JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

TUESDAY, SEPTEMBER 16, 2025

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

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

September 16, 2025 – 1:40 pm

I. Adoption of the Agenda

II. Approval of Members of the College Council Committees Link

III. Election of the Secretary to the College Council

IV. Election of the 2025-2026 Executive Committee Members

V. Approval of the Minutes of the May 6, 2025 College Council (Attachment A), **Pg.4**

VI. College Council Orientation – Chief Legal Counsel Myrna Forney, **Pg.7**

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B7) – Interim Dean of Academic Programs Andrew Sidman

New Courses

B1. HIS 2XX (249) History of the Ancient Near East, **Pg.25**

Course Revisions

B2. CSCI 379 Computer Networking, **Pg.46**
B3. HIS 269 History of World Slavery, **Pg.48**
B4. HIS 281 Imperialism in Africa, South Asia and the Middle East, **Pg.51**
B5. PHI 202 Philosophical Visions of American Pluralism, **Pg.53**
B6. SOC 201 Urban Sociology, **Pg.55**
B7. SOC 314 Theories of Social Order, **Pg.57**

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

Programs

C1. Academic Standards for BA/MA, BS/MA, BA/MPA, BS/MPA Programs, **Pg.65**

New Courses

C2. ICJ 7XX (731) Online Criminal Markets, **Pg.70**

Course Revisions

C3. ICJ 762 Corruption and the Global Economy, **Pg.100**

IX. Resolution on the Closing of the Department of Security, Fire, and Emergency Management (Attachment D)- Provost and Senior Vice President for Academic Affairs Allison Pease, **Pg.120**

X. 2025-2026 College Council Calendar, **Pg.121**

XI. New Business

XII. Announcements:

- Student Council (President Jamella Richmond)
- 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
May 6, 2025

The College Council held its eighth meeting of the 2024-2025 academic year on May 6, 2025. The meeting was called to order at 1:45 p.m. and the following members were present:

In-Person: Alejandro Garcia Lozano, Chevy Alford, Heath Grant, Elton Beckett, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Nicole Awai, Ray Patton, Robert Garot, Robert Till, 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, Karol Mason, Mark Flower, Angela Crossman*, Anthony Carpi*, Helen Keier*, Ned Benton*, Krish Pandya*, Carolina Vasquez*.

Remotely: Adam McKible, Brian Montes, Catherine Kemp, Cortanay Parker, Diana Falkenbach, Heath Brown, Ignacio Sanchez, Jennifer Lorenzo, Francis Sheehan, Nina Fisher, Shilpa Viswanath*. Susan Kang.

Excused: Catherine Mulder, Jamella Richmond, Valeria Pavia Marin, Najmul Islam, Najmul Islam, Marie Springer*, Brian Maule, Artem Domashevskiy, Daniel Matos, Alison Perry.

Absent: Anru Lee, Veronica Hendrick, Aneesa Thomas, Dor Nave*, Nicole Elias*, Amirah Low*.

Guests: Kathy Killoran, Melissa Dolan, Sulema Ebrahim, Christopher Shults, Tim McCormack, Jana Arsovska, Nadine Young-Mizrachi, Shavonne McKiever, Tatsiana Sokhar, Veronica Michel.

* - Alternates

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

II. Approval of the Minutes of the April 8, 2025 College Council
The motion was made to approve the minutes. The motion was seconded and approved unanimously.

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

IV. Graduation List- Class of 2025 (Only Faculty Vote) – Senior Registrar, Shavonne McKiever
The motion was made to approve the graduating class of 2025. The motion was seconded and approved unanimously.

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

Programs
The motion was made to approve item C1. Revision of the BA in International Criminal Justice. The motion was seconded and approved unanimously.

The motion was made to take items C2 and C3 as a slate:
C2. Revision of the BS in Cell and Molecular Biology
C3. Revision of the Minor in Biology
The motion was seconded and approved unanimously. The motion was made to approve items C2 and C3. The motion was seconded and approved unanimously.

New Courses
The motion was made to approve item C4. BIO 2XX (213) Microbiology with Laboratory. The motion was seconded and approved unanimously.

The motion was made to approve item C5. BIO 4XX (401) Molecular Biology Research Internship. The motion was seconded and approved unanimously.

The motion was made to approve item C6. HON 1XX (115) Introduction to Justice Inquiry and Action Research (CO: Justice Core I). The motion was seconded and approved unanimously.

Course Mapping to General Education Outcomes
The motion was made to approve item C7. ICJ 101 Introduction to International Criminal Justice (FC: World Cultures). The motion was seconded and approved unanimously.

Course Revisions
The motion was made to take items C8-C13 as a slate:
C8. BIO 101 Paced Modern Biology I-A
C9. ENG 247 Creative Expression and Human Nature (appd FC: Creative Exp)
C10. HON 377 Honors Experiential Learning Experience
C11. ICJ 310 Foundations of Scholarship in International Criminal Justice
C12. SOC 203 Criminology
C13. SOC 341 International Criminology
The motion was seconded and approved unanimously. The motion was made to approve items C8-C13. The motion was seconded and approved unanimously.

Academic Standards
The motion was made to approve item C14. Revision of the Grade Appeal Policy. The motion was seconded and approved:
In Favor: 39 Opposed: 1 Abstention: 0

The motion was made to approve item C15. Revision of the Incomplete (INC) Grade Policy. The motion was seconded and approved unanimously.

The motion was made to approve item C16. Revision of the Writing Across the Curriculum Guidelines. The motion was seconded and approved unanimously.

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

Programs
The motion was made to approve item D1. D1. Revision of the Advanced Certificate in Transnational Organized Crime Studies. The motion was seconded and approved unanimously.

New Courses

The motion was made to approve item D2. ECO 7FF (744) International Finance and Trade. The motion was seconded and approved unanimously.

Course Revisions

The motion was made to approve item D3. ECO 745 International Economics. The motion was seconded and approved unanimously.

The motion was made to approve item D4. ICJ 730 Human Trafficking. The motion was seconded and approved unanimously.

The motion was made to approve item D5. ICJ/ SEC 760 Information Technology and Cybercrime ICJ 706 Transnational Crime. The motion was seconded and approved unanimously.

VII. College Council Calendar 2025-2026

The calendar of College Council meetings for the 2025-26 AY was shared with the Council members.

VIII. New Business

The Council decided that the May 8 “if needed” date will not be used.

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

COLLEGE COUNCIL ORIENTATION

2025-2026

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

CUNY The City University of New York

Role of Council

- Primary governing body of the College
- Establishes policy on all matters except those expressly reserved to others

Membership

Faculty: 30

Students: 10

Administration: 6

HEO-series: 4

Each group has “alternates” who can act if a regular member is absent.

Leadership and Meetings

- The President of the College (or, in their absence, the Provost & Senior VP for Academic Affairs) presides over meetings
- Regular meetings are held at least once a month during the academic year
- Special meetings can be convened by the President, Council majority, or Executive Committee

Who Can Participate?

- All College faculty, staff and students may speak at College Council meetings.

- The meetings are open to the public (including the written minutes and a record of the final vote on each matter, as well as video if any member participated remotely).

College Council Agenda

The Agenda is prepared by the Executive Committee.

The Executive Committee is composed of the following members:

- President (chair)
- Provost and Senior VP for Academic Affairs
- VP for Finance and Administration
- VP for EMSA
- 7 Faculty members
- 2 Higher Education Officers
- 3 Students

Who Can Propose Items For The College Council Agenda?

- Faculty Senate
- Council of Chairs
- HEO Council
- Student Council
- College Council committees

College Council Committees

- **Executive Committee** – Sets Council agenda
- **Undergraduate Curriculum & Academic Standards** – Reviews programs & policies
- **Graduate Studies** – Oversees graduate programs
- **Budget & Planning** – Reviews budget & strategic planning
- **Student Interests** – Addresses student life issues
- **Faculty Personnel Committee** – Reviews promotion, appointments and tenure
- **Student /Faculty Evaluation** – Reviews student course evaluations
  Faculty-Student Disciplinary-Oversees disciplinary matters involving students
- **Provost Advisory Council** - Advises the Provost on academic and operational matters
- **Undergraduate Program Coordinators –** Represents undergraduate majors regarding program review, staffing, curriculum and scheduling
- **Honors, Prizes & Awards** – Recommends recognitions
- **Special Committees** – Formed as needed

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

CUNY The City University of New York

Agenda Review and Submission Process

- Matters placed on the College Council agenda typically undergo extensive review at the departmental, sub-committee, or standing committee level
- Proposed agenda items must be submitted to the Council Secretary 10 business days before a scheduled meeting
- The agenda is distributed to Council members at least 5 days before the meeting

Attendance

- All members are expected to attend the meetings
- You must notify the Secretary as soon as possible if you expect to be absent. Missed meetings without notice count as absences
- Absence consequences:
  - After 2 absences, leadership is notified.
  - After 3 absences, the Executive Committee may declare the position vacant and appoint a replacement

Attendance (cont.)

- Remote participation is not permitted unless you self-certify, in advance, that extraordinary circumstances prevent your in-person participation
- The meeting may not proceed unless at least 26 members are present in-person
- Alternates may vote only in place of absent members
- Attendance is tracked in meeting minutes

COLLEGE COUNCIL QUORUM AND VOTING

A quorum of 26 members is required to convene a meeting and conduct business

An affirmative vote of 26 members is required to take any action on a matter within its authority

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

CUNY The City University of New York

College Council
Roberts Rules Of Order

Ethics & Conflict of Interest for Council Members

- All faculty and staff Council members are public employees governed by NYS Public Officers Law §74 and CUNY Conflict of Interest Policy
- All faculty and staff are required to complete ethics training every other year to ensure compliance with standards of public service and ethical conduct.
- Council membership increases visibility and responsibility
- Members should avoid personal or financial conflicts with official duties

Ethics & Conflict of Interest for Council Members (cont.)

Examples of prohibited conduct:

- Advocating for proposals or programs that personally benefit you or family
- Participating in committee reviews (curriculum, budget, appointments) where you have a personal interest
- Using Council knowledge for personal gain (e.g., early awareness of grants, awards, or hiring)
- Voting on matters where you have a personal or financial interest without recusal
- Accepting gifts or favors from vendors or contractors connected to Council business
- Outside employment that conflicts with Council responsibilities or college interests

In accordance with the CUNY Multiple Position Policy, all outside employment must be reported annually, approved by the University, and must not conflict with the official duties of faculty or staff members.

Transparency & FOIL Responsibilities

- FOIL (Freedom of Information Law)= Public right to access agency records (NY Public Officers Law, Article 6)
- All records including emails, memos, notes, text messages, meeting minutes
- Even personal accounts may be subject if used for College business
- Awareness of FOIL helps maintain accountability and trust.

Communication Responsibilities

Communication & Transparency

- Keep your Chair and constituencies informed about Council decisions and outcomes.
- Serve as a liaison between your constituency and the Council to facilitate dialogue and feedback.
- Maintain professionalism and clarity in all Council communications.

THANK YOU!

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

New Course Proposal Form

Date Submitted: February 24, 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: History

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

   Name: Stephen Russell
   Email address(es) _srussell@jjay.cuny.edu___
   Phone number(s) _609.751.1692_

2. a. **Title of the course: History of the Ancient Near East**

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

   c. **Level** of this course: __100 Level _X_ 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):

   This course aims to replace HIS 252 Warfare in the Ancient Near East in the History department's curriculum. It mirrors HIS 254 History of Ancient Greece and Rome, covering a similar period but a different region of the world. Like these and other 200-level courses in the History department, this new course is accessible to students with little to no background knowledge and focusses on building intermediate core skills in the History Department's curricular map.

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

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.)

This course is designed to replace HIS 252 Warfare in the Ancient Near East and Egypt, which will be deactivated. Although HIS 252 enrolled well the one time I taught it, it was a

struggle to maintain student interest in the technology and tactics of war for a whole semester. It seemed to me that students signed up primarily because of their interest in this region of the world, rather than because of their interest in the history of military strategy per se. This new course offers a much broader treatment of the social and cultural history of the region. It exposes students to a broader source material, which they will find more engaging. And it provides a better complement to HIS 254 History of Ancient Greece and Rome.

Together HIS 254 History of Ancient Greece and Rome and this new course HIS 2XX History of the Ancient Near East are complemented by two courses at the 300-level in the History department: HIS 354 Law and Society in Ancient Athens and Rome, and HIS 368 Law and Society in the Ancient Near East.

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 surveys the political, social, and cultural history of the Near East from the birth of urbanism and the invention of writing in the fourth millennium B.C.E. to the defeat of the Persian empire by Alexander the Great in 300 B.C.E. We will cover regional empires, including Egypt, Assyria, Babylonia, and Hatti, as well as smaller kingdoms and tribal coalitions, including Israel, Judah, and Ugarit. And we will examine the daily, annual, and life-cycle routines of the ancient Near Eastern family. Throughout, we will be guided by the documents that have survived from these ancient cultures, sometimes only through later copies and redactions. Letters, trial transcripts, contracts, monumental inscriptions, and mythological narratives, among other texts, will provide students with a window into ancient society and culture.

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

6. Number of:
   a. Class hours __3___
   b. Lab hours _____
   c. Credits __3___

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

   _X__ No ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

Students will:

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

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)

(1) A 200-level elective in the newly revised Global History major
(2) A 200-level elective in the newly revised History minor
(3) A 200-level elective in the newly revised ADAP Program in Global History – MA in Human Rights
(4) An elective in the newly revised Humanities and Justice BA
(5) An elective in the Middle Eastern Studies minor

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**?

The history department's curriculum focuses on core transferable reading, writing, and critical thinking skills. In order to help students achieve the learning outcomes listed in (8) above, they will have the opportunity in this course to:

- Read assigned material each week and participate in in-class activities based on the assigned readings. Attendance and participation is worth 10% of their final grade for the course.

- Write a 3,000 word argumentative essay on the fourteenth-century BCE Ugaritic Baal Cycle, completed in stages, each with a grade and feedback. The goal of this work is to help students grow in the skills historians use. Together, the stages and the final essay are worth 50% of their final grade.

A1: a 1,000 word analysis of a section of the Baal Cycle (5%)

A2: a 1,000 word analysis of the remainder of the Baal Cycle (5%)
A3: a 250 word summary of an assigned scholarly article on the Baal Cycle (5%)
A4: a 500 word literature review of five scholarly articles on the Baal Cycle (5%)
A5: a 50–75 word thesis statement for an argumentative essay on the Baal Cycle (5%)
A6: a 3,000 word argumentative essay on the Baal Cycle (25%)

- Take an in-person final exam that requires them to write a short essay analyzing ancient Near Eastern source material. The exam gives them an opportunity to synthesize material from across the course and apply the analytical skills they've learned throughout the. It also serves as an important control: if students have themselves done the work throughout the course, the exam will be very easy. If they have routinely relied on unauthorized AI or homework services, the exam will be almost impossible to pass. The final exam is worth 40% of their final grade for the course.

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:_I had previously met with Ellen Belcher to discuss resources on the ancient Near East available through the library, so did not feel the need to meet again with her for this specific course.

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

Yes ___X___ No _____

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

The required textbook for the course, which lists for $34.95 new from the publisher, is available in the library. A wide variety of supplementary material is available in the library, including entirely online through ProQuest eBook central. Apart of the textbook, all other

- OneSearch (the library discovery tool) __X_
- Ebooks _____X___

Subject specific library databases:
Academic Search Complete__ Gale Reference Sources__
NexisUni __ PsycInfo___
Criminal Justce Abstracts___ Sociological Abstracts___
Other (list them here)_____

- Is there an existing library Research Guide to support your class?

Yes ___X___ No _____

13. **Syllabus – see below**

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

15. **Faculty -** Who will be assigned to teach this course? Stephen Russell, Patricia Franz, Fred Bilenkis, Margaret Bostwick.

This is Professor Russell's area of research. Professors Franz, Bilenkis, and Bostwick have had good success teaching HIS 203 The Ancient World and HIS 366 Religions of the Ancient World. They are familiar with the source material, issues, and questions students will be grappling with in this 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**?

__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?

___No
__X_Yes. If yes, number and name of course(s) to be withdrawn. HIS 252

19. Approvals: Stephen Russell, Chairperson, Department of History

HIS 2xx History of the Ancient Near East

John Jay College, CUNY
Sample Syllabus for Fall 2024

Instructor

Dr. Stephen C. Russell (srussell@jjay.cuny.edu).

Location and Time

This course meets in person on Mondays and Wednesdays, 12:15pm–1:30pm, in a room designated by the registrar.

Course Description

This course surveys the political, social, and cultural history of the ancient Near East from the birth of urbanism and the invention of writing in the fourth millennium B.C.E. to the defeat of the Persian empire by Alexander the Great in 300 B.C.E. We will cover regional empires, including Egypt, Assyria, Babylonia, and Hatti, as well as smaller kingdoms and tribal coalitions, including Israel, Judah, and Ugarit. And we will examine the daily, annual, and life-cycle routines of the ancient Near Eastern family. Throughout, we will be guided by the documents that have survived from these ancient cultures, sometimes only through later copies and redactions. Letters, trial transcripts, contracts, monumental inscriptions, and mythological narratives, among other texts, will provide students with a window into ancient society and culture.

Accommodation

All academically qualified students are welcome to take this course. If you have a need for accommodation based on the impact of a disability, please contact the Office of Accessibility Services (OAS) within the first week of class or as soon as possible thereafter. Requests for Accommodations can only be approved by the OAS. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. All OAS approved accommodations will be honored and implemented in this course. OAS is located in the New Building, room L.66, and can be reached at (212) 237-8031 and at accessibilityservices@jjay.cuny.edu.

Textbook

Required reading and writing are based on the following textbook, which contains translations of primary source documents from the ancient Near East:

James B. Pritchard and Daniel E. Fleming, eds., *The Ancient Near East: An Anthology of Texts and Pictures* (Princeton, 2011; available new from $34.29 and used from $18.94)

Communication

Be sure to check Brightspace and your John Jay email regularly, ideally every day. I am available to meet during my office hours, which are held on Mondays between 10:50am and 12:05pm in room 8.65.11nb.

Learning Outcomes

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

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

Course Participation

In order to help you achieve the goals outlined above, you will have the opportunity in this course to:

- Read assigned material each week and participate in in-class activities based on the assigned readings. Participation is worth 10% of your final grade for the course. A grading rubric for participation is included at the end of this syllabus.

- Write a 3,000 word argumentative essay on the fourteenth-century bce Ugaritic *Baal Cycle*, completed in stages, each with a grade and feedback. Details of these stages are on Brightspace. The goal of this work is to help you grow in the skills historians use. Together, the stages and the final essay are worth 50% of your final grade.
    A1: a 1,000 word analysis of a section of the *Baal Cycle* (5%)
    A2: a 1,000 word analysis of the remainder of the *Baal Cycle* (5%)
    A3: a 250 word summary of an assigned scholarly article on the *Baal Cycle* (5%)
    A4: a 1,000 word literature review of five scholarly articles on the *Baal Cycle* (5%)
    A5: a 50–75 word thesis statement for an argumentative essay on the *Baal Cycle* (5%)
    A6: a 3,000 word argumentative essay on the *Baal Cycle* (25%)

- Take an in-person final exam that requires you to write a short essay analyzing ancient Near Eastern source material we have not covered in class. The exam gives you the opportunity to synthesize material from across the course and apply the analytical skills you've learned throughout the course to a new source. The final exam is worth 40% of your final grade for the course.

Course Schedule

<u>Part One: How Do We Know Anything About the Ancient Near East?</u>

Week 1 Welcome to the course

Monday September 2
Class does not meet. No classes scheduled at John Jay.

Wednesday September 4

- Before class, read the syllabus and assignment prompts on Brightspace.
- Before class, read Pritchard, *Ancient Near East*, xxiii–xxvi.

Week 2 How to read a primary source from the ancient Near East

Monday September 9

- Before class, read Pritchard, *Ancient Near East*, 291–292.

Wednesday September 11

- Before class, read Pritchard, *Ancient Near East*, 287–289.
- By 11:59pm, complete the verification of enrollment assignment on Brightspace.

Week 3 Introducing the primary source for your essay: the Ugaritic *Baal Cycle*

Monday September 16

- Before class, read Pritchard, *Ancient Near East*, 107–133.

