

**COLLEGE COUNCIL**

**AGENDA  
& ATTACHMENTS**

**MONDAY, FEBRUARY 9, 2026**

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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**

February 9, 2026 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 9, 2025 College Council (Attachment A), **Pg.4**
- III. Members of the College Council Committees [Link](#)
  - FPC, BPC, PAC: Joel Capellan will serve as Criminal Justice Department representative for Spring 2026.
  - College Council: Meriem Rebbani will serve as Criminal Justice Department representative for Spring 2026.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B4) – Dean of Academic Programs, Andrew Sidman

**Programs**

- B1. Revision of the BA in Deviance, Crime and Culture, **Pg.7**
- B2. New Certificate in Criminal Justice Foundations, **Pg.19**

**New Courses**

- B3. HIS 1XX (135) American Environmental History (Flex Core: US Experience), **Pg.24**

**Course Revisions**

- B4. SOC 215 Women and Social Control, **Pg.49**

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

**Programs**

- C1. Revision of the MS in Emergency Management, **Pg.56**

**New Courses**

- C2. PSY 7XX (782) Fieldwork in Forensic Psychology, **Pg.61**

**Course Revisions**

- C3. FOS 732 Advanced Molecular Biology, **Pg.76**
- C4. PSY 733 Dissociation and Trauma, **Pg. 87**
- C5. PSY 784 Sex, Gender and Sexuality, **Pg.89**

- VI. Policy Prohibiting Students from Recording Class Sessions (Attachment D) – President of the Faculty Senate, Karen Kaplowitz, **Pg.92**

**VII.** New Business

**VIII.** Announcements:

- Student Council (President Jamella Richmond)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Cat Alves)
- Administrative Announcements (President Karol Mason)

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

December 9, 2025

The College Council held its third meeting of the 2025-2026 academic year on December 9, 2025. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Alejandro Garcia Lozano, Amada Santiago, Artem Domashevskiy, Brian Maule, Charles Stone, Cristina Lozano Arguelles, Diana Falkenbach, Elton Beckett, Heath Grant, Jamie Longazel, Jennifer Dysart, Jonathan Epstein, Joseph Maldonado, Joy Dunkley, Karen Kaplowitz, Kathleen Collins, Kyoo Lee, Macushla Robinson, Ray Patton, Sergio Grossi, Silvina (Bibi) Calderaro, Sung-Suk (Violet) Yu, Todd Stambaugh, Veronica Hendrick, Jamella Richmond, Zephan Patterson, In-Deria Barrows, Zain Chaudhry, Valeria Pavia, Catherine Alves, Rulisa Galloway-Perry, Samuel Lopez, Angel Polanco, Amirah Low, Allison Pease, Andrew Sidman, Karol Mason, Angela Crossman, Mark Flower, Helen Keier\*, Jennifer Lorenzo\*, Sergio Gallegos\*, Jacob Adler, Kumar Ramansenthil\*.

Remotely: Chevy Alford, Francis Sheehan, Shilpa Viswanath, Ned Benton\*.

Excused: Anru Lee, Marie Springer, Daniel Matos, Anthony Carpi\*.

Absent: Joshua Mason, Halla Albukhaiti, Tasnim Nobah, Rich Verdi, David Shinn, Allison Kavey\*, Angelina Guifarro\*, Kamaya Benjamin\*, Olami Ayebusiwa\*, Alvina Irfan\*.

Guests: Kathy Killoran, Fabiola Rodriguez, Ketura Parker.

\* - Alternates

(R)- Remote

- I. Adoption of the Agenda  
The motion was made to approve the agenda. The motion was seconded and approved unanimously with the following change:  
- Remove from the agenda item B8. SOC 2ZZ (239) Coming Home: Challenges of Re-entry.
- II. Approval of the Minutes of the November 10, 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. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B17) – Dean of Academic Programs, Andrew Sidman

### **Programs**

The motion was made to take as a slate the following items:

- B1. Revision of the BA in Forensic Psychology
- B2. Revision of the BA/MA Program in Forensic Psychology (approved by UCASC & CGS)
- B3. Revision of the Accelerated Dual Admission Program in Forensic Psychology BA  
Leading to the MA in Forensic Mental Health Counseling (approved by UCASC & CGS)

The motion was seconded and approved unanimously. The motion was made to approve items B1-B3. The motion was seconded and approved unanimously.

