling@jjay.cuny.edu

MILITARY AND VETERANS SERVICES

Military personnel and Veterans can find resources at the Military and Veterans Services office: http://www.jjay.cuny.edu/military-and-veteran-services Haaren Hall 229; Phone: 212.484.1329
Email: johnjayveterans@jjay.cuny.edu

INCOMPLETE GRADE POLICY:

An "Incomplete" grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

THERE IS A ZERO-TOLERANCE POLICY REGARDING HATE SPEECH IN THE CLASSROOM.

GRADING:

Explanation of Grades: A, A- Excellent, B+, B, B- Very Good, C+, C Satisfactory, C-, D+, D, D- Poor—Passing, but too many of these grades can lead to dismissal from the College because of a low-grade point average, F Failure, an F is not erased when the course is taken again and passed. The final grade will be in line with the standard College scale (below).

A	93-100		C	73-77
A-	90-92.9		C-	70-72.9
B+	87.1-89.9		D+	67.1-69.9
B	83-87		D	63-67
B-	80-82.9		D-	60-62.9
C+	77.1-79.9		F	59.9-0

CLASS FINAL GRADING RUBRIC: Final grades will be determined as follows:
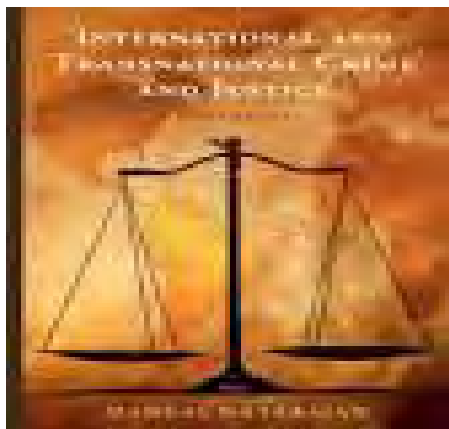Mid-term exam (take-home exam)   20%
Final exam (Multiple Choice)   25%
Quizzes (5 Quizzes)   20%
Three Reflection Essays (500 words each)   15%
ICC-international Crime Case Analysis   10%
Attendance, punctuality, participation   10 %

                                            100%
Extra Credit Assignment (will be discussed):   **5%**

READING:

Approved by UCASC, April 11, to College Council, May 6, 2025

Textbook (Must be purchased)

Natarajan, M. (ed.) (2019). *International and Transnational Crime and Justice*. Cambridge, UK: Cambridge University Press. The book can be purchased in the form of a hard copy, paperback, or electronic /kindle version. This book is used as a supplement for many ICJ courses, hence having a copy of the edition is desirable.

COURSE OUTLINE

Orientation

Course introduction and
An overview of international criminal justice issues

SESSIONS 1 AND 2: AN OVERVIEW OF INTERNATIONAL CRIME AND JUSTICE ISSUES. TRANSNATIONAL AND INTERNATIONAL CRIME DEFINITION & DISTINCTIONS.

Overview of the syllabus; discussion of writing assignments including APA Style referencing; Printed and Electronic Media, Journals, and Gray Literature in Criminal Justice Research; An overview of the criminal justice process in the US and international criminal justice.

Required Readings
Natarajan (ed.): Introduction pages. xxxiii-xlv
Natarajan (ed): Chapters 82-84

APA-style guide (http://www.lib.jjay.cuny.edu/research/apastyle2010.pdf

SESSIONS 3, 4, AND 5: UNDERSTANDING COMPLEXITIES OF CRIME AND CRIMINAL JUSTICE

An overview of Criminal Justice Components – Enactment and Enforcement of Law: Law and Punishment, Policing, Judiciary, Corrections; Crime Prevention and Control Philosophies of The World. 2. Measuring crime & delinquency, victimization; Various data sources

These sections review the various legal traditions, policing, philosophies of punishment, and crime control. What works for one country may not work for others because of deep-rooted cultural beliefs and attitudes. These cultural differences often make achieving international agreements in dealing with global and transnational crimes difficult.

Required Readings

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Natarajan (eds.) Chapters 42-45 and 51; Chapters 76-81

Transnational Crime: Nature and Extent

Transnational crimes are criminal acts and transactions that span national borders. This section deals with some specific and important transnational trafficking crimes. These include drug trafficking, trafficking in human beings, trafficking in stolen vehicles, trafficking in small arms, trafficking in art, antiquities, and cultural heritage, and cigarette smuggling. Transnational crimes with more general implications include cybercrime, international fraud, money laundering, and child pornography. Other crimes of international concern include maritime crimes, transnational environmental crimes, and corruption. Furthermore, tourist crimes, which are very local but have global repercussions, are discussed.

SESSIONS 6, 7, AND 8: OVERVIEW OF TRANSNATIONAL CRIMES: VARIETIES OF TRANSNATIONAL CRIMES

These sections cover the Palermo convention; Drug Trafficking; Human Beings; Trafficking of Children; Migrant Smuggling; International Trafficking of Stolen Vehicles; Transnational Firearms Trafficking: Guns for Crime; Trafficking Antiquities; The Illegal Cigarette Trade Wildlife Trafficking; Cybercrime; Crime and Online Anonymous; Cryptocurrencies and Money Laundering Opportunities; Money Laundering; International Fraud*;* Ransom Kidnapping; Child Pornography; Transnational Environmental Crime; Multinational Corporate Criminal Negligence*;* Maritime Crimes*;* Worldwide Maritime Piracy; Poaching of Terrestrial Wild Animals and Plants; Illegal Commercial Fishing; Corruption; Tourist and Visitor Crime; Terrorism; Political Assassinations.

Brief discussion of all the transnational crimes, their complex nature, and the challenges involved in their control and prevention. Please note that not all crimes will be discussed at the class session.

Required Readings

Natarajan (ed.): Introduction pages. xxxiii-xlv; Varieties of Transnational Crimes p.3-4; Skim through readings of chapters 1-26 & 27

SESSION 9: DRUG TRAFFICKING AND HUMAN TRAFFICKING
Detailed Discussion of Specific Transnational Crimes which are lucrative and harmful.

Required Readings

Natarajan (eds) Chapters 1 and 2.

SESSIONS 10 AND 11: FACILITATORS OF TRANSNATIONAL CRIME: ORGANIZED CRIME GROUPS

A discussion of the important reasons for studying transnational organized crime with brief

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accounts of organized crime in the Balkans and of Russian organized crime and some of the world's major organized crime groups, including the Italian Mafia, and Asian organized crime groups. It includes a review of terrorism and practical ways for its prevention.

Required Readings

Natarajan (eds) Chapters 28-36

SESSION 12: FACTORS CONTRIBUTING TO TRANSNATIONAL AND INTERNATIONAL CRIMES

A brief introduction to criminological theories that explain crime, criminality, and victimization; Basic explanations of international/transnational crime, including globalization, routine activities, migration, political factors, and culture.

Required Readings

Natarajan (eds) Chapters 37-41.

Transnational Crime and Justice Issues

This part provides an account of law enforcement activities directed against international and transnational crime. the importance of cross-border patrol; the development of regional police cooperation and cooperation among the judiciary, specifically in Europe; the importance of cooperation in international law enforcement and criminal justice in combating transnational crimes, and, more specifically, in dealing with money laundering.

SESSIONS 13, 14, 15: TRANSNATIONAL JUSTICE ISSUES AND OPERATIONS

Cross-Border Policing; Cybercrime Laws and Investigations. The European Union and Cooperation in Criminal Matters, Extradition and Mutual Legal Assistance International Cooperation to Combat Money Laundering, The Role of Major Intergovernmental Organizations, and International Agencies in Combating Transnational Crime.

Required Readings

Natarajan (eds.) Chapters 46-51

Please watch this video before the class: https://www.justice.gov/opa/video/alphabay-largest-online-dark-market-shut-down

Watch This video: https://www.justice.gov/usao-edny/video/joaquin-el-chapo-guzman-sinaloa-cartel-leader-sentenced-life-prison-plus-30-years

This video is an interesting piece about how law enforcement agencies handle cyber operations**.** The Justice Department announced the seizure of the largest criminal marketplace on the

Internet, AlphaBay, which operated for over two years on the dark web and was used to sell deadly illegal drugs, stolen and fraudulent identification documents, access devices, counterfeit goods, malware and other computer hacking tools, firearms, and toxic chemicals throughout the world. The international operation to seize AlphaBay's infrastructure was led by the United States and involved cooperation and efforts by law enforcement authorities in Thailand, the Netherlands, Lithuania, Canada, the United Kingdom, and France, as well as the European law enforcement agency Europol.

Rome Statute's International Core Crimes and Delivering International Justice

This part provides detailed research accounts of some international crimes, beginning with the three core international crimes of genocide, war crimes, and crimes against humanity. It gives an account of the historical dimensions of genocide, war crimes, and humanitarian law, as well as apartheid, a crime against humanity. Finally, it discusses the definition of crimes of aggression committed by a state's leaders.

SESSIONS 16, 17, 18, 19: INTERNATIONAL CORE CRIMES

These sessions provide an overview of Genocide, war crimes, crimes against humanity, crimes of aggression, and crimes of the powerful. Also, a discussion on the 5th possible core crime (Environmental Crime)

Required Readings

Natarajan (ed.): Chapters 17, 53-59
Documentary: https://www.bbc.com/news/world-africa-26875506

Delivering International Justice

This part focuses on major developments in international criminal justice including the role of United Nations in preserving security and peace worldwide; a discussion of treaties and international criminal law; the workings of major international criminal tribunals; and international hybrid courts established in response to specific international crimes including Nuremberg, Tokyo, Rwanda, Yugoslavia, and Sierra Leone; the International Criminal Court (ICC) and it's functioning; how serious international crimes are investigated and how the ICC processes these cases; the attention paid by the ICC to victims' rights and the role of NGOs in international criminal justice. Furthermore, describes the development of human rights commissions and the truth commissions in South Africa and Guatemala.

SESSIONS 20 and 21: INTERNATIONAL CRIME-CONTROL MECHANISMS

These sessions cover the Role of the United Nations, treaties and International Criminal Law, Major International Criminal Tribunals, International Hybrid Courts, and the International Criminal Court in dealing with international core crimes.

Required Readings

Natarajan (ed.): Chapters 65-67; 70

SESSIONS 22, 23, and 24: INTERNATIONAL JUSTICE PROCESS

These sessions cover the International Criminal Court and International Criminal Court-Case Processing, Victims' Rights and the Role of NGOs, Human Rights Commissions, Truth Commissions, and Restorative Justice.

Required Readings

Natarajan (ed.): Chapters 67-75

Global Crime: Gender, Race, and Juvenile Justice

SESSIONS 25, 26, 27: INTERNATIONAL CRIME AND JUSTICE FOR WOMEN AND CHILDREN
These sessions cover **Gender, Juvenile, and Racial Justice: Gender-Based Violence and Crimes Against Children.**

Required Readings

Natarajan (ed) Chapters 60-64

SESSION 28: REVIEW OF ICJ

FINAL EXAM WEEK Date: The final exam is a multiple-choice exam. 25 points. Instructions will be provided.

ICJ 101: Assignment- Reflection Essay 1

Transnational Crime-Human Trafficking (5 points

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This assignment aims to reflect on the educational portrayal of movies on international and transnational crimes. This helps identify the core themes leading to a thesis statement and critically think about the cultural contexts and globalization.

Trafficking in Person means Art. 3 of the Palermo Protocol contains the following definition of trafficking in human beings: (a)'Trafficking in persons' shall mean: -the recruitment, transportation, transfer, harbouring or receipt of persons -by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person -for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.

Watch the Movie "Taken" and write an essay (A total of minimum 500words maximum 600 words- Each paragraph minimum 100words)

1. **Explain that human trafficking is a transnational crime using the definition of Transnational crimes discussed in the class.** (2 paragraphs with a maximum of five sentences in each section)
2. **What factors (push and pull factors) contribute to the trafficking? (one paragraph Maximum 8 sentences)**
3. **What can be done to control and prevent human trafficking?** (2 paragraphs with a maximum of 5 sentences in each section)

You can access movies online for free. Deadline XXXXXXX

ICJ 101: Assignment- Reflection Essay 2

This assignment aims to reflect on the educational portrayal of the movies on international and transnational crimes. This helps identify the core themes leading to a thesis statement and critically think about the cultural contexts and globalization. (**Due Date: XXXXXXX**)

Rwandan Genocide *Hotel Rwanda* is the *Schindler's List* of our times. Just like Oskar Schindler, Paul Rusesabagina (Don Cheadle), a hotel manager and a man of conscience, risked everything to protect more than a thousand Tutsi refugees from slaughter by the Hutus. He turned the elegant Hôtel des Mille Collines into a refugee camp. The film leaves us hanging on a thread of hope. At the end of the film, you can console yourself that goodness and decency still glimmer, albeit like a tiny light at the end of a very dark tunnel.
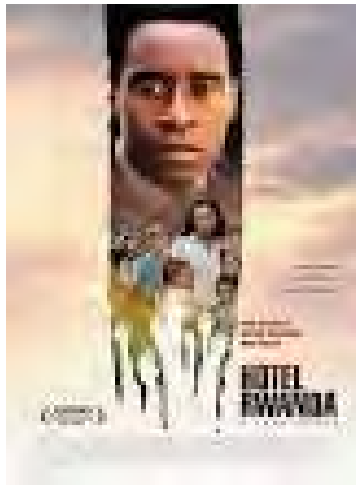
My Neighbor, My Killer (2009) A documentary
My Neighbor My Killer explores the judicial convulsions and the consequent emotional shocks of post-genocide Rwanda. The film documents oral testimonies of a handful of devastated survivors. It is a restrained and ethically nuanced investigation into the open-air tribunals known as gacacas. Gacacas were instituted nationally in 2005 by the Rwandan government. Gacacas are citizen courts, which tried Hutus accused of the 1994 slaughter of 800,000 Tutsi and moderate Hutus. In most cases the guilty were acquitted and returned to the communities they helped annihilate.

You can Access these movies in this link. https://www.aisfm.edu.in/blog/2014/the-films-on-rwandas-genocide-will-leave-you-horrified-and-moved-to-tears/

Rome Statue Part 2 Article 6 Defines Genocide
For this Statute, "genocide" means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; (e) Forcibly transferring children of the group to another group.

Watch the movie Hotel Rwanda & and the documentary My Neighbor My Killer (https://www.imdb.com/title/tt1400357/) and write an essay focusing on the following (Please note that you must reflect on the movie when you write the essay):

1. Explain the cause (s) for the Genocide in Rwanda. (two paragraphs with maximum five sentences in each paragraph)
2. Describe the mechanisms by which Rwanda dealt and dealing with the aftermath of the genocide. Do you think restoring justice, and a reconciliation process, ICTR (International Criminal Tribunal for Rwanda, is a solution to the 800000 slaughters in Rwanda in 1994? Explain your viewpoints. (Two paragraphs with five sentences maximum in each paragraph).
3. What could have been done to prevent this genocide (see your genocide prevention chapter)? (Two paragraphs with five sentences maximum in each paragraph

ICJ 101: Assignment- Reflection Essay 3
Topic Gender Issues-Female Genital Mutilation (5 points)

The purpose of this assignment is to reflect on the educational portrayal of movies about international and transnational crimes. This will help identify the core themes leading to the thesis statement and critically think about the cultural contexts and globalization.

Watch the movie Desert Flower and write an essay (based on the class lecture and chapter reading) focusing on the following.
1. Explain if or not Female Genital Mutilation (FGM) is a crime against women. (2 paragraphs with a maximum of 5 sentences in each paragraph)
2. Can we consider FGM as a crime against humanity (See Rome Statute Article 7 below)? Yes or no? Explain why? (2 paragraphs with five sentences maximum in each paragraph)

Rome Statute: Article 7 - Crimes against humanity

For the purpose of this Statute, "crime against humanity" means any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack:

- Murder; Extermination; Enslavement;
- Deportation or forcible transfer of population;
- Imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law; Torture;
- Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity;
- Persecution against any identifiable group or collectivity on political, racial, national, ethnic, cultural, religious, gender as defined in paragraph 3, or other grounds that are universally recognized as impermissible under international law, in connection with any act referred to in this paragraph or any crime within the jurisdiction of the Court;
- Enforced disappearance of persons;
- The crime of apartheid;

Other inhumane acts of a similar character intentionally cause great suffering or serious injury to the body or mental or physical.
The movie can be accessed through Here is the link: https://youtu.be/rnMwlcAyATc

INSTRUCTIONS FOR WRITTEN ASSIGNMENT

Term Paper 1: An Analysis of International/Transnational Crime

This term paper will involve an analysis of ways to combat transnational crime. This will allow you to look at a specific transnational crime in detail. It will enable you to evaluate the magnitude of the problems involved and to develop strategies to combat those crimes.

Specifically, using 21st-century court cases (any case that was prosecuted after 2000) that were prosecuted in, write a paper on a transnational crime. The paper should include:

1. Introduction: A general description of the nature and extent of the crime. You need to refer to library sources, not just INTERNET. Note: **Wikipedia is NOT an appropriate source**. (250 words)
2. Description of relevant case: Try to locate an important **court case** that had been subjected to publicity of the transnational crime you have chosen to study and *describe* the nature of the case and how the Criminal Justice bodies dealt them (250 words). You will need to search NEXUS and INTERNET sources. Also look at **Ted Case studies: http://www.american.edu/TED/class/all.htm;** https://www.irs.gov/uac/examples-of-international-investigations-fiscal-year-2017 **websites. Professor will also provide a list of cases-as examples**
3. Analyze each case and describe the problems encountered by the authorities in dealing with these cases. (250 words)
4. Conclude with solutions to handle such cases (250 words)

Format

You must use the following headlines in the paper:

1. Title
2. Introduction
3. Description of relevant case
4. Analysis
5. Conclusion
6. References or Bibliography (APA style) (This excludes word count)

The paper should be neat and professional. It should be well written and easy to follow, i.e., clearly written in simple English. It must be 750 words minimum (1.5 spacing), 12-point font size, and 1-inch top-bottom, left/right margins. Check spelling and grammar, and number the pages. On top of the title page, place the word count: in your word program, click file at the left corner, then to properties. You will see a statistics box with words. You must take down the number of words and place at the top of the title page.

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Extracurricular (extra credit) Activities Write-Up Form

Please use this form to summarize the event you attended in order to apply for one extra credit point. (You can print/copy this form and complete it by hand or you can copy and paste it into your word processor and submit it by email)

Your Name:_____

Title of Event:_____

Event Sponsored by:_____

Date of Event:_____ Time: _____ Place: _____

Please answer the following questions. Your answers should take up the entire sheet of paper.

Please describe the event.

How did this event relate to class readings and discussions?

Please critique the event. How could it have been improved?

ICJ 101-CLASS SCHEDULE

*The instructor reserves the right to modify the syllabus and offer extra credit activities. Students will be given notice if these changes take place.

Location	Assignments DUE
Session 1:	**Class Required Readings**
Session 2:	**Class Required Readings**
Session 3:	**Class Required Readings**
Session 4:	**Class Required Readings Quiz 1**
Session 5	**Class Required Readings**
Session 6:	**Class Required Readings**
Session 7	**Class Required Readings**
Session 8	**Class Required Readings Quiz 2**
Session 9	**Class Required Readings**
Session 10	**Class Required Readings**
Session 11	**Class Required Readings,**
Session 12	**Class Required Readings,** **Reflection Essay 1 Due**
Session 13	**Class Required Readings Quiz 3**
Session 14	**Class Required Readings**
Session 15	**Class Required Readings**
Session 16	**Class Required Readings** **Take Home Midterm Exam Due**
Session 17	**Class Required Readings**
Session 18	**Class Required Readings**
Session 19	**Class Required Readings**
Session 20	**Class Required Readings, Quiz 4**
Session 21	**Class Required Readings** **Reflection Essay 2 Due**
Session 22	**Class Required Readings**
Session 23	**Class Required Readings**
Session 24	**Class Required Readings Quiz 5**
Session 25	**Class Required Readings**
Session 26	**Class Required Readings** **Term Paper: Court Case Analysis Paper Due**
Session 27	**Class Required Readings**
Session 28	**Class Required Readings** **Reflection Essay 3 DueDUE**
FINAL EXAM	EXTRA CREDIT ASSIGNMENT

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ICJ 101
Course Title	Introduction to International Criminal Justice
Department(s)	Sociology, LPS, Political Science, CRJ
Discipline	International Criminal Justice (interdisciplinary program)
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements and on the bilateral, regional, and international structures created for crime prevention, punishment and control.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course   ☐ revision of current course   ☐ a new course being proposed

CUNY COMMON CORE Location

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

Required
- ☐ English Composition
- ☐ Mathematical and Quantitative Reasoning
- ☐ Life and Physical Sciences

Flexible
- x☐ World Cultures and Global Issues
- ☐ US Experience in its Diversity
- ☐ Creative Expression
- ☐ Individual and Society
- ☐ Scientific World

Learning Outcomes

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

	• Apply mathematical methods to problems in other fields of study.

II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

Approved by UCASC, April 11, to College Council, May 6, 2025

A Flexible Core course must meet the three learning outcomes in the right column.	
This course assignment and activities are designed to provide students with the knowledge and skills necessary for learning through a series of scaffolded assignments. These assignments allow students to gather, interpret, and assess information from multiple sources and viewpoints. Scaffolding is crucial for identifying areas where students may struggle, enabling targeted support for everyone. It's also important to consider students' diverse needs to ensure they receive the necessary support to grow and succeed in the course. The chapter readings for this 14-week (28-session) course will be clear and straightforward, covering international crime and justice topics. In the first month, readings, class discussions, and the first quiz lay the foundations for the new concepts in the criminal justice process. Incrementally, students learn about various types of international and transnational crimes and their impact and delve into the details of the International Criminal Justice process, as well as the roles of international organizations, including the United Nations, in promoting global justice. The course readings for each week bridge student learning gaps in studying world culture and justice in an intense introductory course . Sessions 3, 4, and 5, which will explore various legal traditions worldwide, policing practices, philosophies of punishment, and crime control. This analysis will highlight why specific approaches may be effective in one country but fail in another due to deeply rooted cultural beliefs and attitudes. Students will continuously gather, interpret, and assess information from diverse sources and perspectives, as these cultural differences often complicate efforts to reach international agreements on global and transnational crime issues. Sessions 1 and 2 will introduce students to printed and electronic media, peer-reviewed journals, magazines, and gray literature in the context of criminal justice research, along with an overview of the criminal justice process in both the U.S. and international contexts. This learning helps to conceptualize and gather information for a term paper on an International Criminal Court case. Throughout the course, five bi-weekly quizzes will be administered. The quizzes (20% of the total grade) , which include multiple-choice or true/false questions, are essential for assessing the fundamental understanding of the facts related to the ICJ. They help the ability to remember specific details, definitions, or concepts presented in class lectures and class readings. These quizzes aim to reinforce learning across different aspects of international criminal justice, identify knowledge gaps, and promote active engagement with the cultural context surrounding global crime issues. Ultimately, this approach will enhance students' understanding and retention of the material. With regular quizzing, students can stay on track with the readings and lectures, mastering the subject matter of international criminal justice. The final exam consists of over 50 multiple-choice questions, some taken from previous quizzes. These questions cover all course material and evaluate students' overall understanding and mastery of the subject. They assess the students' ability to recall, apply, and analyze the knowledge they have gained throughout the course.	• Gather, interpret, and assess information from a variety of sources and points of view.
In this course, ample opportunities are given to students through various assignments and activities to evaluate evidence and arguments critically and analytically in multiple ways: (7) The in-class quizzes will require students to critically and analytically examine the evidence and arguments in the readings and other class materials.	• Evaluate evidence and arguments critically or analytically.

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(8) Class lectures: In addition to providing salient PowerPoint lectures on the ICJ, the class lecture utilizes a PPT with a world map to visually represent the world's geography and cultures, helping students understand the justice mechanisms. This will foster spatial thinking, enhance geographic understanding, and develop critical thinking. At the end of the course, the student will have a panopticon view of the cultural context and a more developed ability to analyze and evaluate arguments by applying their new awareness to questions about ICJ. (9) Class discussions are part and parcel of the course. Not only with their regular class chapter readings, students are expected to come up with world news on crime or justice issues; reading a newspaper such as the NY Times will focus on weekly assigned readings and viewings, and students will be prompted to interact with one other, debate the merits of arguments made in the readings, and present arguments of their own based on evidence they can extrapolate from the readings or any other reliable sources. In the first week of the course, students are introduced to close readings. Each assigned reading includes a critical review of a specific book chapter. Students are expected to participate in class by appraising the chapter and discussing their insights. This participation will help them engage more deeply with the text and enhance their ability to analyze, interpret, and infer using a variety of literacy skills. (10) Reflection essays Throughout the semester, three reflection essays (500 words each). Will be required. This will involve watching an assigned movie on the topic (instructions will be provided). The purpose of this assignment is to reflect on the educational portrayal of the film on international and transnational crimes. This helps identify the core themes leading to a thesis statement and think critically about the cultural contexts and globalization. (11) Field trips: The course considers a field trip to the UN or engaging with UN resources like virtual tours and briefings, which can significantly enhance understanding of global issues by providing experiential learning and firsthand exposure to the UN's work, promoting critical thinking, and fostering global citizenship. (12) Extra credit assignment: Students are asked to attend lectures and international events offered each semester at the college and then submit a reflection note or share what they learned with other classmates	
The course assignments and activities focus on developing well-reasoned written and oral arguments supported by evidence. 1. Midterm Exam: Students will complete a take-home midterm exam in the middle of the semester. Students demonstrate their understanding of the course material covered up to that point and their ability to apply knowledge and critical thinking skills by completing short answer and essay questions that require thoughtful responses.. The essay portion will also enable students to demonstrate their comprehension of the course content by synthesizing information, analyzing arguments, and developing their perspectives on global issues. 2. Final Paper: At the end of the course, students must complete a short paper titled "Court Case Analysis," which	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

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should be between 750 and 1,000 words (excluding references). This assignment involves analyzing a case from an international criminal court that focuses on genocide, war crimes, or crimes against humanity. Students will explore significant international crimes that threaten world peace and well-being and examine the role of the permanent International Criminal Court, ratified by 125 countries as parties to the Rome Statute. They will also cover topics including International Criminal Court case processing, victims' rights, NGOs' roles, human rights commissions, truth commissions, and restorative justice. Students will identify key issues, stakeholders, and potential solutions while evaluating the evidence and arguments presented, utilizing resources from the websites of the International Criminal Courts and International Criminal Tribunals that address global concerns.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
This course assignments and activities provide a comprehensive exploration of world justice and serve as a foundational study in comparative criminology and criminal justice. It covers major legal traditions and systems, policing, and prison systems, focusing on transnational and international crimes. From Week 1 to Week 14, the course materials challenge students to analyze the influence of culture on crime and justice practices across the globe. A key focus of the curriculum is on the role of cultural values in shaping punishment philosophies, including the practice of capital punishment. Throughout the course, with textbook and supplemental readings, students will examine how the death penalty is perceived, implemented, and debated in various societies, as well as its broader cultural implications. For example, In Week 6 (Session 12), students will delve into criminological theories that elucidate crime, criminality, and victimization. This includes foundational explanations of international and transnational crime, incorporating factors such as globalization, routine activities, migration, political influences, and cultural dynamics. Additionally, the course emphasizes the importance of cultural diversity—encompassing aspects such as sex, race, ethnicity, gender, sexual orientation, nationality, and physical ability—in understanding how social and economic disparities contribute to crime victimization on a global scale. Throughout the course, these concepts are introduced and discussed. However, the penultimate week's class lecture and discussion provide a broader conceptual framework, along with examples of how disparities are entrenched in various cultures around the world.,	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view ICJ 101: Analyze culture, globalization, or global cultural diversity, to understand how social and economic disparities affect crime victimization worldwide. .
The course activities and assignments assist the students in analyzing the historical development of non-U.S. societies. For instance, using the U.S. as a benchmark, students will compare elements of international criminal justice systems across different cultures and examine how cultural differences influence crime perpetrators' arrest, prosecution, and adjudication. In sessions 2-9, students will explore transnational crimes that cross borders, focusing on how political and socio-economic history shapes legal traditions and systems. In their mid-term exam, they will analyze how these variations impact the apprehension and adjudication of emerging forms of crime in the 21st century.	• Analyze the historical development of one or more non-U.S. societies. ICJ 101: Analyze the historical development of the International Criminal Court and international human rights and their roles in Nuremberg, Tokyo, former Yugoslavia, and Rwanda tribunals.