Wednesday September 18

- Before class read, Mark S. Smith, *The Ugaritic Baal Cycle*, Vol 1 (Brill, 1994), xx–xxvii, 58–107, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A1 in class.
- By 11:59pm, complete assignment A1 on Brightspace.

Part Two: The Family

Week 4 The Family and the Agricultural Year

Monday September 23

- Before class, read Pritchard, *Ancient Near East*, 11–14.

Wednesday September 25

- Before class, read Pritchard, *Ancient Near East*, 134–149.

Week 5 Birth, Marriage, Death, and Family Religion

Monday September 30

- Before class, read Pritchard, *Ancient Near East*, 404–412, 446–447.

Wednesday October 2 - Class does not meet. No classes scheduled at John Jay.

Week 6 Extended Kinship

Monday October 7

- Before class, read Pritchard, *Ancient Near East*, 248–250, 427–429.

Wednesday October 9

- Before class, read Robert Kawashima, "The Baal Cycle as a Myth of Cosmic Unification," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 17–31, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A2 in class.
- By 11:59pm, complete Assignment A2 and submit in on Brightspace.

Part Three: Cities, Tribal Alliances, and Nations

Week 7 Traditional Structures of Collective Governance

Monday October 14
Class does not meet. No classes scheduled at John Jay.

Tuesday October 15
John Jay Classes meet on a Monday schedule.

- Before class, read Pritchard, *Ancient Near East*, 427–429

Wednesday October 16

- Before class, read Pritchard, *Ancient Near East*, 429–443.

Week 8 The Royal Family

Monday October 21

- Before class, read Pritchard, *Ancient Near East*, 248–258.

Wednesday October 23

- Before class, read Corrine Carvalho, "Fight Like a Girl: The Performance of Gender and Violence in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 32–46, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A3 in class.
- Before 11:59pm, complete Assignment A3 and submit it on Brightspace.

Week 9 Royal Religion

Monday October 28

- Before class, read Pritchard, *Ancient Near East*, 246–248.

Wednesday October 30

- Before class, read Pritchard, *Ancient Near East*, 388–402.

Week 10 Law

Monday November 4

- Before class, read Pritchard, *Ancient Near East*, 155–178.

Wednesday November 6

- Before class, read Martti Nissinen, "Male Agency and Masculine Performance in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 47–71, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A4 in class.
- By 11:59pm, complete Assignment A4 and submit it on Brightspace

Part Four: Empires

Week 11 International Relations

Monday November 11

- Before class, read Pritchard, *Ancient Near East*, 205–210.

Wednesday November 13

- Before class, read Pritchard, *Ancient Near East*, 210–225.

Week 12 The Technology and Tactics of War

Monday November 18

- Before class, read Pritchard, *Ancient Near East*, 255–258.

Wednesday November 20

- Before class, read Pritchard, *Ancient Near East*, 228–234.

Week 13 Ugarit between the Hittite and Egyptian Empires

Monday November 25

- Before class, read Aaron Tugendhaft, "Unsettling Sovereignty: Politics and Poetics in the Baal Cycle," *Journal of the American Oriental Society* 132 (2012): 367–384, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A5 in class.
- By 11:59pm, complete assignment A5 and submit it on Brightspace.

Wednesday November 27
Class does not meet. Wednesday classes run on a Friday schedule at John Jay.

Week 14 Israel and Judah between the Egyptian and Assyrian Empires

Monday December 2

- Before class, read Pritchard, *Ancient Near East*, 290–292.

Wednesday December 4

- Before class, read Deena Grant, "Active and Reactive Bodies in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 72–90, available on Perusall on Brightspace.
- Be prepared to workshop Assignment A6 in class.
- By 11:59pm, complete Assignment A6 and submit it on Brightspace.

Week 15 The Neo-Babylonian and Persian Empires

Monday December 9

- Before class, read Pritchard, *Ancient Near East*, 272–280.

Wednesday December 11

- Before class, read Pritchard, *Ancient Near East*, 281–285

Week 16 Final Exam

- The final will take place according to the schedule of final exams announced by the Registrar.

Grading Policy

Your final grade for the course will be calculated as a weighted average based on the percentages noted above. For some components of your overall grade, you will receive a numerical score out of 100. For other components, you will receive a letter grade. In order to combine these letter grades toward a weighted average, they will be converted to a numerical grade according to the following table:

A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D	65
F	0–60 as appropriate

Assignments will be accepted up to one week late for a grade reduction, e.g., A marked down to B for being late. Please note that failing to complete an assignment will result in a zero, which may be significantly lower than an "F" for a partially-completed or poorly-completed assignment. No extension is possible for the final exam.

After your final weighted numerical grade has been calculated, it will be converted to a letter grade as follows:

A	93–99.9%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.9%
D	60–69.9%
F	≤ 59.9%

Grading Rubric for Participation

Active engagement will help you learn best in this course. We will break out into small discussion groups throughout the semester and engage in larger discussions with the whole class. It is best if you read all the assigned material and be ready with your thoughts and opinions. I will evaluate your effort (attendance in classes, punctuality, reading the material before class, contributing to discussions) as well as the quality of your participation (insightfulness of your comments, respectful engagement with your classmates). Active

participation in your small group discussions will be most important (you will provide feedback on each others' participation). Below is a brief breakdown of how participation will be evaluated both in your small groups and in larger group discussions:

10 Excellent. Goes beyond what is expected. Speaks out often and thoughtfully; initiates discussions in groups; makes insightful comments and backs them up with examples/evidence; can defend their opinions when challenged; allows others to speak and listens respectfully when confronted with an alternative viewpoint; is able to build on what is being discussed and bridge what the group is discussing with their own opinions; thoughtfully critiques the reading materials; is well-prepared for discussions; does all the readings ahead of time and is prepared to answer questions and give comments on the material.

9 Above average. Goes beyond what is expected. Speaks out regularly and thoughtfully; occasionally initiates discussions in groups; allows others to speak and listens respectfully when confronted with an alternative viewpoint; thoughtfully critiques the reading materials; is well-prepared for discussions; does all the readings ahead of time and is prepared to answer questions and give comments on the material.

8 Average. Does everything that is expected. Speaks out occasionally; attends all classes; does the readings ahead of time and prepares comments and ideas to bring up in group discussions.

6–7, as appropriate. Below average. Seriously lacking in effort. Rarely speaks out; misses classes without explanation or warning; comes to class unprepared; is unable to provide their own comments on material and unable to answer questions.

1–5, as appropriate. Failure. Misses more than 10% of classes. Slows discussions down or disrespects/belittles the opinions of others; demonstrates a clear lack of knowledge from the readings and is unable to answer questions.

Academic Integrity

John Jay College aims to prepare you for "ethical leadership, global citizenship, and engaged service." Academic intergrity is a central component of this mission. You will only benefit from this course if the work you submit is your own. The CUNY policy on academic integrity lays out very clear guidelines about various forms of academic dishonesty, including cheating, plagiarism, internet plagiarism, and obtaining unfair advantage. Please familiarize yourself with this policy, available at http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf. These offenses are punishable, even when committed unintentionally, and can lead to failing grades, suspension, and even expulsion. In this course, cheating on an exam or plagiarism in a written assignment will result in an automatic zero for that component of your grade and a formal referral of the incident to the Academic Integrity Official.

Sexual Misconduct

As noted by Jessica Greenfield and Gabriela, "John Jay College is committed to creating and maintaining a safe and inclusive learning environment for all students. If you have experienced any form of sex-based misconduct, including sexual assault, dating or domestic violence, stalking, and sexual or gender-based

harassment, know that help and support are available. At John Jay, faculty are mandatory reporters and must report all information they receive regarding Sex-Based Misconduct to the College's Title IX Coordinator. This is to ensure that all students who have experienced sex-based misconduct receive support, resources, and information about their rights. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Title IX Advocate, Jessica Greenfield (jgreenfield@jjay.cuny.edu), or visit the Counseling Services Center in Room L.68 NB. For more information about reporting options and resources at John Jay and in the community, please contact Title IX Coordinator, Gabriela Leal (gleal@jjay.cuny.edu), or visit https://www.jjay.cuny.edu/about/compliance-diversity/non-discrimination-equal-opportunity/title-ix-sex-based-misconduct."

Wellness and Student Resources

As noted on the College's website, "Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop."

HIS 2xx History of the Ancient Near East
Assignment Prompts

Stephen C. Russell (srussell@jjay.cuny.edu)

Assignment A1

Read the *Baal Cycle*, translated in Pritchard and Fleming, *The Ancient Near East: An Anthology of Texts and Pictures*, 107–34. Focus on the first half of the narrative.

As you read, think carefully about the basic questions of historical investigation: who? what? when? where? why? how? What is the genre of the text? Who wrote it? For whom was it written? When was it written? Does the text seem to be based on other source material, such as previous documents or eyewitness testimony, or not? What seems to be the purpose of the text? What is its structure? What are its parts? How do the parts relate to the purpose of the whole? What inferences can you draw from the text? What is claimed? What isn't claimed? What is assumed or left unspoken? What key terms are used in the text? What seems to be the special meaning of these key terms in context? For this text in particular, also consider the following questions. Who are the main characters in the story being told? How is the divine world imagined? What purpose does repetition serve in the narrative? What is the main conflict in the narrative? How is it resolved?

In an essay of 1,000 words, analyze some aspect of the first half of the *Baal Cycle*. In such a short essay, you won't be able to answer all the above questions. But you must ensure that you go beyond merely repeating what the text says to analyzing it.

You should organize your writing around a central interpretive claim that you want to present clearly to the reader, with supporting evidence drawn from your close observation and analysis of the source text itself.

For the purposes of this assignment, imagine that you are writing for a general reader who is smart, and familiar in a general way with the ancient Near East, but who may not be intimately familiar with the details of the *Baal Cycle*. Imagine that you are trying to convince your reader that your interpretation of the work is correct. Other smart scholars might interpret the work in a way that differs from, or even contradicts, your interpretation. You must convince your reader that your interpretation is correct. Rely on careful argument and detailed presentation of evidence rather than on unsupported statements, claims that go beyond the available evidence, or empty rhetorical flourishes. Quote from the work in support of your argument, but make clear to the reader why you are quoting a particular section and offer analysis of the quoted material. Point to details in the work that allow you to draw conclusions and make inferences.
State your central claim about the work in a single sentence in the opening paragraph. For example, "Here, I will show that ..." or "In this essay, I argue that ..." This central claim is called your thesis statement. Later in this course you will write a thesis statement that is conceptualized as part of a larger conversation taking place between those who have analyzed the work, e.g., "Others argue ... I claim ..." For this assignment, the thesis statement serves to organize your writing into a coherent whole and to signal to the reader what you hope to persuade them of. Structure your writing into a series of paragraphs that relate to this central claim. Each paragraph should be approximately eight to ten sentences long and should treat a single topic. Your writing should be clearly structured to support your central claim. Signpost your reader through your argument so that the reader can immediately grasp the relationship between the parts of your essay and the essay as a whole.

As with all the assignments this semester, you should write in formal, academic English prose. Your response should be written in a clear font, such as Times New Roman at a minimum size of 12pt, and should be double-spaced. Submit your response on turnitin on Brightspace before the deadline indicated in the syllabus.

Assignment A2

Reread the *Baal Cycle*, translated in Pritchard and Fleming, *The Ancient Near East: An Anthology of Texts and Pictures*, 107–34. Focus on the second half of the narrative.

As you read, think carefully about the basic questions of historical, philosophical, and literary investigation: who? what? when? where? why? how? What is the genre of the text? Who wrote it? For whom was it written? When was it written? Does the text seem to be based on other source material, such as previous documents or eyewitness testimony, or not? What seems to be the purpose of the text? What is its structure? What are its parts? How do the parts relate to the purpose of the whole? What inferences can you draw from the text? What is claimed? What isn't claimed? What is assumed or left unspoken? What key terms are used in the text? What seems to be the special meaning of these key terms in context?

In an essay of 1,000 words, analyze the second half of the narrative.

As with assignment A1, you must organize your writing around a central interpretive claim that you make. The major difference between assignment A1 and this assignment is that you must now take account of additional source material from the second half of the narrative. Does this new evidence support your central claim? Do you need to modify your claim to take account of this new evidence? Or do you want to formulate an entirely new claim?

Follow the guidance on argumentative writing and on formatting given in the prompt for Assignment A1.

Assignment A3

Skim the following five scholarly articles, which are available on Perusall on Brightspace:

- Robert Kawashima, "The Baal Cycle as a Myth of Cosmic Unification," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 17–31.
- Corrine Carvalho, "Fight Like a Girl: The Performance of Gender and Violence in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 32–46.
- Martti Nissinen, "Male Agency and Masculine Performance in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 47–71.
- Aaron Tugendhaft, "Unsettling Sovereignty: Politics and Poetics in the Baal Cycle," *Journal of the American Oriental Society* 132 (2012): 367–384.
- Deena Grant, "Active and Reactive Bodies in the Baal Cycle," in Stephen C. Russell and Esther J. Jamori, eds., *Mighty Baal* (Brill, 2020), 72–90,

You will want to start by getting some sense of the whole. Read the title, the first couple of sentences, and the last couple of sentences of each article. Dip in and out here and there. Through this process, try to get some sense of the big picture of what's going on in the article. What seems to be the main topic or theme of the article? How is the article structured? What are its parts? How do the parts relate to the whole? The first sentence in each paragraph of an article will often introduce the topic of the whole paragraph. The author or editor may provide section headings to help you navigate the whole.

Now decide what sections of the article you will read in full and which sections you may wish to kip all together. The goal is to understand the author's main interpretive claim and to have some sense of what evidence supports the claim. Most likely, you will want to read the introduction and the conclusion, but only a few paragraphs in the main body of the article.

Read closely the section of the article you are focussing on. How does the section you are reading relate to the purpose of the article as a whole? What subsections is it composed of? What are the relationships between the parts and the whole? What key words are used by the author? What seems to be the special meaning of these key terms in context?

After skimming the article and reading what seem to be important sections, think about the article as a whole. Every scholarly article advances an argument. What is the author's main argument? What evidence do they offer in support of their thesis? Do you agree with their treatment of the evidence or their arguments? Why or why not? Is there something that they haven't taken into account that you think is important? How does their work reflect the methods and standards of the discipline they are working within. What assumptions or explicit arguments connects the author's claim and the evidence presented? In other words, what must be true for the evidence adduced to support the claim being made?

For one of these five articles, write up a summary using the following format:

"Bibliographic entry: [State the basic publication information that would allow the reader to find the article, i.e., author, title, journal, etc. You can copy this from the list of articles given in the syllabus and in the prompt for this assignment.]
Key Terms: [Identify three key terms that the author uses in a technical sense and, in your own words, give a one-sentence definition of one of these terms.]
Claim: [In a single sentence, reframe the author's main claim in your own words.]
Evidence: [In a sentence or two, describe the nature and scope of the evidence the author advances in support of their thesis.]
Relationship to your own ideas: [In one or two sentences, highlight something you found particularly compelling about the article, or something you disagreed with or found unconvincing.]"

Assignment A4

Reread more closely the five scholarly articles from the previous assignment.

In 1,000 words, write a literature review of the these articles. A literature review is a summary and analysis of scholarly work on a particular issue, source, or topic. It presents to the reader an easily-digestible overview of the work other scholars have done. As such, it will not be enough to simply summarize what each writer is saying using a linear structure with one paragraph per writer. Rather, you should aim to put the writers into conversation with one another and to present a coherent, curated version of that conversation to the reader. One way to do this is to frame a question or a set of questions that the authors all seem to be addressing. Where do the writers agree? Where do they disagree? What does their disagreement stem from? What aspects of the topic are controversial? Why? What different historiographical, philosophical, or literary approaches are used by the writers? Where does their evidence base differ? What key terms do they use in common? Are there writers you find more convincing than others? Why?

Quote strategically from the authors as you write your comparison. But do more than merely summarize their separate works. In other words, try to go beyond the mere fact of what they are arguing and present to the reader why and how, and what particular strengths and weaknesses of their approach might be. And, figuratively speaking, put the writers into conversation with one another.

Later on, as part of your final essay, this literature review will frame the argument you make about the *Baal Cycle*. Conceptualize the literature review as, "The say ... but I say..." by focussing on themes you will return to in your treatment of the primary evidence. You don't need to summarize everything each writer claims or says. You don't need to give a comprehensive treatment of each author's work. Rather, selectively discuss their work in a way that will make clear to the reader how your own treatment of evidence will differ from that of these other scholars.

Assignment A5

Based on the feedback you received on previous assignments, your close reading of the *Baal Cycle*, and your reading of scholarly literature about the *Baal Cycle*, write a revised thesis statement in a single sentence, two at the most. The thesis statement is a clearly worded, terse version of your entire argument, your central interpretive claim about the *Baal Cycle*. It should give the reader a sense of what is at stake, it should entice the reader to spend time with the rest of your thesis, and it should clearly frame your own claim in relation to the claims of others.

Use keywords to clearly flag this for the reader. For example:

"While scholars have X, in this thesis I argue that Y"

"In this thesis, I extend the scholarly approach X to Y."

"Scholars examining source X have Y. My claim here is that Z."

"Scholars treating source X have tended to Y. In this thesis, I show that Z."

For a more complete sense of the range of possibilities, consult Gerald Graff and Cathy Birkenstein, *"They say / I say": The Moves that Matter in Academic Writing*, which is available in the Lloyd Sealy Library.

As you develop your thesis statement, be sure to ask yourself the following questions: Have you made a concrete interpretive claim? Is your interpretive claim about an aspect of the work that is debatable? Could you imagine smart people disagreeing about what you claim? Do you hint at how you will prove their claim? Do you frame your claim in relation to what others have claimed about the work?

Assignment A6

Revise your previous writing for this course into a 3,000-word argumentative essay about the *Baal Cycle*. The essay should present your interpretive claim and set it in the context of other scholarly literature treating the work.

You should open with a brief introduction to the *Baal Cycle* and a statement of your thesis. This introduction should give the reader some sense of how your thesis relates to the work of other scholars treating the same source material. The basic rhetorical move here is, "Scholars treating this topic ... I argue here that ..."

Following this introduction, you should give the reader a curated version of the conversation taking place among scholars treating your source. This section is called the literature review. It will not be enough to simply summarize what each scholar says using a linear structure with one paragraph per writer. Rather, you should aim to put the scholars into conversation with one another and should highlight aspects of their conversation that help the reader to contextualize the claim you make about the Baal Cycle. Much of this section can be cut and paste from Assignment A4. But you should be sure to thoroughly integrate it into your essay and to take account of the feedback you received on it.

Your essay should then move into the extended argument you develop from your analysis of the primary evidence itself. The majority of the essay should focus on this analysis. Make your case directly to the reader. You may wish to cut and paste large sections of Assignments A1 and A2 into your essay. But if you do that, make sure that you edit it so that the pasted material is thoroughly integrated into the essay. Every paragraph should clearly support your central argumentative claim. Be sure to go beyond summary and to engage in analysis and interpretation.

A conclusion should briefly summarize your claim and the evidence supporting it. If possible, state the implications of your work for the scholarly conversation you highlighted in your literature review.