The motion was made to take as a slate the following items:

- B4. Revision of the BA in Criminology
- B5. Revision of the BA in Sociology
- B6. Revision of the Minor in Criminology

The motion was seconded and approved unanimously. The motion was made to approve items B4-B6. The motion was seconded and approved unanimously.

The motion was made to approve item B7. Revision of Minor in History and Law. The motion was seconded and approved unanimously.

### **New Courses**

(B8. SOC 2ZZ (239) Coming Home: Challenges of Re-entry - removed from agenda)

### **Course Revisions**

The motion was made to take as a slate the following items:

- B9. PSY 425 Seminar in Forensic Psychology
- B10. PSY 430 Clinical Topics in Forensic Psychology
- B11. PSY 482 Selected Topics in Psychology
- B12. PSY 485 Advanced Undergraduate Research Experience in Psychology

The motion was seconded and approved unanimously. The motion was made to approve items B9-B12. The motion was seconded and approved unanimously.

The motion was made to take as a slate the following items:

- B13. SOC 333 Gender Issues in International Criminal Justice
- B14. SOC 335 Migration and Crime

The motion was seconded and approved unanimously. The motion was made to approve items B13-B14. The motion was seconded and approved unanimously.

The motion was made to approve item B15. Bulk Revision – Moving SFEM Courses (ESA, FIS, PMT, SEC) to new Academic Organizations (departments). The motion was seconded and approved unanimously.

### **Academic Standards**

The motion was made to approve item B16. Revision of the Academic Integrity Policy (approved by UCASC & CGS). The motion was seconded and approved unanimously.

The motion was made to approve item B17. Revision of the Incomplete Policy (INC). The motion was seconded and approved unanimously.

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

**Programs**

The motion was made to approve item C1. Revision of the International Criminal Justice – MA. The motion was seconded and approved unanimously.

The motion was made to approve item C2. Zero-enrolled Program Discontinuance – Postgraduate Certificate in Forensic Psychology, Advanced Certificate. The motion was seconded and approved unanimously.

**Courses**

The motion was made to approve item C3. ICJ 7YY (723) Digital Technologies and Wildlife Crime. The motion was seconded and approved unanimously.

VI. Philanthropy at John Jay – Vice President of Institutional Advancement, Ketura Parker  
VP Parker made a presentation on philanthropy at John Jay college, and answered questions from the council members.

VII. New Business

No new business was presented.

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

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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

1. **Date submitted:** December 10, 2025
2. **Department or program proposing these revisions:**

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

**Marta Haynes**

Coordinator, Deviance Crime & Culture Major, Anthropology

**Ed Snajdr**

Chair, Anthropology

Email address of proposers: [mhaynes@jjay.cuny.edu](mailto:mhaynes@jjay.cuny.edu)  
[esnajdr@jjay.cuny.edu](mailto:esnajdr@jjay.cuny.edu)

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

**Deviance Crime & Culture Major (BA)**

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 10, 2025
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Ed Snajdr

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

The Anthropology Department is requesting to make two revisions to the Deviance Crime & Culture Major. The first is an updating and revision of the description and learning outcomes of the major to better reflect our actual program. The second is a revision of the course requirements. These revisions are proposed following our 2023 Departmental Self-Study, feedback from external evaluators and the implementation of our Action Plan which included a faculty retreat this October to discuss and make revisions to the major.