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In sessions 16-19, students will delve into the historical and cultural contexts of crimes against humanity, such as slavery and apartheid, seeking ways to address the root causes of these forms of discrimination. Finally, in sessions 25-27, students will analyze various aspects of gender-based violence around the world and investigate the history of patriarchy as a factor contributing to global gender issues. Class readings, quizzes, and reflection essays will highlight the historical background of regional gender-related topics.	
The course activities and assignments expose students to the Universal Declaration of Human Rights, providing them with an understanding of fundamental concepts and developments in international human rights. They will explore the various functions of transitional justice, including truth commissions, and examine how the human rights movement influenced the establishment of the United Nations in 1945. This monumental effort, initiated by 51 countries, aimed to maintain international peace and security, foster friendly relations among nations, and promote social progress, better living standards, and human rights. In class sessions 20 and 21, students will engage with readings that focus on the delivery of justice in the context of the rule of law. They will analyze how significant movements, such as the League of Nations, contributed to the creation of the UN and the promotion of global peace. This analysis will cover how these organizations help nations collaborate to improve the lives of impoverished populations, combat hunger, disease, and illiteracy, and encourage mutual respect for rights and freedoms. Additionally, the students will analyze the technological developments that shape cybercrime, as well as an analysis of how proceeds from such crimes are laundered. Through class readings, quizzes, and a term paper, students will be encouraged to assess the significance of major movements in the development of the global justice process.	• Analyze the significance of one or more major movements that have shaped the world's societies. ICJ 101: Analyze the significance and complexities of international and transnational crime and criminal law and relevant bilateral, regional, and international legal instruments designed to prevent and control international crime, including the dynamics of cooperation mechanisms.

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

Course Revision Form

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

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

Date Submitted: March 26, 2025

1. Name of Department or Program: SCIENCE
2. Contact information of proposer(s):
      Name(s): Nathan Lents
      Email(s): NLENTS@jjay.cuny.edu
      Phone number(s): 646-557-4504

3. Current number and title of course: **BIO 101 Paced Modern Biology I-A**

4. Current course description:

   This course is intended for students who are majoring in Forensic Science, Cell and Molecular Biology, and Toxicology; or minoring in Biology. Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energy, cellular respiration, and photosynthesis. The entire 101–102 series must be successfully completed in order to receive credit as a general education science equivalent.

   a. Number of credits: 2
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: Math placement; and majoring in Cell & Molecular Biology, Forensic Science

5. Describe the nature of the revision (what are you changing?):
   We are changing enrollment criteria to include "declared biology minors." Also, the addition of "Toxicology majors" will be made official.

6. Rationale for the proposed change(s):
   We have improved and standardized advising in the biology minor and students will not be approved to declare the minor until they are ready for this course.

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7. Text of proposed revisions (use N/C, No change, where appropriate):
  Revised course description: N/C
      a.   Revised course title: N/C
      c. Revised short title: 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: Math placement; and Majoring in Cell and Molecular Biology, Forensic Science, **or Toxicology, or minoring in Biology**

8. Enrollment in past semesters: Approximately 100-120 seats are offered each Fall semester. Typically, 50 seats are offered in Spring.

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?

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

11. Date of Department or Program Curriculum Committee approval: 25 March 2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Angelique Corthals and Jennifer Rosati, Chairperson, Department of Sciences

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

Course Revision Form

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

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

Date Submitted: February 10, 2025

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Tim McCormack
Email(s): tmccormack@jjay.cuny.edu
Ashley Velez asvelez@jjay.cuny.edu
Claudia Zuluaga czuluaga@jjay.cuny.edu
Alexander Long along@jjay.cuny.edu
Alexa Capeloto acapeloto@jjay.cuny.edu

3. Current number and title of course: **ENG 247 Creative Expression and Human Nature**

4. Current course description:

What's the nature of humans? What's "wrong" with us? What's "right"? Says who? And how do the answers to these difficult questions play out in a variety of literary texts, films, and art pieces in disparate or similar ways depending on the lens through which we look? In this intro to creative expressions survey-style course, we will examine a wide variety of genres through psychological, philosophical, and social theory lenses in order to better understand humans through our past and contemporary cultural texts/materials.

    a. Number of credits: 3

    b. Number of class hours (please specify if the course has lab hours): 3, No lab hours.

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      c. Current prerequisites: ENG 201

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

When this course was approved in 2017, it was described as "an intro to creative expressions survey-style course [that] examine[s] a wide variety of genres (including— but not necessarily limited to—short stories, poetry, songs, scripts, visual arts as texts, film, other forms of artistic expression, etc.)." The course's learning outcomes, placement and general focus remain the same, but we are changing the title and description as part of the English Major revision approved by UCASC on Nov. 15. ENG 247 is a required course under the revised major, so we are re-shaping it for that context. In addition to the new name and description, the content is changing in the following ways:

1)   While we maintain the original focus on close reading of "artistic objects of study," we have removed the overly ambitious "wide variety of human nature theories" as methods of analysis, and replaced them with a focus on rhetoric and reading for craft. The course will now teach "how texts work" and look deeply at voice, instead of covering how to apply theoretical lenses to a text (an analysis method covered in other classes in the department including LIT 300 Text and Context).

2)   In addition to studying texts, students will now apply their rhetorical analysis of voice to the creative expression of their own texts in various genres, styles, and modalities. In creating their own texts, students will learn the power of putting their voices into the world.

6. Rationale for the proposed change(s):

1)   As ENG 247 is now a required course in our new major, we have recentered the course to focus on the student as a writer and creator of texts to clearly direct students to the "writer/creator" side of our department's course offerings in Digital Media and Journalism, Creative Writing, Writing & Rhetoric, and Communications, courses which count towards the major. (In the draft syllabus we include units from three of these "writing minors," but also have developed two additional unit schedules, available on request, to indicate how this course can be adapted to emphasize any of our writing minor course areas.)

2)   To make the course more experiential by providing students with the opportunity to learn how to understand and analyze texts by creating their own texts and claiming their own voices.

3)   We enact John Jay's Culturally Responsive, Inclusive and Anti-Racist Curriculum principle number 7, Democratic Education, which calls for a more participatory and less hierarchical curriculum:

● by having students author creative texts of their own, instead of exclusively writing about texts of others.

● by having the explicit goal of the class be to find, practice, and make your own author voice public.

● by featuring peer response and self reflection as main components of the course.

4) We enact John Jay's Culturally Responsive, Inclusive and Anti-Racist Curriculum principle number 5, Diverse Content:

● by explicitly requiring that each course unit include a range of culturally diverse texts for study.

● by increasing the range of forms, genres, mediums, and styles for what is considered a text worthy of studying and producing in a 200-level college course, to include everything from alphabetic texts to images, sound, and video.

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

a. Revised course description:

This course explores the essence of voice: what it is, what it does, and how creators harness it to make their audiences think, feel, and act. In this course students will learn about voice by studying and evaluating the craft techniques of writers, designers, and producers who work in multiple genres and media (words, sound, images, video). They will also develop and refine their own voice by creating texts to reach audiences clearly, effectively and movingly. By the end of the course, students will claim their power by putting THEIR voices into the world.

b. Revised course title: **Express Yourself: The Power of Voice**

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

d. Revised learning outcomes: N/A
(The course retains the prescribed Creative Expression outcomes, which are equally applicable to the revised course.)

e. Revised assignments and activities related to revised outcomes:

Again, the outcomes remain the same, but we have revised assignments that remain applicable to those LOs in the following ways:

1. Expanded genres, styles and modalities covered
2. Added rhetorical analysis assignments
3. Revised major assignments to focus on student authors creating their own texts

4.   Created a semester-long rhetorical glossary assignment.
5.   Added reflective writing component throughout the course culminating in final reflection graded assignment.

See attached Sample Syllabus for more detail and examples.

f. Revised number of credits: n/a
g. Revised number of hours: n/a
 h. Revised prerequisites: n/a

8. Enrollment in past semesters: Though created five years ago, this course has never been offered.

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

Yes, it is already approved to be part of the Creative Expression category of the Flexible Core.

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

This course already belongs to Creative Expression and continues to align with the prescribed Learning Outcomes of that category, as shown above in answer to 7d (interpretation, assessment and evaluation of texts and textual evidence, evidence-based argumentation, application of rhetorical analysis methods, articulation of how meaning is generated, and demonstrated knowledge of the skills involved in the creative process). The assignments and assessed work in the revised course also continue to flow from those prescribed outcomes, as shown in the attached Sample Syllabus.

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

Every semester ___X__   Number of sections: __1___
Fall semesters only _____   Number of sections: _____
Spring semesters only _____   Number of sections: _____

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. 7, 2025

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
      Jean Mills, Chairperson, Department of English

SAMPLE SYLLABUS:

ENG 247: Express Yourself: The Power of Voice
Fall 2025
Section 247.01   **Course Code: xxxx**
Course Modality: In Person   **Day/Time:**
Pre-requisite: ENG 201   **Classroom:**

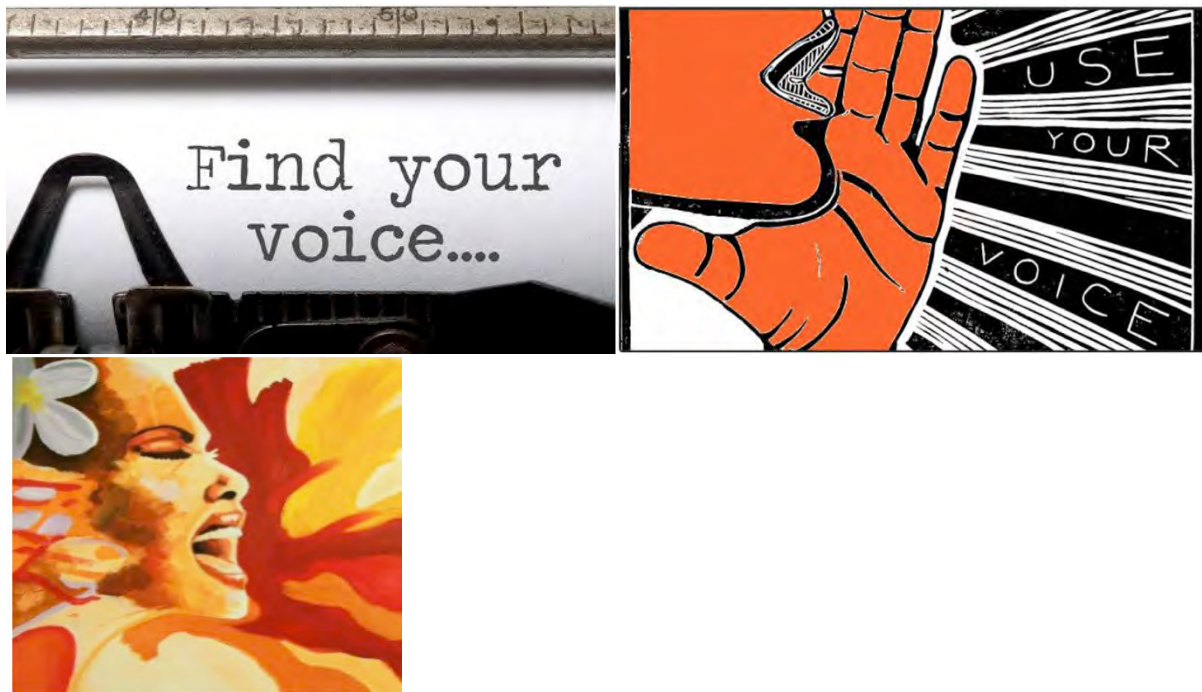Professor: Office:
Email: Phone:
Office Hours:

mythicscribes.com/writing-techniques/writers-voice/www.stoutmagazine.com/grow/stout-talk-leaders-power-word/nourelshoromolisy.wordpress.com/2014/05/13/the-power-of-the-voice/

Course Description

This course explores the essence of voice: what it is, what it does, and how creators harness it to make their audiences think, feel, and act. In this course students will learn about voice by studying and evaluating the craft techniques of writers, designers, and producers who work in multiple genres and media (words, sound, images, video). They will also develop and refine their own voice by creating texts to reach audiences clearly, effectively and movingly. By the end of the course, students will claim their power by putting THEIR voices into the world.

Course Learning Outcomes

In this course, students will:
• Gather, interpret, and assess information from a variety of sources and points of view.
• Evaluate evidence and arguments critically or analytically.
• Produce well-reasoned written or oral arguments using evidence to support conclusions.
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
• Demonstrate knowledge of the skills involved in the creative process.
• Use appropriate technologies to conduct research and to communicate.

What we do in this course: The purpose of this course is for you to find your voice, try it out, and gain confidence using it. One way to find your voice and figure out how to use it is to read, watch and listen to all kinds of texts from all kinds of creators, from superhero comic writers, to crime-fiction story tellers, to artists and collage makers. In each unit in this course, we will closely study a variety of texts to read/see/hear their amazing voices and figure out how they developed those voices. For example, what voice do you see and feel coming from this text? And, how did the creator of this image produce that voice?

Photo by Harry Quan

https://www.picturecorrect.com/the-photographers-secret-weapon-creating-mood/

Another way we will study voice in this class is to read and watch writers, designers, and creators as they discuss the concept of voice and how it works for them. These writers and creators will help us figure out what voice is, and how voice is developed in different text

genres and modalities. Here are two examples:
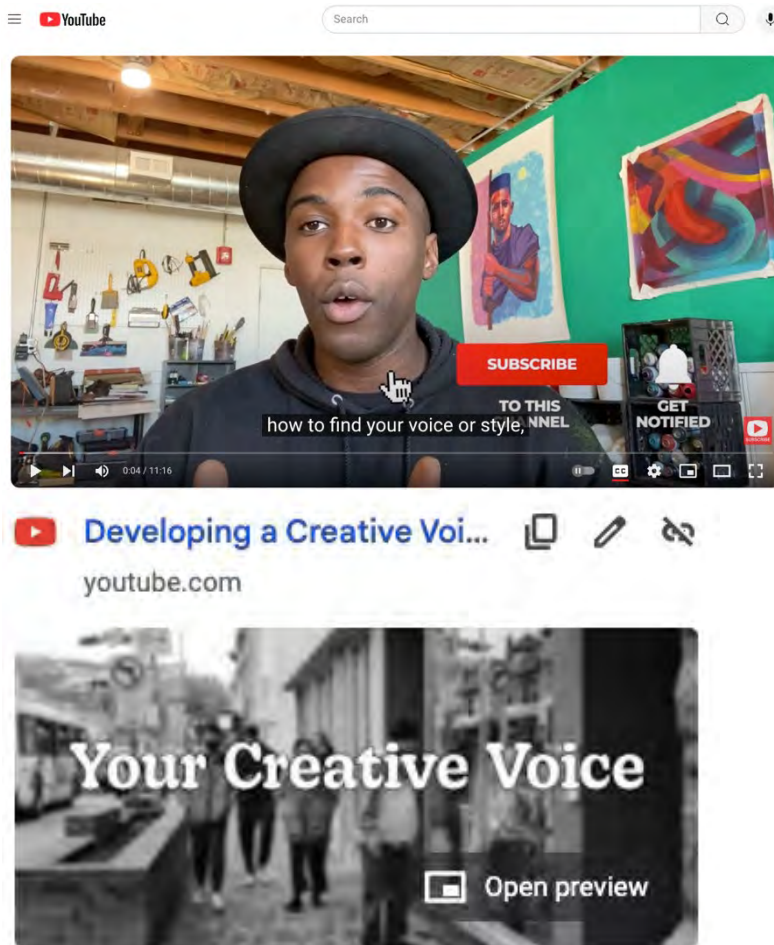
Lastly, the most important way you will find and work on your voice in this class is to use your own voice: to write, create, and design work of your own. In the safe space of our course, you will explore your voice, discover your range, and see the impact your voice can have on your audience.

James Baldwin. *Image credit: Mottke Weisman*

The writer James Baldwin said, creating "demands a certain amount of energy and courage…, and a certain amount of recklessness." In this course, we intend to be full of energy, quite a bit courageous, and a little bit reckless, as we study the voices of others and find and use our creative voices to create many kinds of texts. I am excited to hear (see, and watch) your energetic voices in this class.

Course Details

Class Materials: There are no textbooks needed for this course. All materials including readings, assignment descriptions and support materials, are available on Brightspace.

Course Technology: Brightspace, Digication, Email, Google Docs. You will need access to a working laptop with wifi access. Working on your phone or a tablet can suffice but will lessen your experience and your learning in this course. You can borrow a laptop from John Jay. Learn how by clicking on this link. Since we do a lot of writing and creating in class, please bring your laptop or device to class every day.

Digication eportfolio: Within the first week of the course, we will hold a Digication workshop during class for each student-writer to create a Digication portfolio and learn how to use the technology.

Course Requirements and Grades

Your course grade is earned out of 100 points, as follows:

Class Performance: 40 Points (40 percent of course grade)
Your performance grade is based on a point system. Students earn points by completing the work of the course, which includes: on-time attendance, in-person class participation, completing assignments and posting them prior to class, creating and posting to your e-portfolio, completing peer review of your fellow student's work, attending faculty conferences,

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and attending the Writing Center and/or Digital Creation Lab, and/or Career Lab. Your point total will be logged in the grade book on Brightspace.

Course Work Proficiency 60 points (60 percent of course grade)
Unit 1 Voice Introduction Project: 5 points (5%)
Unit 2 Objective/Subjective Voice in Journalism Project: 10 points (10%)
Unit 3 Poetry Project: 10 points (10%)
Unit 4: Multimodal Interview Project: 10 points (10%)
Semester Long Rhetorical Terms Glossary Assignment: 10 points (10%)
Final Course Reflection: 10 points (10%)
e-Portfolio Design: 5 points (5%)

Please keep in mind that teachers do not give grades; students earn grades!

Commitment and Collaboration

Too often, creative work is presented as a solo struggle: the lonely writer/artist/designer in the confines of a dreary room doing battle with a pen and paper or keyboard and screen. Because we do so much work online, the lonely artist motif is reinforced. However in this course we will dispel this myth by creating a community where we work together to create and improve the processes and final products of our work. The course will have the features of a workshop where we work together, share our work and respond to each other throughout. Through this collaboration, we will gain strength from working with each other to build collective knowledge about voice, and through encouragement and support we will locate and practice our authentic, versatile voices. During the semester we will discuss the difficulties of writing/creating/producing and how to get past them, as well as the enjoyment of the creative life and how to make it even more rewarding. Since your fellow collaborators will be depending on you, this class requires a commitment. Everyone in the course has talent and voice to bring to the class; we all have an important contribution to make to each other. For a good writing community to develop, you must commit to the class from the first day and throughout the term. You have to be conscientious about coming to class, completing assignments in a timely fashion, doing the reading and writing thoroughly, and preparing for group work consistently. Most importantly, you must read and respond to the work of your fellow writers respectfully, thoughtfully and constructively.

Course Policies

*Attendance***:** Class time is precious. Classes are work sessions where concrete tasks are completed. In addition, on some days your fellow writers will be depending on you to show up. Therefore, regular attendance and being on time to class is essential. You earn performance points for each class attended. Missing class and/or lateness to class will be taken into account for the academic performance part of your grade. Note that two "lates" = 1 absence. Students earn performance points (see above) for attending class.

Computer Issues: Please talk to me early in the semester if you think you do not have "quality" and consistent access to a computer and reliable wifi. You will not be able to complete the course without this technology access.

Writing Center and Digital Creation Lab: John Jay students have access to an amazing, well-run and very helpful writing center and a new and innovative Digital Creation Lab. We will be doing a lot of writing and creating in this course, and using these support services can only help you reach your goals to become a better communicator and designer. Evidence from past students indicates that those who use support services frequently have higher course grades! Instructions on how to make appointments at the Writing Center and Digital Creation Lab will be provided at the start of this course.

Academic Integrity: We will be incorporating outside texts into the writing we do in a variety of ways. We will also be sharing our writing with each other, and we will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. How to use sources well, while giving proper credit to the authors of the texts you use, will be a major component of the class. When you use the ideas of others you are glorifying them, and so they deserve to be credited for what they have offered to you. It goes without saying that any deliberate attempt to present the work of others as your own is dishonest, devaluing, and insulting to the owner of the text and to the reader, and it will result in serious consequences up to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Please review the following statement from the John Jay College Bulletin:

"Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation."

Artificial Intelligence: Artificial Intelligence will be introduced to you in this class. We will learn how AI can support your writing and learning, and also how not to use AI. Please see attached AI guidelines, which are in effect from the start of class until the end of the semester. Violation of the guidelines will be considered an Academic Integrity Violation (See section above).

Accommodation Requests: If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see http://www.jjay.cuny.edu/accessibility, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. "Qualified students . . .will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3.
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Classroom Conduct
- *Engagement.* In-person class sessions are interactive, with plenty of speaking and writing work during class time. You are expected to be present and engaged during class sessions, especially during group work. When working in groups, be sure everyone is invited to talk, everyone listens well, and that all are treated with respect. If you have any problems while working in groups, please do not hesitate to call the instructor over.

- *Hate Speech Will Not be Tolerated in this Class*. All are welcome in this class and all points of view are welcome. "It is the position of the Faculty Senate and the Council of Chairs that the use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process."

- *Technology in class*. We will often be using personal technology in class. Please do not text, surf, or otherwise get distracted by your device. A student who is texting or surfing during class is choosing to not pay attention, and you do so at your own peril in terms of what you learn in class and in terms of your performance grade for the course. However, using your electronic devices should never impede the learning of other students: If your device is used to bother someone else, I will ask you to turn it off and put it away.

• *Net-iquette:* Though we meet in person for class, we also "meet" online in spaces like Brightspace and Digication. Please remember that when you are working in an online environment like Brightspace or Digication, all of your comments are archived and saved. Everything you "say" there is actually in writing, so be conscious of what you say and how you say it. This does not mean that you need to agree with one another—I encourage healthy disagreement and discussion—but you must always be respectful to one another. *Also, a quick note about email:* although email tends to be less formal than more traditional modes of communication, the general rules of writing still apply: always use appropriate salutations (Dear Professor),check your grammar, tone, and style, and reply when someone sends you a message.

ENG 247 Express Yourself: The Power of Voice
SAMPLE COURSE SCHEDULE

Notes:
1.   Reading, watching, and assignments are due on the day listed.
2.   All work should be posted to Digication ePortfolio.
3.   If you are going to miss class, you may still submit the writing that is due for the class but you must post it before the start of class time.
4.   If you miss a daily writing assignment, simply go on to the next assignment.
5.   The due date for the project that ends each unit is a final date. Talk with your professor before the due date if your unit project will be late.
6.   Each unit finishes with a reflection, which will be started in class and should be finished and posted prior to the next class.
7.   For the class attendance policy, please see the syllabus.
8.   This course follows the John Jay Academic calendar. see https://www.jjay.cuny.edu/academic-calendar. Dates where there is no class are indicated below as are the withdrawal dates for the course.

IMPORTANT: This schedule includes reference to two semester-long assignments 1) a key terms glossary 2) reflective writing. You should go to Brightspace and read the assignment pages for both assignments now. You will be adding to both these assignments during each unit in the course.

Unit 1 Introduction: Exploring Your Voice
Goal of the unit: to introduce the concept of voice, to explore your voice, and to show the power of voice to persuade and impact an audience.

Week 1: Everything is a Text and Everyone is an Author
Class 1: "Reading" Texts
In Class Reading:
1.   "Reading Public Spaces: Starbucks"
2.   "Reading a Poem: The Red Wheelbarrow"

3.   "Reading an Advertisement"
(Above texts are from Silverman and Rader, The World is a Text, pp 10-15)
Activity: Reading the Classroom Space as a text.

Class 2: Creating Texts
Reading:
1.   "Everyone's an Author: Preface" Handout (From: Lunsford et al Everyone's an Author pp ix-xx)
2.   "Everyone is Talented, Original, and Has Something to Say" by Brenda Ueland
Writing:
Are you an author/creator? Make a list of the kinds of things you have authored, written, built, and created in your life. What have you put out into the world? Why did you create them? What are your favorites? Why? (300 wds.) Bring one of these texts/projects to class.
Activity: Sharing your lists, reasons, creations.