Assignment Grading Rubric

	A range	B range	C range	D range
Quality of research	The student has clearly read and observed the primary evidence or secondary literature very closely. The student has noticed what others might easily miss. The student demonstrates a very sophisticated understanding of the material.	The student has read the primary evidence or secondary literature closely and notices some of the important details that would allow for a sophisticated analysis of the text. But the student has missed other important details. The student demonstrates a sophisticated understanding of the material.	The student has only read the primary evidence or secondary literature in a cursory manner. The student shows some grasp of its basic meaning, but does not notice the details that would allow for a sophisticated analysis of the text. The student demonstrates only a basic understanding of the material.	The student has only read the primary evidence or secondary literature in a very cursory manner, or not at all, and shows very little understanding of even the basic meaning of the material. The student has not noticed any of the details that would allow for a sophisticated analysis of the text.
Depth of analysis	The student does not merely summarize the material under consideration, but analyzes it, making many sophisticated inferences and reasoning convincingly from particular details towards larger conclusions. The	The student does not merely summarize the material under consideration, but analyzes it, making inferences and reasoning from particular details towards larger conclusions. Yet, there are important observations that	The student merely gives a surface reading of the material, a mere summary, and does not reason from details in the text towards larger conclusions. The students presents arguments that are logically flawed or simplistic or that do	The student struggles even to offer a basic summary or surface reading of the material and shows no sophisticated analysis of the material at all. The student's analysis is simplistic, logically flawed, or severely incomplete.

	student presents an argument that is logically convincing and that shows an ability to weigh contradictory evidence or competing perspectives.	are missed, or the student's argument is not entirely convincing or is logically flawed. The student shows some ability to weight contradictory evidence or competing perspectives.	not take account of contradictory evidence or competing perspectives.	
Organization and structure	The structure of the student's writing is clear and easy to follow. One sentence flows logically into the next. The student helps the reader follow the flow of the argument by using helpful connecting words. Internally, sentences are also clear and they do not doubleback awkwardly on themselves.	The writing has some structure, but the structure is not particularly elegant nor rigorously followed. There is good flow between most sentences, but at other points the writing may seem choppy. Most sentences are elegantly written, but a few may be unnecessarily awkward.	The writing is poorly structured and therefore difficult to follow. There is no organizing principle. Sentences do not flow nicely into one another. Several sentences are inelegantly written and unnecessarily awkward.	The writing is very poorly structured. It is not at all clear how the writing constitutes a coherent whole. Sentences do not seem to be related to one another in any clear fashion. Internally, many sentences are unnecessarily awkward.
Clarity and style	The student does not use unnecessarily florid language or distracting or confusing prose. Sentences are clear	The student only occasionally uses unnecessarily florid language or distracting or confusing prose. Sentences are for	The student uses unnecessarily florid language or distracting or confusing prose. Sentences are unclear and difficult	The student's writing is confusing and difficult to read at the sentence level. The writing contains basic errors of grammar and

	and easy to follow. The writing is completely free from mechanical errors of grammar and spelling. The language is taken from the correct register of English, formal academic prose.	the most part clear and easy to follow. The writing is largely free from mechanical errors of grammar and spelling. One or two words may be used incorrectly or be taken from the wrong register of English.	to follow. The writing contains mechanical errors of grammar and spelling. Several words may be used incorrectly or be taken from the wrong register of English.	spelling. The tone is not that of formal academic prose.

Note: the grade "F" will be assigned if the student has made almost no effort at all. A grade of zero will be assigned if the student has plagiarized, intentionally or not, all or part of the assignment, or if the assignment is more than one week late.

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: May 13, 2025

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

2. Contact information of proposer(s):

Name(s): Jennifer Holst
Email(s): jholst@jjay.cuny.edu
Phone number(s): 212-887-6246

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

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

a. Number of credits: 3

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

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

5. Describe the nature of the revision (what are you changing?): Adding prerequisite of MAT 204 – Discrete Structures. We are also removing the old equivalent course for CSCI 272 of MAT 272.

6. Rationale for the proposed change(s): The study of computer networking includes reviewing

network traces with communication packet data, as well as IP addressing and forwarding, prefix matching and subnetting. All of these tasks require a facility with binary, hex and octal data representations and number systems that are covered in the course MAT 204 Discrete Structures.

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

a. Revised course description: N/C

b. Revised course title: N/C

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

d. Revised learning outcomes: N/C

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

f. Revised number of credits: N/C

g. Revised number of hours: N/C

h. Revised prerequisites: ENG 201, CSCI 272, **MAT 204**

8. Enrollment in past semesters:

Spring 2025 4 sections (28/28/28/26)
Fall 2024 4 sections (28/28/29/18)
Spring 2024 3 sections (31/29/28)

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: May 13, 2025

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

Department Chairperson, Shweta Jain
Major Coordinator, Jennifer Holst

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: 12/16/2024

1. Name of Department or Program: History

2. Contact information of proposer(s):

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

3. Current number and title of course: **HIS 269 History of World Slavery (to 1650 CE)**

4. Current course description:

This course will introduce students to the history of slavery from the ancient Greco-Roman world to the emergence of "New World" slavery and the trans-Atlantic slave trade. Students will examine the economic social and political structures allowing for the practice and growth of slavery and the implications of such transformations. Students will gain a firm understanding of the different ways people understood and practiced slavery (and other forms of unfreedom) in the premodern world and the global legacy of these institutions.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

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

The revision removes the current chronological restriction on the course, leaving faculty members the option of teaching the course in a way that better meets the interests of our students.

6. Rationale for the proposed change(s):

When it was first proposed, this course was conceptualized as a complement to an imagined course treating the period after 1650. But the complementary modern course was never developed. It has been challenging to find faculty members with the expertise to teach the current version of the course, which focusses on the Ancient and Medieval periods. And John Jay students have expressed more interested in slavery in later periods, for example in the U.S. up until the Civil War. The revision removes the chronological restriction of the current version of the course, leaving faculty members the option of focusing on case studies from the time periods in which they have expertise. We believe this will also better fit the interests of our students.

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

a. Revised course description:

This course will introduce students to the history of slavery from the ancient Greco-Roman and ancient Middle Eastern worlds to Atlantic, Indian Ocean, and other inter-regional systems of enslavement in the early modern and modern periods. Students will examine the social and political structures allowing for the practice and growth of slavery and the implications of these transformations, including such phenomena as conquest and colonization, migration and diaspora. They will uncover the relationships between these developments and ideas about race. And they will observe modes of resistance to slavery, including rebellion, escape and sabotage. As such, students will gain a firm understanding of the different ways people understood and practiced slavery and other forms of unfreedom as well as the global legacy of these institutions.

b. Revised course title: **HIS 269 History of Slavery**

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

d. Revised learning outcomes: no change

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

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

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

As with the current version of the course, the new version would require several scaffolded assignments leading to a final research paper.

f. Revised number of credits: 3 (no change)
g. Revised number of hours: 3 (no change)
h. Revised prerequisites: ENG 201 (no change)

8. Enrollment in past semesters: Last offered Spring 2017, when 25 students enrolled

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

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

10. Does this change affect any other departments?

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

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

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

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The City University of New York
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Course Revision Form

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

Date Submitted: May 2, 2025

1. Name of Department or Program: History

2. Contact information of proposer(s):

Name(s): James De Lorenzi
Email(s): jdelorenzi@jjay.cuny.edu
Phone number(s): 646 342 7570

3. Current number and title of course: **HIS 281 Imperialism in Africa, South Asia, and the Middle East**

4. Current course description:

This course examines the construction, operation, and dissolution of the European imperial order in the 19th and 20th centuries, with particular emphasis on its impact on Africa, South Asia, and the Middle East. Topics will include the causes and dynamics of expansion, formal vs. informal empires, ideologies of rule, the nature of domination and resistance, the emergence of anti-colonial nationalism and other critiques of empire, decolonization, neo-colonialism, and the links between imperialism and contemporary globalization.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101

5. Describe the nature of the revision (what are you changing?):
This course always includes discussions of topics in legal history that interest students who are not Global History majors or History minors. For this reason, the description is being updated to reflect this content.

6. Rationale for the proposed change(s):

This revision to the course description will make it more appealing for students in other programs. It will also support the course's inclusion as an elective for the International Criminal Justice major.

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

a. Revised course description:

This course examines the construction, operation, and dissolution of the international imperial order in the 19th and 20th centuries, with particular emphasis on its impact on Africa, South Asia, and the Middle East. Topics will include the causes and dynamics of expansion, formal vs. informal empires, ideologies of rule, the nature of domination and resistance, the role of courts in colonial societies, and the emergence of anti-colonial nationalism and other critiques of empire, decolonization, and neocolonialism. The course also examines international law and its role in the colonial order, imperial humanitarianism, and national liberation movements.

b. Revised course title: n/c
c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/c
d. Revised learning outcomes: n/c
e. Revised assignments and activities related to revised outcomes: n/c
f. Revised number of credits: n/c
g. Revised number of hours: n/c
h. Revised prerequisites: n/c

8. Enrollment in past semesters: 8-12

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?

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

This revision has been undertaken in consultation with Professor Veronica Michel Luviano, current director of the International Criminal Justice major. She approved the updated course description on 3/25/25.

11. Date of Department or Program Curriculum Committee approval: May 2, 2025

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

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

Course Revision Form

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Date Submitted: May 7, 2025

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

Name(s): Sergio A. Gallegos Ordorica
Email(s): sgallegos@jjay.cuny.edu
Phone number(s): 646-557-4515

3. Current number, title, and abbreviated title of course: **PHI 202 Philosophical Visions of American pluralism**

4. Current course description:

This course explores various philosophical visions of American pluralism as both the idea and the ideal of diversity in all its many forms. Pluralism as an idea is considered in relation to democracy, race, gender and immigration. Pluralism as an ideal is examined as a goal of liberal democratic society.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201

5. Describe the nature of the revision:

We are changing the course title and the course description to make the title shorter and less clunky, and to make the course description more reflective of the fact that philosophical discussions about pluralism as an ideal in the US have both influenced and been influenced by conceptions and discussions about pluralism in the rest of the Americas.

6. Rationale for the proposed change(s):

As mentioned previously, the goal of the revision is to make the title shorter and less clunky. We believe that this is important not only to make the course more attractive to our students but also to make the title of the course easier to remember so that it can be more easily recommended by former students to future ones. Regarding the course description, we are changing it to reflect that conceptions and discussions about pluralism and diversity in the US have been deeply shaped by conceptions and discussions about pluralism diversity in the rest of the Americas (e.g., Audre Lorde's writings are deeply influenced by her formative experiences in Mexico and the notion of 'negritude' pioneered by Aimé Césaire, Léon Damas and other Afro-Caribbean thinkers shaped partially the work of Maya Angelou).

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

a. Revised course description:

This course explores how various philosophical traditions both in the U.S. and the Americas have contributed to pluralism viewed as the ideal of diversity in its many forms. The course examines how pluralism has both influenced and been influenced by different conceptions of race, ethnicity, gender, nationality and citizenship as well by a continental history marked by settler colonialism, slavery, immigration and liberation struggles.

b. Revised course title: **Philosophies of the Americas**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Philosophies of Americas**

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

8. Enrollment in past semesters: 10-15 students per section

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

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

This course has already been approved for the Flex Core: US Experience in its Diversity 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: April 10th, 2025

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

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: **April 25, 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 201 Urban Sociology**

4. Current course description:

Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.

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 improve grammar. In addition, the revision aligns more accurately current developments and trends in the field of urban sociology as well as with recent updates to the learning outcomes to the course and the major.**

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

a. Revised course description:

This course introduces a wide range of urban sociological theories and approaches for studying cities and urban life, beginning with industrial urban forms and early theorizing by the Chicago School and other foundational urban sociologists and continuing into modern scholarship. Students will gain the tools necessary to make sense of city life through learning and critiquing existing research in urban sociology. They will examine how key urban institutions such as education, transit, housing, policing, health care, public spaces, and city government shape the lived experiences of urban residents. The course will explore historical and contemporary issues, including topics such as segregation, urban political economy, gentrification, housing, immigration, sanctuary cities, and climate change and how these forces influence urban development in a time of extreme globalization.

b. Revised course title: **N/A**
c. Revised short title (the original can be found on CUNYFirst, max of 30 characters: **N/A**
including spaces!): **N/A**
d. Revised learning outcomes
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: 1-2 sections per semester – usually runs close to full

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: **April 23, 2025**

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

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

Course Revision Form

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Date Submitted: **April 25, 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 314 Theories of Social Order**

4. Current course description:

This course explores the contributions of sociological theorists toward an understanding of the conditions under which social orders are established, sustained, and/or transformed. Topics include issues concerning the mechanisms and the roles of institutions of social control, and political and economic power.

a. Number of credits: **3**

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

c. Current prerequisites: ENG 201, SOC 101, and junior standing or above

5. Describe the nature of the revision (what are you changing?): **We propose revisions to the title and course description and course content. A new syllabus is provided showing the new content focusing on criminological theories.**

6. Rationale for the proposed change(s): **We have consistently observed that Criminology senior seminar students are unprepared to apply criminological theories.**

The current version of this course is not a criminological theory class. The version being taught has too much of an emphasis on straight sociological theorizing while the proposed version will be more rigorous and prioritize application of criminological theories for upper

division students. The newly revised version of the course will also offer the opportunity for students to engage with emerging subfields of the discipline, such as green criminology.

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

a. Revised course description:

In this course, students will learn to define criminological theories in their original context, apply theories to specific contemporary issues, compare and contrast various theoretical frameworks, and to critique them in preparation for their SOC 440 Senior Seminar. In addition to classical approaches to criminology, this course incorporates new and emerging subfields in the discipline.

b. Revised course title: **Criminological Theories**

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

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

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 13, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: **Carla Barrett, Criminology BA coordinator; Richard Haw, Chairperson, Sociology Department**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
CITY UNIVERSITY OF NEW YORK
524 West 59th Street, New York City, NY 10019

Criminological Theories

SOC 314-xx/ Semester Year

Welcome to SOC 314: Criminological Theories! This course is the required criminological theory course for the major in Criminology. Some of it might be review, some of it will be new, and all of it is essential for your success!

In this course, students will learn to define criminological theories in their original context, apply theories to specific contemporary issues, compare and contrast various theoretical frameworks, and to critique them in preparation for their SOC 440 Senior Seminar. In addition to classical approaches to criminology, this course incorporates new and emerging subfields in the discipline.

Students will:

- Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape social constructions of crime and punishment.
- Understand the ways in which social and political forces influence how criminologists theorize about crime.
- Demonstrate an understanding of the main concepts of key criminological theories, as well as their critiques.
- Demonstrate the ability to reasonably apply theoretical concepts to specific empirical examples.
- Utilize critical thinking skills to make sound arguments about the strengths and weaknesses of various theoretical explanations of the causes of crime and the purposes of punishment.
- Demonstrate an understanding of criminological theories through writing, explanatory, and/or presentational skills.

Course Textbook: Mooney, J. (2020) *The Theoretical Foundations of Criminology: Place, Time, and Context* (Routledge)

Additional Readings: Provided as PDFs on Brightspace and web links to OER/open access readings

Attendance/Participation **20%**
Theoretical Portfolio (10 x 6) **60%**
Final Policy Implications Essay **20%**

Approved by UCASC, May 16, to College Council, September 16, 2025

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9
F Failure/Unsuccessful	0.0	Below 60.0

20% Attendance/Participation

Discussing theory is essential to learning it. Students should make every effort to come to class and stay for the whole time. Chronic absence as well as tardiness/early departures will adversely affect your learning. Students can miss **two** class without penalty, but each additional absence must be excused, or points will be deducted from this component of the grade. Participation is so much more than simply being in the room. Come to class prepared to engage the day's readings, to have discussions informed by course material, participate meaningfully on in-class assignments, and think critically about topics within and related to this course.

Theoretical Portfolio (10 entries x 6 points each) – 60%

Students will build a theoretical portfolio over the course of the semester.

There are suggestions in the course calendar from which students will select TEN total for entries. By completing the same assignment 10 times makes it familiar enough to experience growth and demonstrate progress. However, submitting everything at the end of the semester or weekly can be difficult for a variety of learners. Therefore, you will submit your entries to the portfolio three times throughout the semester in batches. This approach also gives students the opportunity to pick and choose theoretical concepts from the date range for each batch based on their interests. Three are due on xxx, four are due xxx, and the last three are due xxx.

There are 4 key skills associated with learning theory:

1. **Define**: provide an explanation of what the original theorist meant by the term in its original context
2. **Apply**: choose a real life scenario and use the theoretical term to explain it, even if the context is radically different than the original.
3. **Critique**: consider strengths AND weakness of the theory, its definition, the way it has been applied etc
4. **Contrast**: noticing similarities and differences between theoretical concepts.

For each theoretical portfolio entry, please:

1. introduce the topic/framework you will be writing about (1 point)
2. choose a key term from a theoretical framework and define it in its original context (1 point)

3. apply the key term to a real life scenario or social problem (1 points)
4. critique the framework and key term (1 point)
5. contrast the framework and key term to another framework that we have discussed (1 point)
6. Conclude with a statement about how you understand the real life scenario or social problem in a different way after applying sociological theory (1 point)

Final Policy Implications Essay – 20%

One of the main reasons we theorize about crime is to understand its causes and develop ideas about how to prevent it, reduce it, and how best to respond to it when it happens. For the final project for the course, students will revisit 3 of the theories from their Theoretical Portfolios and analyze the policy implications of these theories. This will come in 2 parts:

- Describe, compare and contrast the policy implications of each of the 3 chosen theories. (If X is what causes crime, then what is the solution, what policy would we implement as a society from this theory?)
- Make a reasoned argument for or against the implied policy. Do you agree with it? Disagree? Why?

Methods for and examples of policy implication analysis will be provided in the Applications of Theory Workshops at the beginning and end of the course.

Unit 1: ACCLIMATING TO OUR COURSE AND CRIMINOLOGICAL THEORY

The first two to four class sessions are devoted to acclimating students to the course. First, we revisit fundamental sociological concepts which are the foundations of good criminological theorizing Then, we talk about what theory is and how and why we apply theory, with both explanations of the theoretical portfolio assignment and practice together in class.

WEEK 1: Revisiting Foundational Concepts

Key ideas/Authors
Social construction of reality
Sociological Imagination
Foundational sociological theories (Structural Functionalism/Conflict/
Symbolic Interactionism)

WEEK 2: Application of Theory Workshop I

Key ideas

Plans and expectations for scaffolded Crim Theory Portfolio assignments
In-class Practicum on applying theory to empirical examples

EARLY BEGINNINGS AND THEIR CRITIQUES

The second unit introduces classical criminological theories and the rise of rational choice and positivist criminology, as well as its feminist, postcolonial, and race-based critiques. This allows students to learn and critique early theories in tandem, as well as providing feminist, postcolonial, and race-based critiques for theories discussed in subsequent units.

WEEK 3: Early Origins of Criminology & the Rise of Positivist Criminology

Key ideas/Authors
Classical Theories (Cesare Beccaria; Jeremy Bentham)
Usefulness and limitations of Positivist approaches
Cesare Lombroso – The Criminal Man
Rational Choice and Deterrence

WEEK 4: Feminist Criminological Theory & the Postcolonial Critique of Positivism

Key ideas/Authors
Feminist Critique of Mainstream Criminology (Meda Chesney-Lind; Kathleen Daly; Jody Miller)
Early works (Jane Addams - Hull House)
Black Feminist Criminology (Hillary Potter)
Decolonizing Criminology (Biko Agozino, Chris Cunneen)

WEEK 5: Critical Race Criminology

Key ideas/Authors
DuBois on Criminology
Color of Crime (Kimberle Crenshaw)
The New Jim Crow (Michelle Alexander)

SOCIOLOGICAL THEORIES OF CRIME

The third unit differentiates criminology from the field of criminal justice by focusing on sociological contributions to the study of crime, including both classic and critical frameworks and thinkers.

WEEK 6: Social Ecology, Culture, & Subculture

Key ideas/Authors
Social Ecology/Social Disorganization
Delinquent Subcultures (Albert Cohen)
Differential Opportunities (Cloward and Olin)
Subculture of Violence (Wolfgang and Ferracuti)

WEEK 7: Social Process & Interaction

Key ideas/Authors
Differential Association (Edward Sutherland)
Neutralization and Drift (Sykes & Matza)
Social Control/Bonding Theories (Hirschi et al.)