## **Revision One: Revision to the Description and Outcomes**

### ***Current Bulletin Description***

The major in Deviance, Crime and Culture uses an interdisciplinary and ethnographic approach to train students to research, analyze and understand deviance and crime in the context of culture. With a focus on experiential learning through ethnographic fieldwork, core requirements include first-hand study of social problems, theoretical training in cross-cultural analysis, in social, political and structural inequality and in historical and contemporary interventions aimed at achieving social justice. Students learn qualitative research and writing skills including observation, participant-observation, interviewing, mapping, case studies and archival research as well as quantitative literacy. A wide range of interdisciplinary elective courses give students an opportunity to develop their own areas of expertise such as interpersonal violence, crime and transgression and individual and group conflict. In the capstone seminar students integrate current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and social justice, law enforcement, community justice and intervention, civic activism and social science research.

**Learning Outcomes.** Students will:

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, crime and culture.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require: a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

### ***Proposed Revision to Bulletin Description***

Following our **2023 Self Study**, our external evaluators praised the interdisciplinarity of our program but suggested we **revise our description** to better reflect what our program actually accomplishes and how. The original description was too abstract and sounded passive and bureaucratic. The skills described also lacked context. The revised description is below:

The **Deviance, Crime, and Culture (DCC)** major examines how societies define, regulate, and resist deviance and crime. We explore how power and inequality define our ideas of justice and punishment. Rooted in anthropology — the study of humans and their systems — the program emphasizes the analysis of race, gender, class, and violence in cross-cultural contexts. Students learn to see “deviance” as a window into how people negotiate morality, belonging, and social order.



Through hands-on research experience students explore how socio-political forces shape systems such as policing, corrections, social services, law, governance, education and health. Majors learn valuable skills like research design, participant observation, interviewing, mapping, and conducting case studies—alongside training in writing, data analysis, and ethical inquiry. Core courses connect anthropological theory with real-world fieldwork and experiential learning, critically examining structures of control and resistance.

Majors work with experts on education, language and communication, religion and spiritualism, environmental justice, race and ethnicity, sex and gender, addiction, urban planning, violence and policing, with research sites in Africa, Asia, Latin America and the Caribbean, Eastern Europe, United States, and the Middle East.

A wide range of interdisciplinary electives allows students to pursue their interests in criminology, psychology, sociology, corrections, history, political science, police science, Latinx Studies, Africana Studies, and law. The senior capstone seminar integrates research design, social theory, and ethnographic methods, culminating in an independent project based on fieldwork.

Graduates leave the program with a robust foundation in cultural analysis, research, and communication—skills essential for engaging issues of justice and inequality across sectors. Whether pursuing careers in law, law enforcement, public policy, social services, or advocacy, DCC students are equipped to navigate and transform complex multicultural environments like New York City and beyond.

### ***Proposed Revision to Learning Outcomes***

As mentioned above, we held a retreat this October 2025 to discuss reviewer feedback and to **revise our learning outcomes**. Our aim was to revise language to convey that the major, although interdisciplinary and focused on social-problems, was also anthropology-based, and justice -centered. Drawing on our external evaluators' recommendations we sought to a) strengthen the anchor the major's outcomes in anthropology, b) address the broader purpose of the course offerings, c) emphasize the major's grounding in the study of power and inequality, and d) make explicit mention of the role of ethics and empathy in the major's approach to issues of justice. The revised learning outcomes are below:

By the time they complete the major, students will be able to:

1. **Interpret human behavior and institutions cross-culturally** — applying anthropological insight to law, policing, and community settings in a diverse society.
2. **Analyze power and inequality** — understanding how race, gender, class, and culture shape systems of justice, social control, and institutional practice.
3. **Design and conduct ethical qualitative research** — collecting and interpreting data to inform public policy, community work, or organizational decision-making.

4. **Communicate with clarity and cultural competence** — engaging effectively with people from different backgrounds in professional, legal, and social service contexts.
5. **Integrate theory with practice** — using anthropological and social science perspectives to address real-world problems related to law, violence, and social inequality.
6. **Exercise ethical and empathetic judgment** — approaching justice work, advocacy, and research with cultural sensitivity, self-awareness, and integrity.