Week 2: Why Do We Use Our Voices?
Class 1: Why Create?
Reading (You will be assigned two of the following):
1.   "The Creative Act: A Way of Being" Rick Rubin (Excerpt pp 3-18)
2.   "Why I Write" by Joan Didion
3.   "Why Write" by Elisa Gabbert https://www.theparisreview.org/blog/2022/07/06/why-write/
4.   "Why Black Writers Matter" by Michael D. Jackson
https://medium.com/@jacksonmichelle24/why-black-writers-matter-e5aac2a768e5
Writing:
So why do you create art, film, poems, music, school papers….? What motivates you to create? (300 wds freewrite or full page drawing)
Activity: Real time creation activity

Class 2: The Power of Creating
Reading (you will be assigned two of the following):
1.   Hennessy, Rachel. "'The Ability to See and the Talent to Speak': The Emergent Writer and Questions of Voice and Authority."
2.   Dunato, Nela. "A Graphic Essay On Self Expression"
3.   The Power of Filmmaking: An Inspiring Short Film - Why Filmmaking Matters?
4.   https://www.youtube.com/watch?v=ompfmtmmSK0
5.   bell hooks: '"When I Was a Young Soldier for the Revolution:" Coming to Voice'

Writing:
Describe a time in your life where you wrote something that had an impact on an audience. Can be from school, work, your personal life. Describe what you created and what impact it had.

Activity: Sharing your voice

Week 3: Finding Voice

Class 1: What is Voice
Reading:
1.   Elbow, Peter. "What is Voice in Writing?"
2.   Elbow: Peter. "An Introduction to Voice and Writing."
3.   https://www.youtube.com/watch?app=desktop&v=ttErBOX_m_o
Writing:
Choose two authors/creators that you have enjoyed. They can be poets, songwriters, science fiction writers, artists, TikTok makers, photographers, graphic designers, blog posters, film directors… Choose a small section from each text (a page, a scene, an image). Now write 300 words about their voice. How does their voice make you think, feel, act?
Activity: Sharing and discussing what you found out about voice.

Class 2: Finding YOUR Voice
Reading:
1.   Fulwiler, Toby. "Looking and Listening for My Voice"
2.   Fulwiler, Toby "Claiming My Voice"
3.   Steadman, Kyle "Making Sure Your Voice is Present"
Writing: Repeat the previous assignment on two texts you have authored/created.
Activity:
1.   Repeat the same activity as the previous class using your own creations. After class revision, post this project to your portfolio as your final project for this unit.
2.   Read Key Terms Glossary Assignment Page and create your first two visual/explanatory definitions. (You will add to this glossary throughout the course.)
3.   Read the Reflective Writing Assignment Page under assignments on Brightspace. Write reflection for Unit 1: What have you learned about voice and about your own voice? (You will be adding a reflection at the end of each unit in this course.)

Unit 2 Truths-telling: Objective vs. Subjective Voice
Goal of the unit: To explore objective vs. subjective voice in chronicling real life. Define and identify the conventions of each style, then compare them side by side. Complicate this learning by critiquing the traditional distinctions made between the two (is any voice truly objective?), and evaluate their relative effectiveness when it comes to matters of justice. Finally, apply your learning by practicing objective vs. subjective chronicling and reflect on the experience.

Week 4: What is Objective Voice?
This week is dedicated to defining and identifying the concept of objectivity in nonfiction writing, particularly journalism, where it historically has been prized.

Class 1: Telling Truths

Reading/Viewing:

Selected journalistic and creative nonfiction readings; "Four Truths" article and video

Writing:

Choose a formative event or moment from your life and describe it four ways, one paragraph per "truth" as discussed in the Reading/Viewing.

Activity: Sharing and discussion of your four truths.

Class 2: Objective Voice

Reading/Viewing:

1.   Harrower, T. (2013). Newswriting Basics. *Inside Reporting*, (pp. 35-49).
2.   "Beyond the Front Page 2.0: What is Journalism?" video
3.   Recent news reports handout

Writing: Annotate a short journalistic piece to identify and analyze its "objective" elements.

Activity:

1.   Discuss and apply objective voice
2.   Add two terms to the glossary of key terms from this unit.

Week 5: What is Subjective Voice?

This week is dedicated to defining and identifying the concept of subjective voice in nonfiction contexts.

Class 1: Writing the Personal

Reading/Viewing:

1.   Ta-Nehisi Coates on the writing process, 2017 video
2.   Roy Peter Clark, "The Line Between Fact and Fiction," *CNF*, Issue 16
3.   Dan Wakefield, The Personal Voice and the Impersonal Eye (The Atlantic, 1966)

Writing: Describe the room you are sitting in in a personal voice.

Activity: Discuss and define the personal voice. Add to your Key Terms Glossary.

Class 2: Subjective Voice

Reading/Viewing:

1.   Tim Windsor, "Objectivity or Voice: Which Tells the Story Better?" *Nieman Lab*. 2009.
2.   Esther Landhuis, "Thoughts on Voice: What It Is (And Isn't). And How to Find Yours."
a.   https://www.theopennotebook.com/2018/11/07/thoughts-on-voice/
3.   Selected personal narratives, creative nonfiction, editorials

Writing:

Write a brief comparative analysis of a mainstream news article versus a personal account chronicling the same topic.

Activity: Discuss and define subjective voice. Add two terms to your Key Terms Glossary.

Week 6: A Reckoning
This week is dedicated to critiquing the concept of objectivity and exploring how it can impact matters of social and racial justice. You will conduct research and debate the relative merits of objectivity versus subjectivity in the effort to chronicle truth.

Class 1: Collapsing Objective and Subjective
Reading/Viewing:
1. Brent Cunningham, "Re-Thinking Objectivity," *Columbia Journalism Review*, 2003
2. Thomas R. Schmidt, "Challenging Journalistic Objectivity: How Journalists of Color Call for a Reckoning," *Journalism, 25*(3), 547-564. 2023.
3. Alexandra Bell, "Counternarratives: Rewriting Racist Headlines," video, 2018. (Take note: "Presenting your counter-narrative highlights the subjectivity of the work.")
Writing: Add your voice to the assigned readings. How do you write from your racial stance?
Activity: In-class, research-based debate about the relative effectiveness of objectivity vs. subjectivity in chronicling a timely issue around justice. Students agree on the topic beforehand.

Class 2: Value in the Pursuit: Reassessing Objective Voice
Reading/Viewing:
1. Jay Rosen, "Show Your Work: The New Terms for Trust in Journalism," *PressThink*, 2017.
2. Richard Streckfuss, "Objectivity in Journalism: A Search and a Reassessment*," Journalism & Mass Communication Quarterly, 67*(4), 973-983. 1990.
3. Stephen J. Berry, "Why Objectivity Still Matters," *Nieman Reports, 59*(2), 15-16. 2005.
Writing: Do you think journalists tell the truth? Why or why not? 250 wds.
Activity:
Collaborate on a Best Practices Guide or Code of Ethics for chronicling truth, for students to keep and reference beyond the class.

Week 7: Unit 2 Revision and Reflection
During this week you will put your learning into practice by exercising their objective and subjective voice to tell the truth around a single event or topic.

Class 1: Finding a Topic
Reading: Students choose readings that aid in their Unit assignment.
Writing: Bring a list of possible topics or events about which to conduct research and reporting.
Activity: Begin researching and reporting on topic.

Class 2: Telling the Truths
Reading: Students choose readings that aid in their unit assignment.

Writing:

Write two brief chronicles of your topic/event: first through objective voice and then subjective voice. Add a short reflection on how you applied the lessons from the unit, and how it felt to practice both voices.

Activity:

1.   Peer Review and Discussion of your chronicles. After class peer review, post your project for Unit 2 to the course eportfolio.

2.   Reflection: Compare your Week Four activity to your Week One activity. How did your sense and practice of "chronicling" evolve during this unit?

Unit 3: Creative Writing: Voice in Poetry

Goal of the unit: Students will explore the concept of voice in fiction and poetry, investigating the individual craft elements that create and influence their authorial voice (and vice versa).

Week 8: Your Voice in Poetry: The Speaker and Point of View

Class 1: The Speaker

Reading:

Emily Dickinson: "I felt a Funeral, in my Brain,"/ Philip Levine: "Animals Are Passing from Our Lives" / Frank O'Hara: "To You" / Kimiko Hahn: "In Childhood"

Writing:

Write about 10 lines of a poem that is autobiographical; then, write another 10 lines about the same subject but from someone or something else's perspective

Activity:

Workshop/Discussion/Reflection: What are the differences between your two poems? Which one sounds more natural, authoritative, inviting? What other adjectives would you use to describe the voice of each of your poems? Write a third version of your poem in a new voice: a little kid, an alien,

Class 2: Point of View

Reading:

W. H. Auden: "Funeral Blues", Etheridge Knight: "Feeling Fucked Up", Philip Larkin: "This Be the Verse," James Wright: "A Blessing"

Writing:

First, write about 10-15 lines of a poem about Subject X in Voice Y; second, write about 10-15 lines of a poem *also about Subject X*, but in Voice Z

Activity:

Workshop/Discussion/Reflection: What changed from one version to the next? Why did you make those specific changes? Where can you take this as you move into deeper revision? Emotional Centers / Lyric and Narrative / Occasions and Modes / Elegies and Odes/Imagery and Rhythm.

Week 9: Your Voice in Poetry: Witness and Personae

Class 1: Your Voice in Poetry – Poetry of Witness and Political Poetry
Reading:
Carolyn Forche: "The Colonel" / Michael S. Harper: "American History" / Larry Levis:
"Photograph: Migrant Worker, Parlier, California, 1968" / W. H. Auden: "September 1, 1939"
Writing:
Write a poem of witness or a political poem—no fewer than 25 lines—in the style of one of the
four poems listed above. If there is a poem appropriate to this unit that interests you, let's talk.
Activity:
Workshop/Discussion/Reflection: Why did you write about that subject? What does your voice
sound like in this poem? Is it different in voice from your other poems? How so? Or, why not,
do you think? To what extent has the subject influenced how your voice comes across in the
poem? Imagery/Rhythm and tone.

Class 2: Who Is This? – The Persona Poem/The "I" Who Is Someone Else
Reading:
Matthew Arnold: "My Last Duchess" / Gwendolyn Brooks: "We Real Cool" / Larry Levis:
"Whitman:" / Sylvia Plath: "Lady Lazarus" / T. S. Eliot: "The Long Song of J. Alfred Prufrock" /
Robert Hayden: "Night, Death, Mississippi"
Writing:
Write about 30 lines of a poem from someone else's perspective
Activity:
Workshop/Discussion/Reflection: What perspective did you choose and why? To what extent
does the subject determine that perspective? Where does voice fit into this?

Week 10: Unit 3 Revision and Reflection
Class 1: Your Voice in Poetry: Revision
Reading: Excerpt from Richard Hugo's *The Triggering Town* **or** *Claudia's King*
Writing:
Revise your drafts with particular attention to how your VOICES (plural) manifest across all the
poems. Consciously refine or revise your voice in each.
Activity:
Workshop/Discussion/Reflection. What consistencies in your voices do you hear/see/register
throughout your poems? Where and how do they differ?

Class 2: Your Voice in Poetry: Revision
Reading:
What is Poetic Voice by Dana Gioia
https://lareviewofbooks.org/av/what-is-poetic-voice/
Writing:
1.   Choose 3 key terms from this unit and write/draw explanatory definitions in your
glossary.
2.   Post your unit 3 poetry project to your portfolio.

Activity:

1.	Reading poems aloud in your voice.

3.	Write a reflection that answers these questions: How would you describe your voices; go beyond one word (e.g., "angry", "silly", "whiny", etc.) Go further, deeper. Give it a sentence or two or more. What are your strengths in writing poetry right now? In what ways can you improve?

Unit 4: Communication: Professional Writing (Advertising)

The goal of this unit is to understand how the audience for a text influences what voice to use and how to use that voice. The unit will also connect how the author/creator's stance/point of view connects to which voice they can use.

Week 11: Do we have just one voice?

Class 1: Voice and Purpose

Reading:

1.	Kyle Steadman: "Making Sure Your Voice Is Present"

https://kpu.pressbooks.pub/businesswriting/chapter/what-is-voice/

2.	Tone in Professional Writing

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/tone_in_business_writing.html

3.	Tutorial: Purpose in Professional Writing

https://www.youtube.com/watch?v=GJOW-6UbVnI

Writing:

1.	Write a one paragraph email to your boss **asking** for a day off next week.

2.	Write a one paragraph email to your boss **saying** you are unhappy with your current work situation and telling your boss you want help solving the problem.

3.	Write a one paragraph email to your boss **informing** him that you quit.

Activity:

1.	Sharing and discussing your voice paragraphs. How did your voice change when the purpose of your email changed? What did you do to make that voice change?

2.	Voice Games: You know who you sound like?

Class 2: Voice and Genre/Modality

Reading:

1.	Genre and Modality Handout.

2.	"From Kilroy to Pepe: A Brief History of Memes," by Lennlee Keep

https://www.pbs.org/independentlens/blog/from-kilroy-to-pepe-a-brief-history-of-memes/

Writing:

Choose three of your favorite memes. Put each meme at the top of a page. Under the meme write 50 words or less that describes and explains the meme and tells us the meaning/purpose of the meme. Write in clear, direct, concise sentences with no wasted words. Post to your

eportfolio.

Activity:

Sharing memes and discussion. What happened to the memes once you wrote about them in your professional voice?

Week 12: Voice and Audience

Reading:

Tim Peeples: "Professional Writers Produce User-Centered Documents" P269-70

"A Systematic Approach to Visual Language in Business Communication" P 271-9.

"Coordinating Visual and Verbal Rhetoric: A Holistic Process" P 282-3.

All from Professional Writers and Rhetoric P. 271-79.

Writing: Find one ad OR one commercial and using the assigned readings, analyze them.

Activity: Analyzing advertisements/commercials for visual rhetoric, purpose, audience, genre/modality.

Week 13: Unit 4 Revision and Reflection

Class 1: Visual Language and Voice

Reading:

1.	How Visual Rhetoric Persuades

https://www.youtube.com/watch?v=Inh0vrxMwYI

2.	Marie Bourgeois "Finding your Visual Voice"

TED Talk: https://www.youtube.com/watch?v=34B_S4rs58k

3.	The Assignment page for unit 4. Ad/Commercial and Rationale

Writing: Write a draft of Project 4.

Activity: Peer Review of Project 4.

Class 2: Finishing Project 4

Reading: None

Writing: Final Version of your ad/commercial and rationale posted to your eportfolio.

Activity:

1.	Add three terms from this unit to your key terms glossary.

2.	Write a reflection for this unit. What did you learn about voice and audience? Pick a new audience for your ad/commercial. How would you have changed your ad/commercial to meet this new audience?

Week 14: Final Project

Class 1: Final Reflection on Voice

Reading:

1.	Reread the readings from the introduction unit of the course about what voice is.

2.	Read your own key terms glossary and those of the students in your Final Reflection group on Digication..

3.	Reread your four projects from the course and those of the students in your Final

Reflection group on Digication.

4.   Read the Assignment Page for the Final Reflection on voice, which asks you to explore/discuss/describe what you have learned in this course about voice and use your written projects in the four units as evidence to support your claims about voice.

Writing:

1.   Choose a modality/genre and focus for your final reflection.

2.   Write out a set of notes or outline for the final reflection.

Activity: Building the final reflection.

Class 2: Final Reflection on Voice

Reading: None.

Writing: Bring a full draft of your final reflection on voice.

Activity: Peer Review of FInal Reflection on Voice

Final Exam Class Session: **A Celebration of Your Voices.** We will read/watch the work we created this semester. There will be refreshments and prizes for all.

Syllabus Addendum

AI Use Policy for This Course

Writers have had access to a variety of computer assisted tools for many years: spell check and grammar check have been around for more than a generation; template and support tools like Cohesive and Moxie, as well as citation manager tools like endnote have been around for more than a decade; and research assistance and organizational tools like Powernotes and Zotero have provided research-based writing support for quite a few years. However, use of full blown generative Artificial Intelligence (AI) tools, such as ChatGPT, Grammarly's AI Feature, or other writing assistants, is fairly new. Nonetheless, it is clear that AI tools are here to stay.

As the John Jay College statement on AI states: "Generative AI is a powerful tool for research and scholarship, and its effective use is becoming an essential workplace skill. We believe that fostering AI literacy across all disciplines is an extension of our mission to prepare students for meaningful careers and ethical leadership within the justice system and beyond."

Although AI technology offers all of us some tremendous benefits, efficiencies, and powers, with this power comes responsibility. Writers can easily use AI in unethical ways or have AI take control of us as thinkers and learners. So, as we explore this new AI technology together in this course, please follow these guidelines.

1. Purpose of AI in Writing:

•   AI tools may be used for brainstorming, refining ideas, organizing thoughts, or checking grammar and syntax. These tools should serve as assistants, not as a replacement for your original writing.

2. Academic Integrity:

•   All work submitted in this course must be your own. You may use AI to help revise or

edit your drafts, but the ideas, arguments, and structure should be primarily your own. Relying on AI to write or heavily revise entire sections of an assignment may be considered academic dishonesty because you are no longer the author of the work.

• Any use of AI must be properly acknowledged, including stating what AI tool was used and in what capacity. Failure to do so may be considered plagiarism.

3. Limits of AI Use:

• **Drafts and Writing Assignments:** You may use AI tools for editing or feedback, but not for producing entire paragraphs or essays. AI should not replace critical thinking, original ideas, or research.

• **Citations and Research:** AI tools are not reliable sources for academic research. You are responsible for verifying any facts or references provided by AI. Always rely on credible academic, educational, or professional sources for research.

4. Transparency:

• In your final submissions, if you have used an AI tool, include a brief note on an addendum page to your work that explains how, where, and when you used the tool.
Examples:
I used the Artificial Intelligence tool Grammarly to proofread this paper.
I used the Artificial Intelligence tool ChatGPT to generate ideas
I used the computer tool Moxie to organize my ideas for this project.

5. AI Assistance in Peer Review:

• When participating in peer reviews, AI tools may be used to enhance feedback on grammar or structure but should not replace thoughtful, personalized critique. AI should supplement, not substitute, your engagement with your classmates' writing.

6. Violations:

• Any misuse of AI tools that results in plagiarism, dishonesty, or unacknowledged work may result in disciplinary action in accordance with the college's academic integrity policy.

7. Review: Best Practices for AI Use:

• Use AI tools as part of your writing process, not as a replacement for learning.
• Always double-check any AI-suggested changes to your work for accuracy and clarity.
• Take ownership of your ideas and arguments, ensuring that they reflect your individual voice and perspective. You are accountable for your work, no one else.
• Clearly state at the end of any project how AI was used to find, develop, check, or review any part of your work.

This policy emphasizes responsible AI use while maintaining academic integrity and fostering students' growth as independent thinkers and writers. This statement is based on the John Jay College Policy for ethical and responsible use of AI technology. You can read the entire John Jay AI statement here: https://new.jjay.cuny.edu/sites/default/files/2024-

Approved byUCASC, April 11, to College Council, May 6,2025

05/REF_AI%20Responsible%20Use%20Guidelines_May%201%202024.pdf

Chat GPT was used to generate some of the early ideas for this policy and guidelines. Any ideas or content provided by CHAT GPT was checked for accuracy and revised for clarity, style, and voice.

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

Course Revision Form

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

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

Date Submitted: April 2, 2025

1. Name of Department or Program: Honors Program

2. Contact information of proposer(s):

      Name(s): Raymond Patton
      Email(s): rpatton@jjay.cuny.edu
      Phone number(s): 646-781-5207

3. Current number and title of course: **HON 377 Honors Experiential Learning Experience**

4. Current course description: This course provides an opportunity for Honors students participating in an internship, fellowship or other experiential learning opportunity to critically examine their experience in the context of their personal growth and the broader context of the Common Good.

   a. Number of credits: 3

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

   c. Current prerequisites: HON 201 + instructor consent

5. Describe the nature of the revision (what are you changing?): Making the course repeatable, up to 3 times (for a total of four)

6. Rationale for the proposed change(s): As part of the recent curricular revision, the honors program is increasing the experiential learning opportunities available to students. Our peer mentors take the course to learn leadership, group facilitation, and mentorship skills, but we also would like to provide additional opportunities for students to reflect on their personal, educational, and professional development in connection to an experiential learning experience such as an internship, research experience, or fellowship. Since students often have more than

Approved by UCASC, April 11, to College Council, May 6, 2025

one such experience, we would like them to be able to use the course for multiple opportunities.

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

    a. Revised course description:

This course provides an opportunity for Honors students participating in an internship, fellowship or other experiential learning opportunity to critically examine their experience in the context of their personal growth and the broader context of the Common Good.

Note: Students may repeat this course three times for a maximum of 12 credits provided the experiences are different.

    b. Revised course title: N/C
    b. 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: N/C

    I. Other – **In CUNYFirst, making this course repeatable three times for a total of 12 cr.**

8. Enrollment in past semesters: 12 per semester

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?

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

11. Date of Department or Program Curriculum Committee approval: 3/17/2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Raymond Patton, John Jay and Macaulay Honors Programs Faculty Director

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

Course Revision Form

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

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

Date Submitted: March 25, 2025

1. Name of Department or Program: International Criminal Justice

2. Contact information of proposer(s):

Name(s): Verónica Michel
Email(s): vmichel@jjay.cuny.edu
Phone number(s): 212 621 3733

3. Current number and title of course: ICJ 310 "Foundations of Scholarship in International Criminal Justice"

4. Current course description:
This course aims to provide a set of skills that are essential to conducting and disseminating empirical research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss research methods (both qualitative and quantitative), their underlying epistemologies and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.

   a. Number of credits: 3 credits

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

   c. Current prerequisites: ENG 201; ICJ 101; and LAW 259 or POL 259; and junior standing or above

5. Describe the nature of the revision (what are you changing?): We want to revise the name of the course and change the pre-requisites.

Approved by UCASC, April 11, to College Council, May 6, 2025

6. Rationale for the proposed change(s):

Changing the name will reflect more accurately the learning objectives of the course. Removing LAW/POL 259 as a pre-requisite will remove an obstacle for students to take these two courses at the same time, as there is no substantive reason for that course to be a pre-requisite to learn research methods.

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

a. Revised course description: N/A

b. Revised course title: **Introduction to Research in International Criminal Justice**

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

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; ICJ 101; and junior standing or above

8. Enrollment in past semesters: Typically one or two sections are offered each semester.

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?

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

11. Date of Department or Program Curriculum Committee approval: March 25, 2025

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

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 28, 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 203 Criminology**

4. Current course description:

This course introduces students to the subject of criminology by discussing the main theoretical perspectives and issues. It focuses on the problems of definition and measurement and the main ways in which crime can be explained and controlled. In addition, the course considers how crime is represented, for example, by the mass media, the unequal distribution of crime within society; the relationship between victims and offenders, and the social and political context of debates on crime and social control.

> a. Number of credits: **3**

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

> c. Current prerequisites: ENG 101 and SOC 101

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

6. Rationale for the proposed change(s): **The proposed course description has been updated to remove semi-colons, incomplete sentences, and improve grammar. In addition, the revision aligns more accurately with recent updates to the learning outcomes to the course and the major. The language for the revision is also more accessible to students and there is more of an emphasis on core concepts.**

Approved by UCASC, April 11, to College Council, May 6, 2025

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

    a.   Revised course description:

This course introduces the **fundamentals** of the field of criminology, **including major theoretical frameworks and core concepts. It addresses the challenges associated with** the definition and measurement of crime, **provides an overview of explanations of criminal behavior**, and **discusses various approaches to responding to crime**. **This course prepares students for subsequent coursework in theory, methods, and specialized electives in criminology and its subfields.**

    b. Revised course title: **N/A**
    c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **N/A**
    d. Revised learning outcomes: N/A
    e. Revised assignments and activities related to revised outcomes **N/A**
    f. Revised number of credits: **N/A**
    g. Revised number of hours: **N/A**
    h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: Usually runs fully enrolled with many sections offered every semester.

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)?

    SOC-CC Chair Carla Barrett shared the revisions with Maki Haberfeld, LPS, Chris Hermann, CJBS and Ed Snajdr, Anthro - Deviance, Crime, and Culture, and all approve of the revisions.

11. Date of Department or Program Curriculum Committee approval: **March 13, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Carla Barrett, CRM 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 7, 2025

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

      Name(s): Carla Barrett with Rosemary Barberet
      Email(s): cbarrett@jjay.cuny.edu, rbarberet@jjay.cuny.edu
      Phone number(s):

3. Current number and title of course: **SOC 341 International Criminology**

4. Current course description:

This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime, including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency, and will discuss the variety of sociological, demographic and economic explanations.

    a. Number of credits: 3

    b. Number of class hours (please specify if the course has lab hours): 45

    c. Current prerequisites : ENG 201, ICJ 101, SOC 101

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

6. Rationale for the proposed change(s): This course is the Sociology Department's contribution to the ICJ major. It is a required course in the major and is the main theory course. Victimological issues are at the forefront of ICJ – e.g. mass victimization from war crimes, genocide, crimes against humanity, terrorism – and need to be addressed theoretically in the major. Thus this course needs to include more victimology. (There is no course at the college on international victimology nor plans to create one.)

Approved by UCASC, April 11, to College Council, May 6, 2025

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

    a. Revised course description:
        This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime, including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency, and will discuss the variety of sociological, demographic and economic explanations. **The course will also cover theoretical perspectives in victimology and their application to international, transnational and domestic crime in a cross-national context.**

    b. Revised course title: International Criminology **and Victimology**.

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

    d. Revised learning outcomes

On completion of this course, students will be able to:
• Discuss crime rates and trends across countries and the use of international crime statistics.
• Understand various criminal justice systems in different countries in terms of cross-cultural and cross-national mechanisms of crime and crime control efforts.
• Examine the theoretical causes of crime and delinquency and differentiate its application in different social, cultural, and political settings.
• Critique the evolution of new forms of crime in a globalized world, pointing out methodological and practical challenges in investigating and theorizing such crimes.
• **Understand and apply victimological theory as it applies to victimization internationally, including international and transnational crime.**

    e. Revised assignments and activities related to revised outcomes
Dedicated readings, quizzes, discussion boards, writing assignments and victimology options for final project assignment.

    f. Revised number of credits: N/A
    g. Revised number of hours: N/A
    h. Revised prerequisites: N/A

8. Enrollment in past semesters: One or two sections of this course have been offered every semester.

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)?

It affects ICJ and the proposal comes from ICJ via Sociology Professor Rosemary Barberet

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Richard Haw, Sociology Dept Chair

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

A Proposal to Revise the Undergraduate and Graduate Grade Appeals Policies

Introduction

The proposed revisions are meant to achieve the following:
- Create a single policy and process applicable to grade appeals from both undergraduate and graduate courses;
- Revise the role of the College-Wide Grade Appeals Committee so that it serves in an appellate capacity relative to the departmental grade appeals committees;
- Provide greater clarity about the process of appealing a grade.