WEEK 8: Social Structure: Anomie & Strain

Key ideas/Authors
Anomie (Emile Durkheim)
Strain Theory (Robert Merton)
General Strain Theory (Robert Agnew)

WEEK 9: Conflict Theory & Postmodernism

Key ideas/Authors
Crime and Criminalization
Marx and Engels on Crime
Thorsten Sellin
Discipline & Punish (Michel Foucault)

WEEK 10: Labeling Theory

Key ideas
Outsiders (Howard Becker)
Primary and Secondary Deviance (Edwin Lemert)
Moral Panics (Stanley Cohen)

WEEK 11: Critical Criminological Theories

Key ideas/Authors
Critical Criminology (Bonger)
Criminological Imagination (Jock Young)

NEW DIRECTIONS IN CRIMINOLOGICAL THEORY

In this 4th and final unit, students interact with emerging subfields within criminology, both to be on the cutting edge of criminological knowledge production upon graduation, but also because students have consistently requested attention to these topics across the course offerings. In week 13 we have a second application of theory workshop where students consider the policy implications of theories from their portfolios and make reasoned arguments as to their viability

WEEK 12: Cultural Criminology

Key ideas/Authors
Jeff Ferrell
Ferrell, Hayward, & Young
Feminist Cultural Criminology (Naeglar and Salman)

WEEK 13: Application of Theory Workshop II

Key ideas
What does theory do? How is it useful?
How do criminologists use theory in explaining empirical examples of crime and punishment?
How do we use theory to explain quantitative data, qualitative data that can shape law, policy, and social change?
How the final assignment is different from the portfolio

WEEK 14: Queer Criminology & Green Criminology

Key ideas/Authors
Queer Criminology (Matthew Ball, Panfil & Miller, Buist & Lenning)
Green Criminology (Nigel South, Gary Potter, Mona Lynch)

WEEK 15: Convict Criminology & Abolition Criminology

Key ideas/Authors
Convict Criminology (John Irwin; Grant Tietjen)
Feminist Convict Criminology (Jennifer Ortiz et al.)
Abolition Criminology (Jason Williams; Viviane Saleh-Hanna)

FINAL WEEK: Project Submission

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

1. **Date submitted**: 4/30/25

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

    a. Name and contact information of proposer(s): Katherine Killoran
    b. Email address of proposer: kkilloran@jjay.cuny.edu
    c. Phone number: 212-237-8263

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

    BA-MA Programs:
    1. Criminal Justice BA - MA Criminal Justice
    2. Criminal Justice BS – MA Criminal Justice
    3. Criminal Justice Management BS – MA Criminal Justice
    4. Police Studies BA – MA Criminal Justice
    5. Forensic Psychology BA – MA Forensic Psychology
    6. Criminal Justice Management BS – MPA Public Administration: PPA and I&O
    7. Public Administration BS – MPA Public Administration: PPA and I&O

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

    a. Please provide the meeting date for approval: N/A
    b. Name of department chair or major/minor coordinators approving this proposal:

        These programs do not have specific curriculum committees. I consulted with the Graduate Program Directors who oversee these programs via email.

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

This proposal proposes a standardized paragraph be added to the bulletin information for BA-MA programs and the individual program pages identified above to clarify what happens to graduate credits earned while students are part of such programs should students leave the program and return later to John Jay as graduate students. Students sometimes elect to leave the programs or fail to meet the published academic standards to remain part of the programs.

Proposed Paragraphs to be added:

BA-MA Programs:

Academic Standards.

Students are required to maintain the 3.5 GPA for Forensic Psychology and Criminal Justice, and a 3.0 GPA for Public Administration to remain in the BA/MA Program. **Students who fall below this standard will be subject to a probation process**. Students whose GPAs fall below those levels will not be able to receive the graduate degree even if they have completed sufficient credits.

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree.

Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree with grades if students leave this accelerated program. Such students will have to apply for admission to the graduate program. These credits are not subject to the 12-credit transfer credit limitation.

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

This proposal is to make explicit that graduate courses taken as part of our BA-MA Programs can still apply to the relevant master's degree program with the grades if students leave the program and apply for admission to the same graduate program at a later date.

This proposal seeks to make this transparent to students, staff and faculty. These courses shall not be treated as 'transfer' credits (and thereby be limited to 12 credits). These are credits taken in residence at the College and should all apply towards their master's degree.

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

   a. Which program(s) or department(s) will be affected? None, other than those identified above.

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)

   This proposal is being shared with the Undergraduate Major Coordinators and Graduate Program Directors.

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**

Baccalaureate/Master's Degree Programs

John Jay College - Baccalaureate/Master's Degree Programs [UG Bulletin 2024-25]

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue, simultaneously, their baccalaureate and master's degrees. It is available to students studying criminal justice, forensic psychology and public administration. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of their major. Graduate courses then fulfill certain undergraduate requirements.

Degree Requirements

Students receive both the bachelor's and master's degrees upon completion of the requirements of this program. The BA/MA Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and the passing of a comprehensive examination. The BA/MA Programs in Forensic Psychology and Public Administration each require the completion of 134 credits.

For each of these programs, the entire graduate course of study must be completed (see program requirements below). Students who are interested in the BA/MA Program are encouraged to meet with the BA/MA Director early in their academic career.

Eligibility

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA) for the programs in Forensic Psychology and Criminal Justice, and a 3.2 grade point average (GPA) for the BS/MPA programs in Public Administration. This is a minimum requirement for eligibility and does not guarantee acceptance into the program. Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Further application instructions are available through the BA/MA page accessed through the John Jay College website BA/MA Degree Programs | John Jay College of Criminal Justice (cuny.edu).

Transfer students must first establish a 3.5 or 3.2 GPA, for one semester (12 credits) at John Jay College, prior to applying to the BA/MA Program.

Academic Standards

Students are required to maintain the 3.5 GPA for Forensic Psychology and Criminal Justice, and a 3.0 GPA for Public Administration to remain in the BA/MA Program. **Students who fall below this standard will be subject to a probation process**. Students whose GPAs fall below those levels will not be able to receive the graduate degree even if they have completed sufficient credits.

Students no longer eligible for this program or who wish to leave it, must complete the entire undergraduate major in order to earn the Bachelor's degree. Any graduate classes completed will still apply to their undergraduate degree. See the program coordinator for course planning to complete the degree.

Any graduate courses taken while students are undergraduates can be applied to the relevant graduate degree with grades if students leave this accelerated program. Such students will have to apply for admission to the graduate program. These credits are not subject to the 12-credit transfer credit limitation.

Combined degree program requirements: Baccalaureate/Master's Programs	Credits
MA in Criminal Justice	**30–36**
BA in Criminal Justice	
BS in Criminal Justice	
BS in Criminal Justice Management	
BS in Police Studies	
MA in Forensic Psychology	**39**
BA in Forensic Psychology	
MPA in Public Administration	**42**
BS in Criminal Justice Management	
BS in Public Administration	

Baccalaureate/Master's Program and the Thesis Alternative

BA/MA students in the Criminal Justice Program who choose to complete the alternative to the thesis requirement for their master's degree must complete a total of 134 credits, 36 of which must

be graduate credits. BS/MPA students in the Public Administration Program must complete 134 credits, 42 of which must be graduate credits. BA/MA students in the Forensic Psychology Program must complete 134 credits, 39 of which must be graduate credits.

Program Coordinators

For more information about the BA/MA and BS/MA programs in Criminal Justice, contact Jennifer Cadeau at jcadeau@jjay.cuny.edu.

For more information about the BA/MA in Forensic Psychology, contact Dr. Rebecca Weiss at bamadirector@jjay.cuny.edu.

For more information about the BS/MPA programs, contact Ms. Yvonne Purdie at ypurdie@jjay.cuny.edu.

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

New Course Proposal Form

Date Submitted: 05/12/2025

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: ICJ MA Program

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

Professor:	Kenji Logie	Marie-Helen Maras,
E-mail:	klogie@jjay.cuny.edu	PhD.
Phone:		mmaras@jjay.cuny.edu
Office location:	Westport North, Center for Cybercrime Studies, Room 039W	212-621-4168 Haaren Hall, 445 W 59th St, NY 10019, Room # 43.311

2. a. **Title of the course: Online Criminal Markets**

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

   c. **Level** of this course: __100 Level __200 Level __300 Level __400 Level **__ Grad X**

   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.): _____ICJ_____

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

Our Advanced Certificate in Transnational and Cyber Organized Crime focuses not only traditional transnational crimes but also on cyber organized crime activities, and online markets play very important role in this respect. In our MA and Certificate Programs we didn't have a course that examines the role of clearnet and darknet spaces in the commission of transnational crime, the types of criminal markets operating within these spaces, and the specific online spaces where transnational crime occurs. Such topics are so important today to understand how transnational cyber criminals operate and to identify intervention points. This new course will analyze the use of clearnet chat rooms, discussion forums, marketplaces, VoIP, instant messaging, social media and other clearnet platforms, as well as darknet marketplaces, discussion forums, social media, and vendor and boutique shops, that facilitate transnational crimes, including cybercrime, environmental crime,

intellectual property crime, and various forms of trafficking. It is very difficult today to evaluate criminal justice and policy responses to transnational organized crime without having a good understanding of online criminal markets. This course will be part of our ICJ MA Program (an elective) and also part of our updated Advanced Certificate in Transnational and Cyber Organized Crime.

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 interdisciplinary course explores the role of clearnet and darknet spaces in the commission of transnational crime, the types of criminal markets operating within these spaces, and the specific online spaces where transnational crime occurs. It will analyze the use of clearnet chat rooms, discussion forums, marketplaces, VoIP, instant messaging, social media and other clearnet platforms, as well as darknet marketplaces, discussion forums, social media, and vendor and boutique shops, that facilitate transnational crimes, including cybercrime, environmental crime, intellectual property crime, and various forms of trafficking. The course critically assesses transnational crime research on clearnet and darknet criminal markets to identify emerging criminal networks and new online spaces used to commit different forms of transnational crime. Finally, the course evaluates criminal justice and policy responses to online criminal markets.

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 _0___
   c. Credits _3___

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

__X__ **No** ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

Students will:

- Know and work with the types of clearnet and darknet sites and their features.
- Compare and contrast online criminal markets on the clearnet and darknet and identify how they are accessed.
- Identify various forms of transnational crime occurring in and/or being facilitated by clearnet and darknet sites.
- Examine the dynamics of social networks and the role of technology.
- Recognize the various threats and risks associated with accessing the darknet.

- Develop skills to evaluate the sources of information critically on both platforms.
- Evaluate research on online criminal markets and identify ethical considerations.
- Analyze and assess responses to online criminal markets by service providers and criminal justice agents.

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)

International Crime & Justice MA Program, Elective Area

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

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

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

There will be five short assignments for this course. There will be an in-class presentation as well as in class group discussions on assigned topics. Please see detailed list with assignments.

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

Yes__X__ No___

- If yes, please state the librarian's name: Katheleen Colins & Maria Kiriakova_
- Are there adequate resources in the library to support students' work in the course Yes____X___ No_____

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ _X___
- EBSCOhost Academic Search Complete __X__
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X___
- LexisNexis Universe _X___
- Criminal Justice Abstracts ___X_
- PsycINFO ____
- Sociological Abstracts _X___
- JSTOR __X__
- SCOPUS _X___
- Other (please name) _____

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: May 8, 2025

15. **Faculty -** Who will be assigned to teach this course? Professors Helen-Maria Mara, Arsovska, Kenji Logie

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:

Jana Arsovska, PhD., Program Director, International Crime and Justice-MA

Master of Arts Degree Program in International Crime and Justice & Advanced Certificate in Transnational Organized Crime Studies

ICJ 7XX: Online Criminal Markets

Course Dates:
Course Time:
Location:
Professor:

Professor: Kenji Logie
E-mail: klogie@jjay.cuny.edu
Phone:
Office location: Westport North, Center for Cybercrime Studies, Room 039W
Office hours: Tuesdays and Thursdays, 12:30 pm - 1:00 pm
Zoom appointment by email

Marie-Helen Maras, PhD.
mmaras@jjay.cuny.edu
212-621-4168
Haaren Hall, 445 W 59th St, NY 10019, Room # 43.311
Office hours: Tuesdays and Thursdays, 12:30 pm - 1:00 pm
Zoom appointment by email

COURSE DESCRIPTION

This interdisciplinary course explores the role of clearnet and darknet spaces in the commission of transnational crime, the types of criminal markets operating within these spaces, and the specific online spaces where transnational crime occurs. It will analyze the use of clearnet chat rooms, discussion forums, marketplaces, VoIP, instant messaging, social media and other clearnet platforms, as well as darknet marketplaces, discussion forums, social media, and vendor and boutique shops, that facilitate transnational crimes, including cybercrime, environmental crime, intellectual property crime, and various forms of trafficking. The course critically assesses transnational crime research on clearnet and darknet criminal markets to identify emerging criminal networks and new online spaces used to commit different forms of transnational crime. Finally, the course evaluates criminal justice and policy responses to online criminal markets.

LEARNING OUTCOMES. Students will:

- Know and work with the types of clearnet and darknet sites and their features.
- Compare and contrast online criminal markets on the clearnet and darknet and identify how they are accessed.
- Identify various forms of transnational crime occurring in and/or being facilitated by clearnet and darknet sites.

- Examine the dynamics of social networks and the role of technology.
- Recognize the various threats and risks associated with accessing the darknet.
- Develop skills to evaluate the sources of information critically on both platforms.
- Evaluate research on online criminal markets and identify ethical considerations.
- Analyze and assess responses to online criminal markets by service providers and criminal justice agents.

REQUIRED TEXTS

The course requires a great deal of reading. There is no required book for this course. The required readings included in this syllabus will be uploaded on Brightspace.

COURSE FORMAT & ORGANIZATION

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 Brightspace dashboard when you log in and/or will be sent to you directly through your preferred method of notification from Brightspace. 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

Attendance and Class Participation		15%	
Assignment #1		10%	Analyzing an Illegal Clearnet Market with Pharmaceutical Products (Legal Controlled Substances) Part 1 Using the indictment of individuals associated with an illegal online marketplace (Curecog.com) and the marketplace PDFs you should analyze Curecog.com. Consideration should be given to the organizational structure, technological infrastructure, and the legal/law enforcement response to taking down this marketplace. You should briefly summarize the criminal indictment. You should primarily focus on describing the marketplace, how the marketplace was used by customers, shipping preferences, customer referrals, how products sold on this marketplace were obtained, how owners of the marketplace and associates made money using the marketplace and how payments were made for products. Part 2 For the second half of your paper, you can choose to perform a content analysis of the marketplace or develop policy recommendations for reduction the number of illegal marketplaces on the clearnet. For either analysis you should utilizing the PDFs of the marketplace using the 'General' PDF and any 2 of the product PDFs ('ADHD', 'Anti-Anxiety', 'Men's Health', 'Pain Relief', 'Sleeping Pills', and 'Weight Loss') briefly analyze the following: Option 1: Content Analysis (Please consider some of the following questions in your paper) • Please list the features of this marketplace designed to enhance usability, which also exist on legal marketplaces. • You should consider some of the following components of the marketplace: o What is the structure of the product categories, and what features facilitate communication between buyers and sellers within this marketplace?

			○ Please detail the manner in which products are presented to buyers and the pricing strategy employed. ○ What trust-building mechanisms are implemented on the product pages, and how do they compare to those found on regulated marketplaces? ○ Does the marketplace contain advertisements for products and services external to the marketplace, or for other products sold within the marketplace itself? ○ Are there multiple sellers on this marketplace? ○ What payment system is used on this marketplace? Does this payment system provide anonymity to buyers? • What are some advantages and disadvantages of having this type of marketplace on the clearnet? Option 2: Recommended Policy or Action • Which policy or measure—regulatory, law enforcement-based, internationally collaborative, legislative, or focused on public awareness—would prove most effective in addressing illicit clearnet marketplaces? • What are some policies that can be implemented to reduce the number of illegal marketplaces on the clearnet? • Are there any technology solutions that can be implemented to reduce the number of illegal marketplaces on the clearnet? • Are there any theoretical frameworks that can explain the characteristics, structure, or success of this marketplace? These policies can be specific to controlled pharmaceutical products or more general to illegal clearnet marketplaces.
Assignment #2		10%	Darknet Indexing Sites and Search Engines You should first define a search engine and an indexing site. You should identify examples of each of these sites on the clearnet (Your examples should not be darknet websites). Using the Darknet Indexing and Search Engine sites provided:

			• What is the purpose of a darknet Indexing site? What types of sites are listed on darknet indexing sites • What is the purpose of a darknet search engine. Are they similar to clearnet search engine sites? • Are there any notable differences between darknet search engines and darknet indexing sites? Are their any apparent advantages of using a darknet search engine vs a darknet indexing site?
Assignment #3		10%	Evolution of Darknet Marketplaces: Analysis of Silk Road, Alphabay, and Hydra Federal Criminal Indictments Federal authorities in North America and Europe have seized several online darknet (Tor) marketplaces since 2013. Among the largest marketplaces seized in this timeframe were Silk Road (2013), Alphabay (2017), and Hydra (2022). Based on criminal indictments against darknet marketplace administrators, conduct an analysis of the evolution of darknet marketplaces during this timeframe, the evolution of law enforcement's strategies for seizure and deterrence, and the evolution of the marketplaces' operational procedures. Your paper can also include changes related to payment (cryptocurrency), customer service, marketplace communication, marketplace disputes, indicators of trust, marketplace security, products sold on these marketplaces, the role of vendors, the role of marketplace administrators, the volume of products available and sold on the marketplace. In addition your paper can be used to highlight key features of each marketplace found in the indictments, the technological changes in the marketplaces, the length of time each marketplace was operational, how users and vendors were registered and verified, geographical region(s) for buying and selling products, and how anonymity was provided to the administrators, buyers and sellers on each marketplace. If relevant you can also discuss the global significance and significance to the underground economy while operational of each marketplace.
Assignment #4		10%	**Darknet Shops with Legal Products** While many darknet marketplaces and shops sell illegal products several darknet marketplaces also sell legal services and products. While the physical products themselves may be lawful, their origin or utilization could potentially implicate illegal methods, including money laundering. With this in mine perform an examination of TorBuy to determine:

			• The structure of the marketplace • The type of illegal and illegal products available for sale on this marketplace • The payment accepted by the marketplace • The services used to provide customer services • How does the marketplace implement security to protect buyers and vendors • What are the trust indicators used on this marketplace • Do you believe buying legal products on this site would be considered illegal?
Assignment #5		10%	**Darknet Shops & Boutiques** In this assignment you will be analyzing 1 of the 3 darknet shops provided by your instructor. These marketplaces sell only illegal products. in your report you can consider at least two of the following questions: • The structure of this shop? • Describe the security features available to protect buyers making purchases from this shop? • What are some of the unique features of this shop? • What are the indicators of trust on this shop? Are they being utilized by the shop owner and shop customers? • What are some of the other unique features available and utilized by this shop?
In Class Group Discussion		5%	**Encrypted Communication Platforms** Several encrypted communication platforms have been used by individuals and integrated as part of customer service on many marketplaces. Using a clearnet search engine and the Sonar PDF provided compare the features, advantages, and disadvantages of using Sonar, WhatsApp, Signal, Telegram, Element/Matrix, and Discord. You should also identify security features, privacy policies and claims, accessibility for different users.
Final Presentation		30%	

(1) Attendance and Participation (15%)

Participation in this class is mandatory and 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 required 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).*

(2) Special individual assignments (5x10%)

There will be **five** 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 ~ Analyzing an Illegal Clearnet Market with Pharmaceutical Products (Legal Controlled Substances) (Module 3)

Part 1

Using the indictment of individuals associated with an illegal online marketplace (Curecog.com) and the marketplace PDFs you should analyze Curecog.com. Consideration should be given to the organizational structure, technological infrastructure, and the legal/law enforcement response to taking down this marketplace.

You should briefly summarize the criminal indictment. You should primarily focus on describing the marketplace, how the marketplace was used by customers, shipping preferences, customer referrals, how products sold on this marketplace were obtained, how owners of the marketplace and associates made money using the marketplace and how payments were made for products.

Part 2

For the second half of your paper, you can choose to perform a content analysis of the marketplace or develop policy recommendations for reduction the number of illegal marketplaces on the clearnet. For either analysis you should utilizing the PDFs of the marketplace using the 'General' PDF and any 2 of the product PDFs ('ADHD', 'Anti-Anxiety', 'Men's Health', 'Pain Relief', 'Sleeping Pills', and 'Weight Loss') briefly analyze the following:

Option 1: Content Analysis (Please consider some of the following questions in your paper)

- Please list the features of this marketplace designed to enhance usability, which also exist on legal marketplaces.
- You should consider some of the following components of the marketplace:
    - What is the structure of the product categories, and what features facilitate communication between buyers and sellers within this marketplace?
    - Please detail the manner in which products are presented to buyers and the pricing strategy employed.
    - What trust-building mechanisms are implemented on the product pages, and how do they compare to those found on regulated marketplaces?
    - Does the marketplace contain advertisements for products and services external to the marketplace, or for other products sold within the marketplace itself?