## Revision Two: Revision of Course Requirements

We propose to add two additional Anthropology courses to the major's requirements. The first addition, **ANT 332 Race, Class, Ethnicity & Gender in Anthropological Perspective**, provides majors with additional choices in the **Part Two. Theoretical Foundations** portion of the major. The second course addition, **ANT 212 Applied Anthropology**, will enhance the **Part Three. Methodological Skills** component of the major. This will increase Part Three to 9 credits.

We also propose to **reduce the Thematic Cluster Requirements** from four courses to three to maintain the interdisciplinary component but not alter the overall credit requirement of 39 credits. Also, ANT 212 is being removed from the Cluster C. choices since it will now be required in Part Three.

### ***Proposed Course Requirement Revisions***

<b>Foundational Courses</b> (Choose one)	<b>[KEEP AS IS]</b>	<b>[3 credits]</b>
<a href="#">ANT 101</a>	Introduction to Anthropology	
<a href="#">CJBA 110</a>	Major Issues in Criminal Justice	
<a href="#">CJBS 101</a>	Introduction to the American Criminal Justice System	
<a href="#">PSY 101</a>	Introduction to Psychology	
<a href="#">SOC 101</a>	Introduction to Sociology	
<b>Part One. Ethnographies of Deviance Topical Core</b>	<b>[KEEP AS IS]</b>	<b>[9 credits]</b>
<a href="#">ANT 110/SOC 110</a>	Drug Use & Abuse	
<a href="#">ANT 210/PSY 210</a>	Sex and Culture	

[ANT 230](#) Culture and Crime

**Part Two. Theoretical Foundations (Select two) [ADD ANT 332] [6 credits]**

[ANT 315](#) Systems of Law, Justice and Injustice Across Cultures

[ANT 330](#) American Cultural Pluralism, Justice and the Law

**ANT 332** **Race, Class, Ethnicity & Gender in Anthropological Perspective**

[ANT 340](#) Anthropology and the Abnormal

**Part Three. Methodological Skills [ADD ANT 212] [9 credits ~~6-credits~~]**

**ANT 212** **Applied Anthropology**

[ANT 325](#) Ethnographic Research Methods in Anthropology

[ANT 327](#) Writing for a Multi-Cultural World: Ethnographic Writing

**Part Four. Interdisciplinary Thematic Clusters [drop from 4 to 3] [9 credits ~~12-credits~~]**

(Select **three** ~~four~~ **courses** from list) [See 10 below]

**Part Five. Required Capstone [3 credits]**

[ANT 450](#) Major Works in Deviance and Social Control

**Total Credit Hours: 39 [TOTAL CREDITS REMAIN THE SAME]**

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

As mentioned above, we held a retreat this October 2025 to discuss reviewer feedback and to revise the description and learning outcomes. Our aim was to revise language to convey that the major, although interdisciplinary and focused on social-problems, was also anthropology-based, and justice -centered. During this retreat, the department also assessed the major's requirements and concluded that we would **1)** provide majors with additional 300-level course choices in the **Part Two. Theoretical Foundations** portion of the major (**adding ANT 332**) and **2)** give students in the program an enhanced **Methodological Skills** component in Part Three by including a course-

based opportunity to gain an understanding of how anthropological studies are applied to real world challenges and problems, and how professional anthropologists utilize their training in professional contexts, including governmental, non-governmental and private sector work environments (**adding ANT 212 Applied Anthropology**).

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

The proposed revisions will affect the Degree Map slightly to add the newly required course, ANT 212. The proposers are working with Academic Advisement Center folks to update the map.

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

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

The proposed changes will not affect other programs or departments.