The current policies can be found in the respective college bulletins:
- Undergraduate: https://jjay.smartcatalogiq.com/2024-2025/undergraduate-bulletin/academic-standards-and-policies/grades/grade-appeal-process/
- Graduate: https://jjay.smartcatalogiq.com/2024-2025/graduate-bulletin/academic-requirements/grade-appeal-policy/

If passed by the College Council, the revised policy will **take effect for all courses offered in and after the spring 2025 semester** (regular academic and both eight-week sessions). That is, the revised policy takes effect starting with all grade appeals subject to the fall 2025 filing deadline.

Major Revisions

Addition of a preamble	The revised policy adds a preamble defining the responsibilities of faculty in grading and the responsibilities of students when appealing a final grade. The committee felt the preamble was important to communicating the spirit of the policy to students who are considering appealing a grade.
Consistency of undergraduate and graduate policies and processes	Currently, appeals follow different processes depending on whether they are from undergraduate or graduate courses. Revisions throughout the document: clarify that all appeals should be filed with the Registrar's Office, provide for an appropriate grade appeals committee to consider the appeal, and give students in graduate courses the same access to the College-Wide Grade Appeals Committee that students in undergraduate courses have.
Listing of criteria supporting an appeal	The list of three criteria is meant to help students be clear about why they are appealing a final grade. Often, students

Approved by UCASC & CGS, April 11, to College Council, May 6, 2025

	will argue a final grade is "unfair," without clearly answering why. Students can, and should, refer to this list when writing their appeal.
Revised role of the College-Wide Grade Appeals Committee (CWGAC)	Under the current undergraduate policy, if the department committee does not make a recommendation in 30 days, the CWGAC must be sent the appeal. Not only does this not happen in practice, but it creates incentives for departmental committees to delay. Departmental committees can also refer appeals to the CWGAC if their recommendations are not acted on. In both cases, the CWGAC seems required to conduct de novo review of appeals, redoing work presumably done by the departmental committee. Under the revised policy, the CWGAC only becomes active under one condition. A departmental committee must recommend that the faculty member change the grade (i.e., supports the student's appeal) and the faculty member does not accept the recommendation. In this case, the student can ask the CWGAC to review the appeal. In this revision, the language of "extraordinary circumstances" is dropped. The role of CWGAC, as in the previous version of this revision, is that of appellate body. CWGAC reviews the decision of the departmental committee to see if there was plain error in deciding for the appealing student. If the CWGAC finds for the student (upholding the decision of the departmental committee), the grade can be changed by faculty member or the Department Chair/Program Director.

Revised Grade Appeal Policy

Preamble

One of the core responsibilities of faculty is the fair and accurate assessment of students in their courses and the assigning of final grades based on those assessments. Faculty are responsible for ensuring students understand the factors that go into the final grades they receive. It is the right of the student to challenge those grades when the student believes grades were determined unfairly or incorrectly. Students who chose to appeal a grade are responsible for supporting their appeals with evidence. This policy explains the process through which these grade appeals are adjudicated.

Grade Appeal Limits

Starting with courses offered in the spring 2025 semester, the following grade appeal policy is in effect for all courses, undergraduate and graduate. Students should be aware that grade appeals cannot move forward once a student has graduated. Once the degree is conferred, the student's academic record is sealed and grades cannot be changed. Students are limited to three grade appeals during their educational experience at the College. The three-appeal limit will apply separately to the undergraduate degree and graduate programs; however, any grade appeal that is successful shall not count toward that three-appeal limit.

Student Appeal

Students are encouraged to speak with the faculty member teaching the course about the reason or reasons the student thinks the grade is incorrect before filing a grade appeal. Students who wish to move forward with an appeal must send a completed Grade Appeal Application, which can be found on the [JStop website](#), and copies of all supporting evidence to the Grade Appeals Unit of the Registrar's Office at gradeappeal@jjay.cuny.edu. The Appeal of Grade form for courses taken in spring or summer must be filed with the Registrar's Office by the twenty-fifth day of the subsequent fall semester; the Appeal of Grade form for courses taken in the fall or winter must be filed by the twenty-fifth day of the subsequent spring semester. Exact dates each semester can be found on the college's [Academic Calendar](#). Once a grade appeal is filed, the student can withdraw the appeal at any time before the appeal is decided.

The following are the general reasons for which a final grade can be appealed:

1. Calculation Errors:
   The student alleges that the final grade reflects erroneous calculations. For example, the professor failed to include work submitted consistent with the course policies as communicated by the professor.

2. Inconsistent Application of Grading Criteria:
   The student alleges that the final grade reflects the use of different criteria and/or standards than were other students in the same course section. For example, the syllabus

explicitly lists a late penalty for assignments with no exceptions, but some students who submitted late work were penalized, and others were not.

3. <u>Unstated Grading Criteria</u>:
   The student alleges that the final grade is based at least in part on criteria not stated in the syllabus or appropriately and timely communicated during the semester. For example, the professor added an assignment that counted toward final grades in the middle of the semester without informing students ahead of time.

Department/Program Grade Appeals Committee Procedures
Appeals received by the Registrar's Office within the accepted timeframe shall be reviewed by the appropriate grade appeals committee. Appeals will be heard by the grade appeals committee of the department that staffs the course. If the appeal is from a course offered by a non-departmental program, including graduate programs, the appeal will be heard by the grade appeals committee of the program if one exists. If the program does not have a grade appeals committee, the appeal will be heard by the grade appeals committee of the faculty member's home department. Hereafter, "department" refers to the relevant departmental or program grade appeals committee.

The department committee has 30 calendar days to review the appeal. If the Registrar's Office sends the appeal before the beginning of the fall or spring semester, the department grade appeals committee has 30 days from the first day of the semester. If the Registrar's Office sends the appeal after a semester has started, the department grade appeals committee shall have 30 days from the date the appeal is sent. If the Registrar's Office sends the appeal and 30 days are not remaining in the semester, that appeal will be deferred to the start of the following semester. The Department Chair/Program Director is responsible for ensuring that the committee makes a timely decision. The department grade appeals committee shall review all material submitted with the appeal. The department grade appeals committee may request additional information from the student, professor, or other parties as appropriate. A grade change cannot be recommended unless the professor has had an opportunity to address the student's appeal before the committee. At the conclusion of review, the department committee shall inform the Department Chair/Program Director whether it does or does not support a change of grade. If the committee supports a change of final grade, this will be recommended to the faculty member.

Faculty Review
The faculty member, upon receipt of the committee's recommendation, must render a judgment within 14 calendar days and communicate in writing to the Department Chair/Program Director and the Office of the Registrar their decision to either sustain the originally filed final grade or submit a grade change that is no lower than the grade recommended by the department grade appeals committee.

4

Student Notification

Once the department process is complete, the Department Chair/Program Director will complete the form and send it back to the Registrar's Office. The Registrar's Office will notify the student whether the department grade appeals committee did or did not support the requested change of grade and, if an appropriate change of grade was supported, whether the faculty member accepted that recommendation. Only if the department grade appeals committee recommends a change of grade and the faculty member does not accept the recommendation, may the student appeal the decision of the faculty member to the College-Wide Grade Appeals Committee. Within 14 days of being notified of the department committee's decision, the student has the option to request that their original appeal be forwarded to the Registrar. Once an appeal is filed, the Registrar's Office shall send all of the related documents to the College-Wide Grade Appeals Committee.

College-Wide Grade Appeals Committee

Upon receiving an appeal, the College-Wide Grade Appeals Committee shall have 30 calendar days to review the complete record as provided by the Registrar's Office. The College-Wide Grade Appeals Committee will consider whether the departmental committee made an error in rendering its decision. Specifically, the College-Wide Grade Appeals Committee will answer whether or not the departmental committee made an error in supporting a change of final grade. The College-Wide Grade Appeals Committee is encouraged to consult with the faculty member, members of the departmental committee, and the Department Chair/Program Director as appropriate.

Subsequent to a finding in support of changing the final grade (i.e., upholding the decision of the departmental committee), the responsibility to change the final grade shall rest with the Department Chair/Program Director. If the faculty member against whom the appeal was filed is a Program Director, the responsibility to change the final grade shall rest with the Chair of the faculty member's home department. If the faculty member is the Department Chair, the responsibility to change the final grade shall rest with the Provost or the Provost's designee.

No change in grade may be authorized except by the faculty member teaching the course or by the appropriate party described above. Each fall, a report will be furnished to the Dean of Academic Programs and President of the Faculty Senate as to the number of grade changes made through this appeals process during the previous academic year.

To: Undergraduate Curriculum & Standards Committee & Council on Graduate Studies

Proposal: Update INC Grade Policy for Undergraduate and Graduate Programs

Date: April 2, 2025

Effective Date: Fall 2025

Background

In June 2024, the university issued a memo to update the uniform grade policy and guidelines. This memo included a clarification about incomplete grades and the timeline for resolution or conversion to FIN. This proposal seeks to align university wide and local John Jay College policy for INC and FIN grades, and enact regular assignment of FIN grades for unresolved INC grades in undergraduate and graduate programs.

Proposed Updates

The current text of the undergraduate policy indicates that to receive a credit bearing grade for a course, students who earn incomplete grades must complete course requirements by the end of the third week of classes in the semester after the INC was earned. **To permit students additional time to complete coursework to resolve incomplete (INC) grades and coordinate with faculty members outside periods of faculty annual leave, this timeline will be extended to the last day of the subsequent semester, as indicated in the university grade policy and guidelines.** If students earn an INC in the winter session, they will be permitted to complete course work up to the last day of the following spring semester in order to earn a credit bearing grade; for summer session, students will be permitted to complete course work up until the last day of the following fall semester.

The current text of the graduate policy indicates that to receive a credit bearing grade for a course, graduate students who earn incomplete grades must complete course requirements no more than one calendar year after the INC was earned. **This timeline will be revised to the same timeline as above.**

On the last day of each semester, the registrar will review any INC grades with no grade change submission and convert them to FINs for both graduate and undergraduate students.

Students will be able to follow the same appeal policies and requests for extensions due to extenuating circumstances as is the current practice.

Current Undergraduate Catalog Incomplete Policy

https://jjay.smartcatalogiq.com/en/2024-2025/undergraduate-bulletin/academic-standards-and-policies/grades/

INC - Incomplete

An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the **end of the third week of the following spring semester.** If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the **end of the third week of the following fall semester. I**t is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When assigning the INC grade, the faculty member agrees to grade the student's outstanding coursework and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student's missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the Grade of Incomplete through Make-up Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

FIN - Incomplete Changed to F

Approved at UCASC and CGS as amended, 4/11, to College Council, 5/6/25

The grade of FIN (Incomplete Changed to F) is given when an incomplete grade is turned into an F (FIN). Undergraduate students who receive an INC grade at the end of any semester must complete all outstanding work by the dates described in the section above. **The Registrar's Office will convert all INC grades to FIN if the INC is not resolved.**

_____

Proposed Undergraduate Catalog Incomplete Policy Update

https://jjay.smartcatalogiq.com/en/2024-2025/undergraduate-bulletin/academic-standards-and-policies/grades/

INC - Incomplete

An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student.

Grades of INC given during the fall semester or winter session must be resolved by the **last day of the following spring semester.** Grades of INC given during the spring semester or summer session must be resolved by the **last day of the following fall semester.** While students must fulfill their academic obligation no later than the last day of the following semester, faculty have the discretion to set an earlier due date for completion. This ensures sufficient time to evaluate work and submit the grade change before unresolved INCs convert to FINs. Internal deadlines for students and faculty are published each term in the academic calendar.

When assigning the INC grade, the faculty member agrees to grade the student's outstanding coursework and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student's missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Approved at UCASC and CGS as amended, 4/11, to College Council, 5/6/25

Resolving the Grade of Incomplete through Make-up Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

FIN - Incomplete Changed to F

The grade of FIN (Incomplete Changed to F) is given when an incomplete grade is turned into an F (FIN). Undergraduate students who receive an INC grade at the end of any semester must complete all outstanding work by the dates described in the section above. **The Registrar's Office will convert all INC grades to FIN if the INC is not resolved by the last day of classes.**

_____

Current Graduate Incomplete Policy

https://jjay.smartcatalogiq.com/en/2024-2025/graduate-bulletin/academic-requirements/grades/

Grade of INC (Incomplete)

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. **Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given.** In extraordinary circumstances and with the approval of the Dean of Academic Programs or the Vice President for Enrollment Management, the time limit may be extended one additional year.

Incomplete grades that are not resolved within the above-mentioned time period will be changed to a F grade. No credit is awarded for Incompletes that have not been appropriately resolved. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student's enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Academic Programs or the Vice President for Enrollment Management.

Once a student has completed their outstanding coursework, they should follow up with their professor to ensure that the _Resolution of Incomplete_ form was submitted to the Office of the Registrar. Only faculty members are permitted to submit this form to the Office of the Registrar.

Approved at UCASC and CGS as amended, 4/11, to College Council, 5/6/25

Proposed Graduate Incomplete Policy

https://jjay.smartcatalogiq.com/en/2024-2025/graduate-bulletin/academic-requirements/grades/

Grade of INC (Incomplete)

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. **While students must fulfill their academic obligation no later than the last day of the following semester, faculty have the discretion to set an earlier due date for completion. This ensures sufficient time to evaluate work and submit the grade change before unresolved INCs convert to FINs. Internal deadlines for students and faculty are published each term in the academic calendar.** In extraordinary circumstances, the deadline may be extended one additional year with the approval of the Dean of Academic Programs or the Assistant Vice President for Enrollment Management.

Incomplete grades that are not resolved within the above-mentioned time period will be changed to a **FIN** grade **on the last day of the following semester**. No credit is awarded for Incompletes that have not been appropriately resolved. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student's enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Academic Programs or the Vice President for Enrollment Management.

Once a student has completed their outstanding coursework, they should follow up with their professor to ensure that the proper form was submitted to the Office of the Registrar. Only faculty members are permitted to submit this form to the Office of the Registrar.

CUNY Uniform Grade Symbols and Guidelines Effective Fall 2024

https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/new-revised-policies/CUNY-Uniform-Grade-Glossary-Policies-and-Guidelines-FINAL-JUNE-2024.pdf

INC Grades Explanation (emphasis added)

Term's work incomplete (temporary grade): INC (Incomplete) should only be given by the instructor in consultation with the student when there is a reasonable expectation that a

Approved at UCASC and CGS as amended, 4/11, to College Council, 5/6/25

student can successfully complete the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term Note INC is a temporary grade awarded when the disposition of the final grade requires further evaluation for reasons other than the Procedures for Imposition of Sanctions related to the Board's Academic Integrity Policy. Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete. **The grade of "INC" lapses to an "FIN" grade no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session/Term.** Students who have officially withdrawn from a college and have these grades may be exempted from the limitations.

Change of INC to Administrative FIN

 Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the end of the semester following the semester in which the course was taken (exclusive of Summer Term.) Incompletes unresolved in the above-mentioned time period will become FIN in students' record. The student or the instructor may appeal this administrative action or request for an extension as defined by campus. Appeals, if permitted by the campus, must be filed within thirty calendar days of FIN grade assignment in CUNYfirst (excluding faculty annual leave period).

John Jay College of Criminal Justice, CUNY

WRITING ACROSS THE CURRICULUM (WAC)
COURSE GUIDELINES

Revised and submitted to UCASC 4/7/25
Submitted by The Vertical Writing Program Faculty:
Tim McCormack, Kim Liao, and Edward Kennedy

<u>The Need for Course Guidelines about Writing</u>

Colleges create Writing Across the Curriculum (WAC) guidelines as a tool to help individual faculty, chairs, and major coordinators design courses or develop course curriculum that includes writing instruction as part of the curriculum. At John Jay, UCASC also uses the WAC guidelines to evaluate courses for their focus on student writing. John Jay's existing course guidelines for writing consist of a single page, written by an unknown author in 1998, and they make just a couple recommendations: all courses should assign writing and the amount of writing should meet certain page lengths by course level.

The new WAC Guidelines in this document provide more substantial guidance as well as national best practices for how to include the teaching of writing in courses throughout the college within the 100, 200, 300, and 400 levels. The guidelines have been developed from research-based best practices from national Writing Across the Curriculum scholars and practitioners, as well as research in the Scholarship of Teaching and Learning (see attached references). These guidelines will be used to support current and new faculty as they design curriculum for their courses, and/or as they complete course revisions or write new courses. As virtually every major/minor/program at the college includes a learning outcome related to writing/communication, these guidelines can also be used by chairs and major/minor/program coordinators to incorporate writing instruction in a scaffolded way throughout a major, minor or program.

The guidelines can also be used by Department Curriculum Committees and UCASC to evaluate course revisions and new courses for the amount and quality of writing instruction within a course. The guidelines provided are not requirements, as curriculum design and requirements remains where it should be: in the hands of the faculty from the discipline,as the teaching of writing content and the amount and types of assigned writing varies by discipline, course level, the course learning goals, structure, and course modality.

Notes

All WAC terms used in this document are defined in Addendum A: Key Terms Glossary.
The Document concludes with a reference page of scholarly sources, from which the claims and ideas about the teaching of writing are derived.
We would like to thank the following individuals and groups for contributing to this document: Wynne Ferdinand, First-Year Writing Director Christen Madrazo; General Education Assessment Committee 2024-5, and UCASC 2024-5.

WAC Principles

The John Jay WAC Guidelines are based on seven principles about the teaching of writing (see reference page for scholarly foundations of these principles):

1. Students come to John Jay with existing literacy and writing knowledge and capabilities, in multiple languages, which can be used to build literacy expertise in new contexts (translingualism).

2. All faculty should support and facilitate student writing improvement in all courses, but no particular faculty member or group of faculty or single course is responsible for teaching all that there is to learn about how to write.

3. Writing for different audiences, in different genres/modalities, and for different purposes is a complex act of literacy that is best learned over time, through multiple opportunities, throughout levels of the curriculum, and in a variety of course settings and contexts.

4. For students to learn how to write, writing should be taught as a research-and writing process, not merely assigned as writing products; writing should be taught explicitly as a process-based skill and a content-based craft.

5. When writing is taught in any course, students not only improve their writing (learning to write), they also improve their knowledge and application of course content (writing to learn).

6. Writing should be taught in the context of meaningful inquiry, not as a separate set of skills, unconnected to the work of a course. Writing should be embedded in all stages of the inquiry-driven research and analysis process to enable students to engage in actively contested questions, empirical observation and evidence-based analysis.

7. While all research-based academic writing has common attributes, use of language, grammar, and style (WAC), individual disciplines and genres often have specific attributes, use of language, grammar, and style that students need to understand and master—referred to as Writing in the Disciplines (WID).

Approved at UCASC & CGS, April 11, to College Council, May 6, 2025

<u>Learning Outcomes for Writing</u>:

When developing new or revising existing majors, minors, programs or individual courses, faculty and curriculum committees are strongly encouraged to develop at least one learning outcome explicitly related to writing/communication. Note that different learning outcomes may be appropriate for different disciplines and/or levels of courses. There is no one-size-fits-all learning outcome for research-based academic writing.

<u>Sample Writing-Focused Learning Outcomes</u>

The sample learning outcomes below provide for different disciplinary emphasis points. These are only examples and would need to be adjusted to context (major/minor/program/course sequence/individual course) and discipline. Note that these learning outcomes feature the main verbs from Bloom's Revised Taxonomy (See Addendum E.) For additional possible learning outcomes for writing, see Addendums B, C, and D.

- Create writing to generate, explore and evaluate ideas and concepts in a meaningful, thorough, and complex way.
- Create texts that engage the audience and use appropriate genre and audience conventions.
- Analyze and produce writing that demonstrates awareness of the argument, style, voice, and structure appropriate for the (name of discipline).
- Demonstrate an awareness of the disciplinary conventions, style, and language in (name of discipline).
- Explain, analyze, develop arguments about course content through writing in multiple disciplinary specific genres.
- Understand and apply the writing process steps and rhetorical knowledge of writing to create texts with appropriate structure, style, and voice for this discipline.
- Evaluate and integrate appropriate qualitative and/or quantitative data and/or external sources as evidence to make logical arguments.
- Describe quantitative relationships and concepts, and evaluate quantitative evidence, data, and models.
- Understand and apply rhetorical, stylistic, and language choices that are appropriate to a variety of genres, audiences and contexts.

General Writing Guidelines for Courses

1. The teaching of writing in the course should follow generally accepted WAC/WID practices, and should include some of the following: low stakes/high stakes assignments, writing process steps, scaffolding of larger assignments, reflective writing, peer review, varied response methods, and clear evaluation criteria.

2. When designing writing into a course, faculty should consider assigning the genres and styles of writing that are typical in the major/minor/program and the professional or career path of the discipline..

3. Faculty should assign low-stakes writing in all courses, but especially in courses at the 100 level. Low stakes writing assignments can be stand alone assignments (i.e. end of class response, reflective writing, pre and post assignment), ongoing semester long assignments (i.e. discussion board posts, key terms assignment), or scaffolded assignments building to a larger, high stakes assignment (i.e. outline, draft etc.).

4. High stakes assignments are more formal, substantial, and graded assignments. High stakes assignments should consist of scaffolded low-stakes steps before the final version of the project is submitted. For high-stakes assignments, faculty should create an assignment page for students and review the assignment page with students. At minimum,assignment pages should cover the purpose, genre, audience, and evaluation criteria of the assignment. Students should also be provided with models of high-stakes assignments and these models should be reviewed in class.

5. Students should receive written and/or verbal feedback on their written work. Feedback can include general or specific responses, line editing, peer review, self evaluation, use in class discussion, conferencing, and graded evaluation.   For high-stakes assignments, evaluative criteria should be clear to the students and the use of a rubric with clearly defined evaluation criteria is recommended.

6. Evaluation criteria should be transparent about conventions, style, punctuation, grammar, and citation expectations. The weight given to these expectations should be in proportion to the amount of time spent teaching writing curriculum in class.

7. Students should be given guidance on how to best or most appropriately incorporate their various "Englishes" into their writing for the course, whenever beneficial and appropriate for the purpose, genre, and audience. (For example, low stakes assignments or writing a personal essay.) Students should be encouraged and

facilitated to use their translingual abilities during the writing process for larger assignments.

Syllabus Guidelines for Writing

Writing should be identified and explained on the course syllabus as a key component of the course.

Writing assignments should be clearly labeled (i.e. Case Study Project; Interview Project etc.) and described.

At least one learning objective on the course syllabus should address writing/communication.

The John Jay College Alan Siegal Writing Center should be identified and explained on the course syllabus as a place for writing support for all writers and for all writing tasks. The link to the writing center should be provided. Writing Center Link: https://www.jjay.cuny.edu/alan-siegel-writing-center

The course syllabus should identify and explain student access to research and information sources, if required in the course, and provide a link to the main library page. See: https://www.lib.jjay.cuny.edu/

The course syllabus should have a clear plagiarism/ethics policy that links to the college academic integrity policy.
See: https://johnjay.jjay.cuny.edu/files/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf

The course syllabus should have a clear artificial intelligence/computer-aided writing policy that references the college policy.
See: https://new.jjay.cuny.edu/sites/default/files/2024-05/REF_AI%20Responsible%20Use%20Guidelines_May%201%202024.pdf

Writing Requirements by Course Level and Course Type

Different courses will teach writing in different ways and faculty will assign different genres and styles of writing for different purposes depending on the modality of the course, type and level of the course, the discipline of the course, the needs of the curriculum, and the position of the course within the program, minor, or major.

Approved at UCASC & CGS, April 11, to College Council, May 6, 2025

The guiding principles are recommendations, which faculty should consider, revise, and adopt to fit the needs of a particular level, discipline, course curriculum, modality, etc. The writing curriculum in a particular course should prepare the student writer for the next-level or type of course they may encounter.

100 Level Courses

1. Assign 1,000-2,000 words (approx. 4 to 8 double-spaced pages) of writing for the semester.
2. Assign frequent low stakes writing such as reading responses, discussion boards, summaries, reactions, key terms or concept explanations/applications, and reflective or metacognitive writing.
3. If a high stakes piece of writing is assigned, scaffold the assignment using the writing process and low-stakes assignments such as idea generation, outline, proposal, draft, peer review etc.
4. Focus writing assignments on the first three levels of Bloom's Taxonomy, asking students to remember, understand, and apply concepts, terms, theories, and strategies.
5. Introduce students to a common genre and style of writing in the discipline, perhaps by asking students to complete a rhetorical analysis of already assigned readings in the course. Emphasis can be placed here on a rhetorical vocabulary for analyzing how a piece of writing (i.e. a lab report, a scholarly study) works.
6. Use reflective writing practices to facilitate knowledge transfer and a growth mindset.

200 Level Courses

1. Assign 2,000-3,000 words (approx. 8 to 12 double-spaced pages) of writing for the semester.
2. Assign low stakes writing (see description above).
3. Assign high stakes pieces of writing, such as proposal, annotated bibliography, lab report, academic essay, case study, quantitative data analysis etc.
4. Focus writing assignments on the first five levels of Bloom's Taxonomy, asking students to remember, understand, apply, analyze and evaluate concepts, terms, theories, and strategies. Students should be asked to gather, synthesize, compare secondary sources and primary data, and find, use,

5. Rhetorically analyze models of the genre and style of writing in the discipline, and have students practice the style and craft moves of the genre and style of writing you are asking them to produce.
6. Assign reflective writing practices to facilitate knowledge transfer and a growth mindset.

300 Level Courses

1. Assign 3,000-4,000 words (approx. 12 to 16 double-spaced pages) of writing for the semester.
2. Assign low stakes writing (see description above).
3. Assign high stakes writing (see description above).
4. Focus writing assignments on all six levels of Bloom's Taxonomy, asking students to remember, understand, apply, analyze, evaluate, and create writing that explores concepts, terms, theories, and strategies. The create term is added here in that students should be able to write in the genre and style of the discipline.
5. Rhetorically analyze models of the genre and style of writing in the discipline, and have students fully integrate the style and craft moves of the genre you are asking them to produce.
6. Use reflective writing practices to facilitate knowledge transfer and a growth mindset.

400 Level Courses (Capstone)

1. Assign 4,000-5,000 words (approx. 18 to 20 double-spaced pages) of writing for the semester.
2. Assign low stakes writing (see description above).
3. Assign high stakes writing (see description above). Note if the 400-level course is a capstone course, requiring a single lengthy research project, faculty should place an increased emphasis on scaffolding the smaller steps of the project (proposal, annotated bibliography, outline, draft, peer feedback etc.) throughout the semester.
4. Focus writing assignments on all six levels of Bloom's Taxonomy (see above).
5. Integrate a rhetorical understanding and practice of the professional or career- based writing genres and styles the students may encounter.
6. Use reflective writing practices to facilitate knowledge transfer and a growth mindset.