    - Are there multiple sellers on this marketplace?
    - What payment system is used on this marketplace? Does this payment system provide anonymity to buyers?
- What are some advantages and disadvantages of having this type of marketplace on the clearnet?

Option 2: Recommended Policy or Action

- Which policy or measure—regulatory, law enforcement-based, internationally collaborative, legislative, or focused on public awareness—would prove most effective in addressing illicit clearnet marketplaces?
- What are some policies that can be implemented to reduce the number of illegal marketplaces on the clearnet?
- Are there any technology solutions that can be implemented to reduce the number of illegal marketplaces on the clearnet?
- Are there any theoretical frameworks that can explain the characteristics, structure, or success of this marketplace?

These policies can be specific to controlled pharmaceutical products or more general to illegal clearnet marketplaces**.**

Assignment #2 ~ Darknet Indexing Sites and Search Engines (Module 10)

400-600 words

You should first define a search engine and an indexing site. You should identify examples of each of these sites on the clearnet (Your examples should not be darknet websites).

Using the Darknet Indexing and Search Engine sites provided:

- What is the purpose of a darknet Indexing site? What types of sites are listed on darknet indexing sites
- What is the purpose of a darknet search engine. Are they similar to clearnet search engine sites?
- Are there any notable differences between darknet search engines and darknet indexing sites? Are their any apparent advantages of using a darknet search engine vs a darknet indexing site?

Assignment #3 ~ Evolution of Darknet Marketplaces: Analysis of Silk Road, Alphabay, and Hydra Federal Criminal Indictments (Module 11)

1000-1500 words

Federal authorities in North America and Europe have seized several online darknet (Tor) marketplaces since 2013. Among the largest marketplaces seized in this timeframe were Silk Road (2013), Alphabay (2017), and Hydra (2022). Based on criminal indictments against darknet marketplace administrators, conduct an analysis of the evolution of darknet marketplaces during this timeframe, the evolution of law enforcement's strategies for seizure and deterrence, and the evolution of the marketplaces' operational procedures.

Your paper can also include changes related to payment (cryptocurrency), customer service, marketplace communication, marketplace disputes, indicators of trust, marketplace security, products sold on these marketplaces, the role of vendors, the role of marketplace administrators, the volume of products available and sold on the marketplace. In addition your paper can be used to highlight key features of each marketplace found in the indictments, the technological changes in the marketplaces, the length of

time each marketplace was operational, how users and vendors were registered and verified, geographical region(s) for buying and selling products, and how anonymity was provided to the administrators, buyers and sellers on each marketplace. If relevant you can also discuss the global significance and significance to the underground economy while operational of each marketplace.

Assignment #4 ~ Darknet Shops with Legal Products (Module 12)

400-600 words

While many darknet marketplaces and shops sell illegal products several darknet marketplaces also sell legal services and products. While the physical products themselves may be lawful, their origin or utilization could potentially implicate illegal methods, including money laundering. With this in mine perform an examination of TorBuy to determine:

- The structure of the marketplace
- The type of illegal and illegal products available for sale on this marketplace
- The payment accepted by the marketplace
- The services used to provide customer services
- How does the marketplace implement security to protect buyers and vendors
- What are the trust indicators used on this marketplace
- Do you believe buying legal products on this site would be considered illegal?

Assignment #5 ~ Darknet Shops & Boutiques (Module 13)

400-600 words

In this assignment you will be analyzing 1 of the 3 darknet shops provided by your instructor. These marketplaces sell only illegal products. in your report you can consider at least two of the following questions:

- The structure of this shop?
- Describe the security features available to protect buyers making purchases from this shop?
- What are some of the unique features of this shop?
- What are the indicators of trust on this shop? Are they being utilized by the shop owner and shop customers?
- What are some of the other unique features available and utilized by this shop?

In Class Group Discussion (1x 5%) (Module 5)

Encrypted Communication Platforms

Several encrypted communication platforms have been used by individuals and integrated as part of customer service on many marketplaces. Using a clearnet search engine and the Sonar PDF provided compare the features, advantages, and disadvantages of using Sonar, WhatsApp, Signal, Telegram, Element/Matrix, and Discord. You should also identify security features, privacy policies and claims, accessibility for different users.

Final Project & Final Presentation (1x30%) (Module 14)

****Video presentation (PowerPoint presentation and video recording) that puts all the pieces of the course together (app. 8-10 minutes).**

Important: In Module 9, you will be assigned a specific darknet forum, site or shop that is covered in court documents to research.

Recent marketplaces list – research the sites. Trust mechanisms? Signaling of the sales of illicit?

In this assignment, you will put all of the pieces of the course together. Please create a video presentation that covers the following:

1. Tell us about your assigned clearnet or darknet. Please explain the layout and identify all its features.
2. Does the site have a policy? What types of conduct and/or activities are prohibited?
3. What types of goods and services sold?
4. What mechanisms were in place to signal trust in the darknet forum, site or shop, its staff, vendors, and/or users?
5. What mechanisms, if at all, were in place to authenticate administrators and/or vendors?
6. Please describe the operational security measures of the assigned darknet forum, site or shop.
7. What other observations did you make about the assigned darknet forum, site or shop?
8. Please compare and contrast the features of the assigned darknet forum, site or shop to historical forums, sites or shops. What similarities exist between them? What are the differences? How has the design and functionality evolved? What does the new darknet forum, site or shop offer users?
9. Critically reflect on the criminal justice response to this case. In your response, please include what happened, particularly how the site and/or its operations were identified by criminal justice agents and if the perpetrators were identified and the site was shut down.
10. Do you believe that shutting down a darknet forum, marketplace or shop is an effective way to combat the use of these sites in the commission of translational crime? Please explain your response.

The video should be created using Screencast-o-Matic. (**Tutorials:** Getting started with Screencast-o-Matic & Uploading your video to Screencast-o-matic.com) or ***any other software*** that would play on Brightspace (MP4 is recommended).

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., Gmail) so that you can receive and reply to class-related messages in a timely fashion.

ACCESSIBILITY SERVICES/ADA POLICY

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

WRITING QUALITY

This course requires students to pay close attention to their writing skills. Students are highly encouraged to copy-edit their writing assignments before submission. Here are some recommendations:

- proofread the text several times.
- read it out loud.
- make an appointment with a tutor at the Alan Siegel Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm).
- ask peers, friends, or family to help with proofreading.
- Students should edit not only for grammar but also for style. Academic writing need not be complicated, but it does need to have an element of formality. The choice of words for an academic assignment should be more considered and careful. Here are some recommendations.
- Avoid contractions (use "do not" rather than "don't").
- Do not stereotype, generalize, or make assumptions. Sentences that start with "I feel" or "I believe" often signal
  unsupported statements.
- Rely primarily on paraphrasing, not direct quotes. In scientific writing, paraphrasing an author's ideas is more
  common than using direct quotes.

The professor reserves the right to stop reading a written assignment after finding multiple grammar and style errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

THE WRITING CENTER

The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper to writing and then proofreading it. The Writing Center is a valuable

resource, and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

ACADEMIC INTEGRITY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student or asking or allowing another student to take an examination

  for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

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

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

Please note: The use of artificial intelligence technology to generate coursework is a violation of the CUNY/College Policy on Academic Integrity and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words, etc., without providing appropriate credit to your sources is plagiarism.

GRADING CRITERIA

Grading will follow the standards of the College. The table below indicates the index values and the suggested numerical values as a guide for students to understand their grades:

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

Any extra credit for the course will be at the discretion of the professor and be added to the student's final semester grade for the course. If offered, it will be available to the entire class.

COURSE SCHEDULE[1]

MODULE 1. Introduction to Online Criminal Markets

This module provides an overview of online criminal markets and introduction to the course. Research challenges and ethical considerations are also explored.

Learning Objectives

- Identify and discuss online criminal markets.
- Identify clearnet and darknet research challenges and ethical considerations.

Required Readings

- Décary-Hétu, D. and Aldridge, J. (2015). Sifting through the Net: Monitoring of Online Offenders by Researchers. *The European Review of Organised Crime* 2(2), 122-141.
- Leukfeldt, R., Kleemans, E., and Stol, W. (2017). The Use of Online Crime Markets by Cybercriminal Networks: A View From Within. *American Behavioral Scientist, 61*(11), 1387-1402.
- Fisher, T. (2024). Collective Criminal Efficacy in Online Illicit Communities. In R. S. Graham, S. G. Humer, C. S. Lee, and Nagy, V. (Eds.). *The Routledge International Handbook of Online Dev*iance. London: Routledge.
- Holt, T. J., Smirnova, O., Chua, Y. T., and Copes, H. (2015). Examining the risk reduction strategies of actors in online criminal markets. *Global Crime, 16(*2), 81–103.

- Holt, T. J., and Lampke, E. (2010). Exploring stolen data markets online: products and market forces. *Criminal Justice Studies*, *23*(1), 33–50.
- Hutchings, A., and Holt, T. J. (2016). The online stolen data market: disruption and intervention approaches. *Global Crime*, *18*(1), 11–30

Supplemental Readings

- Lavorgna, A. and Antonopoulos, G.A. (2022). Criminal markets and networks in cyberspace. *Trends Organ Crim* 25, 145–150.

MODULE 2. Clearnet: Chat Rooms and Discussion Forums

This module introduces students to clearnet chatrooms and discussion forums. Special emphasis will be placed on their use as marketplaces and for supporting existing online marketplaces.

Learning Objectives

- Identify the mechanisms in chatrooms and discussion forums that are used to support online marketplaces.
- Identify popular chatrooms and discussion forums.
- Discuss how knowledge sharing occurs in these spaces and is used to support online marketplaces.

Required Readings

- Kikerpill, K. (2023). The crime-as-communication approach: Challenging the idea of online routine activities by taking communication seriously. *Journal of Economic Criminology*, 2, 100035.
- Kwon K H, Yu W, Kilar S, Shao C, Broussard K, and Lutes T. (2020). Knowledge sharing network in a community of illicit practice: A cybermarket subreddit case. *Hawaii International Conference on System Sciences*, 2020.
- Hudson, J., and Bruckman, A. (2004). "Go Away": Participant Objections to Being Studied and the Ethics of Chatroom Research. Information Society, 20(2), 127–139. https://doi-org.ezproxy.gc.cuny.edu/10.1080/01972240490423030
- Rolando, S. and Beccaria, F. (2019). "The junkie abuses, the psychonaut learns": a qualitative analysis of an online drug forum community. *Drugs and Alcohol Today*, 19(4), 282-294. https://doi.org/10.1108/DAT-10-2018-0052
- Holt, T. J., Blevins, K. R., and Kuhns, J. B. (2008). Examining the displacement practices of johns with on-line data. Journal of Criminal Justice, 36(6), 522–528. https://doi.org/10.1016/j.jcrimjus.2008.09.009
- Garg, S., Taylor, J., El Sherief, M., Kasson, E., Aledavood, T., Riordan, R., Kaiser, N., Cavazos-Rehg, P., and De Choudhury, M. (2021). Detecting risk level in individuals misusing fentanyl utilizing posts from an online community on Reddit. *Internet Interventions*, 26, 100467. https://doi.org/10.1016/j.invent.2021.100467

MODULE 3. Clearnet: Online Marketplaces

This module introduces students to clearnet marketplaces, including features of these marketplaces, illegal products available on these marketplaces, and activities occurring within these spaces. Special attention is paid to types of payments accepted for goods and services, customer service activities, marketplace communication mechanisms, marketplace disputes, trust indicators, vendor authentication measures, and security mechanisms.

Learning Objectives

- Identify and contrast various clearnet marketplaces with illegal products and controlled substances.
- Discuss and assess various features of clearnet marketplaces.
- Evaluate and compare different clearnet marketplaces' trust, authentication, and security measures.

Required Readings

- Fittler, A., Paczolai, P., Ashraf, A. R., Pourhashemi, A., and Iványi, P. (2022). Prevalence of Poisoned Google Search Results of Erectile Dysfunction Medications Redirecting to Illegal Internet Pharmacies: Data Analysis Study. Journal of Medical Internet Research, 24(11), e38957. https://doi.org/10.2196/38957
- Barbosa, J., Gondhali, U., Petrossian, G., Sharma, K., Chakraborty, S., Jacquet, J., and Freire, J. (2025). A Cost-Effective LLM-based Approach to Identify Wildlife Trafficking in Online Marketplaces. https://doi.org/10.48550/ARXIV.2504.21211
- Gondhali, U., & Petrossian, G. A. (2023). Hidden in plain sight: Investigating the illegal trade of medical products derived from the spiny-tailed lizard (Uromastyx spp.) through the surface web. Forensic Science International: Animals and Environments, 4, 100072. https://doi.org/10.1016/j.fsiae.2023.100072

Supplemental Readings

- Treadwell, J. (2011). From the car boot to booting it up? eBay, online counterfeit crime and the transformation of the criminal marketplace. *Criminology & Criminal Justice*, *12*(2), 175-191.

MODULE 4. Clearnet: Social Media Platforms

This module explores social media platforms on the clearnet. It examines research on transnational crime facilitated by various social media platforms, and identifies platform features and the types of activities occurring within these spaces.

Learning Objectives

- Identify types and features of social media platforms on the clearnet.
- Identify how these platforms are used as marketplaces for illegal activities and to support other online marketplaces' activities.
- Analyze available research and identify research gaps.

Required Readings

- Korshøj, N. T., Søgaard, T. F. (2024). Hybrid drug dealing: Merging on- and offline spheres when dealing drugs via social media. *International Journal of Drug Policy*, 130, 104509.
- Christensen, L.S. and Woods, J. (2024). "It's Like POOF and It's Gone": The Live-Streaming of Child Sexual Abuse. *Sexuality & Culture* 28, 1467–1481 (2024).
- Drejer C., Riegler M.A., Halvorsen P., Johnson M.S., and Baugerud G. A. (2024). Livestreaming Technology and Online Child Sexual Exploitation and Abuse: A Scoping Review. *Trauma Violence Abuse*. 25(1), 260 – 274.
- Rathod, S., Kumar, A. and Jain, S. K. (2022). Cyber Psychological Case Studies of Sextortion for Identifying the Accused in the Offences Committed on Social Media. *International Journal of Scientific Research in Computer Science, Engineering and Information Technology*, 42–52. https://doi.org/10.32628/CSEIT22815
- Amoozegar, J. B., Williams, P., Giombi, K. C., Richardson, C., Shenkar, E., Watkins, R. L., O'Donoghue, A. C., and Sullivan, H. W. (2025). Consumer Engagement With Risk Information on Prescription Drug Social Media Pages: Findings From In-Depth Interviews. *Journal of Medical Internet Research*, 27, e67361. https://doi.org/10.2196/67361
- Bakken, S. A. (2020). Drug dealers gone digital: using signalling theory to analyse criminal online personas and trust. *Global Crime*, *22*(1), 51–73.
- DEA. (2022). Social Media: Drug Trafficking Threat. https://www.dea.gov/sites/default/files/2022-03/20220208-DEA_Social%20Media%20Drug%20Trafficking%20Threat%20Overview.pdf
- Cox, L., Gibbs, N., and Turnock, L. A. (2023). Emerging anabolic androgenic steroid markets; the prominence of social media. *Drugs: Education, Prevention and Policy*, *31*(2), 257–270.
- van der Sanden, R., Wilkins, C., Rychert, M., and Barratt, M. J. (2023). Social Supply and the Potential for Harm Reduction in Social Media Drug Markets. *Contemporary Drug Problems*, *50*(3), 381-401

MODULE 5. Clearnet: VOIP and Instant Messaging

This module continues the focus on clearnet, examining the role of VoIP and instant messaging platforms in transnational crime, and comparing various encrypted communication platforms. The module also explores criminal justice responses and service providers' policies and practices on countering the use of their platforms to commit crime.

Learning Objectives

- Identify and discuss the role of VoIP and instant messaging platforms in transnational crime.
- Differentiate between various encrypted communication platforms.
- Critically assess service providers and criminal justice agencies policies and practices.

Required Readings

- van der Sanden, R., Wilkins, C., Rychert, M., and Barratt, M. J. (2022). 'Choice' of social media platform or encrypted messaging app to buy and sell illegal drugs. *International Journal of Drug Policy*, 108, 103819.
- Wyatt, T., Miralles, O., Massé, F., Lima, R., Vargas da Costa, T., and Giovanini, D. (2022). Wildlife trafficking via social media in Brazil. Biological Conservation, 265, 109420.

- Rojszczak, M. (2025). Preventing the dissemination of child sexual abuse material (CSAM) with surveillance technologies: The case of EU Regulation 2021/1232. *Computer Law & Security Review*, 56, 106097.
- Lee, H.-E., Ermakova, T., Ververis, V., and Fabian, B. (2020). Detecting child sexual abuse material: A comprehensive survey. *Forensic Science International: Digital Investigation*, 34, 301022.
- van der Sanden, R., Wilkins, C., and Rychert, M. (2023). "I straight up criminalized myself on messenger": law enforcement risk management among people who buy and sell drugs on social media. *Drugs: Education, Prevention and Policy*, *31*(3), 378–390.
- Muhammed Yaseen, A. K., and Jyotirmoy, B. (2025). The Role of Telegram's Privacy Policies in Facilitating Cyber Crimes and Legal Challenges in Cyber Law, *International Journal of Human Rights Law Review*, 4(1), 13-28.

Supplemental Readings

- KOK. (2022). Trafficking In Human Beings 2.0 – Digitalisation of Trafficking in Human Beings in Germany Developments and Courses of Action. German NGO Network against Trafficking in Human Beings – KOK. https://respect.international/wp-content/uploads/2023/04/Trafficking-in-Human-Beings-2.0-Digitalisation-of-Trafficking-in-Human-Beings.pdf

MODULE 6. Proprietary Communication Platforms

This module introduces students to proprietary communications platforms (Phantom Secure, EncroChat, etc.) created by and advertised for use by criminals. It also explores key cases involving the use of these platforms to facilitate transnational crime and the outcomes of these cases. Students will examine the ways law enforcement agencies identified these platforms, and the concerns raised over the use of special investigative techniques to identify offenders.

Learning Objectives

- Identify and analyze cases involving the use of proprietary communications platforms in transnational crime.
- Critically examine the rule of law and human rights considerations in the use of special investigative techniques for cases involving these platforms.

Required Readings

- Hartel, P. and van Wegberg, R. (2023). Going dark? Analysing the impact of end-to-end encryption on the outcome of Dutch criminal court cases. *Crime Science,* 12, 5.
- Oerlemans, J.-J., and Royer, S. (2023). The future of data-driven investigations in light of the Sky ECC operation. *New Journal of European Criminal Law*, 14(4), 434-458.
- Caesar, E. (2023). Crooks' Mistaken Bet on Encrypted Phones. *The New Yorker*, April 17, 2023. https://www.newyorker.com/magazine/2023/04/24/crooks-mistaken-bet-on-encrypted-phones

- Oerlemans, J.-J., and van Toor, D. A. G. (2022). Legal Aspects of the EncroChat Operation: A Human Rights Perspective. *European Journal of Crime, Criminal Law and Criminal Justice*, 30(3-4), 309-328.
- *United States v. Vincent Ramos et al.*, Indictment Case No 18-CR-1404-WQH (U.S. District Court, Southern District of California, 2017).

Supplemental Readings

- Europol. (2020). Dismantling of an encrypted network sends shockwaves through organised crime groups across Europe. Europol/Eurojust joint press release, July 2, 2020. https://www.europol.europa.eu/media-press/newsroom/news/dismantling-of-encrypted-network-sends-shockwaves-through-organised-crime-groups-across-europe#empact
- Europol. (2021). New major interventions to block encrypted communications of criminal networks. *News*, March 10, 2021. https://www.europol.europa.eu/media-press/newsroom/news/new-major-interventions-to-block-encrypted-communications-of-criminal-networks
- U.S. Department of Justice. (2018). Chief Executive and Four Associates Indicted for Conspiring with Global Drug Traffickers by Providing Encryption Services to Evade Law Enforcement and Obstruct Justice. https://www.justice.gov/archives/opa/pr/chief-executive-and-four-associates-indicted-conspiring-global-drug-traffickers-providing

MODULE 7. FINTECH

This module introduces students to financial technology (FINTECH) and the use of these platforms in online marketplaces. Special emphasis will be placed on micropayment platforms.