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

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

**N/A**

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

See below

# **Deviance, Crime and Culture, BA**

[from 2025-26 UG Bulletin reflecting proposed changes]

## **Why are some behaviors labeled crimes while others are not?**

**The Deviance, Crime, and Culture (DCC) major examines how societies define, regulate, and resist deviance and crime. We explore how power and inequality define our ideas of justice and punishment. Rooted in anthropology — the study of humans and their systems — the program emphasizes the analysis of race, gender, class, and violence in cross-cultural contexts. Students learn to see “deviance” as a window into how people negotiate morality, belonging, and social order.**

**Through hands-on research experience students explore how socio-political forces shape systems such as policing, corrections, social services, law, governance, education and health. Majors learn valuable skills like research design, participant observation, interviewing, mapping, and conducting case studies—alongside training in writing, data analysis, and ethical inquiry. Core courses connect anthropological theory with real-world fieldwork and experiential learning, critically examining structures of control and resistance.**

**Majors work with experts on education, language and communication, religion and spiritualism, environmental justice, race and ethnicity, sex and gender, addiction, urban planning, violence and policing, with research sites in Africa, Asia, Latin America and the Caribbean, Eastern Europe, United States, and the Middle East.**

**A wide range of interdisciplinary electives allows students to pursue their interests in criminology, psychology, sociology, corrections, history, political science, police science, LatinX Studies, Africana Studies, and law. The senior capstone seminar integrates research design, social theory, and ethnographic methods, culminating in an independent project based on fieldwork.**

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current social and cultural theory with real-world ethnography to design and deliver a senior research proposal or an ethnographic field study on a subject of their choice. The professional skills students develop through this major prepare them for either careers or advanced study in the fields of criminal and social justice, law enforcement, community justice and intervention, civic activism and social science research.

**Learning Outcomes:** Students will:

**1. Interpret human behavior and institutions cross-culturally — applying anthropological insight to law, policing, and community settings in a diverse society.**

**2. Analyze power and inequality — understanding how race, gender, class, and culture shape systems of justice, social control, and institutional practice.**

**3. Design and conduct ethical qualitative research — collecting and interpreting data to inform public policy, community work, or organizational decision-making.**

**4. Communicate with clarity and cultural competence — engaging effectively with people from different backgrounds in professional, legal, and social service contexts.**

**5. Integrate theory with practice — using anthropological and social science perspectives to address real-world problems related to law, violence, and social inequality.**

**6. Exercise ethical and empathetic judgment — approaching justice work, advocacy, and research with cultural sensitivity, self-awareness, and integrity.**

- Understand and appreciate culture and diversity, exploring these subjects at the level of the individual and at the level of whole societies.
- Understand social science concepts of deviance, crime and culture.
- Develop and refine written and oral communication skills including the presentation of data and analysis.
- Develop information and ethical literacy skills.
- Demonstrate experience in carrying out a research project involving ethnographic fieldwork utilizing qualitative research methods.
- Be prepared to work in fields that require: a nuanced perception of cultural difference and the ability to integrate multiple threads of inquiry into a comprehensive whole.

## **Credits Required.**

Deviance, Crime and Culture Major: 39

General Education: 42

Electives: 39

Total Credits Required for BA Degree: 120

**Additional Information.** Students who enrolled for the first time at the College or changed to this major in September ~~2026~~ 2018 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2025-26 ~~2017-18~~ Undergraduate Bulletin.

Note: Former title: Culture and Deviance Studies. The title change was approved by NYSED in May 2020.  
Program Code: NYSED IRP Program Code: 02540; HEGIS Code: 2299.00; CIP Code: 45.9999

## FOUNDATIONAL COURSES

**Subtotal: 3 cr.**

**Choose one.**

ANT 101 Intro to Anthropology  
CJBA 110 Major Issues in Criminal Justice  
CJBS 101 Intro to the American Criminal Justice System  
PSY 101 Intro to Psychology  
SOC 101 Intro to Sociology

*Advisor recommendation: Several of these courses can fulfill areas of the Gen Ed Program: ANT 101 satisfies the Flexible Core: World Cultures and Global Issues, PSY 101 and SOC 101 fulfill the Flexible Core: Individual and Society.*