Assessment of Writing in Courses

Departments are encouraged to assess where, how, how often, and how well writing is being taught, assigned, and practiced in courses. Assessment can include syllabi review for the guideline items mentioned above, analysis of assignment pages, and conducting faculty and/or student focus groups. Departments can also include outcomes assessment in writing as part of annual outcomes assessment practices. Note that learning outcomes assessment is often conducted using student written work, so designing assessments should be careful to not over assess writing as they evaluate the other outcomes associated with the major/minor.

In any case, all writing assessments should be conducted as an evaluation of individual courses, course sequences, or entire programs and majors. Note: course/major/minor/program assessments are not to be used for student placement or as qualifying assessments for student advancement. Nor should these kinds of assessments be used to evaluate faculty performance. Once conducted, all writing assessments should be tied to faculty development and curricular design improvements ("closing the loop").

Support for Enacting These Guidelines

The English Department's Vertical Writing Program is committed to support any faculty member, department, or program interested in improving writing instruction and/or student writing outcomes. In the past, the Vertical Writing Program offers individual faculty consultation, Writing Intensive course design support, faculty development sessions, Writing Enriched Curriculum (WEC) Projects, and writing assessment design and facilitation support. You can reach out to the Vertical Writing Program through the English Department or by sending an email to VWP@jjay.cuny.edu.

The Vertical Writing Program also maintains a Writing Across the Curriculum portfolio of guidance, and curricular and assessment materials on Digication.
https://johnjay.digication.com/wac-resources-for-faculty-john-jay-college-february-2-2023/home-1 Password: resources

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All of the articles above and many additional articles can be found for free, all in one place, at The WAC Clearinghouse. The *WAC Repository* offers both a collection of peer-reviewed articles pertaining to WAC administration and pedagogy and a set of resources for the wider writing studies community that have been assembled through curation and crowdsourcing. The *Repository* is a collaboration between the WAC Clearinghouse and the Association for Writing Across the Curriculum. LINK TO WAC CLEARINGHOUSE: https://wac.colostate.edu/

Addendum A

Definition of Terms

Disciplinary Writing. Stated simply: writing in a Literature class looks, sounds, and behaves differently than writing in a Biology class. An essay asking for a close reading of a poem and a lab report on the behavior of cells under heat conditions requires writers to make many significant rhetorical choices to follow the genre requirements and deliver a document that reads like what the audience is expecting. Often what looks like terrible format, style, voice, and organization decisions in one discipline are the right choices in a different discipline.

Global and Local Responses to Student Writing. Global responses refer to major concerns such as structure, argument, use of evidence etc. Local responses refer to style, grammar, punctuation, formatting and correct citation. Good responses to student work handles the global issues early in the writing process and the local issues near the end of the writing process.

Growth Mindset. One key to learning is the belief by the learner that they have the ability to improve and they can see the pathway towards improvement. In relation to writing, writers who shut down and are no longer writing because they feel incapable or doomed to failure may have lost their Growth Mindset. Encouraging a growth mindset in relation to writing requires faculty to scaffold assignments, explain and demonstrate the methods for producing writing, offer multiple and varied opportunities for practicing writing, and provide clear, direct, and supportive feedback on writing.

Knowledge Transfer. The ability of students to take what they have learned from one learning situation and apply it to the next, sometimes different and more challenging, learning situation. Focusing on knowledge transfer with writing requires faculty to explicitly demonstrate and teach the research and writing process, provide writing instruction in different genres and for different audiences, and make explicit connections between assignments in their course and writing students will encounter in subsequent courses.

Low Stakes and High Stakes Writing: Low stakes writing assignments are small, generative, or scaffolded assignments that are usually ungraded or account for a small percent of the course grade. High stakes assignments are larger assignments requiring complex work over multiple stages and usually account for a significant portion of the course grade.

Reflective Writing: When students are asked to write about the processes and practices of writing (also called metacognitive writing). Reflecting on learning processes enables a deeper learning of concepts and practices that facilitates knowledge transfer to the next writing situation.

Research-Based Academic Writing: This term refers to the genres and purposes of written and visual texts common to writing in academic settings. Research here refers to both primary and secondary texts as well as data collection and analysis.   Academic Writing refers to stylistic and structure decisions related to writing for a scholarly or professional audience in an academic and disciplinary-specific style.

Research and Writing Processes: The steps taken to move a project from non-existence to completion, which includes everything from generating ideas, formulating questions, gathering research, analysis, writing a draft, peer review, outlining, revision, and proofreading. It's important to pint out that sophisticated writers do not conduct the research and writing process in linear steps, but rather as a set of recursive activities.

Rhetoric: The art of effective or persuasive speaking or writing, especially the use of figures of speech, arrangement of material, kinds of evidence, and authorial voice. A main feature of writing instructions is to enable student writers to understand and apply the rhetorical moves necessary when writing for different genres, audiences, purposes, mediums and from different stances.

Rhetorical Terms: The language used to describe texts and how they work. For example: organization, ethos, conciseness, cohesion, hypothesis, genre, voice, design, etc.

Scaffolding: A curriculum design concept where teachers break complex tasks into pieces that build into the final product. WAC research suggests that scaffolding assignments leads to increased students success on complex writing projects.

Translingualism: The idea that language is shaped by social interaction and serves functional purposes; meaning that language users adapt and evolve language to meet their communication needs, creating new forms to effectively convey their meaning. In a translingual approach to writing, students from diverse linguistic and cultural backgrounds are encouraged to leverage the various languages and rhetorical styles they bring to their work. All linguistic abilities are seen as valuable resources, and variations in students' writing are considered strategic and creative choices, not mistakes or barriers. Proficiency in any language is viewed as an asset in learning how to use language in new contexts and for different audiences.

Writing Across the Curriculum: Writing principles and practices that are common to genres, audiences, purposes, from throughout the disciplines (i.e. use of evidence, writer's voice, drafting process).

Writing in the Disciplines: Writing principles and practices that are specific to a set of disciplines (i.e. Social Sciences), one discipline (Sociology) or sub discipline or genre (i.e. ethnography).

ADDENDUM B: John Jay College First Year Writing Learning Outcomes

Invention and Inquiry: Students learn to generate, explore and expand their ideas in a meaningful, thorough and complex way.

Awareness and Reflection: Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.

Writing Process: Students learn methods of composing, drafting, revising, editing and proofreading.

Claims and Evidence: Students learn to develop substantial, plausible claims, provide valid and/or strong arguments, and show why and how their evidence supports their claims.

Research: Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.

Rhetoric and Style: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Sentence Fluency: Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.

Conventions: Students learn to control language, linguistic structures, and the punctuation necessary for diverse literary and academic writing contexts.

ADDENDUM C John Jay College General Education Writing Rubric Categories

Development of Complex Analysis:
Students evaluate arguments, ideas, and studies with original judgments. Through synthesis of complex ideas, students position themselves in a scholarly conversation.

Awareness of Audience and Genre Conventions:
Students write with an awareness of purpose, audience, and context. Students make deliberate rhetorical and stylistic choices appropriate to specific genres, disciplines, and modalities.

Use of Research:
Students gather, evaluate, and integrate appropriate qualitative and/or quantitative evidence and external sources, which are relevant to the genre and discipline.

Creation of Claims, Evidence, and Warrants:
Students develop substantial, plausible claims, provide valid arguments, and show why and how their evidence supports their claims.

Acknowledgment of Sources to Build Authorial Credibility:
Students acknowledge and cite external sources appropriately to develop authorial credibility. Citation formatting and style is correct and relevant to the disciplinary context.

Sentence Structure and Language Mechanics:
Students write correct, clear, and powerful sentences. Syntax, punctuation, and language use are appropriate for the audience and genre.

Addendum D: CUNY Pathways Writing Courses Learning Objectives

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using Standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Addendum E: Bloom's Revised Taxonomy

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**: April 7, 2025

2. **Department or program proposing these revisions**:

   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**:

   Advanced Certificate in Transnational Organized Crime Studies (ACTOCS)

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which have approved these changes:
   a. Please provide the meeting date of approval: March 27, 2025
   b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jana Arsovska, PhD

5. **Please describe the curriculum changes you are proposing**:
   (narrative or bullet points are acceptable as long as there is adequate explanation)
   - Make slight changes to the certificate title and description to incorporate technology and to update the content;
   - Include two required courses on transnational and cyber organized crime and responses to such crimes (instead of one). In the old version we had only one required course (3 credits) and three electives (9 electives). In the new version we will have two required courses (6 credits) and two electives (6 credits).
   - Update the list with electives to incorporate technology.

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

Transnational crimes are evolving, and technology plays a vital part in this evolution. Our transnational crime course ICJ 706 was developed about 8 years ago, and we wanted to update it and to 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 courses in this updated version of the certificate also examine cyber-enabled and cyber-depended organized criminal activities of global importance.

Also, we developed a separate course that focuses mainly on responses to transnational organized crime (ICJ 760); the responses that were part of the old ICJ 706 are now covered in greater details in ICJ 760. We needed a course that discusses in depth law enforcement tools and strategies in countering cyber and transnational organized crime in the digital age. The material on responses is included in the new ICJ760 on investigations, prosecutions and responses to transnational and cyber organized crime. We

developed an entire course devoted to that as it was simply too much to include responses in the new version of ICJ 706.

We also updated the list with electives to incorporate technology since most of our electives were developed eight years ago and have not been updated since. We intend to develop more courses on technology and transnational crimes.

In this updated version of the certificate students will explore social media, encrypted communications, the darknet, and other digital platforms in the trafficking ecosystem and how law enforcement, NGOs, and tech companies utilize technology for prevention and intervention.

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

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

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

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

   N/A

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

See below

(CURRENT VERSION)

Transnational Organized Crime Studies, Advanced Certificate

The Advanced Certificate in Transnational Organized Crime Studies (ACTOCS) offers advanced instruction on the nature, dynamics, causes, and control of those crime phenomena that pose a challenge to more than one country and call for international cooperation. It examines the nature and etiology of established as well as emerging transnational organized criminal groups and criminal activities. The focus is on illegal cross-border trade such as the trafficking in drugs, counterfeit medicine, and humans; transnational predatory crimes such as cross-border serial burglary; international environmental crimes; money laundering, corruption, and cybercrime; networks of offenders involved in these crimes and their terrestrial and virtual mobility; and factors that facilitate and shape transnational crime, including technology, international travel, trade, and migration.

This advanced certificate program is appropriate for students who wish to engage in research, join law enforcement agencies at national or international levels, or seek employment at public or private international organizations.

This is a stand-alone certificate at the graduate level. A student may pursue the advanced certificate independent of a master's program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

This certificate may also be completed fully online.

Requirements for the Advanced Certificate

Required Course   Subtotal: 3 cr.

ICJ 706	Transnational Crime

Electives   Subtotal: 9 cr.

Students must choose and complete three courses:

ICJ 705	Human Rights and Counterterrorism
ICJ 725	Environmental Crime
ICJ 726	Drug Trafficking
ICJ 760/SEC 760	Information Technology and Cybercrime

Approved by CGS, April 11, to College Council, May 6, 2025

ICJ 729	Organized Crime: An International Perspective
ICJ 730	Human Trafficking
ICJ 755	Terrorism and Transnational Crime
ICJ 762	Corruption and the Global Economy
CRJ 713	White-Collar Crime
CRJ 727/FCM 727	Cybercriminology
CRJ 784	Organized Crime

TOTAL CREDIT HOURS: 12

The proposed revisions to the advanced certificate

Transnational and Cyber Organized Crime Investigations, Advanced Certificate

The Advanced Certificate in Transnational and Cyber Organized Crime Investigations offers advanced instruction on the nature, dynamics, causes, and control of those crime phenomena that pose a challenge to more than one country and call for international cooperation. It examines the nature and etiology of established as well as emerging transnational and cyber organized criminal groups and criminal activities. The focus is on illegal cross-border activities, including drug trafficking, arms smuggling, wildlife crime, and human trafficking; transnational predatory crimes, such serial burglary, kidnapping, extortion, and financial fraud; and networks of offenders involved in these crimes and their mobility. This advanced certificate 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 certificate critically analyzes transnational and cyber organized crimes from various theoretical perspectives. It also delves into the complex process of preventing and responding to transnational and cyber organized crime. It introduces students to the legal and institutional frameworks and measures used to facilitate international cooperation, including mutual legal assistance, extradition, informal and formal law enforcement cooperation, and joint investigations. Relevant procedural issues that arise in cases of transnational and cyber organized crime, such as jurisdiction, the use of special investigative techniques, tracing and freezing of illicit assets, and confiscation of criminal proceeds, are also explored.

Students in this program will explore social media, encrypted communications, the darknet, and other digital platforms in the trafficking ecosystem and how law enforcement, NGOs, and tech companies utilize technology for prevention and intervention.

This advanced certificate program is appropriate for students who wish to engage in research, join law enforcement agencies at national or international levels, or seek employment at public or private international organizations.

This is a stand-alone certificate at the graduate level. A student may pursue the advanced certificate independent of a master's program or while pursuing a John Jay master's degree. This certificate is registered with the NYS Department of Education and awarded by John Jay College.

This certificate may also be completed fully online.

Requirements for the Advanced Certificate

Required Courses   Subtotal: 6 cr.

ICJ 706	Transnational and Cyber Organized Crime *(CGS approved on March 14th)*

ICJ 760	Countering Transnational and Cyber Organized Crime *(CGS approved on April 11th)*

Electives   Subtotal: 6 cr.

Students must choose and complete two courses:

CRJ 727	Cyber criminology
ICJ 730	Human Trafficking in the Digital Age *(CGS approved on April 11th)*
ICJ 705	Human Rights and Counterterrorism
ICJ 728	Drug Trafficking
ICJ 729	Organized Crime: An International Perspective
ICJ 755	Terrorism and Transnational Crime
ICJ 762	Corruption and the Global Economy (new title proposed: Corruption, Money Laundering and Cryptocurrency)
ICJ 765	Intelligence in National Security and Policing
ICJ 725	Environmental Crime
ICJ 7XX	Online Criminal Markets
ICJ 7YY	Digital Technology and Wildlife Crimes

TOTAL CREDIT HOURS: 12

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

New Course Proposal Form

Date Submitted: 4/1/2025

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: **Economics**

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

       Name: Ian Seda-Irizarry
       Email address(es) _____iseda@jjay.cuny.edu_____
       Phone number(s) _____212-484-6425_____

2. a. **Title of the course: International Finance and Trade**

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

    c. **Level** of this course: __100 Level __200 Level __300 Level __400 Level _X_Grad

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

    d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): __ECO_744_____

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 MA program currently has only one class focused on the international economy (Eco 745: International Economics), a course that deploys a more historical and geopolitical approach (we will be changing the name of that class to Eco 745: International Political Economy).

    The new course would provide an important complement to the international economics offerings of our MA program by providing a more quantitatively focused approach to the topic of the international economy. By taking it, graduate students would enhance their empirical, historical, and theoretical skill-set while doing work that is also policy-related.

Approved by CGS, April 11, to College Council, May 6, 2025

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.)

    International finance and trade are the study of the economic connections between countries, like the production of goods and services, the monetary aspects of those international transactions (ex. exchange rates, borrowing, and asset sales between countries), and the systems by which cross-border payments are made. The course is intended to be useful for students who continue their studies at the PhD level, and to students who plan to engage in policy and political work.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): None

6. Number of:
    a. Class hours   __3___
    b. Lab hours   _____
    c. Credits   ___3__

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

    __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?

    Student will:
    *   Critically evaluate and interpret statistical data related to international trade and finance, employing advanced analytical techniques to assess global economic patterns and trends.

    *   Apply and rigorously critique traditional and contemporary comparative-advantage models of international trade, examining their relevance, assumptions, and limitations in the context of real-world trade dynamics.

    *   Utilize advanced theoretical models to analyze the relationship between trade flows, terms of trade, and long-run economic growth, assessing how these

Approved by CGS, April 11, to College Council, May 6, 2025

variables influence the economic trajectories of nations at different stages of development.

- Assess and formulate evidence-based evaluations of current proposals for trade policy reforms and international financial system restructuring, applying core economic theories to evaluate their potential impact on global trade and financial stability.

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)

Program: Masters in Economics, Part Two. Electives

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

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

 -8 to 10 homework assignments working with macroeconomic date
 -One in-class final exam.

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_____

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

Yes _____   No ____X__

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

- OneSearch (the library discovery tool) __X_
- Ebooks ____X_____
Subject specific library databases:
       Academic Search Complete__   Gale Reference Sources__
NexisUni _X_   PsycInfo___
Criminal Justce Abstracts___   Sociological Abstracts___
Other (list them here)_____

- Is there an existing library Research Guide to support your class?

Yes _____   No ___X__

13. **Syllabus – SEE BELOW**

14. Date of **Department or Program Curriculum Committee** approval: October 24, 2024

15. **Faculty -** Who will be assigned to teach this course? Professor Joshua W. Mason

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**?

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

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

Ian J. Seda-Irizarry

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

ECO 744 - International Finance and Trade - Fall 2025

Wednesdays 6pm - 8pm, Haaren Hall 335

Professor J. W. Mason
Email: profjwmason@gmail.com **Office:** Haaren Hall 336.12
Office hours: Wednesdays 2pm-4pm, or by appointment
Prerequisites: ECO 720, or equivalent

Bulletin description: International finance and trade are the study of the economic connections between countries, like the production of goods and services, the monetary aspects of those international transactions (ex. exchange rates, borrowing, and asset sales between countries), and the systems by which cross-border payments are made. The course is intended to be useful for students who continue their studies at the PhD level, and to students who plan to engage in policy and political work.

Other Course info: The economics of international finance and trade is the study of the various economic connections between countries. It seeks to explain the flows of goods, money and people across borders; the behavior of exchange rates; the ways in which macro-economic developments in one country or region affect countries elsewhere; the processes by which some countries become rich while others become (or remain) poor; the ways in which societies are shaped and constrained by their economic relations to the rest of the world; and the rules or logic that govern the system as a whole.

International trade describes the production of goods and services in one country for purchase in another. International finance describes the specifically monetary aspects of transactions between countries: exchange rates, borrowing and asset sales between countries, and the systems by which cross-border payments are made. In this class, we will give approximately equal attention to these two dimensions of international economics, with the first half of the semester focused on international trade and the second half on international finance. Throughout the class, we will build up the language and concepts use to measure and describe these cross-border ties, with particular attention to how they are measured and recorded in the balance of payments. While the central purpose of the class is to build up the core conceptual frameworks used to discuss international trade and finance, we will also spend some time applying these frameworks to historical developments and to current policy debates.

This course has three goals. First, it will familiarize students with the fundamental concepts and tools used in the analysis of international finance and trade. Second, it will introduce some of the most important theoretical debates in international economics, presenting both conventional textbook approaches and heterodox alternatives. Third it will prepare students to participate in discussions of trade policy, reforms of the international financial system, and concrete developments in the global economy. The course is intended to be useful both to students who hope to continue their studies at the PhD level, and to students who plan to engage in policy or political work, or who simply want to become informed readers of the financial press.

Approved by CGS, April 11, to College Council, May 6, 2025

Learning outcomes: Students who successfully complete the course will be able to:

- Critically evaluate and interpret statistical data related to international trade and finance, employing advanced analytical techniques to assess global economic patterns and trends.

- Apply and rigorously critique traditional and contemporary comparative-advantage models of international trade, examining their relevance, assumptions, and limitations in the context of real-world trade dynamics.

- Utilize advanced theoretical models to analyze the relationship between trade flows, terms of trade, and long-run economic growth, assessing how these variables influence the economic trajectories of nations at different stages of development.

- Assess and formulate evidence-based evaluations of current proposals for trade policy reforms and international financial system restructuring, applying core economic theories to evaluate their potential impact on global trade and financial stability.

Format: This is an in-person class. Students taking the class must be able to attend class meetings on campus.

Readings, assignments and other material will be distributed via a Google Classrooms site. Brightspace will not be used.

Grading:

Grades will be calculated as follows:

Assignments: 70%

Final exam: 30%

Grades will be assigned such that any student who completes all the coursework and demonstrates a good-faith effort to master the material should receive a grade of B or above.

Incompletes will not be given except under extraordinary circumstances.

Attendance. Students are expected to attend class regularly, and to be active participants in class discussions. A few absences over the course of the semester will not reduce your grade, but it is your responsibility to inform yourself about the material covered on any days that you miss.

Assignments. There will be 8 to 10 homework assignments over the course of the semester. These assignments will include a mix of working with macroeconomic data; problem-solving using formal models; application of concepts to concrete questions; and written analyses of the readings. All assignments must be submitted via the class website. Because we will be

discussing the assignments in class, they cannot be accepted after the class meeting when they are due.

Assignments will normally be distributed two weeks before they are due.

For computation of the course grade, the lowest assignment grade will be dropped. For undergraduates, the lowest three assignment grades will be dropped.

Exams. There will be one in-class final exam, one week after the last class meeting.

Academic honesty: Discussion and collaboration between students outside of class is encouraged, but all work submitted must be in your own. In addition, students should be aware of John Jay's policy on academic honesty, available online at http://www.jjay.cuny. edu/web images/Policyand_Procedures.pdf. The use of any unattributed text from an online source, even a single sentence, is considered plagiarism, and will result in a zero for the assignment. Multiple instances of plagiarism may result in an F for the course.

Students should not use ChatGPT or similar large language model ("AI") programs for any work in this class. While useful in some contexts, these programs do not generate reliable information on specialized topics like those covered here. Anyone submitting work that is the product of an LLM should expect to receive a very low score.

Readings: All required and optional readings will be posted on the course website. The main textbook we will use is Pugel's *International Economics*; either the 17th or 18th edition is acceptable. Students are encouraged, but not required, to purchase the textbook. Excerpts from other textbooks will also be assigned. All required readings will be distributed electronically via the course website.

Required readings are listed on this syllabus, but are subject to change over the semester. Supplemental reading lists will be distributed periodically over the course of the semester. Students are expected to do all the required readings prior to the class for which they are assigned. Assignments and the final exam are based on the assumption that students have done the assigned reading.

Students should bring the day's readings to class, either in paper form or easily accessible on a laptop or tablet.

Office hours: One on one meetings with the instructor are a core part of the course. All students are expected to meet with the instructor at least once during the semester. Students are encouraged to come in more often, either to address specific challenges with the material or assignments, or simply to discuss topics covered in the course. Regular office hours are Wednesdays 2pm-4pm, but for students who cannot come then, meetings at other times can be arranged either in person or via Zoom.

Course outline and required readings: All listed readings are required, except as otherwise noted. The expectation is that students will read approximately 100 pages per week for this course. For some weeks, the readings listed on the syllabus total significantly more than this; for those weeks, there will be guidance about which to prioritize.

Chapters from Pugel refer to the 17th edition. Chapters should be the same in other recent

editions, but students using a different edition should check to make sure.

In addition to the listed readings, course notes written by the instructor will be distributed for many topics. These are also required reading.

All readings will be available on the course website. Additional lists of supplemental readings will be distributed over the course of the semester. These additional readings will be strictly optional.

Readings will change over the course of the semester. Changes will be announced on the course website and in a prior class meeting.

Note: The official John Jay calendar has no classes scheduled for both September 24 and October 1, meaning there would be a three-week gap between our third and fourth meetings. This is not ideal, so I would like us to meet on one of these days, and instead cancel class on November 26 (the day before Thanksgiving.)

Schedule:

August 27   **Overview; the Balance of Payments**
Jayadev and Mason 2021, "Beyond Neoliberal Trade"
Pugel, ch. 1 and ch. 16

Sept. 3   **International Trade**
Krugman, "What Do Undergraduates Need to Know about International Trade?"
Pugel ch. 3

Sept. 10   **Comparative Advantage**
Pugel ch. 4-5

Sept. 17   **Increasing-Returns Theories of Trade**
Pugel ch. 6
Krugman 2009, "The Increasing Returns Revolution in Trade and Geography"
Jomo and von Arnim 2008, "Trade Theory Status Quo despite Krugman"

Sept. 24 or   **Trade and Aggregate Demand**
Oct. 1   Pugel, ch. 22
Dornbusch, *Open Economy Macroeconomics*, ch. 3
Davidson, *John Maynard Keynes*. ch. 9

Oct. 8   **Trade Policy and Tariffs**
Pugel ch. 8, 10
Keynes, "National Self-Sufficiency"
Bairoch, *Economics and World History*, ch. 2-4
Mason, "What to Do about the Trade Deficit"

Oct. 15   **Balance of Payments-Constrained Growth and Unequal Exchange**
Thirlwall, *Economic Growth in an Open Developing Economy*, ch. 5

Ocampo and Parra, "The continuing relevance of the terms of trade and industrialization debates"

Oct. 22 **Exchange Rates**

Pugel, ch. 17, 19

Harvey, *Currencies, Capital Flows and Crises*, selections

Oct. 29 **Exchange Rate Regimes**

Pugel, ch. 20

Ghosh and Ostry 2009, "Choosing an Exchange-Rate Regime"

Nov. 5 **International Finance**

Pugel ch. 21

Kohler 2020, "Gross capital flows and the balance-of-payments: A balance-sheet perspective"

Higgins et al. 2007, "Borrowing Without Debt? Understanding the U.S. International Investment Position"

Nov. 12 **Monetary Sovereignty and Capital Controls**

Bibow, "The case for capital account management in emerging market economies"

Crotty, "On Keynes and Capital Flight "
Grabel, "Capital Controls in a Time of Crisis"

Vernengo and Caldentey, "Modern Money Theory (MMT) in the Tropics"
Rèy, "Dilemma not Trilemma: The Global Financial Cycle and Monetary Policy Independence"

Nov. 19 **The International Monetary System I: The Gold Standard and Bret- ton Woods**

Eichengreen, *Globalizing Capital*, selections
Triffin, "Myths and Realities of the So-Called Gold Standard"
Helleiner, "Forgotten Foundations of Bretton Woods", p. 1-28
Mehrling, "Beyond Bancor"

Dec. 3 **The International Monetary System II: Post-Bretton Woods**

Eichengreen, *Globalizing Capital*, selections
Bibow, " Evolving International Monetary and Financial Architecture and the Development Challenge"

Varoufakis, *The Global Minotaur*, selections Dec 10

Dec. 10 **Globalization**

Rodrik 2000, "How Far Will International Integration Go?"