Learning Objectives

- Identify how undercover techniques are used to investigate transnational and cybercriminal networks.
- Analyze research into micropayment platforms and their use in illegal activities and to identify social connections.
- Analyze research on virtual currencies and their use in illegal activities.

Required Readings

- Tandon, R., Charnsethikul, P., Arora, I., Murthy, D., & Mirkovic, J. (2022). I know what you did on Venmo: Discovering privacy leaks in mobile social payments. Proceedings on Privacy Enhancing Technologies, 2022(3), 200–221. https://doi.org/10.56553/popets-2022-0069
- Acker, A., and Murthy, D. (2020). What is Venmo? A descriptive analysis of social features in the mobile payment platform. Telematics and Informatics, 52, 101429. https://doi.org/10.1016/j.tele.2020.101429
- Zhang, X., Tang, S., Zhao, Y., Wang, G., Zheng, H., & Zhao, B. (2017). Cold Hard E-Cash: Friends and Vendors in the Venmo Digital Payments System. Proceedings of the International AAAI Conference on Web and Social Media, 11(1), 387–396. https://doi.org/10.1609/icwsm.v11i1.14873
- Huang, C. (2024). Dilemmas and Countermeasures in the Criminal Law System for Offences Involving Virtual Currencies. Lecture Notes in Education Psychology and Public Media, 55(1), 1–10. https://doi.org/10.54254/2753-7048/55/20240097

- Guo, G. (2024). Virtual Currency: Criminal Governance Dilemmas and Countermeasures for Money-laundering Crime. Transactions on Social Science, Education and Humanities Research, 12, 1–7. https://doi.org/10.62051/x4ag9873
- Mooij, A. (2024). The Virtual Currency Schemes. In A. Mooij, Regulating the Metaverse Economy (pp. 11–19). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-46417-1_3.
- Boehnke, J., Loupos, P., and Gu, Y. (2024). Social drug dealing: how peer-to-peer fintech platforms have transformed illicit drug markets. *Annals of Operations Research*, 335, 645–663.

Supplemental Readings

- GAO. (2022). Use of Online Marketplaces and Virtual Currencies in Drug and Human Trafficking. GAO-22-105101. https://www.gao.gov/assets/720/719089.pdf
- Gupta, C. M. and Kaur, M. (2024). *E-banking, Fintech, & Financial Crimes: The Current Economic and Regulatory Landscape*. Springer.
- *Allen, H. J. (2024). Regulating fintech: A harm focused approach. Computer Law & Security Review, 52, 105910.*

MODULE 8 Online Gaming Platforms

This module introduces students to online gaming platforms. Particular attention will be paid to their use in illegal activities and transactions.

Learning Objectives

- Identify popular online gaming platforms and their use as online marketplaces.
- Identify and discuss various illegal activities and transactions taking place on online gaming platforms.
- Critically assess criminal justice agents' and platforms' responses to illegal activities on gaming platforms.

Required Readings

- Cooke, D. and Marshall, A. (2024). Money laundering through video games, a criminal's playground. *Forensic Science International: Digital Investigation*, 50, 301802.
- Van Der Sanden, R., Wilkins, C., Rychert, M., and Barratt, M. J. (2022). The Use of Discord Servers to Buy and Sell Drugs. Contemporary Drug Problems, 49(4), 453–477. https://doi.org/10.1177/00914509221095279
- An, X., Peng, Y., Dai, Z., Wang, Y., Zhou, Z., & Zeng, X. (2024). Buying Game Derivative Products Is Different from In-Game Purchases: A Mixed-Method Approach. *Behavioral Sciences*, 14(8), 652. https://doi.org/10.3390/bs14080652
- Scaraboto, D., Almeida, S. O. D., & Dos Santos Fleck, J. P. (2020). "No piracy talk": How online brand communities work to denormalize controversial gaming practices. *Internet Research*, 30(4), 1103–1122. https://doi.org/10.1108/INTR-12-2018-0529
- Mette Thorhauge, A. (2023). Introduction: Steam's Tangled Markets. In A. Mette Thorhauge, *Games in the Platform Economy* (pp. 1–19). Policy Press. https://doi.org/10.1332/policypress/9781529223040.003.0001.

MODULE 9. Introduction to the Darknet

This module provides an overview of the darknet and the different networks which are parts of the darknet. This module will also broadly cover the different types of actors using, services available, and marketplaces accessible on the darknet. Finally, research challenges and ethical considerations are also explored.

Learning Objectives

- Identify and distinguish the different networks on the darknet.
- Analyze governments and business organizations' darknet pages.
- Analyze the rationale behind these organizations maintaining a presence on the darknet.
- Identify the criminal organizations, legal product and services and the illegal products and services available on the darknet.
- Critically evaluate the legal, ethical, and jurisdictional challenges of conducting a darknet investigation.

Required Readings

- Luong, H. T. (2024). Foundations and trends in the darknet-related criminals in the last 10 years: A systematic literature review and bibliometric analysis. *Security Journal*, 37(3), 535–574. https://doi.org/10.1057/s41284-023-00383-4
- Saleem, J., Islam, R., and Islam, Md. Z. (2024). Darknet Traffic Analysis: A Systematic Literature Review. IEEE Access, 12, 42423–42452. https://doi.org/10.1109/ACCESS.2024.3373769
- Ball M. and Broadhurst R., Data capture and analysis of darknet markets, 2021, https://ssrn.com/abstract=3344936.
- Platzer, F., and Lux, A. (2023). Inconsistencies in Darknet Researches. *Journal of Cyber Security and Mobility*. https://doi.org/10.13052/jcsm2245-1439.1223.
- Martin, J. (2016). Illuminating the darknet: Methods and ethics in cryptomarket research. In M. Adorjan and R. Ricciardelli (eds.). *Engaging with Ethics in International Criminological Research* (pp. 192-211).
- Gehl, R.W. (2018). Archives for the Dark Web: A Field Guide for Study. In Levenberg, l., Neilson, T., and Rheams, D. (eds). *Research Methods for the Digital Humanities*. Palgrave Macmillan.

MODULE 10. Darknet Search Engines, News and Information Resources

This module introduces students to many of the resources available for exploring and understanding the darknet. Special emphasis will be placed on similarities and differences to clearnet indexing services.

Learning Objectives

- Analyze features of darknet search engines and index sites.
- Identify the news services, crypto tumblers, and mailing services available on the darknet.

- Discuss how websites and services are hosted on the darknet.
- Describe how to use clearnet resources to identify darknet services and resources.

Required Readings

- Dutta, N., Jadav, N., Tanwar, S., Sarma, H. K. D., and Pricop, E. (2022). DarkNet and Hidden Services. In N. Dutta, N. Jadav, S. Tanwar, H. K. D. Sarma, & E. Pricop, *Cyber Security: Issues and Current Trends* (Vol. 995, pp. 57–69). Springer Singapore. https://doi.org/10.1007/978-981-16-6597-4_4
- Ball, M., and Broadhurst, R. (2023). Hidden Platforms for Cybercrime: Experiences Investigating Darknet Services. In A. M. Díaz-Fernández, C. Del-Real, and L. Molnar (Eds.), Fieldwork Experiences in Criminology and Security Studies (pp. 535–551). Springer International Publishing. https://doi.org/10.1007/978-3-031-41574-6_28.
- Horasan, F., and Yurttakal, A. H. (2022). Darknet Web Traffic Classification via Gradient Boosting Algorithm. *International Journal of Engineering Research and Development*, 14(2), 794–798. https://doi.org/10.29137/umagd.1117634.
- Holt, T. J., Lee, J. R., and Griffith, E. (2023). An Assessment of Cryptomixing Services in Online Illicit Markets. *Journal of Contemporary Criminal Justice*, *39*(2), 222-238.

Supplemental Readings

- Morato, J., Sanchez-Cuadrado, S. and Navajas, S. (2025). Evaluating retrieval and ranking strategies on the dark web: a focus on Tor search engines. *Information Discovery and Delivery*. https://doi.org/10.1108/IDD-07-2024-0096.

MODULE 11. Darknet Marketplaces

This module introduces students to darknet marketplaces, particularly marketplace features and legal and illegal activities occurring within these spaces. Special attention is paid to the types of payments accepted for goods and services, customer service activities, marketplace communication mechanisms, marketplace disputes, trust indicators, vendor authentication measures, and security mechanisms.

Learning Objectives

- Identify and contrast various darknet marketplaces.
- Discuss and assess various features of darknet marketplaces.
- Evaluate and compare different darknet marketplaces' trust, authentication, and security measures.

Required Readings

- European Monitoring Centre for Drugs and Drug Addiction and Europol. (2017). Drugs and the darknet: Perspectives for enforcement, research and policy. https://www.europol.europa.eu/cms/sites/default/files/documents/drugs_and_the_darknet_-_td0417834enn.pdf

- Maras, M.-H., Arsovska, J., Wandt, A., and Logie, K. (2023). Keeping Pace with the Evolution of Illicit Darknet Markets: Identifying Trust Signals and Developing a Vendor Trustworthiness Index. *Journal of Contemporary Criminal Justice*, 39(2), 276–297.
- Maras, M.-H., Logie, K.* Arsovska, J., Wandt, A. S., and Barthuly, B. (2023). Decoding Hidden Darknet Networks: What We Learned About the Illicit Fentanyl Trade on AlphaBay. *Journal of Forensic Sciences* (Special Section on Fentanyl and its Analogs in Forensic Science), 68(5), 1451–1469.
- Maras, M.-H., Arsovska, J., Wandt, A., Knieps, M., and Logie, K. (2024). The SECI Model and Darknet Markets: Knowledge Creation and Sharing in Criminal Organizations and Communities of Practice. *European Journal of Criminology*, 21(2), 165–190.
- Ouellet, M., Décary-Hétu, D., and Bergeron, A. (2022). Cryptomarkets and the returns to criminal experience. *Global Crime*, *23*(1), 65–80.
- Ouellet, M., Maimon, D., Howell, J. C., Wu, Y. (2022). The Network of Online Stolen Data Markets: How Vendor Flows Connect Digital Marketplaces. *The British Journal of Criminology*, 62(6), 1518–1536.
- Goonetilleke, P., Knorre, A., and Kuriksha, A. (2023). Hydra: Lessons from the world's largest darknet market. *Criminology & Public Policy*, 22(4), 735-777.
- Childs, A., Coomber, R., and Bull, M. (2020). Do Online Illicit Drug Market Exchanges Afford Rationality? *Contemporary Drug Problems*, *47*(4), 302-319.

Supplemental Readings

- Chapter 6, Cryptomarkets, Trust, and Enforcement: What Have We Learned? in Harinam, V. and Ariel, B. (2024). *Law Enforcement Strategies for Disrupting Cryptomarkets: A Practical Guide to Network Structure, Trust Dynamics, and Agent-Based Modelling Approaches*. Springer.
- Haasio, A., Harviainen, J. T., and Savolainen, R. (2020). Information needs of drug users on a local dark Web marketplace. *Information Processing & Management*, 57(2), 102080.
- Ladegaard, I. (2019). Crime displacement in digital drug markets. *International Journal of Drug Policy*, 63, 113-121.
- Heinl, M. P., Yu, B., and Wijesekera, D. (2019). A framework to reveal clandestine organ trafficking in the dark web and beyond. *Journal of Digital Forensics, Security and Law*, 14(1), 2.
- Moeller, K. (2022). Hybrid Governance in Online Drug Distribution. *Contemporary Drug Problems*, *49*(4), 491-504.

MODULE 12. Darknet Discussion Forums and Social Media Sites

This module explores darknet discussion forums and social media sites. It examines cross-disciplinary research on transnational crime facilitated by various forums and platforms. It further identifies forum and site features and the types of activities occurring within these spaces.

Learning Objectives

- Identify types and features of darknet discussion forums and social media.
- Discuss popular forums and describe the activities occurring within these spaces.

- Analyze available research and identify research gaps on darknet discussion forums and social media sites.

Required Readings

- Logie K. and Das S. (2024). Lessons learned from Dread darknet communities: How and why are fraudsters targeting the elderly to be victims or accomplices? *Criminology & Public Policy*. 1745-9133. https://doi.org/10.1111/1745-9133.12684.
- H. Alnabulsi and R. Islam. (2018). Identification of Illegal Forum Activities Inside the Dark Net. *2018 International Conference on Machine Learning and Data Engineering (iCMLDE)*, Sydney, NSW, Australia, 22-29.
- Cho, S.Y. and Wright, J. (2019). Into the Dark: A Case Study of Banned Darknet Drug Forums. In I. Weber et al. Social Informatics. SocInfo 2019. *Lecture Notes in Computer Science*, 11864. Springer.
- The Tor Times. (2023). The Darknet version of Twitter, Pitch, Launches.
- Basheer, R. and Alkhatib. (2024). DarkOnto: An Ontology Construction Approach for Dark Web Community Discussions Through Topic Modeling and Ontology Learning. *Human Behavior and Emerging Technologies*. Wiley.
- Madouh, M., and Kwon, K. H. (2023). Evolving in the Shadows: A Media Ecology Study of Dark Web Social Networks. *Journal of Communication Inquiry*, *0*(0). https://doi.org/10.1177/01968599231210776.

Supplemental Readings

- Shakarian, J., Gunn, A.T., Shakarian, P. (2016). Exploring Malicious Hacker Forums. In: Jajodia, S., Subrahmanian, V., Swarup, V., Wang, C. (eds) Cyber Deception. Springer.

MODULE 13. Darknet Vendor and Boutique Shops

This module introduces students to darknet shops, including features and legal and illegal activities occurring on these platforms. Special emphasis is placed on the features and services that are primarily associated with these shops. Students will also compare the types of payments accepted for goods and services, customer service activities, marketplace communication mechanisms, marketplace disputes, trust indicators, the number of vendors, and security mechanisms to darknet and clearnet marketplaces.

Learning Objectives

- Identify types and features of darknet shops.
- Compare multi-vendor shops to single vendor shops.
- Identify the products and services which are almost exclusively available on darknet shops.
- Analyze how darknet shops are established and which darknet vendors establish shops.

Required Readings

- Laferrière, D., and Décary-Hétu, D. (2022). Examining the Uncharted Dark Web: Trust Signaling on Single Vendor Shops. *Deviant Behavior*, 44(1), 37–56.

- Logie, K. and Maras, M.-H. (2024). Doxing: How a darknet shop created the blackmail as a service business model. *Journal of Aggression, Conflict and Peace Research*, 16(4), pp. 348-362.
- Holt, T. J., Lee, J. R., and O'Dell, E. (2022). Assessing the Practices of Online Counterfeit Currency Vendors. *Crime & Delinquency*. https://doi-org.ezproxy.gc.cuny.edu/10.1177/00111287221134047.
- Holt, T.J., Lee, J.R. (2023). A crime script model of Dark web Firearms Purchasing. *American Journal of Criminal Justice,* 48, 509–529. https://doi-org.ezproxy.gc.cuny.edu/10.1007/s12103-022-09675-8.

Supplemental Readings

- Yannikos, Y., Schäfer, A., and Steinebach, M. (2018). Monitoring Product Sales in Darknet Shops. In Proceedings of the 13th International Conference on Availability, Reliability and Security (ARES '18). Association for Computing Machinery, New York, NY, USA, Article 59, 1–7.

MODULE 14. New and Emerging Online Criminal Markets

This concluding module critically examines new and emerging clearnet and darknet criminal markets.

Learning Objectives

- Identify new and emerging criminal markets using recent news articles and criminal indictments.
- Identify new and emerging hardware and software that can be utilized to establish new marketplaces or support and expand existing marketplaces.

Required Readings

- Sophia Cho. (2022, August 8). *Sexual Assault in Immersive Virtual Reality: Criminal Law Must Keep Up with Technology*. *Harvard Undergraduate Law Review*. https://hulr.org/spring-2022/sexual-assault-in-immersive-vr
- Warren, I., and Palmer, D. (2010). Crime risks of three-dimensional virtual environments. Australian Institute of Criminology. https://doi.org/10.52922/ti291473
- Andreas Karapatakis, A. (2025). Metaverse crimes in virtual (Un)reality: Fraud and sexual offences under English law. *Journal of Economic Criminology*, 7, 100118.
- Zhou, Y., Tiwari, M., Bernot, A. *et al.* (2024). Metacrime and Cybercrime: Exploring the Convergence and Divergence in Digital Criminality. *Asian Journal of Criminology,* 19, 419–439.

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 Brightspace 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 papers 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.

Credit will be deducted for failure to follow these guidelines:

- All sources used in the paper must be listed with complete citations on the last page.
- Assignments must always be submitted electronically via the Brightspace course.
- All sources must be cited (i.e., quoted and/or summarized in your own words). Otherwise, they do not add substance to your arguments or reasoning.
- Evidence (data sources, reasoning) must be carefully evaluated for its validity and reliability.
- With convenient grammar-check programs, nothing less than perfect grammar is acceptable.

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

Course Revision Form

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

Date Submitted: May 9, 2025

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):

Professor:	Jeffrey Locke	Jay Hamilton, PhD.
E-mail:	jlocke@jjay.cuny.edu	jhamilton@jjay.cuny.edu
Phone:	(646) 369-0291	212-621-4168
		Haaren Hall, 445 W 59th St, NY 10019, Room # 336.14
		Office hours: by appointment

3. Current number and title of course: **ICJ 762 Corruption and the Global Economy**

4. Current course description:
This course provides an overview of the conduct and effects of corruption on the private and public sectors of governance and international relations. It presents the evident challenges to the measurement of corruption and the global attempts to eradicate the growing threat of corruption to human well-being. The contending perspectives of corruption and the criminal dimensions of corruption in the global economy are explored.

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 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 outcomes

6. Rationale for the proposed change(s):

Corruption and money laundering are deeply intertwined because corruption often generates illicit funds that need to be concealed, and money laundering provides a means to integrate these funds into the legitimate economy. We wanted to establish a clearer link in this course between corruption, money laundering and anti-money laundering policies, and to acknowledge new trends in this area of

research, such as the rise in crypto laundering. Cryptocurrencies make it simpler for money launderers to evade conventional anti-money laundering laws so this updated course will discuss how cryptocurrency is leveraged for illicit purposes across the global financial system and how it has been changing the nature of transnational and domestic money laundering policies. Our current course was a bit outdated and developed approximately 8 years ago, and it didn't take into consideration new developments in relation to corruption and money laundering practices, anti-corruption strategies and AML specifically.