## PART ONE. Ethnographies of Deviance Topical Core Required.

**Subtotal: 9 cr.**

ANT 110/SOC 110 Drug Use and Abuse  
ANT 210/PSY 210 Sex and Culture  
ANT 230 Culture and Crime

## PART TWO. Theoretical Foundations Choose two.

**Subtotal: 6 cr.**

ANT 315 Systems of Law, Justice and Injustice Across Cultures  
ANT 330 American Cultural Pluralism, Justice and the Law  
ANT 332 Race, Class, Ethnicity & Gender in Anthropological Perspective  
ANT 340 Anthropology and the Abnormal

## PART THREE. METHODOLOGICAL SKILLS Required

**Subtotal: 9 cr. ~~6 cr.~~**

ANT 212 Applied Anthropology  
ANT 325 Ethnographic Research Methods in Anthropology  
ANT 327 Writing for a Multi-Cultural World: Ethnographic Writing

## **PART FOUR. Interdisciplinary Thematic Clusters**

**Subtotal: 9 cr. ~~12 cr.~~**

Select **three** ~~four~~ of the following courses. Only two may be at the 100-level. (Note: Students can focus on one cluster of particular interest or choose courses from two or three clusters).

The Deviance, Crime and Culture major enables students to select thematic clusters both across disciplines and within disciplines. Thus, students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all GOV, POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, should students wish to pursue further study of a topic or subject. Students wishing to concentrate their courses beyond the anthropology core in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require ENG 101 or ENG 201.

### **A. Abuse, Interpersonal Relationships and Human Services**

ANT 224/ PSY 224/ SOC 224 Death, Dying and Society  
 ANT 319 Anthropology of Global Health  
 COR 230/ PSC 230 Sex Offenders in the CJ System  
 LLS 265/ HIS 265 Class, Race and Family in Latin American History  
 PSY 161 Chemical Dependency and the Dysfunctional Family  
 PSY 211 Developmental Psychology  
 PSY 234 Psychology of Human Sexuality  
 PSY 266 Group Dynamics in Chemical Dependency Counseling  
 PSY 266 Understanding Addiction through Research  
 PSY 268 Therapeutic Interventions in Chemical Dependency  
 PSY 331/ CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling  
 PSY 342/ CSL 342 Intro to Counseling Psychology  
 PSY 350/ CSL 350 Advanced Topics in Chemical Dependency Counseling  
 PSY 375 Family Conflict and the Family Court  
 PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling  
 SOC 160 Social Aspects of Alcohol Abuse  
 SOC 380 Sociology Laboratory in Dispute Resolution Skill Building  
 STA 250 Principles and Methods of Statistics

### **B. Crime, Deviance, Institutions and Culture**

AFR 210 Drugs and Crime in Africa  
 ANT 317 Anthropology of Development  
 ANT 328/ ENG 328 Forensic Linguistics  
 ANT 345/PSY 345 Culture, Psychopathology and Healing  
 ANT 347 Structural Violence & Social Suffering



COR 101 Intro to Corrections  
 COR 201 The Law and Institutional Treatment  
 COR 202 The Administration of Correctional Programs for Juveniles  
 COR 250 Rehabilitation of the Offender  
 ECO 170 Crime, Class, Capitalism: The Economies of Justice (**restricted to freshmen**)  
 ECO 315/ PSC 315 An Economic Analysis of Crime  
 ECO 325 Economics and the Law  
 HIS 224 A History of Crime in NYC  
 HIS 320 Topics in the History of Crime & Punishment in the US  
 POL 250 International Law and Justice  
 PSC 101 Intro to Police Studies  
 PSC 201 Police Organization and Administration  
 PSC 202 Police and Diversity  
 PSC 235 Women in Policing  
 PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)  
 PSY 370/ LAW 370 Psychology and the Law  
 PSY 372 Psychology of Criminal Behavior  
 PSY 373 Correctional Psychology  
 SOC 203 Criminology  
 SOC 216 Probation and Parole  
 SOC 236/ CRJ 236 Victimology  
 SOC 240 Deviance and Conformity  
 SOC 301 Penology  
 SOC 302 Social Problems  
 SOC 308 The Sociology of Violence  
 STA 250 Principles and Methods of Statistics