Pieper and Taylor, "The Revival of the Liberal Creed: The IMF, the World Bank, and Inequality in a Globalized Economy"

Glyn, *Capitalism Unleashed*, ch. 4

Gowan, "The Theory and Practice of Neoliberalism for Eastern Europe"

Dec. 17 **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.**

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

Date Submitted: 4/1/2025

1. Name of Department or Program: Economics

2. Contact information of proposer(s):

> Name(s): Ian J Seda-Irizarry
> Email(s): iseda@jjay.cuny.edu
> Phone number(s): 516-523-5172

3. Current number and title of course: **ECO 745: International Economics**

4. Current course description:

> a. Number of credits: 3

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

> c. Current prerequisites: none

5. Describe the nature of the revision (what are you changing?): **TITLE CHANGE + REVISED COURSE DESCRIPTION**

6. Rationale for the proposed change(s):

We are going to soon submit a proposal for a new course **International Finance and Trade** (Eco 744) and we want the title and description of 745 to be more precise. Specifically, we want to change it from *Eco 745: International Economics*, to *Eco 745: International Political Economy*. This way we can offer our students more options on the study of International Economics while making a better use of our faculty's talents. Also, the titles would bring more precision as a description of the contents of the courses focused on the international economy.

Approved by CGS, April 11, to College Council, May 6, 2025

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

    a.   Revised course description:

    This course analyzes the international political economic history of capitalism at the global scale as it has developed over the past century, with most of the focus being on the post-World War II developments. Throughout the course, a central object of study will be American political economic and military power in a world that is fundamentally still divided between a Global North and Global South.

    b. Revised course title**: ECO 745: International Political Economy**

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

    d. Revised learning outcomes: Students should be able to:

- To demonstrate knowledge of historical events in the modern era, including an understanding of the causal relationships between/among historical events, and the ability to develop a thesis based on historical evidence.
- To articulate the major theoretical schools of political economy that emerged in response to historical events.
- To interpret historical evidence from primary and/or secondary sources.
- To apply historical knowledge and interpretation toward the analysis of current events, and to understand connections between history and other disciplines.

    e. Revised assignments and activities related to revised outcomes: N/A
    f. Revised number of credits: No change
    g. Revised number of hours: No change
    h. Revised prerequisites: No change

8. Enrollment in past semesters: Spring 2025: 12

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: October 24, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Geert Dhondt (chair) & Ian Seda-Irizarry (GPD)

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: April 7, 2025

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):
        Name(s): Jana Arsovska, Lauren Moton, Nora Cronin
        Email(s): jarsovska@jjay.cuny.edu, lmoton@jjay.cuny.edu, ncronin@jjay.cuny.edu
        Phone number(s): 646-557-4436

3. Current number and title of course: **ICJ 730 Human Trafficking**

4. Current course description:

This course explores human trafficking – 21st century slavery – in terms of its causes, manifestations, controls and responses in an international context. It examines the definitions of human trafficking and the various socio-legal instruments to identify, measure and combat it. Students will also consider the methodological challenges in gathering data on this complex and dynamic phenomenon. The course takes an interdisciplinary approach to analyze human trafficking as a criminal justice issue, an organized crime problem, its aspects of supply and demand, immigration and migration, and the larger frameworks of poverty, gender inequality and human rights. In addition to examining victim and perpetrator characteristics, students will consider and assess strategies of prevention, victim protection and the cultural and political contexts of the global scope of the problem.

    a. Number of credits: 3

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

c. Current prerequisites: N/A; Enrollment requisite: Matriculated in the International Crime and Justice MA program or Human Rights MA program or Advanced Certificate in Transnational Organized Crime Studies program

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

6. Rationale for the proposed change(s):

Transnational crimes are evolving, and technology plays a vital part in this evolution. Our human trafficking 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 human trafficking organizations.

Approved by CGS, April 11, to College Council, May 6, 2025

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

   a. NEW COURSE DESCRIPTION

This course examines human trafficking in an international context, with a special focus on technology in facilitating and combating trafficking. It examines the definitions of human trafficking and the various socio-legal instruments, including digital tools used to identify, measure, and combat it. Students will analyze the methodological challenges in gathering data on this phenomenon, including the use of artificial intelligence, data analytics, and digital forensics in detecting trafficking networks. Taking an interdisciplinary approach, the course explores human trafficking as a criminal justice issue, an organized crime challenge, and its relations with immigration and migration, and as well as the frameworks of poverty, gender inequality, and international human rights. Students will explore social media, encrypted communications, the darknet, and other digital platforms in the trafficking ecosystem and how law enforcement, NGOs, and tech companies utilize technology for prevention and intervention. Additionally, students will assess digital strategies for prevention and protection and the cultural and political contexts of this issue.

   b. Revised course title: **ICJ 730** Human Trafficking **in the Digital Age**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Human Trafficking-Digital Age**

   d. Revised learning outcomes:

The readings and assignments in this course are designed to help students to:
1. Critically appraise research on human trafficking.
2. Describe the role of international law and collaboration in prevention, protection, and prosecution of human trafficking.
3. Examine the dynamics of human trafficking and how digital platforms enable recruitment, advertising, and financial transactions, allowing traffickers to evade detection and arrest.
4. Investigate how technology not only facilitates human trafficking but can also be harnessed to disrupt trafficking networks.
5. Highlight the impact of technology-driven advocacy, AI-based monitoring tools, and online intervention strategies.
6. Examine various Criminal Justice (CRJ) initiatives, including law enforcement, the judiciary, and court systems, and provide case studies of international efforts to counter the multiple forms of human trafficking in the digital age.
7. Examine the roles of various social movements, non-governmental organizations (NGOs), and careers within the anti-trafficking sector.

   e. Revised assignments and activities related to revised outcomes:

Item	Due date	Weight	Description
Reflection 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 Week 12: Reflection Post #3**	15% (3x5%)*	*Responses to questions on assigned readings (in-class assignment)* ***Reflection Post #1: The UN/Palermo Convention, Sex Trafficking, and Gender*** The **UN/Palermo Convention on Transnational Organized Crime**,

Approved by CGS, April 11, to College Council, May 6, 2025

particularly the **Protocol to Prevent, Suppress and Punish Trafficking in Persons**, has been both influential and criticized for its definitions and approach. Referring to the actual **UNTOC and Trafficking in Persons Protocol definitions**, please elaborate on why these definitions may be considered vague or difficult to operationalize.

- Why is it challenging to develop a **universal definition of sex trafficking** that accounts for **gendered experiences**?
- How do legal and cultural differences impact the way **women, men, and non-binary individuals** are recognized as victims or perpetrators in different regions?
- Provide examples of **ambiguous language** in the UN definitions that may create loopholes or enforcement challenges.
- Discuss how gender dynamics influence international responses to sex trafficking, including **law enforcement, victim support, and prosecution**.

Your response should be 250-500 words and **thoughtful, well-researched, and grounded in academic sources** where appropriate.

Reflection Post #2: Cyber-Enabled Human Trafficking

Define cyber-enabled human trafficking. Provide specific examples of how technology is used to recruit, exploit, or control victims. Which case or example of cyber-enabled human trafficking covered in the lecture surprised you the most? What aspects of this case stood out to you, and why?

Your response should be 250-500 words and **thoughtful, well-researched, and grounded in academic sources** where

			appropriate.
			Reflection Post #3: Combating Labor Trafficking
			Labor trafficking is a critical international issue, affecting millions of individuals worldwide. It involves the exploitation of workers through force, fraud, or coercion, often within industries such as agriculture, construction, domestic work, and manufacturing. Despite global efforts to combat labor trafficking, challenges persist in accurately measuring its prevalence, prosecuting perpetrators, and protecting victims.
			Do you believe that current efforts to address labor trafficking—through policies, law enforcement, and advocacy—are effective? Why or why not? Provide real-world examples to support your perspective. Additionally, discuss the role of governmental and non-governmental organizations in researching, reporting, and combating labor trafficking. How can innovative approaches, such as technology or policy reforms, improve the accuracy of labor trafficking data and enhance global efforts to prevent and respond to this crime?
			Reflect on these questions and share your insights, supported by examples and research where applicable. Your response should be 250-500 words.
Assignment #1	**Week 5**	15%	**In-class presentation** on Transnational Human Trafficking **(5-6 minutes)**
Assignment #2	**Week 7**	15%	**Myths and Truths in the News**
Assignment #3	**Week 9**	15%	**Case Study Analysis** Students will be assigned a real-world case study (or hypothetical scenario) involving the use of technology in human trafficking. Each student will analyze the case based on the following questions:

			1. **How was technology used in the trafficking operation?** (e.g., social media, cryptocurrency, dark web, online recruitment) 2. **What role did law enforcement or technology companies play in combating the operation?** 3. **What challenges exist in tracking and prosecuting traffickers using technology?** 4. **What ethical considerations arise when using surveillance and AI to prevent trafficking?** **(research paper, 1,000 words) (no more than 1,500 words).**
Final Assignment	**Week 14+Exam week**	30% (20%+10%)	Final paper and in-class presentation
Attendance		10%	
TOTAL		****100%**	

       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:
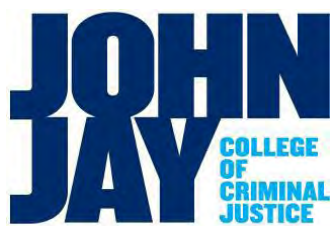
10. Does this change affect any other departments?
        ___X__ No   _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 27, 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 730: Human Trafficking in the Digital Age

Course Dates:
Course Time:
Location:
Professor:

Professor:	Lauren Moton, Ph.D.	Nora Cronin, J.D.
E-mail:	lmoton@jjay.cuny.edu	ncronin@jjay.cuny.edu
Phone:	XXX-XXX-XXXX	XXX-XXX-XXXX
Office location:	Haaren Hall, 445 W59th St, NY 10019, Room # XXXX	Haaren Hall, 445 W 59th St, NY 10019, Room # XXXX
Office hours:	XXXX	XXXX
	Zoom appointment by email	Zoom appointment by email

COURSE DESCRIPTION

Course Description:
This course examines human trafficking in an international context, with a special focus on technology in facilitating and combating trafficking. It examines the definitions of human trafficking and the various socio-legal instruments, including digital tools used to identify, measure, and combat it. Students will analyze the methodological challenges in gathering data on this phenomenon, including the use of artificial intelligence, data analytics, and digital forensics in detecting trafficking networks. Taking an interdisciplinary approach, the course explores human trafficking as a criminal justice issue, an organized crime challenge, and its relations with immigration and migration, and as well as the frameworks of poverty, gender inequality, and international human rights. Students will explore social media, encrypted communications, the darknet, and other digital platforms in the trafficking ecosystem and how law enforcement, NGOs, and tech companies utilize technology for prevention and intervention. Additionally, students will assess digital strategies for prevention and protection and the cultural and political contexts of this issue.

Learning Objectives:
The readings and assignments in this course are designed to help students to:
8. Critically appraise research on human trafficking.
9. Describe the role of international law and collaboration in prevention, protection, and prosecution of human trafficking.
10. Examine the dynamics of human trafficking and how digital platforms enable recruitment, advertising, and financial transactions, allowing traffickers to evade detection and arrest.
11. Investigate how technology not only facilitates human trafficking but can also be harnessed to disrupt trafficking networks.
12. Highlight the impact of technology-driven advocacy, AI-based monitoring tools, and online intervention strategies.

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13. Examine various Criminal Justice (CRJ) initiatives, including law enforcement, the judiciary, and court systems, and provide case studies of international efforts to counter the multiple forms of human trafficking in the digital age.
14. Examine the roles of various social movements, non-governmental organizations (NGOs), and careers within the anti-trafficking sector.

TEXTS:

Meshelemiah, J.C.A., & Lynch, R.E. (2019).*The cause and consequence of human trafficking: Human rights violations.* Columbus, Ohio: The Ohio State University Pressbook.
   Link: https://ohiostate.pressbooks.pub/humantrafficking/

Sarkar, S. (2024). *Use of Social Networking Technology in Sex Trafficking*. Rowman & Littlefield.

Additional reading will be posted on Brightspace.

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

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It is also essential that you have access to a computer/laptop and reliable Internet service to complete this course successfully. 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
Reflection 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 Week 12: Reflection Post #3**	15% (3x5%)*	*Responses to questions on assigned readings (in-class assignment)* Reflection Post #1: The UN/Palermo Convention, Sex Trafficking, and Gender The **UN/Palermo Convention on Transnational Organized Crime**, particularly the **Protocol to Prevent, Suppress and Punish Trafficking in Persons**, has been both influential and criticized for its definitions and approach. Referring to the actual **UNTOC and Trafficking in Persons Protocol definitions**, please elaborate on why these definitions may be considered vague or difficult to operationalize. • Why is it challenging to develop a **universal definition of sex trafficking** that accounts for **gendered experiences**? • How do legal and cultural differences impact the way **women, men, and non-binary individuals** are recognized as victims or perpetrators in different regions? • Provide examples of **ambiguous language** in the UN definitions that may create loopholes or enforcement challenges. • Discuss how gender dynamics influence international responses to sex trafficking, including **law enforcement, victim support, and prosecution**. Your response should be 250-500 words and **thoughtful, well-researched, and grounded in academic sources** where appropriate. *Reflection Post #2: Cyber-Enabled Human*

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			Trafficking
			Define cyber-enabled human trafficking. Provide specific examples of how technology is used to recruit, exploit, or control victims. Which case or example of cyber-enabled human trafficking covered in the lecture surprised you the most? What aspects of this case stood out to you, and why?
			Your response should be 250-500 words and **thoughtful, well-researched, and grounded in academic sources** where appropriate.
			Reflection Post #3: Combating Labor Trafficking
			Labor trafficking is a critical international issue, affecting millions of individuals worldwide. It involves the exploitation of workers through force, fraud, or coercion, often within industries such as agriculture, construction, domestic work, and manufacturing. Despite global efforts to combat labor trafficking, challenges persist in accurately measuring its prevalence, prosecuting perpetrators, and protecting victims.
			Do you believe that current efforts to address labor trafficking—through policies, law enforcement, and advocacy—are effective? Why or why not? Provide real-world examples to support your perspective. Additionally, discuss the role of governmental and non-governmental organizations in researching, reporting, and combating labor trafficking. How can innovative approaches, such as technology or policy reforms, improve the accuracy of labor trafficking data and enhance global efforts to prevent and respond to this crime?
			Reflect on these questions and share your insights, supported by examples and research where applicable. Your response should be 250-500 words.
Assignment #1	**Week 5**	15%	**In-class presentation** on Transnational Human Trafficking **(5-6 minutes)**

Assignment #2	**Week 7**	15%	**Myths and Truths in the News**
Assignment #3	**Week 9**	15%	Case Study Analysis Students will be assigned a real-world case study (or hypothetical scenario) involving the use of technology in human trafficking. Each student will analyze the case based on the following questions: 5. **How was technology used in the trafficking operation?** (e.g., social media, cryptocurrency, dark web, online recruitment) 6. **What role did law enforcement or technology companies play in combating the operation?** 7. **What challenges exist in tracking and prosecuting traffickers using technology?** 8. **What ethical considerations arise when using surveillance and AI to prevent trafficking?** **(research paper, 1,000 words) (no more than 1,500 words).**
Final Assignment	**Week 14+Exam week**	30% (10%+10%)	Final paper and in-class presentation
Attendance		10%	
TOTAL		****100%**	

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

There will be **three** 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%): Presentation on Transnational Human Trafficking

Background Some scholars have argued that human trafficking operates similarly to organized crime networks, functioning strategically, rationally, and with high mobility across international borders. Traffickers exploit open borders to establish long-lasting outposts in various regions, forming criminal alliances to facilitate the trafficking of individuals for labor, sexual exploitation, and other forms of servitude. Other scholars argue that trafficking organizations face challenges when expanding beyond

their original territories, often driven by external factors such as law enforcement crackdowns and demand fluctuations. This assignment explores the transnational nature of human trafficking, its mobility patterns, and the impact of globalization on this illicit trade.

Instructions Conduct research on the mobility of human trafficking networks. If you have difficulties identifying a specific case study, refer to media reports, academic studies, and legal documents. Prepare a 5-6-minute presentation on the criminal mobility of a human trafficking network, applying concepts covered in class. Please ensure the presentation is NO LONGER THAN 8 MINUTES (7-10 slides).

Key Points to Cover:

1. **Background on the Trafficking Network:** Provide an overview of transnational human trafficking and explain why it is important to study.
2. **Mobility and Movement:** Describe how human trafficking networks operate transnationally. Address who or what moves across borders, the frequency of movement, the reasons behind the movement, and the directionality of trafficking routes.
3. **Examples and Case Studies:** Provide real-world examples of how trafficking networks function across multiple regions. Highlight specific cases where there are multiple countries involved in recruitment, transit, and destination stages.
4. **Comparison with Existing Research:** Is your case aligned with existing studies? Are these trafficking networks highly mobile and transnational, or do they primarily operate in fixed locations with occasional transnational transactions?
5. **Challenges and Limitations:** Acknowledge the limitations of your research, including data gaps, challenges in tracking traffickers, and legal obstacles in combatting human trafficking.

Suggested Human Trafficking Networks for Case Study:

- Eastern European human trafficking networks in Western Europe
- Nigerian human trafficking rings operating in Italy and Spain
- Southeast Asian trafficking networks in the Middle East
- Central American human trafficking operations in the United States
- South Asian labor trafficking networks in the Gulf states

Format: The presentation should be concise, engaging, and no longer than 8 minutes.

Assignment #2: Myths and Truths in the News

Starting from the first day of class, we will be examining what the popular media gets right and wrong in its coverage of human trafficking cases. For the midterm, students will be assigned into groups to examine a topic of their choosing from recent news coverage of human trafficking either in the U.S. or internationally.

Students should be prepared to give a short (5 minutes) "opening statement" outlining the facts of the case, then the second half of the presentation (5 minutes) should cover news coverage and any myths embraced in the media coverage of the case. Then, students should be prepared to answer questions from their classmates, which will also last approximately 5-10 minutes. Students will be evaluated not only on their contribution to their own presentations but also on how well they respond and ask relevant questions about their classmates' presentations.

Grading will be based both on the quality of sources cited and logical reasoning based on knowledge of the topic within the presentation and discussion.

Assignment 3 (15%): Case Study Analysis: Technology in Human Trafficking

Assignment Overview:
You will analyze a real-world case study (or a hypothetical scenario) involving the role of technology in human trafficking. Your analysis should be structured as a research paper, addressing key aspects of how technology is used in trafficking and the efforts to combat it. Your paper should be between **1,000 and 1,500 words** and should incorporate **credible sources** to support your arguments.

Paper Structure & Requirements

1. Introduction (150-200 words)

- Provide background information on human trafficking and its intersection with technology.
- Introduce the specific case study you are analyzing.
- State your thesis: a concise summary of your main findings.

2. Technology's Role in the Trafficking Operation (250-300 words)

- Identify the **specific technologies** used in the case (e.g., social media, online marketplaces, encrypted messaging, cryptocurrencies, dark web).
- Explain **how traffickers leveraged technology** for recruitment, coordination, financial transactions, and evading law enforcement.
- Provide real-world **examples or statistics** to support your analysis.

3. Law Enforcement and Tech Industry's Response (250-300 words)

- Describe the role of **law enforcement agencies** (e.g., FBI, Interpol, local police) in identifying and dismantling the trafficking network.
- Discuss how **technology companies** (e.g., social media platforms, cybersecurity firms, financial institutions) responded to the case.
- Provide examples of **tools and strategies** used (e.g., AI for detecting suspicious activity, blockchain analysis, online sting operations).

4. Challenges in Tracking and Prosecuting Traffickers (200-250 words)

- Identify major **legal and technical obstacles** in tracking and prosecuting traffickers.
- Discuss issues such as **anonymity on the dark web, jurisdictional limitations, encrypted communications**, and the adaptability of traffickers.
- Provide examples of cases where traffickers evaded capture due to technological loopholes.

5. Ethical Considerations in Surveillance & AI (200-250 words)

- Discuss the **ethical dilemmas** of using surveillance, AI, and big data to combat trafficking.
- Consider **privacy concerns**, risks of **false positives**, potential **bias in AI algorithms**, and the **balance between security and civil liberties**.
- Provide arguments for and against these methods, supported by ethical frameworks.

6. Conclusion (150-200 words)

- Summarize your key findings.
- Reflect on **potential solutions** or improvements in technology-based countermeasures.
- End with a call to action or final thought on the future of technology in anti-trafficking efforts.

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Formatting & Research Requirements

- **Length:** 1,000 – 1,500 words
- **Citations:** Use at least **5 credible sources** (academic journals, government reports, news articles, cybersecurity reports).
- **Formatting:** Follow **APA style** for citations and references.
- **Plagiarism:** All work must be original and properly cited.

FINAL RESEARCH PAPER (20%) and IN-CLASS PRESENTATION (10%)

Topics to be discussed with the professor. More information about the final assignment will be posted on Brightspace. Total: 30% of final grade.

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 Brightspace will not be able to earn any points for their submissions. (Note that submission links on Brightspace 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.

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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 SCHEDULE[1]

Week 1: Introduction: Definitions, and Context; Myths vs. Realities in Human Trafficking Cases

Week 2: Human Trafficking Law and Policy in the U.S. and Abroad

Week 3: Sex Trafficking in the U.S. and Abroad

Week 4: Forced Labor in the U.S. and Abroad

Week 5: Presentations

Week 6: Forced Marriage, Arranged Marriage, and Cultural Dynamics

Week 7: Human Trafficking, Technology and Best Practices

Week 8: Collecting data on Human Trafficking

Week 9: Investigations, Technology and Identifying Victims

Week 10: Intersections: Drugs, Vulnerability, and Human Trafficking

Week 11: Forced Criminality

Week 12: NGOS and the Private Sector

Week 13: Real World Careers and Opportunities (Guest Speakers based on availability, past speakers have included DA's offices, Legal Aid, FBI, and NYS Department of Labor)

Week 14: Final Presentations and/or Paper Feedback from Professor

Week 15: Last Day of Classes: Final Presentations and/or Paper Feedback from Professor

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[1] The professor reserves the right to modify this course outline. Please check Brightspace regularly for any additional readings or updates.

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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.**

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

Date Submitted: April 7, 2025

1. Name of Department or Program: International Crime and Justice MA Program

2. Contact information of proposer(s):
    Name(s): Jana Arsovska, Marie-Helen Maras
    Email(s): jarsovska@jjay.cuny.edu, mmaras@jjay.cuny.edu
    Phone number(s): 646-557-4436

3. Current number and title of course: **ICJ / SEC 760 Information Technology and Cybercrime**

4. Current course description:

The borderless nature of cybercrime, along with its anonymity and speed, provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptations of cybercriminals exploiting cyber space and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes and evolution of cybercrime through study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cyber criminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 30
   c. Current prerequisites: N/A; enrollment requisite: Matriculated in the ICJ-MA. The SEC 760 cross-list: Matriculated in the Security Management MS.

5. Describe the nature of the revision (what are you changing?): Course title, course description and course learning objectives

6. Rationale for the proposed change(s): Prof. Alexandros Alexandrou (*Department of Security, Fire & Emergency Management)* developed ICJ 760 for the ICJ MA program and this course was then cross-listed with SEC (ICJ 760/SEC 760). The course hasn't been offered lately in the ICJ MA program and the professor has been teaching it for the Security Management students and has adjusted it to the needs of his SEC

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students. He indicated that he will not be able to teach this in its revised form for the ICJ students so we would like to de-cross list this course and develop our own version of it that is of use to our ICJ students. We are submitting a course revision proposal to 'de-cross-list" it from SEC and change the title and description to distinguish them from each other.

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

    a.   Revised course description:

Crimes that transcend international borders require multifaceted and coordinated responses from counter transnational and cyber organized crime professionals across the globe. This course delves into the complex process of preventing and responding to transnational and cyber organized crime. It introduces students to the legal and institutional frameworks and measures used to facilitate international cooperation, including mutual legal assistance, extradition, informal and formal law enforcement cooperation, and joint investigations. Relevant procedural issues that arise in cases of transnational and cyber organized crime, such as jurisdiction, the use of special investigative techniques, tracing and freezing of illicit assets, and confiscation of criminal proceeds, are also explored. The course further identifies the ways to collect electronic evidence and how it is used in prosecuting transnational and cyber organized crime cases. Throughout the course, transnational and cyber organized crime cases are analyzed, and relevant crime prevention and response measures are discussed. The course concludes with a critical evaluation of the obstacles to international cooperation, investigations, and prosecutions, and multi-stakeholder (e.g., private sector, civil society, etc.) responses and strategies to counter transnational and cyber organized crime.

    b. Revised course title: **ICJ 760 Countering Transnational and Cyber Organized Crime**

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

    d. Revised learning outcomes:

At the end of the course, students will be able to:
1. Describe the legal and institutional framework for international cooperation in combating transnational and cyber organized crime.
2. Identify and assess criminal justice agencies' strategies to investigate, prosecute, and adjudicate transnational and cyber organized crime.
3. Critically evaluate and formulate strategies to respond to transnational and cyber organized crime.
4. Determine the role of civil society, the private sector, and multilateral organizations in countering transnational and cyber organized crime.
5. Investigate how technology not only facilitates transnational and cyber organized crimes but can also be utilized to disrupt criminal networks.

    e. Revised assignments and activities related to revised outcomes:

COURSE ASSIGNMENTS

In-class write-ups Three written in-class reflections on the		15% (3x5%)*	*Responses to questions on assigned readings (in-class assignment)*

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assigned readings (part of active participation grade)			*Reflection Paper #1*: Money obtained by criminal means is said to be "laundered" when it is channeled through the legitimate financial system in such a way as to prevent it being traced back to the criminal activity through which it was obtained. Compare money laundering via the financial system (i.e., banks) and money laundering via other systems, including trade, informal agencies (hawala), and cyberspace. What are, from the perspective of a money launderer, opportunities and risks of each specific system? Also, as financial reporting requirements have become more stringently enforced, and with the development of required Suspicious Transaction Reporting ("STR"), what methods do criminals often utilize to launder their illicit funds?
			Reflection Paper #2: How should we deal with the production of synthetic drugs and NPS? What type of laws/regulations/strategies can reduce the supply and/or demand for such products. Can you identify any good practices from around the world that focus on synthetic drugs?
			Reflection Paper #3: What are some challenges as far as cybercrime laws and investigations are concerned? What are some promising practices and tools with regards to cybercrime (including cyber organized crime) prevention and reduction?
Assignment #1		15%	**Video presentation:** Discuss how artificial intelligence and/or advanced technology have been and can be used by law enforcement officials and other criminal justice agents in their efforts to combat a specific form of transnational and/or cyber organized crime. Discuss any limitations and ethical challenges when it comes to such use.
Assignment #2		15%	**Infographics:** Create an infographic that covers the following: How was the cyber organized criminal group caught and dismantled? Using crime script analysis, please identify stages, relevant procedures,

			and intervention points. Which agencies were involved and what was their role in the counter cybercrime response? Please crate a map with the geographic locations of these agencies and include it in the infographic.
Assignment #3		<mark>15%</mark>	**Paper:** Write a short essay in response to the assignment provided below. You will be graded on the quality of evidence and your ability to support analytical/theoretical points with empirical findings. **Format:** Submit a short academic essay (800-1,000 words +/- 10%, excluding references or appendices). All references must be formatted according to the [APA Documentation Style](#). **Background:** Criminal groups have been exploiting technologies, and the rapid growth of technology is changing the ways that criminals and law enforcement operate. Since criminals have found ways to employ technology to commit traditional forms of crime in enhanced or novel ways (e.g. drug trafficking, human trafficking), their operational methods and strategies have changed drastically. Also, law enforcement officials are facing new challenges when trying to deal with these new forms of crime and new methods of operation. **Assignment:** Counterfeit medicines are a global scourge. The World Health Organization (WHO) estimates that as much as 10% of the half-trillion-dollar pharmaceutical market is counterfeit. The WHO suggests that up to 50% of medicines sold on the internet are counterfeit, while illegal online pharmacies are the most widespread in the European Union and the United States. Study the problem of the online trade in counterfeit medicines, provide the characteristics of online hotspots where these counterfeit products are offered for sale, discuss the operational methods and strategies of those selling the products (e.g., how things are done, how are costumers targeted, where are products coming from, etc.), and finally discuss the existing responses to drive online rogue pharmacies and other venues out of business. What are some challenges law enforcement officials are facing?