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

NEW COURSE DESCRIPTION

Corruption generates illicit funds, and money laundering provides a means to integrate these funds into the legitimate economy. As part of a global effort, anti-money laundering (AML) detects and disrupts the laundering process of criminal proceeds, whether in crypto or fiat currencies. This course provides an interdisciplinary overview of the rigorous political, social, economic, and global discourses on the conduct and effects of money laundering and corruption and examines the challenges the international community and governments face in their efforts. This course will also discuss the current use of cryptocurrency leveraged for illicit purposes across the global financial system, and how transnational and domestic money laundering policies have changed. It will review AML initiatives and apply practical tools to create universal norm-setting against money laundering and corruption. It will emphasize coordinated collective actions, including cryptocurrency adaptation and punitive sanction policies, with special attention to the legal underpinnings and practical aspects of enforcing the law and financial institutions' responsibilities in identifying and preventing money laundering.

b. Revised course title: **Anti-Money Laundering, Cryptocurrencies and Corruption**

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

d. Revised learning outcomes:

LEARNING OUTCOMES

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

- Acquire knowledge on how Anti-Money Laundering could assist in combatting financial crimes including corruption
- Learn the legal international framework and country specific legal frameworks to fight money laundering and corruption.
- Understand the role of cryptocurrency in the financial system and how money launderers are using cryptocurrency to evade international and domestic regulations.
- Critically assess the validity and reliability of various measurements of money laundering, corruption, and sanctions violations.
- Examine the links between money laundering and organized crime with a focus on law enforcement and the flow of currency, including cryptocurrency, around the world.
- Evaluate international agreements and their role in improving international cooperation in combatting corruption
- Use transactional data and other compliance related information to identify red flags and typologies, including terrorist financing and sex trafficking, that are indicative of money laundering

e. Revised assignments and activities related to revised outcomes:

Item	Due date	Weight	Description
In-class write-ups Three fact patterns to be analyzed in class	**Weeks 5, 8 and 14**	15% (3x5%) *	The fact patterns will be completed in class. The students will have to identify red flags and draft a Suspicious activity report (SAR) or a write up why a SAR should not be drafted.
Assignment #1	**Week 3**	15%	**Research Paper**: Choose 1 Do your own research on the Kazakhgate Case (United States vs. James H. Giffen et al) and find the judge's final decision in this case and the way in which the bribery money from the secret Swiss bank account was ultimately distributed. Do you agree with the judge's decision and what were the issues in the litigation? What laws under the UNCAC were broken (theoretically)? What are the key issues now in terms of the way the illicit money is being spent? Or Do your own research on the involvement of Riggs Bank into the laundering of bribery money from Equatorial Guinea (or other Riggs Bank cases). You should be able to cite all of the UNCAC articles that come into play, directly or indirectly, including criminal laws, institutions, mechanisms and policies. What sanction for failing to meet the AML compliance followed? **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**
Assignment #2	**Week 6**	15%	**Research paper:** Go to the DOJ website (https://www.justice.gov/news) and search for a money laundering case. You can use other sources to support your research. The research paper should summarize the facts including the money laundering scheme, fine and/or punishment and other important facts. The paper should include lessons learned and recommendations for improvements to the financial institution. **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**
Assignment #3	**Week 9**	15%	**Research paper:** Identify one element of money laundering compliance. Compare and contrast two different jurisdictions on their requirements to fulfill that element. Determine the effect of that difference for combatting money laundering versus the efficiency of implementing that process. If possible, utilize available data and law enforcement actions (or lack of actions) to support your conclusions. **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**

Assignment #4	**Weeks 10 and 11**	15%	**In-class presentation:** • Please choose a country or countries • Select a topic in money laundering or corruption -(i.e., beneficial ownership, CCD, Transaction monitoring, bribery, cryptocurrency, facilitating payments) • Compare your topic in your selected country to that of the United States. State at the beginning what you are comparing and why • List the sources you utilized, including research. Each Presentation must utilize data and have a critical assessment of the data. • Narrative of the main data, which would include what the results mean for comparative study and what you learned from your research **(5 minutes)**
Final Exam	**Exam week**	20%	**Exam –** students will be required to take a final examination
Attendance and class participation		5%	
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 Winter 2025 (one section) and during Spring 2024 (one section). Usually there are between 9 and 18 students in these sections. We tend to offer this course once a year.

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: May 9, 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 762: Anti-Money Laundering, Cryptocurrencies and Corruption

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Course Dates:
Course Time:
Location:
Professor:

Professor:	Jeffrey Locke	Jay Hamilton, PhD.
E-mail:	jlocke@jjay.cuny.edu	jhamilton@jjay.cuny.edu
Phone:	(646) 369-0291	212-621-4168
Office location:	Virtual	Haaren Hall, 445 W 59th St, NY 10019, Room # 336.14
Office hours:	by appointment	Office hours: by appointment

COURSE DESCRIPTION

Corruption generates illicit funds, and money laundering provides a means to integrate these funds into the legitimate economy. As part of a global effort, anti-money laundering (AML) detects and disrupts the laundering process of criminal proceeds, whether in crypto or fiat currencies. This course provides an interdisciplinary overview of the rigorous political, social, economic, and global discourses on the conduct and effects of money laundering and corruption and examines the challenges the international community and governments face in their efforts. This course will also discuss the current use of cryptocurrency leveraged for illicit purposes across the global financial system, and how transnational and domestic money laundering policies have changed. It will review AML initiatives and apply practical tools to create universal norm-setting against money laundering and corruption. It will emphasize coordinated collective actions, including cryptocurrency adaptation and punitive sanction policies, with special attention to the legal underpinnings and practical aspects of enforcing the law and financial institutions' responsibilities in identifying and preventing money laundering.

LEARNING OUTCOMES

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

- Acquire knowledge on how Anti-Money Laundering could assist in combatting financial crimes including corruption
- Learn the legal international framework and country specific legal frameworks to fight money laundering and corruption.
- Understand the role of cryptocurrency in the financial system and how money launderers are using cryptocurrency to evade international and domestic regulations.
- Critically assess the validity and reliability of various measurements of money laundering, corruption, and sanctions violations.
- Examine the links between money laundering and organized crime with a focus on law enforcement and the flow of currency, including cryptocurrency, around the world.
- Evaluate international agreements and their role in improving international cooperation in combatting corruption
- Use transactional data and other compliance related information to identify red flags and typologies, including terrorist financing and sex trafficking, that are indicative of money laundering

Approved by CGS, May 16, to College Council, September 16, 2025

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

The FATF Recommendations
https://www.fatf-gafi.org/en/publications/Fatfrecommendations/Fatf-recommendations.html

The FFIEC BSA/AML Examination Manual
https://bsaaml.ffiec.gov/manual

The United Nations Convention Against Corruption (UNCAC)
(https://www.unodc.org/documents/treaties/UNCAC/Publications/Convention/08-50026_E.pdf

Also Graycar, A., & Smith, R. G. (Eds.). (2011). *Handbook of global research and practice in corruption*. Edward Elgar Publishing.

ATTENDANCE (5%) AND ACTIVE CLASS PARTICIPATION (15%) in form of fact pattern analysis
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 fact patterns to analyze. Make sure that you read the assigned readings before each class.

USE OF BRIGHTSPACE
This course will make use of Brightspace for course management. Students should open their personal accounts as early as possible.
1. Brightspace: This course uses Brightspace, a Web-based course management system in which a password-protected site is created for our course. Brightspace will be used to distribute course materials, communicate and collaborate online, disseminate assignment instructions, post grades, and take online quizzes and surveys (if appropriate). We will all be using Brightspace as the learning management system. There will be no exceptions to this. If you have not done so already, please take some time to familiarize yourself with the new LMS and get assistance through our support teams. Here are some Brightspace resources.
You will be responsible for checking the Brightspace course site regularly for classwork and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Brightspace login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, we will make an adjustment if it occurs close to the due date.

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

COMPUTER REQUIREMENTS
It is also essential that you have a reliable computer/laptop and reliable Internet service to complete this online course successfully. In the event that you have a computer malfunction, you are expected to make

alternate arrangements (for example, use a public computer at your local library). If you do not have Internet access, you are expected to find a place that has Internet access. You will need to have an up-to-date browser, operating system and the ability to download free additional software on your computer to take this class. Some of the documents in this course will be available to you in PDF format. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/

COURSE ASSIGNMENTS

Item	Due date	Weight	Description
In-class write-ups Three fact patterns to be analyzed in class	**Weeks 5, 8 and 14**	15% (3x5%)*	The fact patterns will be completed in class. The students will have to identify red flags and draft a Suspicious activity report (SAR) or a write up why a SAR should not be drafted.
Assignment #1	**Week 3**	15%	**Research Paper**: Choose 1 Do your own research on the Kazakhgate Case (United States vs. James H. Giffen et al) and find the judge's final decision in this case and the way in which the bribery money from the secret Swiss bank account was ultimately distributed. Do you agree with the judge's decision and what were the issues in the litigation? What laws under the UNCAC were broken (theoretically)? What are the key issues now in terms of the way the illicit money is being spent? Or Do your own research on the involvement of Riggs Bank into the laundering of bribery money from Equatorial Guinea (or other Riggs Bank cases). You should be able to cite all of the UNCAC articles that come into play, directly or indirectly, including criminal laws, institutions, mechanisms and policies. What sanction for failing to meet the AML compliance followed? **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**
Assignment #2	**Week 6**	15%	**Research paper:** Go to the DOJ website (https://www.justice.gov/news) and search for a money laundering case. You can use other sources to support your research. The research paper should summarize the facts including the money laundering scheme, fine and/or punishment and other important facts. The paper should include lessons learned and

			recommendations for improvements to the financial institution. **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**
Assignment #3	**Week 9**	15%	**Research paper:** Identify one element of money laundering compliance. Compare and contrast two different jurisdictions on their requirements to fulfill that element. Determine the effect of that difference for combatting money laundering versus the efficiency of implementing that process. If possible, utilize available data and law enforcement actions (or lack of actions) to support your conclusions. **Your answer should be 750 - 1,000 words in length (and no more than 1,000 words).**
Assignment #4	**Weeks 10 and 11**	15%	**In-class presentation:** • Please choose a country or countries • Select a topic in money laundering or corruption -(i.e., beneficial ownership, CCD, Transaction monitoring, bribery, cryptocurrency, facilitating payments) • Compare your topic in your selected country to that of the United States. State at the beginning what you are comparing and why • List the sources you utilized, including research. Each Presentation must utilize data and have a critical assessment of the data. • Narrative of the main data, which would include what the results mean for comparative study and what you learned from your research **(5 minutes)**
Final Exam	**Exam week**	20%	**Exam –** students will be required to take a final examination
Attendance and class participation		5%	
TOTAL		**100%	

LATE SUBMISSIONS & MAKE-UP WORK

All assignments must be turned in on time. This course is fast-paced, and late assignments will not be accepted. A zero will be given for any assignments not submitted by the due date. If an extension is needed, it must be requested in advance and must be for a valid reason. No extensions will be given after the due date. Students who do not submit their discussion question answers, responses, written assignments, and final assignments by the deadline on Blackboard will not be able to earn any points for their submissions. (Note that submission links on Blackboard will no longer be functional after the due date). It is your

responsibility to submit all deliverables before the deadline.

CITATION STYLE
The American Psychological Association (APA) citation style must be used for all written assignments. Further details about this citation style can be found in the APA Style Manual available here: http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429. Please read carefully the APA guidelines and cite accordingly.

JJC ACCOUNT
Only your official John Jay student e-mail address will be used for all course-related notifications. It is your responsibility to check your John Jay e-mail on a regular basis. If you do not check your John Jay e-mail regularly, please make sure that you have it forwarded to your preferred account (e.g., AOL, Hotmail, Gmail) so that you can receive and reply to class-related messages in a timely fashion.

ACCESSIBILITY SERVICES/ADA POLICY
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

WRITING QUALITY
This course requires students to pay close attention to their writing skills. Students are highly encouraged to copy-edit their writing assignments before submission. Here are some recommendations:

- proofread the text several times.
- read it out loud.
- make an appointment with a tutor at the Alan Siegel Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm).
- ask peers, friends, or family to help with proofreading.
- Students should edit not only for grammar but also for style. Academic writing need not be complicated, but it does need to have an element of formality. The choice of words for an academic assignment should be more considered and careful. Here are some recommendations.
- Avoid contractions (use "do not" rather than "don't").
- Do not stereotype, generalize, or make assumptions. Sentences that start with "I feel" or "I believe" often signal unsupported statements.
- Rely primarily on paraphrasing, not direct quotes. In scientific writing, paraphrasing an author's ideas is more common than using direct quotes.

The professor reserves the right to stop reading a written assignment after finding multiple grammar and style errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

THE WRITING CENTER
The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

ACADEMIC INTEGRITY
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination

- Using notes during a closed book examination
- Taking an examination for another student or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

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

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

Please note: The use of artificial intelligence technology to generate coursework is a violation of the CUNY/College Policy on Academic Integrity and constitutes both cheating and plagiarism. Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words, etc., without providing appropriate credit to your sources is plagiarism.

GRADING CRITERIA

Grading will follow the standards of the College. The table below indicates the index values and the suggested numerical values as a guide for students to understand their grades:

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

Any extra credit for the course will be at the discretion of the professor and be added to the student's final semester grade for the course. If offered, it will be available to the entire class.

COURSE SCHEDULE[1]

Module 1 (Week 1): Money Laundering, Corruption and Sanctions: Definitions, Concepts and Effects

This module introduces the definitions, concepts, and effects of money laundering, corruption and sanctions violations

Learning Objectives

- Identify and analyze definitions and conceptions of money laundering, corruption and sanctions violations
- Discuss the effects of these actions.

Required Readings

- FFIEC Manual, https://bsaaml.ffiec.gov/manual (pps 1- 10)
- United Nations Convention against Corruption (UNCAC) (pps. 1- 14) https://www.unodc.org/documents/treaties/UNCAC/Publications/Convention/08-50026_E.pdf
- Worldwide Corruption (Adam Graycar, Finders University, Adelaide, Australia) and International co-operation to Combat Money Laundering In Natarajan, N. International and Transnational Crime and Justice Cambridge University Press 2019. Chapters 23 and 50 :

Module 2 (Week2): Causes and Consequences of Corruption

The module examines the cause and consequences of corruption

Learning Objectives

- Discuss the key causes of corruption that arise in different national contexts
- Evaluate the costs of corruption

Required Readings

- Pellegrimi, L., and Gerlagh, R. (2009). Causes of Corruption: a Survey of CrossCountry Analyses and Extended Results. Economics of Governance, 9, 245263.
- Yusaf, H. A., and Vujić, V. (2014). Explaining Corruption: The Role of National Culture and Its Implications for International Management Cross Cultural Management: An International Journal, 21(2), 191–218.
- Méon, P.G., & Weill, L. (2010). Is Corruption an Efficient Grease? World Development, 38(3), 244–259.
- Zabyelina, Y., & Arsovska, J. (2013). Rediscovering Corruption's Other Side: Bribing for Peace in Post Conflict Kosovo and Chechnya. Crime, Law and Social Change, 60(1), 1–24.

Supplemental Readings

- Nye, J. S. (1967). Corruption and Political Development: A CostBenefit Analysis. The American Political Science Review, 61(2), 417–427.
- Life and Peace Institute (2009). New Routes: A Journal of Peace Research and Action, 3(4), 147.
- Treisman, D. (2000). The Causes of Corruption: A CrossNational Study. Journal of Public Economics, 76(3), 399–457. WEEK 2 (SEP. 1st–SEP. 7th) 15
- Ledeneva, A. (2008). Blat and Guanxi: Informal Practices in Russia and China. Comparative Studies in Society and History, 50(1), 118–144.
- Blackburn, K., & ForguesPuccio, G. F. (2009). Why is Corruption Less Harmful in Some

[1] The professor reserves the right to modify this course outline. Please check Brightspace regularly for any additional readings or updates.

Countries than in Others? Journal of Economic Behavior & Organization, 72(3), 797–810.
- Graycar, A., & Smith, R. G. (Eds.). (2011). Handbook of global research and practice in corruption. Edward Elgar Publishing.

Module 3 (Week 3): Corruption in the Private Sector

This module explores the interaction between the private sector and corruption contextualizing it with recent changes to the law

Learning Objectives

- Become familiarized with the emerging global legal, ethical and compliance landscape and governance best practices relevant to private sector bribery.
- Learn about internal and external mechanisms and incentives for reporting acts of foreign bribery.
- Compare civil and criminal in cases of bribery in the private sector.

Required Readings

- UNCAC: Articles 12, 21, 22, 26, and 39.
- UNCAC: Legislative Guide: pp. 34-36
- OECD (2008). Chapter 7 "Responsibility of Legal Persons" (pp. 59-67). In: Corruption: Glossary of International Criminal Standards. The Organization for Economic Co-operation and Development, Paris**.** **http://www.oecd.org/daf/anti-bribery/corruptionglossaryofinternationalcriminalstandards.htm**
- Spahn, E. (2013). Implementing Global Anti-Bribery Norms from the Foreign Corrupt Practices Act to the OECD Anti-Bribery Convention to the U.N. Convention against Corruption. Indiana International & Comparative Law Review, 23(1), 1-33.
- David, K. (2015). Regulation of Foreign Bribery: The FCPA Enforcement Model. In S. Rose-Ackerman and P. Lagunes (eds.), Greed, Corruption, and the Modern State, (pp. 297-316). Cheltenham, UK: Edward Edgar Publishing.
- Jordon, J. (2011). The OECD's Call for an End to Corrosive Facilitation Payments and the International Focus on the Facilitation Payments Exception under the Foreign Corrupt Practices Act, University of Pennsylvania Journal of Business Law, 13(4), 881-925.
- Ferguson, G. (2017). Excerpt of Chapter 6 "Investigation and Prosecution of Corruption" (pp. 58-84). In: Global Corruption: Law, Theory, and Practice. An Open Access Coursebook on Legal Regulation of Global Corruption under International Conventions and under US, UK and Canadian Law.

Supplemental Reading

- FCPA. U.S. Foreign Corrupt Practices Act by the Criminal Division of the U.S. Department of Justice and the Enforcement Division of the U.S. Securities and Exchange Commission. https://www.justice.gov/iso/opa/resources/29520121114101438198031.pdf
- Kaczmarek, S. C., & Newman, A. L. (2011). The Long Arm of the Law: Extraterritoriality and the National Implementation of Foreign Bribery Legislation. International Organization, 65(4), 745–770.

- Davis, K. E. (2011). Why Does the United States Regulate Foreign Bribery: Moralism, Self-Interest, or
  Altruism. New York University Annual Survey of American Law, 67, 497.
  U4 (2009). In Pursuit of Policy Influence: Can Lobbying be a Legitimate Alternative to Corruption in
  Developing Countries?
  http://www.u4.no/publications/in-pursuit-of-policy-influence-can-lobbying-be-a-legitimate-alternative-to-corru
  ption-in-developing-countries/
- Hock, B. (2016). Foreign Bribery Enforcement: Credibility and Clarity Problems, Tilburg Law and Economics
  Center (TILEC), the Netherlands. https://www.oecd.org/cleangovbiz/Integrity-Forum-16-Branislav-Hock.pdf
- OECD (2014). OECD Foreign Bribery Report: An Analysis of the Crime of Bribery of Foreign Public Officials.
  http://www.ethicalsystems.org/sites/default/files/files/OECD%20Foreign%20Bribery%20Report.pdf

Assignment 1 is due Week 3 (Module 3)

Module 4 (Week 4): Money Laundering and Cryptocurrency

This module introduces students to money laundering

Learning Objectives

- Define money laundering
- Identify the stages of money laundering
- Describe the ways that people hide their wealth, concentrating on cryptocurrency

Required Readings

- **"**The rise of crypto laundries: how criminals cash out of bitcoin" by Hannah Murphy in *The Financial Times* May 28, 2021.
  https://www.ft.com/content/4169ea4b-d6d7-4a2e-bc91-480550c2f539
- "Tax Havens and The Money Laundering Phenomenon," by: Stefan, Mihu in *Journal of Academic Research in Economics*. Nov 2011, Vol. 3 Issue 3, p 608-618. This reading is fairly short and is mostly definitional. Take note of the terminology, but you will not need to memorize it.
- "Laundering the Profits of Ransomware: Money Laundering Methods for Vouchers and Cryptocurrencies," by Bart Custers, Jan-Jaap Oerlemans, and Ronald Pool in *European Journal of Crime, Criminal Law and Criminal Justice* 28 (2020) 121-152
- Longa, F. E. A. (2025). Cryptocurrency and Money Laundering. American Journal of Industrial and Business Management, 15, 362-371. doi: 10.4236/ajibm.2025.152017.
- Europol. (2021). Cryptocurrencies - Tracing the evolution of criminal finances, Europol Spotlight Report series, Publications Office of the European Union,
  Luxembourg.https://www.europol.europa.eu/cms/sites/default/files/documents/Europol%20Spotlight%20-%20Cryptocurrencies%20-%20Tracing%20the%20evolution%20of%20criminal%20finances.pdf.
- Emily Fletcher, Charles Larkin, Shaen Corbet (2021). Countering money laundering and terrorist financing: A case for bitcoin regulation, Research in International Business and Finance, Volume 56, 2021, 101387, https://doi.org/10.1016/j.ribaf.2021.101387.

Supplemental Readings

- "Foreign corrupt practices act violations and enforcement" Adam W. Du Pon, Andrea M. Scheetz and Zhenyu "Mark" Zhang in *Journal of Financial Crime* Vol. 32 No. 1, 2025 pp. 18-30.

- "The economic consequences of money laundering: a review of empirical literature" by Imen Khelil Arabia, Hichem Khlif, and Imen Achek in *Journal of Money Laundering Control* Vol. 27 No. 5, 2024 pp. 901-916.
- Ana Isabel Canhoto (2021) Leveraging machine learning in the global fight against money laundering and terrorism financing: An affordances perspective, Journal of Business Research, Volume 131, 2021, Pages 441-452 https://doi.org/10.1016/j.jbusres.2020.10.012.
- Leuprecht, Christian & Jenkins, Caitlyn & Hamilton, Rhianna. (2022). Virtual money laundering: policy implications of the proliferation in the illicit use of cryptocurrency. Journal of Financial Crime. 30. 10.1108/JFC-07-2022-0161.
- Blue, L., Xing, C., & Pham, T. (2024). Cryptocurrencies: Who is vulnerable and what are the vulnerabilities? Australian Journal of Social Issues. https://doi.org/10.1002/ajs4.351

Module 5 (Week 5): Cryptocurrency and its Unique Challenges

This module studies the unique challenges raised by the advent of cryptocurrency

Learning Objectives

- Identify how cryptocurrency works
- Critically analyze how cryptocurrency is used to launder money
- Understand the practical ability of the government to investigated cryptocurrency

Required Reading

- United States v. Binance Holdings Limited, Plea Agreement (November 21, 2023) - https://www.justice.gov/archives/opa/media/1326901/dl?inline
- "Editorial: Non-fungible tokens: CryptoPunks and the art of wash trading" by Paul Gilmour in *Journal of Money Laundering Control* Vol. 26 No. 4, 2023 pp. 681-683
- "Understanding criminogenic features: case studies of cryptocurrencies-based financial crimes" by Rossella Carletti, Xiaojun Luo and Ismail Adelopo in *Journal of Financial Crime* Vol. 32 No. 3, 2025 pp. 681-705.
- Agarwal, U., Rishiwal, V., Tanwar, S., & Yadav, M. (2023). Blockchain and crypto forensics:
- Investigating crypto frauds. International Journal of Network Management, 34(2). https://doi.org/10.1002/nem.2255
- Anderson, M., March, E., Land, L., & Burken, C. B. (2024). Exploring the roles played by trust and technology in the online investment fraud victimisation process. Journal of Criminology, 57(4), 488–514. https://doi.org/10.1177/26338076241248176

Supplemental Reading

- Andreas, P. (2010). The Politics of Measuring Illicit Flows and Policy Effectiveness. In: P Andreas, KM Greenhill (eds.), *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict* (pp. 23-45). Ithaca, NY: Cornell University Press.
- Dugato, M., De Simonu, M. and Savona, E.U. (2014). Measuring OC in Latin America. Transcrime. Retrieved from: http://www.transcrime.it/wp-content/uploads/2014/06/Measuring-OC-June-2014.pdf
- Fafinski, S. Dutton, W. H. and Margetts, H. (2010). Mapping and Measuring Cybercrime. Oxford Internet Institute. OII Forum Discussion Paper No 18. University of Oxford.

In class Assignment 1 – Week 5 (Module 5)

Module 6 (Week 6): International and domestic legal framework for fighting money laundering

This module introduces students to the international and domestic legal framework for fighting money

laundering

Learning Objectives

- Critically examine the international and domestic legal framework for fighting money laundering
- Identify the challenges facing law enforcement when fighting money laundering

Required Readings

- History of Anti-Money Laundering Laws in the United States https://www.fincen.gov/history-anti-money-laundering-laws
- FFIEC Manual -Introduction https://bsaaml.ffiec.gov/docs/manual/01_Introduction/01.pdf
- FATF Recommendations https://www.fatf-gafi.org/content/dam/fatf-gafi/recommendations/FATF%20Recommendations%202012.pdf.coredownload.inline.pdf (Read pps. 9 -11) We will refer to the recommendations going forward.
- Zabyelina, Y. (2015). Can Criminals Create Opportunities for Crime? *Malvertising* and Illegal Online Medicine Trade. *Global Crime*. Special Issue "Illicit Markets in Cyberspace," 18(1), 31-48.
- Morris, S. D. (2013). Drug trafficking, corruption, and violence in Mexico: mapping the linkages. *Trends in organized crime*, *16*(2), 195-220.

Supplemental Readings

- Whelan, C., Bright, D., and Martin, J. (2024). Reconceptualizing organized (cyber)crime: The case of ransomware. *Journal of Criminology*, 57(1), 45-61. https://doi.org/10.1177/26338076231199793.
- Garba, K. H., Lazarus, S., and Button, M. (2024). An assessment of convicted cryptocurrency fraudsters. *Current Issues in Criminal Justice*, 1–17. https://doi.org/10.1080/10345329.2024.2403294.
- Holt, T. J. (2013). Exploring the social organisation and structure of stolen data markets. *Global Crime, 14*(2–3), 155–174.
- Zeng, Yongyu and Buil-Gil, D. (2023). Organizational and Organized Cybercrime. In H. Pontell (Ed.), *Oxford Research Encyclopedia of Criminology and Criminal Justice*. New York and Oxford: Oxford University Press.https://www.crimrxiv.com/pub/onzk3jbg/release/1.
- J. Jian, S. Chen, X. Luo, T. Lee and X. Yu. (2022). Organized Cyber-Racketeering: Exploring the Role of Internet Technology in Organized Cybercrime Syndicates Using a Grounded Theory Approach. in *IEEE Transactions on Engineering Management*, 69(6), 3726-3738. DOI: 10.1109/TEM.2020.3002784.
- Holt, T. J., Smirnova, O., and Chua, Y. T. (2016). *Data thieves in action. Examining the international market for stolen personal information*. New York: Palgrave.

Assignment #2 is due Week 6 (Module 6)

Module 7 (Week 7): Know Your Customer (KYC) and Custimer Due Diligence (CDD)

This module covers what actions financial institutions and other entities must to do identify their clients.

Learning Objectives

- Critically examine the requirements to conduct due diligence on their customers
- Identify and discuss the methodology and challenges of risk ranking clients and obtaining beneficial ownership on entities

Required Readings

- "The Panama Papers: Exposing the Rogue Offshore Finance Industry" by the International Consortium of Investigative Journalists. https://www.icij.org/investigations/panama-papers/ Click on the "Key" Findings," then look up a few cases and try not to get lost.

- FATF Recommendations 10, 11, 22- 25 https://www.fatf-gafi.org/content/dam/fatf-gafi/recommendations/FATF%20Recommendations%202012.pdf.coredownload.inline.pdf

Supplemental Readings

- "Improving client risk classification with machine learning to increase anti-money laundering detection efficiency" by Endre Jo Reite Johan Karlsen and Elias Grefstad Westgaard in *Journal of Money Laundering* Control Vol. 28 No. 1, 2025 pp. 93-107
- "Anti money laundering system in detecting and preventing money laundering activities: a systematic review" by B.K. and V.H. Ramasubramanian in *Journal of Money Laundering Control* Vol. 28 No. 2, 2025 pp. 385-407

Module 8 (Week 8): Transaction Monitoring, Red Flags, and Suspicious Activity Reports (SARs)

This module covers the operational methods, tools, and tactics used by financial institutions and governments to aid in combatting money laundering.

Learning Objectives

- Critically examine the operational methods of financial institutions in monitoring the flow of funds.
- Identify and discuss the tools and tactics used by financial institutions
- Learn how to identify red flags and draft Suspicious Activity Reports (SARs)

Required Readings

- "Harnessing machine learning for money laundering detection: a criminological theory-centric approach" by Syahril Ramadhan in *Journal of Money Laundering Control* Vol. 28 No. 1, 2025 pp. 184-201.
- "Improving client risk classification with machine learning to increase anti-money laundering detection efficiency" by Endre Jo Reite Johan Karlsen and Elias Grefstad Westgaard in *Journal of Money Laundering* Control Vol. 28 No. 1, 2025 pp. 93-107

Supplemental Readings

- Muggah, R. and Glenny, M. The Coming Golden Age of Crime. Foreign Policy, February 17, 2025. https://foreignpolicy.com/2025/02/17/drug-cartels-organized-crime-mafia-cybercrime-money-laundering-corruption-smuggling/

In class assignment 2, Week 8 (Module 8)

Module 9 (Week 9): Case studies: Human Trafficking and Terrorist Financing

The module examines various money laundering typologies, including human trafficking and terrorist financing and how the government and financial institutions can identify these typologies through the flow of money and investigative due diligence

Learning Objectives

- Outline and describe various money laundering typologies
- Apply money laundering theories to fact patterns, specifically human trafficking and terrorist financing

Required Readings

- "Money Laundering and Terrorism Financing" by Shlomit Wagman in the Harvard Law School National Security Journal, December 28, 2022, Vol. 14. https://harvardnsj.org/wp-content/uploads/2022/12/Wagman_14-Harv.-Natl-Sec.-J.-87-2022.pdf
- FATF Recommendations, (5-8), https://www.fatf-gafi.org/content/dam/fatf-

gafi/recommendations/FATF%20Recommendations%202012.pdf.coredownload.inline.pdf

Supplemental Readings

- "From overlap to distinction: disentangling the concepts of terrorism financing and money laundering" by Irish Scheel Honga, Constance Gikonyo and Evelyne Asaala in *Journal of Money Laundering Control,* Vol. 28 No. 1, 2025 pp. 171-183
- "Money laundering and terrorist financing risks and democratic governance: a global correlational analysis" by Amidu Kalokoh in *Journal of Money Laundering Control* Vol. 27 No. 5, 2024 pp. 825-844

Assignment is # 3 due Week 9 (Module 9)

Module 10 (Week 10): Corruption and Money Laundering

This module examines the intersection of corruption and money laundering

Learning Objectives

- gain knowledge about the links between money laundering and corruption and the importance of addressing money laundering in anticorruption frameworks.
- develop the knowledge and analytical tools needed to identify offshore havens for money launderers.
- Learn about the techniques offenders use to maintain or expand their wealth, power, and influence.

Required Readings

- UNCAC: Articles 14, 23, 46
- UNCAC Legislative Guide: 4354
- FATF (2011). Laundering the Proceeds of Corruption. Paris, France: Financial Action Task Force (FATFGAFI). http://www.fatf-gafi.org/media/fatf/documents/reports/Laundering%20the%20Proceeds%20of%20Corruption.pdf
- Chalkin, D. (2010). International AntiMoney Laundering Laws: Improving External Accountability of Political Leaders (U4 Brief 2010:4). Bergen, Norway: U4 AntiCorruption Resource Centre. http://www.u4.no/publications/internationalantimoneylaunderinglaws-improvingexternalaccountabilityofpoliticalleaders2/
- Palmer, R. (2009). Profiting from Corruption: The Role and Responsibility of Financial Institutions (U4 Brief December 2009 No. 31). Bergen, Norway: U4 AntiCorruption Resource Centre. http://www.u4.no/publications/profitingfromcorruptiontheroleandresponsibilityof-financialinstitutions2/
- SocGen to Pay Total Penalties of more than $1.3B as part of resolution with Federal and State Prosecutors and Regulators https://www.justice.gov/usao-sdny/pr/manhattan-us-attorney-announces-criminal-charges-against-soci-t-g-n-rale-sa-violations Statement of Facts (26-46)
- Levi, M. et al. (2007). Ch. 12 "Money Laundering and Corruption" (pp. 387427). In: Campos, J.E. and Pradhan, S. (eds.), The Many Faces of Corruption. Washington, D.C.: The World Bank Publishing.
- Varese, F. (2015). Underground Banking and Corruption. In: S. RoseAckerman and P. Lagunes (eds.), Greed, Corruption, and the Modern State, (pp. 336358). Cheltenham, UK: Edward Edgar Publishing. Supplemental Readings

Supplemental Reading

- UNODC (2020) Mainstreaming gender in organized crime and illicit trafficking https://www.unodc.org/documents/Gender/GENDER_BRIEF_FOR_UNODC_STAFF_MAINSTREAMING_GENDER_IN_ORGANIZED_CRIME_ILLICIT_TRAFFICKING_PROJECTS.pdf

- UNODC (2022) Organized crime and gender. https://sherloc.unodc.org/cld/uploads/pdf/Issue_Paper_Organized_Crime_and_Gender_1.pdf
- Hughes, C. E., Chalmers, J., & Bright, D. A. (2019). Exploring interrelationships between high-level drug trafficking and other serious and organised crime: an Australian study. *Global Crime*, *21*(1), 28–50. https://doi.org/10.1080/17440572.2019.1615895.
- Silverstone, D., and Savage, S. (2010). Farmers, factories and funds: organised crime and illicit drugs cultivation within the British Vietnamese community. *Global Crime*, *11*(1), 16–33. https://doi.org/10.1080/17440570903475683.
- Chávez Villegas, C. (2019). Poverty, Aspirations, and Organized Crime in Ciudad Juárez, Mexico. *Victims & Offenders*, *15*(3), 330–349. https://doi.org/10.1080/15564886.2019.1694114
- Houge, A. B., Lohne, K., and Skilbrei, M. L. (2015). Gender and crime revisited: criminological gender research on international and transnational crime and crime control. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, *16*(2), 160–174. https://doi.org/10.1080/14043858.2015.1045730

Module 11 (Week 11): Student Presentations

Student presentations (in-class)
Assignment 4a and 4b are due today (Module 10) – in-class

Module 12 (Week 12): Presentations

Student presentations (in-class)
Assignment 4a and 4b) – in-class

Module 13 (Week 13): Policy Tool: Sanctions as deterrence and punishment

This module covers the various sanctions regimes internationally and in the United States

Learning Objectives

- Identify and critique the various sanctions regimes.
- Analyze what would make a sanction regime effective

Required Readings

- Office of Foreign Asset Control
  https://ofac.treasury.gov/
  (Please familiarize yourself with the website- specifically about OFAC and the Sanctions Programs)
- Treasury Notes – Sanctions
  https://www.treasury.gov/connect/blog/Pages/Sanctions-101-Pt-1-.aspx
- Krulikowski, Sarah "Economic Sanctions: An Overview" Office of Economics
  https://www.usitc.gov/publications/332/executive_briefings/ebot_economic_sanctions_overview.pdf
- Delors, Jacques, "Understanding International Economics" Notre Europe Institute (2024)
  https://institutdelors.eu/wp-content/uploads/2024/09/Infographie_Santions_Russie_Matelly_EN_A4.pdf

Supplemental Readings

- Biersteker, Thomas and A.G. van Bergeijk, Peter, On Target, Chapter 1 "How and When Do Sanctions Work" (2015) https://repub.eur.nl/pub/79414/On-target-Biersteker_Bergeijk-pp17-28.pdf
- Forrer, John, "Economic Sanctions, Sharpening A Vital Economic Tool" Atlantic Council (2015)
  https://www.atlanticcouncil.org/wp-

content/uploads/2017/06/Economic_Sanctions_web_0614.pdf

Module 14 (Week 14): Sanctions – Practical Elements in Enforcement

This module studies the practical role of sanctions enforcement

Learning Objectives

- Identify how sanctions are enforced
- Understand the practical application of sanctions regimes and how it effects financial institutions

Required Readings

- Examining the Impact of Sanctions – Podcast https://www.npr.org/2018/12/14/676652881/looking-at-the-impact-of-u-s-sanctions-against-other-countries
- The Adverse Consequences of Sanctions https://www.globalpolicy.org/global-taxes/42501-the-adverse-consequences-of-economic-sanctions.html
- Trading with Enemy Act (TWEA) - https://www.law.cornell.edu/uscode/text/50/4303 Read section 4304
- The International Emergency Powers Act (IEEPA) - https://www.congress.gov/crs-product/R45618 Read until the actual statute starts

Supplemental Reading

- Morgenroth, Edgar, "A Brief Review of the Effectiveness of Sanctions" Dublin City University (2023) https://www.iiea.com/images/uploads/resources/Effectiveness_of_Economic_Sanctions_Edgar_M.pdf
- Itskhoki Oleg and Ribakova Elina, "The Economics of Sanctions, From Theory into Practice" Peterson Institute for International Economics (2024) https://www.brookings.edu/wp-content/uploads/2024/09/6_ItskhokiRibakova.pdf

In class assignment 3, Week 14 (Module 14)

EXAM WEEK – Final Exam

GENERAL WRITING RULES (Will apply to all writing assignments):

Please consider the following composition guidelines:

1. Never assume the reader has any knowledge of the case or this course. This helps you to write clearly. Always include a purpose statement (aims/objectives) early in the text.
2. Quality is more important than length. Focus on producing polished and concisely communicated ideas.
3. Papers should reflect your best effort since you put thought, time, background reading, and organization into your written arguments. Copyedit the text carefully. You should edit not only for grammar but also for style. Academic writing should not be complicated, but it does need to have an element of formality. Your choice of words for an academic assignment should be more considered and careful.

Please note that we reserve the right to stop reading a written assignment after finding multiple grammatical and stylistic errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

Citations: You HAVE to cite sources in the text and at the end of your paper. All references must be formatted according to the APA Documentation Style (http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429). I will not accept papers without any sources.

Sources

Your paper will rely on these types of sources directly relevant to your topic/question: academic/research journals/articles/books; newspaper or news magazine article (recent); reports from government (e.g., Congressional Research Service, General Accounting Office); a non-governmental organization report (e.g., Global Policy Forum, World Society of Victimology); and report of an international organization (e.g., UN, OSCE, OAS, ILO). Notes to your sources must follow an accepted system of citation (APA) that provides full documentation, and the page number of the material used. Papers must be proofread before submission. The instructor should not be the first person to read your paper, and careless errors should not occur.

- All direct quotations must be placed within quotation marks. A footnote alone is not sufficient.
- The sources chosen must be directly relevant to the critical thinking question you select.
- With the advent of convenient spell-check programs, nothing less than perfect spelling is acceptable.

Credit will be deducted for failure to follow these guidelines:

- All sources used in the paper must be listed with complete citations on the last page.
- Assignments must always be submitted electronically via the Brightspace course.
- All sources must be cited (i.e., quoted and/or summarized in your own words). Otherwise, they do not add substance to your arguments or reasoning.
- Evidence (data sources, reasoning) must be carefully evaluated for its validity and reliability.
- With convenient grammar-check programs, nothing less than perfect grammar is acceptable.

CLOSING OF THE DEPARTMENT OF SECURITY, FIRE, AND EMERGENCY MANAGEMENT

WHEREAS, The Department of Security, Fire, and Emergency Management houses undergraduate bachelor's degrees in Emergency Management, Fire Science, and Security Management, as well as minors in Cybercrime and Homeland Security in addition to minors in the three bachelor's degree subjects; and

WHEREAS the department also manages online master's degrees in Emergency Management and Security Management as well as an Advanced Certificate in Emergency Management; and

WHEREAS the thirteen full-time faculty members of the department had a record of mutual distrust and difficulty agreeing to leadership and completing curriculum and student learning outcomes assessment; and

WHEREAS, on April 25, 2025 the thirteen faculty members voted 8-2-3 in favor of dissolving the department and moving to new academic departments; and

WHEREAS, the faculty were voted in as members of the Public Management; Law, Police Science and Criminal Justice Administration; and one joint appointment to Sociology and Math/Computer Science Departments in the spring of 2025 and became official members of those departments on August 26, 2025; and

WHEREAS, the Public Management Department now administers the Fire Science minor and bachelor's degree, the Emergency Management minor, bachelor's and master's degrees, and Advanced Certificate in Emergency Management, and the Law, Police Science and Criminal Justice Administration Department administers the Security Management minor, bachelor's, and master's degrees and the Cybercrime and Homeland Security minors.

NOW, THEREFORE, BE IT:

RESOLVED, that the Security, Fire, and Emergency Management Department be dissolved effective December 31, 2025.

EXPLANATION After increasing complaints by the faculty of the department about its management and an inability to execute its business, the Provost installed an external faculty member in February 2024 to serve as parliamentarian whom the department then voted in as its chair in May 2024. The department's mandate in the 2024-25 year was to complete its three overdue self-studies and determine whether they wanted to create a future for the department as one unit or dissolve and move to other departments to administer their degree programs. The majority of the department voted to dissolve. The academic programs, however, remain and will be led in 2025-2026 by former SFEM faculty and following that, leaders will be selected according to the bylaws and governance procedures of their respective departments.

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 Meeting)	College Council and Executive Committee Meeting
Tuesday, August 19, 2025	Thursday, August 28, 2025	Tuesday, September 16, 2025
Friday, September 19, 2025	Monday, September 29, 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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