Assignment #4 Policy Reflections		15%	See options provided
FINAL PAPER/PROJECT		15%	**Case Analysis Paper (15% of total grade)** Format: Academic essay (1,000 words ± 10%, excluding references) Style: APA **Assignment Overview:** Select one real-world case involving either a transnational organized crime (TOC) network or a cyber organized crime group. Provide an analysis structured around the following key areas: 1. **Investigative Techniques:** Critically evaluate investigative methods and tools used by law enforcement in the chosen crime. Highlight innovative investigative approaches, especially digital or cross-border methods. 2. **Interagency and International Coordination:** Analyze coordination among various domestic and international law enforcement agencies. Discuss challenges and strengths observed in the collaborative process. 3. **Legal Frameworks:** Describe relevant laws, treaties, or legal mechanisms involved in the case. Discuss jurisdictional issues and how these frameworks impacted the investigation and prosecution. 4. **Community/Societal Impact:** Examine the criminal network's impact on local communities or society. Assess the effects of the network's disruption on affected communities. Instructions: - Demonstrate understanding of course concepts, supported by empirical evidence from reputable sources. - Clearly support your arguments with examples from the case.

			- Critically engage with your sources, evaluating reliability and relevance.
Final presentation of final paper		<mark>10%</mark>	
Attendance		<mark>5%</mark>	

       f. Revised number of credits: N/A
       g. Revised number of hours: N/A
        h. Revised prerequisites: N/A

8. Enrollment in past semesters: This course has been offered as SEC 760 in the past. It has become a core course for the SEC program, but it hasn't been offered to the ICJ 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?
        _____ No   ___X__ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 27, 2025

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

CU NY The City University of New York

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Master of Arts Degree Program in International Crime and Justice & Advanced Certificate in Transnational Organized Crime Studies

ICJ 760: Countering Transnational and Cyber Organized Crime

Course Dates:

Approved by CGS, April 11, to College Council, May 6, 2025

Course Time:
Location:
Professor:

Professor: Jana Arsovska, Ph.D.	Marie-Helen Maras, PhD.	Bernardo Pillot
E-mail: jarsovska@jjay.cuny.edu	mmaras@jjay.cuny.edu	212-621-4168
Phone: (646) 557-4436	212-621-4168	Haaren Hall, 445 W 59th St, 10019, Room # 43.311
Office location: Haaren Hall, 445 W59th St, NY 10019, Room # T 52.041	Haaren Hall, 445 W 59th 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	Office hours: Tuesdays and Thursdays, 12:30 pm - 1:00 pm	Zoom appointment by email
Zoom appointment by email	Zoom appointment by email	

COURSE DESCRIPTION

Crimes that transcend international borders require multifaceted and coordinated responses from counter transnational and cyber organized crime professionals across the globe. This course delves into the complex process of preventing and responding to transnational and cyber organized crime. It introduces students to the legal and institutional frameworks and measures used to facilitate international cooperation, including mutual legal assistance, extradition, informal and formal law enforcement cooperation, and joint investigations. Relevant procedural issues that arise in cases of transnational and cyber organized crime, such as jurisdiction, the use of special investigative techniques, tracing and freezing of illicit assets, and confiscation of criminal proceeds, are also explored. The course further identifies the ways to collect electronic evidence and how it is used in prosecuting transnational and cyber organized crime cases. Throughout the course, transnational and cyber organized crime cases are analyzed, and relevant crime prevention and response measures are discussed. The course concludes with a critical evaluation of the obstacles to international cooperation, investigations, and prosecutions, and multi-stakeholder (e.g., private sector, civil society, etc.) responses and strategies to counter transnational and cyber organized crime.

LEARNING OUTCOMES

At the end of the course, students will be able to:

6. Describe the legal and institutional framework for international cooperation in combating transnational and cyber organized crime.
7. Identify and assess criminal justice agencies' strategies to investigate, prosecute, and adjudicate transnational and cyber organized crime.
8. Critically evaluate and formulate strategies to respond to transnational and cyber organized crime.
9. Determine the role of civil society, the private sector, and multilateral organizations in countering transnational and cyber organized crime.
10. Investigate how technology not only facilitates transnational and cyber organized crimes but can also be utilized to disrupt criminal networks.

REQUIRED TEXTS

The course requires a significant amount of reading. There is no required book for this course. However, we want every student to download 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 uploaded on Brightspace.

COURSE FORMAT & ORGANIZATION

ATTENDANCE

Just as in a face-to-face class, we will have weekly Zoom meetings. Participation in the live lectures is mandatory and forms an importantly part of your participation grade. Regular attendance is important, as good performance will require knowledge of the material presented in classes, which is not always fully covered in the required readings. Hence, any absence will affect grades. Also, class participation is a key element of this course and your grade. You are expected to participate in class discussions frequently and constructively. This will help you understand the readings and assimilate knowledge more efficiently. Readings and supplementary materials will be assigned each week. You must read all the assigned materials in due time and come to class ready to critically analyze and discuss them. *Please note that all times given in this course are Eastern Standard Time (EST).*

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

In-class write-ups Three written in-class reflections on the assigned readings (part of active participation		15% (3x5%)*	*Responses to questions on assigned readings (in-class assignment)* *Reflection Paper #1*: Money obtained by criminal means is said to be "laundered"

Approved by CGS, April 11, to College Council, May 6, 2025

grade)			when it is channeled through the legitimate financial system in such a way as to prevent it being traced back to the criminal activity through which it was obtained. Compare money laundering via the financial system (i.e., banks) and money laundering via other systems, including trade, informal agencies (hawala), and cyberspace. What are, from the perspective of a money launderer, opportunities and risks of each specific system? Also, as financial reporting requirements have become more stringently enforced, and with the development of required Suspicious Transaction Reporting ("STR"), what methods do criminals often utilize to launder their illicit funds? *Reflection Paper #2*: How should we deal with the production of synthetic drugs and NPS? What type of laws/regulations/strategies can reduce the supply and/or demand for such products. Can you identify any good practices from around the world that focus on synthetic drugs? *Reflection Paper #3*: What are some challenges as far as cybercrime laws and investigations are concerned? What are some promising practices and tools with regards to cybercrime (including cyber organized crime) prevention and reduction?
Assignment #1		15%	**Video presentation:** Discuss how artificial intelligence and/or advanced technology have been and can be used by law enforcement officials and other criminal justice agents in their efforts to combat a specific form of transnational and/or cyber organized crime. Discuss any limitations and ethical challenges when it comes to such use.
Assignment #2		15%	**Infographics:** Create an infographic that covers the following: How was the cyber organized criminal group caught and dismantled? Using crime script analysis, please identify stages, relevant procedures, and intervention points. Which agencies were involved and what was their role in the counter cybercrime response? Please crate a map with the geographic locations of these agencies and include it in the infographic.

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Assignment #3		15%	**Paper:** Write a short essay in response to the assignment provided below. You will be graded on the quality of evidence and your ability to support analytical/theoretical points with empirical findings. **Format:** Submit a short academic essay (800-1,000 words +/- 10%, excluding references or appendices). All references must be formatted according to the APA Documentation Style. **Background:** Criminal groups have been exploiting technologies, and the rapid growth of technology is changing the ways that criminals and law enforcement operate. Since criminals have found ways to employ technology to commit traditional forms of crime in enhanced or novel ways (e.g. drug trafficking, human trafficking), their operational methods and strategies have changed drastically. Also, law enforcement officials are facing new challenges when trying to deal with these new forms of crime and new methods of operation. **Assignment:** Counterfeit medicines are a global scourge. The World Health Organization (WHO) estimates that as much as 10% of the half-trillion-dollar pharmaceutical market is counterfeit. The WHO suggests that up to 50% of medicines sold on the internet are counterfeit, while illegal online pharmacies are the most widespread in the European Union and the United States. Study the problem of the online trade in counterfeit medicines, provide the characteristics of online hotspots where these counterfeit products are offered for sale, discuss the operational methods and strategies of those selling the products (e.g., how things are done, how are costumers targeted, where are products coming from, etc.), and finally discuss the existing responses to drive online rogue pharmacies and other venues out of business. What are some challenges law enforcement officials are facing?
Assignment #4 Policy Reflections		15%	**See options provided**
FINAL PAPER/PROJECT		15%	**Case Analysis Paper (15% of total grade)** Format: Academic essay (1,000 words ± 10%,

			excluding references) Style: APA **Assignment Overview:** Select one real-world case involving either a transnational organized crime (TOC) network or a cyber organized crime group. Provide an analysis structured around the following key areas: **5. Investigative Techniques:** Critically evaluate investigative methods and tools used by law enforcement in the chosen crime. Highlight innovative investigative approaches, especially digital or cross-border methods. **6. Interagency and International Coordination:** Analyze coordination among various domestic and international law enforcement agencies. Discuss challenges and strengths observed in the collaborative process. **7. Legal Frameworks:** Describe relevant laws, treaties, or legal mechanisms involved in the case. Discuss jurisdictional issues and how these frameworks impacted the investigation and prosecution. **8. Community/Societal Impact:** Examine the criminal network's impact on local communities or society. Assess the effects of the network's disruption on affected communities. Instructions: - Demonstrate understanding of course concepts, supported by empirical evidence from reputable sources. - Clearly support your arguments with examples from the case. - Critically engage with your sources, evaluating reliability and relevance.
Final presentation of final paper		10%	
Attendance		5%	

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

There will be **four** short assignments for this course. Unless specified otherwise, all assignments are

due on Brightspace by the assigned 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 Blackboard 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: In-class presentation (15%)
Discuss how artificial intelligence and/or advanced technology has been and can be used by law enforcement officials and other criminal justice agents in their efforts to combat a specific form of transnational and/or cyber organized crime. Discuss any limitations and ethical challenges when it comes to such use. Please present your research in 3 to 5 minutes.

Assignment # 2: Infographics (15%)
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), 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), UNODC SHERLOC's Case Law Database (https://sherloc.unodc.org/cld/en/v3/sherloc/cldb/index.html?lng=en) or a news source through basic Clearnet searches (i.e., using search engines, like Google or Bing).

- *Create an infographic that covers the following: How was the cyber-organized criminal group caught and dismantled? Please identify stages, relevant procedures, and intervention points using crime script analysis. Which agencies were involved, and what was their role in countering cybercrime response? Please create a map with the geographical locations of these agencies and include it in the infographic.*

Submit the final infographic by [X]. An infographic is a collection of imagery, data visualizations including different types of charts and graphs, and minimal text that gives an easy-to- understand overview of a topic. One way to begin your infographic is to make a rough wireframe or outline of the information you want to present, and you can bring this into class. *NOTE: In addition, you can also create a separate Word document that describes the different stages/images/agencies if you think that would provide clarity and help the professors understand your assignment better. This document can include bullet points that describe your infographics with more text.*

Assignment #3: Short Essay (15%)

Paper: Write a short essay in response to the assignment provided below. You will be graded on the quality of evidence and your ability to support analytical/theoretical points with empirical findings.
Format: Submit a short academic essay (1,000 words +/- 10%, excluding references or appendices). All references must be formatted according to the APA Documentation Style.
Background: Criminal groups have been exploiting technologies, and the rapid growth of technology is changing the ways that criminals and law enforcement operate. Since criminals have found ways to employ technology to commit traditional forms of crime in enhanced or novel ways (e.g. drug trafficking, human trafficking), their operational methods and strategies have changed drastically. Also, law enforcement officials are facing new challenges when trying to deal with these new forms of crime and new methods of operation.

Assignment: Counterfeit medicines are a global scourge. The World Health Organization (WHO) estimates that as much as 10% of the half-trillion-dollar pharmaceutical market is counterfeit. The WHO suggests that up to 50% of medicines sold on the internet are counterfeit, while illegal online pharmacies are the most widespread in the European Union and the United States. Study the problem of the online

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trade in counterfeit medicines, provide the characteristics of online hotspots where these counterfeit products are offered for sale, discuss the operational methods and strategies of those selling the products (e.g., how things are done, how are costumers targeted, where are products coming from, etc.), and finally discuss the existing responses to drive online rogue pharmacies and other venues out of business. What are some challenges law enforcement officials are facing?

Assignment #4 (Policy Paper – How to control/prevent/reduce transnational crime?) (15%)

Select one of the topics provided below. Write one research paper, approximately 1,000 **words, +/- 10% paper (excluding references)** that summarizes your main findings.

Option 1: Use the UNODC SHERLOC database (https://www.unodc.org/cld/en/v3/sherloc/index.html; Search in section Case Law Database, "Cross-Cutting" -> "International Cooperation") to identify best practices in international cooperation and specifically mutual legal assistance (MLA) (you may include extradition) among countries in cases of investigation and prosecution of offenders of transnational crimes. What works and why? The paper should provide examples of a few best practices, and some critical reflections (problems and limitations).

Option 2: Elaborate on the role of the ICC to deal with transnational crimes. Some issues you need to tackle: What are the key differences and similarities between "international crime" and "transnational crime"? Should the International Criminal Court (ICC) try perpetrators of transnational crimes (e.g., drug traffickers, arms smugglers, etc.)? Is a separate/new court with jurisdiction over transnational organized crime needed? How likely is it that States Parties to UNTOC will support the creation of a Transnational Criminal Court to try perpetrators of transnational crimes? Pros and cons should be briefly discussed (provide some critical reflections and also state your views).

Option 3. It is often argued that INTERPOL is an important point of contact for transnational collaboration between police agencies although it needs improvement. Elaborate on the role of international police agencies such as INTERPOL and EUROPOL in dealing with transnational crime in an ever-changing world. What are some good and bad practices? What are some challenges? How can things get improved in order for such agencies to more effectively tackle online (borderless) crimes as well? What are some lessons learned? Do you agree that INTERPOL is far from an effective international law enforcement agency and that it does help very little to deter cross-border crimes? What are some challenges related to international law enforcement cooperation? Provide a well-argued policy paper on the role of INTERPOL in a new area.

Option 4: Proponents argue that forfeiture/confiscation tactics are necessary to help police fight serious and organized crime. It is seen as a vital and powerful weapon in the continuing battle, and effective at discouraging criminal activity. Advocates for civil rights, however, suggest that serious instances of abuse in which innocent owners have been victimized should not be ignored. What are the advantages of forfeiture/confiscation and what are the risks? Is confiscation of a house, in which marijuana had been illegally processed an instance of an excessive fine under the condition that there was no evidence that the house had been purchased with the proceeds of an unlawful activity? Provide some critical reflections on these issues.

FINAL PROJECT & FINAL PRESENTATION

Case Analysis Paper (15+10% of total grade)
Format: Academic essay (1,000 words ± 10%, excluding references)

Style: APA

Assignment Overview:

Select one real-world case involving either a transnational organized crime (TOC) network or a cyber organized crime group. Provide an analysis structured around the following key areas:

Investigative Techniques:

Critically evaluate investigative methods and tools used by law enforcement in the chosen crime. Highlight innovative investigative approaches, especially digital or cross-border methods.

Interagency and International Coordination:

Analyze coordination among various domestic and international law enforcement agencies. Discuss challenges and strengths observed in the collaborative process.

Legal Frameworks:

Describe relevant laws, treaties, or legal mechanisms involved in the case. Discuss jurisdictional issues and how these frameworks impacted the investigation and prosecution.

Community/Societal Impact:

Examine the criminal network's impact on local communities or society. Assess the effects of the network's disruption on affected communities.

Instructions:

- Demonstrate understanding of course concepts, supported by empirical evidence from reputable sources.
- Clearly support your arguments with examples from the case.
- Critically engage with your sources, evaluating reliability and relevance.

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-
below 69.9 =	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 SCHEDULE[1]

MODULE 1. Introduction to Transnational and Cyber Organized Crime

This module provides an overview of the course and introduces students to the measures used to counter transnational and cyber organized crime.

Learning Objectives
- Identify key types of transnational and cyber organized crime.
- Explain how technology has changed the landscape of organized crime.
- Critically examine the global impact of these crimes and the challenges in addressing them.

Required Readings

- Wang, P., Su, M., and Wang, J. (2021). Organized Crime in Cyberspace: How Traditional Organized Criminal Groups Exploit the Online Peer- To-Peer Lending Market in China. *British Journal of Criminology* 61(2), 303-324.
- Di Nicola, A. (2022). Towards digital organized crime and digital sociology of organized crime. *Trends in Organized Crime*. https://doi.org/10.1007/s12117-022-09457-y.
- United Nations Convention against Transnational Organized Crime (2000) – Overview of the treaty, including definitions of "organized criminal group" and obligations for international cooperation.
  (UNODC)
  https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html
- UNODC (2010). The Globalization of Crime: A Transnational Organized Crime Threat Assessment – *Introduction chapter* discussing the global scope of TOC and how illicit networks exploit globalization.
  (UNODC)
  https://www.unodc.org/unodc/en/data-and-analysis/tocta-2010.html
- UNODC (2022). Digest of Cyber-Organized Crime – *Introduction section* explaining the convergence of cybercrime with organized crime and the evolving threat landscape.
  (UNODC)
  https://www.unodc.org/documents/organized-crime/Digest_Cyber-Organized_Crime.pdf
- Europol (2023). Internet Organized Crime Threat Assessment (IOCTA) – *Executive summary* on trends in cybercrime, including ransomware, phishing, and criminal services-for-hire.
  (Europol)
  https://www.europol.europa.eu/publications-events/main-reports/internet-organised-crime-threat-assessment-iocta-2023

Supplemental Readings

- **Global Initiative Against Transnational Organized Crime (2021). Crime Convergence: Examining the Nexus Between Organized Crime and Other Forms of Illicit Activity**
  Discusses how organized crime overlaps with terrorism, environmental crimes, and cybercrime.
  https://globalinitiative.net/analysis/crime-convergence/

MODULE 2. Jurisdiction

This module introduces students to the motion and claims of jurisdiction in transnational and cyber organized crime cases.

Learning Objectives

- Identify the different bases for asserting jurisdiction in transnational and cybercrime cases.
- Explain how jurisdictional conflicts and overlaps impact law enforcement and prosecution.
- Critically examine real-world challenges and legal disputes involving cross-border criminal jurisdiction.

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 108-109.
- Brenner, S. W. (2006). Cybercrime jurisdiction: Transnational cybercrime. *Crime, Law, and Social Change*, 46 (4-5), 189-206.
- Perloff-Giles, A. (2018). Transnational Cyber Offenses: Overcoming Jurisdictional Challenges. *Yale Journal of International Law*, 43, 191-227.
- Council of Europe. (2001). Convention on Cybercrime (Budapest Convention) – Articles 22–24 on jurisdiction and international cooperation.

Approved by CGS, April 11, to College Council, May 6, 2025

(Outlines legal bases for jurisdiction over cybercrime and mechanisms for cooperation.)
https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/185
- Department of Justice. (2018). Clarifying Lawful Overseas Use of Data (CLOUD) Act Summary
(Explains how the U.S. can access electronic evidence stored abroad and the act's implications for jurisdiction.)
https://www.justice.gov/opa/press-release/file/1153446/download
- Case Summary: Microsoft Corp. v. United States (2013–2018)
(Legal overview of the landmark case on accessing emails stored overseas and how it shaped cross-border data access policy.) https://www.scotusblog.com/case-files/cases/united-states-v-microsoft-corp/

Supplemental Readings

- INTERPOL. (2023). Overview of Red Notices and Diffusions
(Explains INTERPOL's tools for locating and arresting fugitives across jurisdictions.)
https://www.interpol.int/en/How-we-work/Notices/About-Red-Notices
- Mégret F. (2020). Do Not Do Abroad What You Would Not Do at Home": An Exploration of the Rationales for Extraterritorial Criminal Jurisdiction over a State's Nationals. *Canadian Yearbook of international Law/Annuaire canadien de droit international*, 57, 1-40. doi:10.1017/cyl.2020.1

MODULE 3. International Cooperation: Bilateral, Regional, and Multilateral Agreements, and Regional and International Organizations

This module examines key international conventions and agreements and key regional and international organizations.

Learning Objectives
- Identify existing bilateral, regional, and multilateral legal frameworks against multi-jurisdictional crimes
- Identify and discuss international organizations that set standards for national legislators
- Differentiate and classify the various measures that have been developed at bilateral and multilateral levels to combat transnational crime.

Required Readings
- Joutsen, M. (2013). International Instruments on Cooperation in Responding to Transnational Crime. In: P Reichel, J Albanese (eds.), *Handbook of Transnational Crime and Justice* (pp. 303-322). Thousand Oaks, CA: Sage.
- Hauck, P. (2016). Chapter 21, Transnational Organised Crime and International Criminal Law (pp. 448-469) in P. Hauck and S. Peterke (eds.), *International Law and Transnational Organised Crime*. New York, NY: Oxford University Press.
- Su, J. (2023). A New Mechanism of International Law for Combating Cybercrime. Law Science 1, 181 – 207.
- **INTERPOL (2023) Organized Crime and INTERPOL's Role**
(Overview of global police cooperation tools, operations, and support services.)
https://www.interpol.int/en/Crimes/Organized-crime
- United Nations Convention against Cybercrime; Strengthening International Cooperation for Combating Certain Crimes Committed by Means of Information and Communications Technology Systems and for the Sharing of Evidence in Electronic Form of Serious Crimes. https://www.unodc.org/unodc/en/cybercrime/convention/home.html

Supplemental Readings

- Hughes, C. E., Ritter, A., and Cowdery, N. (2014). Legislating thresholds for drug trafficking: A policy development case study from New South Wales, Australia. *International Journal of Drug Policy*, 25(5), 992- 1000.

MODULE 4. International Cooperation: Mutual Legal Assistance and Extradition

This module introduces students to international cooperation measures, particularly mutual legal assistance and extradition.

Learning Objectives

- Evaluate approaches to mutual legal assistance
- Assess the procedures and needs for extradition, transfer of criminal proceedings, and transfer of sentenced persons

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 125-130.
- UNODC. (2012). Manual on Mutual Legal Assistance and Extradition (New York, United Nations). https://www.unodc.org/documents/organized-crime/Publications/Mutual_Legal_Assistance_Ebook_E.pdf
- Colson, R. (2025). Comparing the Machineries of Extradition: Between Functional and Cultural Approaches, *The American Journal of Comparative Law*. https://doi.org/10.1093/ajcl/avae030
- **Edmonds-Poli, E. and Shirk, D. A. (2018). Extradition as a tool for international cooperation: Lessons form the U.S.-Mexico relationship. *Maryland Journal of International Law* 1, 215-243.**
- Maroz, N. (2019). Regionalization of international cooperation in the fight against cybercrime. Law review (Romania), Vol. X (2), 218-227.
- **Council of Europe (2001). Convention on Cybercrime (Budapest Convention)** *– Articles 23–35 on international cooperation, including MLA and extradition procedures (Details legal mechanisms for assistance between countries investigating cybercrime.)* https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/185

Supplemental Readings

- U.S. Department of Justice. (2022). International Extradition Guidelines – Overview *(Explains steps and treaty-based requirements for processing extradition requests.)* https://www.justice.gov/criminal-oia/international-extradition

MODULE 5. International Cooperation: Law Enforcement Cooperation and Joint Investigations

This module continues the focus on international cooperation by examining how law enforcement agencies coordinate across borders through information sharing, joint investigations, and operational task forces. It explores the legal, practical, and political aspects of international police collaboration, including case studies involving cross-border hot pursuit, joint investigation teams, and the role of regional organizations like INTERPOL and EUROPOL.

Learning Objectives

- Evaluate approaches to law enforcement cooperation

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- Describe legal mechanisms and operational structures supporting joint investigations.
- Critically assess the challenges and benefits of cross-border policing in combating organized crime

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 130-132.
- Daman, M. (2008). Cross-border Hot Pursuit in the EU. *European Journal of Crime, Criminal Law and Criminal Justice* 16(2), 171-207.
- Hufnagel, S., and C. McCartney (2015). Police cooperation against transnational criminals. In: N. Boister and
  R.J. Currie (Eds.). *Routledge Handbook of Transnational Criminal Law* (pp. 107-120). London: Routledge.
- Madsen, F. (2016). Chapter 23, Policing Transnational Organised Crime: The International Perspective (pp. 494- 509) in P. Hauck and S. Peterke (eds.), *International Law and Transnational Organised Crime*. New York, NY: Oxford University Press.
- Szijarto, I. (2020). Behind the Efficiency of Joint Investigation Teams. *Pecs Journal of International and European Law*, 1, 75-90.
- Furger, A. (2024). Can They Deliver? The Practice of Joint Investigation Teams (JITS) in Core International Crimes Investigations. *Journal of International Criminal Justice*, 22(1), 43-58.

Supplemental Readings

- Europol (2021). Operation Trojan Shield: 800 criminals arrested in global encrypted communications sting
  (An example of coordinated international law enforcement using a covert FBI-run encrypted platform.)
  https://www.europol.europa.eu/media-press/newsroom/news/criminals-stung-by-encrypted-communication-platform
- INTERPOL (2023). Operation Jackal hits West African cybercrime network
  (Illustrates INTERPOL's coordination of multiple law enforcement agencies targeting Black Axe and similar groups.)
  https://www.interpol.int/en/News-and-Events/News/2023/Operation-JACKAL-hits-Black-Axe-network

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MODULE 6. Investigation: Special Investigative Techniques: Electronic Surveillance

This module introduces students to special investigative techniques used to investigate transnational and cyber organized crime, with a focus on electronic surveillance. Students will explore how law enforcement agencies use lawful interception, digital monitoring, and remote access tools in investigations, as well as the legal, technical, and ethical boundaries that govern their use.

Learning Objectives

- Identify common forms of electronic surveillance used in cyber and transnational crime cases.
- Explain the legal standards and authorizations required for conducting digital surveillance.
- Critically examine the balance between effective investigation and protection of privacy rights.

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 111-114.
- Cornell Law School. Federal Rules of Criminal Procedure – Rule 41: Search and Seizure (2016 Amendment) (Explains legal authority for remote searches of electronic devices under U.S. law.)
  https://www.law.cornell.edu/rules/frcrmp/rule_41
- Lukens, P. (2024). Ethical frontiers: The unintended consequences of surveillance technologies. Police1, May 9, 2024. https://www.police1.com/ethical-frontiers-the-unintended-consequences-of-surveillance-technologies
- Wheatley, M. C. (2024). *Ethics of Surveillance Technologies: Balancing Privacy and Security in a Digital Age. Premier Journal of Data Science*. https://premierscience.com/pjds-24-359/ (Provides an ethical and legal critique of surveillance tech used in cybercrime cases.)
- Maras, M.-H. (2012). The Social Consequences of a Mass Surveillance Measure: What Happens When We Become the "Others"? *International Journal of Law, Crime and Justice*, *40*(2), 65–81.

Supplemental Readings
- **United Nations Office of the High Commissioner for Human Rights (2018). The Right to Privacy in the Digital Age**
  (This report provides comprehensive insights into how the right to privacy is affected in the digital era, discussing challenges and recommendations for safeguarding privacy rights globally.)
  https://www.ohchr.org/sites/default/files/Documents/Issues/DigitalAge/ReportPrivacyinDigitalAge/A_HRC_39_29_EN.pdf
- United Nations Office on Drugs and Crime (2013). *Good Practices in Special Investigative Techniques.* Conference of the Parties to the United Nations Convention against Transnational Organized Crime. Working Group on the Smuggling of Migrant. November 11-13. CTOC/COP/WG.7/2013/2.

MODULE 7. Investigation: Special Investigative Techniques: Undercover Operations

This module introduces students to the use of undercover operations in the investigation of transnational and cyber organized crime. It explores the legal and operational aspects of infiltration, online persona development, and the use of covert communications in building evidence against criminal networks. Students will analyze case studies and the ethical boundaries of deception in law enforcement.

Learning Objectives

- Identify how undercover techniques are used to investigate transnational and cybercriminal networks.
- Explain legal standards and agency protocols for conducting undercover operations.
- Critically examine the risks, benefits, and ethical concerns surrounding covert investigations.

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 114-116.
- **Cherniavskyi, S. S., Hribov, M. L., Nebytov, A. A., Kniaziev, S. M., and Telenyk, S. S. (2020). The forms of international co-operation in the area of undercover investigations. *Journal of Legal, Ethical and Regulatory Issues*, 23(1), 1-9.**
- **U.S. Department of Justice Press Release on Operation Trojan Shield (June 8, 2021)**
  (Details how the FBI's undercover encrypted device network led to hundreds of arrests worldwide, exposing a range of criminal groups and highlighting the role of undercover technology.)

https://www.justice.gov/usao-sdca/pr/fbi-s-encrypted-phone-platform-infiltrated-hundreds-criminal-syndicates-result-massive

- **INTERPOL Case Study: Operation Liberterra II**
(Provides insights into INTERPOL's undercover operation targeting human trafficking networks, illustrating undercover tactics in an international context.)
https://www.interpol.int/en/News-and-Events/News/2024/Inside-INTERPOL-s-probe-into-cyber-enabled-human-trafficking

Supplemental Readings

- **FBI Domestic Investigations and Operations Guide (DIOG)**
(Summarizes policies ensuring undercover operations are lawful, including sections on undercover approval, demonstrating procedural safeguards and requirements for conducting undercover operations.)
https://vault.fbi.gov/FBI%20Domestic%20Investigations%20and%20Operations%20Guide%20%28DIOG%29

MODULE 8. Investigation: Special Investigative Techniques: Controlled Delivery

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This module introduces students to the use of controlled delivery as a special investigative technique in complex transnational and cyber organized crime cases. Controlled deliveries allow law enforcement to track illicit shipments (e.g., drugs, weapons, counterfeit goods, or data) to their final destination, often exposing higher-level actors and networks. The module explores legal frameworks, operational planning, and real-world applications.

Learning Objectives

- Identify how controlled delivery operations are used to investigate organized criminal networks.
- Explain international legal frameworks and operational requirements for conducting controlled deliveries.
- Critically assess challenges in cross-border coordination, evidence handling, and risk management.

Required Readings

- Nastas, A. and Cicala, A. (2024). Supervised Delivery: An Important Legal Tool to Fight Cross-Border Crime. *ACROSS*, 8(4), 32-38.
- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 116-117.
- UNODC. Manual on Controlled Deliveries – *Selected chapters describing methodology and international cooperation requirements.*
(Offers guidelines and past case studies on using this technique against trafficking networks.)
https://syntheticdrugs.unodc.org/syntheticdrugs/en/advancedinvestigativetechniques/controlled-deliveries.html
- **Eurojust. Controlled Deliveries in Judicial Cooperation**
(Explains how controlled deliveries are used in the EU as a cross-border investigative tool, including legal basis and coordination with prosecutors.)
https://www.eurojust.europa.eu/judicial-cooperation/instruments/controlled-deliveries
- 21 U.S.C. § 841 – Controlled Substances Act: Prohibited Acts (Outlines legal authority under U.S. law related to trafficking and enforcement actions like controlled delivery.)
https://codes.findlaw.com/us/title-21-food-and-drugs/21-usc-sect-841/
- United Nations Office on Drugs and Crime (2011). *Report on Controlled Deliveries Legal and Operational Gaps and Challenges.* Vienna: UNODC

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Supplemental Readings

- INTERPOL News: Operation Lionfish – *Press note on a multi-country drug interdiction operation using controlled deliveries. (Illustrates major seizures and arrests across Latin America, Africa, and Asia.)*
  https://www.interpol.int/en/News-and-Events/News/2024/Record-seizures-in-INTERPOL-operation-against-drug-trafficking
- U.S. DOJ Press Release: Global Narcotics Takedown (*Describes how DEA and international counterparts used controlled delivery to arrest cartel members across borders*.)
  https://www.justice.gov/archives/opa/pr/largest-international-operation-against-darknet-trafficking-fentanyl-and-opioids-results

MODULE 9. Investigation: Special Investigative Techniques: Other Techniques

This module explores cutting-edge investigative techniques used by law enforcement to combat cyber-enabled organized crime. Students will learn how agencies use tools such as malware, Network Investigative Techniques (NITs), and remote access software to attribute criminal activity, identify suspects, and collect evidence online. The module addresses the technical function of these tools as well as the legal and ethical debates surrounding their use, especially in anonymous environments like the darknet.

Learning Objectives

- Identify how law enforcement agencies use NITs and other technical tools to investigate cyber-enabled organized crime.
- Explain the legal justifications for deploying malware and hacking techniques in criminal investigations.
- Critically evaluate the legal, ethical, and jurisdictional challenges these techniques pose, particularly in cross-border settings.

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 118.
- Daskal, J. (2020). Transnational Government Hacking. *Journal of National Security Law & Policy*, 10(3), 677-700.
- Council of Europe – Explanatory Report to the Convention on Cybercrime
  (Provides guidelines on cybercrime investigations, including sections on special investigative techniques and law enforcement access to remote computer data, as outlined in the Budapest Convention.)
  https://rm.coe.int/16800cce5b
- Ohm, P. (2017). The Investigative Dynamics of the Use of Malware by Law Enforcement.
  (Law review article discussing risks, evidentiary issues, and the legal gray zones in deploying malware. Analyzes legal risks associated with law enforcement's use of malware, discussing issues such as jurisdiction for hacking, suppression of evidence arguments, and the need for updated rules like the Rule 41 amendment in the U.S. for remote searches.)
  https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1836&context=wmborj

Supplemental Readings

- U.S. Department of Justice Press Release: "Qakbot Malware Disrupted in International Cyber Takedown" (August 29, 2023)
  (Details how the FBI and international partners dismantled the Qakbot malware, removing it

from over 700,000 victim computers and seizing illicit cryptocurrency profits. Demonstrates the use of law enforcement malware to neutralize a cybercriminal tool.)
https://www.justice.gov/archives/opa/pr/qakbot-malware-disrupted-international-cyber-takedown

- Search Warrant Affidavit Excerpt – Operation Pacifier (2015)
(An excerpt from the unsealed warrant used by the FBI to deploy a Network Investigative Technique (NIT) on a Tor hidden service. Provides insight into how agents justify and describe hacking techniques to a judge.)
https://www.govinfo.gov/content/pkg/USCOURTS-mad-1_15-cr-10347/pdf/USCOURTS-mad-1_15-cr-10347-0.pdf

MODULE 10. Investigation: Collection and Use of Electronic Evidence

This module critically examines how electronic evidence is collected, preserved, and used in investigations of transnational and cyber organized crime. It covers tools such as expedited data preservation requests, production orders, and real-time interception of traffic and content data. The module also explores challenges related to data stored overseas, cross-border access under agreements like the CLOUD Act, and efforts to prevent destruction or manipulation of digital evidence.

Learning Objectives

- Identify legal and procedural tools for collecting and preserving electronic evidence in cybercrime and transnational investigations.
- Explain challenges associated with accessing data across jurisdictions and protecting the integrity of digital evidence.
- Critically assess issues of privacy, evidentiary admissibility, and data destruction in digital crime investigations.

Required Readings

- Zhang, H., and Gong, X. (2023). The research on an electronic evidence forensic system for cross-border cybercrime. *The International Journal of Evidence & Proof*, *28*(1), 21–44. https://doi.org/10.1177/13657127231187059
- Blažič, B. J., and Klobučar, T. (2019). Removing the barriers in cross-border crime investigation by gathering e-evidence in an interconnected society. *Information & Communications Technology Law*, *29*(1), 66–81. https://doi.org/10.1080/13600834.2020.1705035.
- UNODC (2022). Digest of Cyber-Organized Crime – *Section on Electronic Evidence and Data Preservation (pp. 118–125)* *(Explains best practices for collecting, preserving, and exchanging digital evidence across borders.)* UNODC Cyber-Organized Crime Digest (PDF)
- INTERPOL Guidelines for Digital Forensics First Responders (March 2021) – Introduction and Key Principles *(Provides practical advice on securing electronic devices, maintaining chain of custody, etc., in transnational settings.)* https://www.interpol.int/content/download/16243/file/Guidelines_to_Digital_Forensics_First_Responders_V7.pdf
- U.S.–UK CLOUD Act Agreement Fact Sheet (2019) *(Overview of how this agreement enables direct cross-border access to electronic data for law enforcement. Illustrates a modern solution to obtain evidence stored overseas without lengthy MLAT delays.)* https://www.justice.gov/criminal/cloud-act-resources
- Eurojust/Europol Publication on E-evidence (2020) *(A report on the challenges of e-evidence in Europe and the proposed e-Evidence Regulation, providing insight into legislative efforts to streamline cross-border evidence gathering in the EU.)* https://www.eurojust.europa.eu/publication/eu-electronic-evidence-legislative-package
- Abraha, H. H. (2020). Regulating law enforcement access to electronic evidence across borders: the United States approach. *Information & Communications Technology Law*, 29(3), 324–353. https://doi.org/10.1080/13600834.2020.1794617
- Case Study: Microsoft Ireland / CLOUD Act *(Recap of the landmark case concerning e-evidence access and its implications for international data privacy and law enforcement.)* https://www.justice.gov/archives/opa/blog-entry/file/1078686/download

Supplemental Readings

- Arnell, P., and Faturoti, B. (2022). The prosecution of cybercrime – why transnational and extraterritorial jurisdiction should be resisted. *International Review of Law, Computers & Technology*, *37*(1), 29–51. https://doi.org/10.1080/13600869.2022.2061888
- Aksamitowska, K. (2021). Digital Evidence in Domestic Core International Crimes Prosecutions: Lessons Learned from Germany, Sweden, Finland and The Netherlands, *Journal of International Criminal Justice*, 19(1), 189–211, https://doi.org/10.1093/jicj/mqab035

MODULE 11. Money Laundering, Counter-Terrorism Financing, Criminal Proceeds, and Asset Forfeiture

This module introduces students to the tools and strategies used to identify, trace, freeze, seize, and

confiscate assets related to organized crime. It also examines key anti-money laundering (AML) and counter-terrorism financing (CTF) responses, emphasizing international cooperation, public-private partnerships, and regulatory frameworks.

Learning Objectives

- Identify techniques used to detect and disrupt the financial infrastructure of organized criminal groups.
- Explain processes for tracing illicit assets and freezing or confiscating criminal proceeds.
- Outline existing anti-money laundering (AML) and counter-terrorism financing (CTF) responses.

Required Readings

- Chapter VI, UNODC, *Digest of Cyber Organized Crime*, pp. 109-111.
- Hardouin, P. (2009). Banks Governance and Public-Private Partnership in Preventing and Confronting Organized Crime, Corruption and Terrorism Financing. *Journal of Financial Crime*, 16(3): 199-209.
- Le Nguyen, C. (2020). National criminal jurisdiction over transnational financial crimes. *Journal of Financial Crime*, Vol. 27 No. 4, pp. 1361-1377. https://doi.org/10.1108/JFC-09-2019-0117.
- Graycar, A. (2019). International cooperation to combat money laundering. In M. Natarajan (2nd eds).
  International and Transnational Criminal Justice. Cambridge, UK: Cambridge University Press.
- Weld, J.B. (2011). Current International Money Laundering Trends and Anti-Money Laundering Co-Operation Measures. Resource Material Series No. 83. UNAFEI Fuchu, Japan.
- Kruisbergen, E.W., Leukfeldt, E.R., Kleemans, E.R. and Roks, R.A. (2019). Money talks *money laundering choices of organized crime offenders in a digital age*. *Journal of Crime and Justice*, 42:5, 569-581, DOI: 10.1080/0735648X.2019.1692420
- Burgess, T. (2024). A multi-jurisdictional perspective: To what extent can cryptocurrency be regulated? And if so, who should regulate cryptocurrency? Journal of Economic Criminology, 5, 100086, https://doi.org/10.1016/j.jeconc.2024.100086.
- Adaramola, O. (2025). The dark arts of crypto laundering and the nigerian financial ecosystem: Examining regulatory perspectives of virtual assets and virtual asset providers in mitigating money laundering risks in Nigeria, *Journal of Economic Criminology*, 7, 100117. https://doi.org/10.1016/j.jeconc.2024.100117.

Supplemental Readings

- FATF (2021). Virtual Assets and Money Laundering – Key Trends and Red Flags.
  (Highlights cryptocurrency-related laundering techniques and FATF's global regulatory recommendations.)
  https://www.fatf-gafi.org/en/publications/Methodsandtrends/Virtual-assets-2021.html
- Europol (2022). Financial and Economic Crime Threat Assessment.
  (Covers criminal exploitation of financial systems, including banking, fintech, and crypto exchanges.)
  https://www.europol.europa.eu/publications-events/main-reports/financial-and-economic-crime-threat-assessment-2022
- U.S. Department of Justice Press Release: "Two Arrested for Alleged Conspiracy to Launder $4.5 Billion in Stolen Cryptocurrency" (February 8, 2022)
  (Announces the arrests related to the 2016 Bitfinex hack, emphasizing that cryptocurrency is not a safe haven for criminals. Demonstrates how digital money tracing led to significant seizures and showcased modern investigative techniques.)

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https://www.justice.gov/archives/opa/pr/two-arrested-alleged-conspiracy-launder-45-billion-stolen-cryptocurrency
- UNODC Case Study: "The Akasha Brothers - Kenya, United States
  (Details how financial investigations led to the dismantling of a sophisticated international drug trafficking network, highlighting the importance of following the money in organized crime cases.)
  https://www.unodc.org/e4j/en/organized-crime/module-8/exercises/case-studies.html

MODULE 12. International and Specialized Courts

This module explores the role of international and specialized courts in adjudicating transnational and cyber organized crime. It examines whether current global judicial institutions, such as the International Criminal Court (ICC), have jurisdiction over transnational crimes and reviews proposals for new tribunals.

Learning Objectives
- Identify the activities of the International Criminal Court (ICC) and the creation of other specialized courts.
- Explain the legal limitations of international courts in prosecuting transnational organized crime.
- Critically assess proposals to expand international justice mechanisms to address crimes like trafficking and drug cartel violence.

Required Readings

- Boister, N. (2012). International Tribunals for Transnational Crimes: Towards a Transnational Criminal Court? *Criminal Law Forum* 23, 295-318.
- Langer, M. and Eason, M. The Quiet Expansion of Universal Jurisdiction. *European Journal of International Law*, 30(3), 779-817.
- Khen, H. M. (2025). Mutual Legal Assistance and Double Criminality: Bolstering the Struggle against Impunity outside the ICC Framework, *Journal of International Criminal Justice*, https://doi.org/10.1093/jicj/mqaf008
- International Criminal Court (ICC) – "Understanding the International Criminal Court"
  (Provides an overview of the ICC's jurisdiction, clarifying that the Rome Statute grants the ICC jurisdiction over four main crimes: genocide, crimes against humanity, war crimes, and the crime of aggression. It does not cover drug trafficking or organized crime unless linked to these core crimes.)
  https://www.icc-cpi.int/sites/default/files/Publications/understanding-the-icc.pdf
- UNODC – Counter Piracy Programme
  (Details how Somali piracy, a transnational crime, has been addressed by national courts with international support, including UNODC's piracy program and regional prosecutions in Kenya and Seychelles.) https://www.unodc.org/easternafrica/en/unodc/piracy/index.html
- International Review of the Red Cross – "Targeting Drug Lords: Challenges to IHL Between Lege Lata and Lege Ferenda" *(Discusses the debates on applying international humanitarian law to drug cartels and the challenges of classifying cartel violence as an international crime.)*
  https://international-review.icrc.org/articles/targeting-drug-lords-challenges-to-ihl-923

Supplemental Readings

- **Fehl, C. (2012). "Explaining the ICC's Enforcement Problem – How International Norms Shape Domestic Politics."**
  International Studies Quarterly, 56(4), 608–620
  (Analyzes how international courts, including the ICC, struggle to enforce decisions without

strong state cooperation—highlighting key barriers for expanding jurisdiction to TOC.)
https://academic.oup.com/isq/article/56/4/608/1797389
- **Global Initiative Against Transnational Organized Crime (2021). "Time for a Transnational Justice System?"**
(Explores whether the global community needs a dedicated transnational justice body to address organized crime beyond national limits.)
https://globalinitiative.net/analysis/transnational-justice-system/.

MODULE 13. Obstacles to International Cooperation, Investigation and Prosecution

This module explores the barriers to effective investigation and prosecution of transnational and cyber organized crime. Students will analyze how jurisdictional conflicts, anonymity, safe havens, corruption, and digital environments complicate international legal cooperation. Case studies focus on the dark web, trafficking networks, and operational gaps in cross-border policing and prosecution.

Learning Objectives

- Identify special issues relating to multi-jurisdictional crimes.
- Explain how anonymity, digital infrastructure, and legal fragmentation obstruct investigations.
- Critically examine real-world examples of how these obstacles impact transnational and cybercrime cases.

Required Readings

- Morgenthaler, E., and Leclerc, B. (2023). Crime script analysis of drug importation into Australia facilitated by the dark net. *Global Crime*, 24(3), 169–194. https://doi.org/10.1080/17440572.2023.2212592.
- Jardine, E. (2021). Policing the Cybercrime Script of Darknet Drug Markets: Methods of Effective Law Enforcement Intervention. *American Journal of Criminal Justice* 46, 980–1005. https://doi.org/10.1007/s12103- 021-09656-3.
- Holt, T.J. and Lee, J.R. (2023). A crime script model of Dark web Firearms Purchasing. *American Journal of Criminal Justice* 48, 509–529. https://doi.org/10.1007/s12103-022-09675-8.
- Choi, K.-S. and Lee, C. S. (2023). In the Name of Dark Web Justice: A Crime Script Analysis of Hacking Services and the Underground Justice System. *Journal of Contemporary Criminal Justice*, 39(2), 201-221. https://doi.org/10.1177/10439862231157520.
- White, R., Kakkar, P. V, and Chou, V. (2019). Prosecuting Darknet Marketplaces: Challenges and Approaches. *DOJ Journal of Federal Law and Practice*, 67(1), 65 - 80.
- Peters, A. and Jordan, A. (2023). Countering the Cyber Enforcement Gap: Strengthening Global Capacity on Cybercrime. *Journal of National Security Law & Policy*, 3, 487 - 524

Supplemental Readings

- Sarkar, G., and Shukla, S. K. (2024). Bi-Directional Exploitation of Human Trafficking Victims: Both Targets and Perpetrators in Cybercrime. Journal of Human Trafficking, 1–22. https://doi.org/10.1080/23322705.2024.2353015.
- Langlois, F., Rhumorbarbe, D., Werner, D., Florquin, N., Caneppele, S., and Rossy, Q. (2022). International weapons trafficking from the United States of America: a crime script analysis of the means of transportation. Global Crime, 23(3), 284–305. https://doi.org/10.1080/17440572.2022.2067847.

Approved by CGS, April 11, to College Council, May 6, 2025

- 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.

MODULE 14. Public-Private Partnerships

This concluding module examines the role of non-law enforcement actors—including civil society, tech companies, financial institutions, international organizations, and academia—in responding to transnational and cyber organized crime. It explores how these actors support prevention, policy reform, victim assistance, public awareness, and innovation in criminal justice responses.

Learning Objectives
- Identify the range of stakeholders involved in countering transnational and cyber organized crime beyond law enforcement.
- Explain how civil society, the private sector, and multilateral organizations contribute to prevention and response.
- Critically examine opportunities and tensions in multi-stakeholder collaboration against organized crime.

Required Readings

- Johnson, B. R. (2025). Using global security assemblages to combat transnational organized crime.
  Journal of Economic Criminology, 7, 100134, https://doi.org/10.1016/j.jeconc.2025.100134.
- Hill, G. and Joutsen, M. (). Public-Private Responses to Transnational Crime. In Reichel, P. and Randa, R. *Transnational Crime and Global Security*. *Volume Two: Security Implications of Transnational Crime* (pp. 319-336). Denver, Colorado: Praeger Security International.
- UNODC Report (2024): "Public-Private Partnerships on Cybercrime – Regional Best Practices"
  (Highlights successful PPP models in different regions and how cross-sector collaboration enhances cybercrime response.)
  https://www.unodc.org/documents/NGO/PDF/CSU-CyberCrime-240807-WEB.pdf
- **INTERPOL Brief: Public-Private Partnerships in Cybercrime**
  (INTERPOL's overview of the essential role of PPPs in combating cybercrime, including examples of formal partnerships with cybersecurity and fintech companies to tackle malware.)
  https://www.interpol.int/en/Crimes/Cybercrime/Public-private-partnerships
- **WEF/INTERPOL Paper: "Recommendations for Public-Private Partnerships against Cybercrime" (2019)**
  (Provides a policy-level view on how to strengthen PPPs globally in the fight against cybercrime.)
  https://www.weforum.org/reports/advancing-cyber-resilience-principles-and-tools-for-boards
- **Brookings Institution (2021). How Academia Can Support Cybercrime Policy**
  (Discusses the role of researchers in shaping practical and legal frameworks for cybercrime enforcement.)
  https://www.brookings.edu/articles/academias-role-in-cybercrime-policy/

Supplemental Readings

- **Case Study: No More Ransom Initiative**
  (Article detailing the outcomes of this public-private project, including the number of

ransomware decryptors provided and money saved for victims.)
https://www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides/no-

- **World Economic Forum (2022). Partnership Against Cybercrime: Building Trust Across Borders**
  (Outlines the strategic value of industry–government cooperation in cybercrime prevention.)
  https://www.weforum.org/whitepapers/partnership-against-cybercrime-building-trust-across-borders

Some General Guidelines for Writing Papers:

To Write a Good Paper, Follow These Composition Guidelines:
Never assume the reader has any knowledge of the case or this course. This helps you to write clearly.
Each paper should not generally exceed 5 pages in length (double spaced) or about 1,100-1,300 words. **Quality is more important than length.**
Papers should reflect your best effort inasmuch as you put thought, time, background reading, and organization into your written arguments.
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),
- Report of an international organization (e.g., UN, OSCE, OAS, ILO).

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.
Papers must always be submitted electronically via the Blackboard course home page by the due date.
All sources must be cited (i.e., quoted and/or summarized in your own words) in the paper.
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.
Notes to your sources must follow an accepted system of citation (APA) that provides full documentation and page number of the material used.
Papers must be proof-read prior to 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.
A separate title page should appear on every paper. It should include: title of the assignment, your name,
instructor's name, course number and title, and date written.
Paper must reflect an accurate understanding of class readings. Please apply them properly.

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 grammar and style 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.
- All   sources used   in   the   paper   must   be   listed   with   complete citations.
- 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

College Council Calendar 2025-2026

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

Items Due	Executive Committee (Preliminary Meetings)	College Council and Executive Committee Meetings
Tuesday, August 19, 2025	Thursday, August 28, 2025	Tuesday, September 16, 2025
Friday, September 19, 2025	Tuesday, September 30, 2025	Tuesday, October 14, 2025
Friday, October 17, 2025	Tuesday, October 28, 2025	Monday, November 10, 2025
Friday, November 21, 2025	Tuesday, November 25, 2025	Tuesday, December 9, 2025
Thursday, January 15, 2026	Tuesday, January 27, 2026	Monday, February 9, 2026
Wednesday, February 11, 2026	Tuesday, February 24, 2026	Thursday, March 12, 2026
Monday, March 16, 2026	Tuesday, March 31, 2026	Wednesday, April 15, 2026
Monday, April 20, 2026	Tuesday, April 28, 2026	Tuesday, May 12, 2026

Additional Meetings If Needed:

College Council Meetings
Thursday, December 11, 2025
Thursday, May 14, 2026

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