### **C. Individual and Group Identities and Inequalities**

AFR 250 Law and Justice of Africa  
 AFR 237 Institutional Racism  
 AFR 250 Political Economy of Racism  
 AFR 317 Environmental Racism  
~~ANT 212 Applied Anthropology~~  
 ANT 220 Language and Culture  
 ANT 229 Global Asian Popular Culture  
 ANT 324 Anthropology of Work  
 ANT 332 Race, Ethnicity, Class and Gender in Anthropological Perspective  
 ANT 339 Asian American Identity and Struggles for Justice  
 HIS 214 Immigration and Ethnicity in the US  
 LAW 313/ POL 313 The Law and Politics of Race Relations  
 LLS 220 Human Rights and Law in Latin America  
 LLS 261/ HIS 261 Revolution and Social Change in Contemporary Latin America  
 LLS 321 Latinx Community Fieldwork  
 LLS 322 Latinx Struggles for Civil Rights & Social Justice  
 LLS 325 Latinx Experience of Criminal Justice

POL 245 Politics of Global Inequality  
 POL 320 International Human Rights  
 PSY 221 Social Psychology  
 PSY 332 Psychology of Adolescence  
 PSY 333 Psychology of Gender  
 PSY 336 Group Dynamics  
 SOC 215 Women and Social Control in the US  
 SOC 232 Social Inequalities  
 SOC 309 Youth, Crime and justice  
 SOC 314 Theories of Social Order  
 SOC 351 Crime and Delinquency in Asia  
 SOC 420/ CRJ 420 Women and Crime  
 STA 250 Principles and Methods of Statistics

**PART FIVE. Required Capstone**

**Subtotal: 3 cr.**

ANT 450 Major Works in Deviance and Social Control

**Total Credit Hours: 39**

John Jay College of Criminal Justice  
The City University of New York  
Office of Academic Programs

## New Certificate Proposal Form

1. **Department(s) or Programs proposing this new program:** Law, Police Science and Criminal Justice Administration, Criminal Justice B.S.

2. **Name of minor, certificate, or advanced certificate:**

### Criminal Justice Foundations Certificate

3. **Credits required** (minors must consist of 18-21 credits): 24 credits

4. **Description of program as it will appear in the *College Bulletins*** (write in full sentences) and NYSED forms if needed:

The Criminal Justice Foundations Certificate is a series of eight courses (24 credits) that offers aspiring NYPD academy cadets a grounding in the ethical considerations, communication practices, and social and political theory underpinning the field of criminal justice. Students will be able to complete the certificate enroute to their registered associate or bachelor's degree program of study. By completing eighteen credits of foundational coursework, including Introduction to the American Criminal Justice System, and 6 credits of more advanced coursework focused on questions of criminal justice, students develop an understanding of the American criminal justice system and develop the complex communication and reasoning skills required for effective policing practices.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the program? We suggest not more than 5, in assessable language):

Students will:

- Understand and analyze the historical development, functions and roles of the American socio-political criminal justice systems.
- Understand and analyze the processes of procedural justice.
- Read, understand, interpret, and explain media, texts, and quantitative information presented in a variety of formats.
- Develop critical thinking, problem solving, and ethical reasoning skills to communicate and collaborate effectively with diverse stakeholders

6. **Rationale/justification for the program** (why is this program important to include in the College's curriculum? What benefits do students derive from taking this program? Please identify a paragraph of the rationale to go into the Bulletin for a student audience):

\*For Minors, before preparing this document, be sure to consult the College's *Guidelines for Minors* available at [Undergraduate Curriculum & Standards Committee | John Jay College of Criminal Justice \(cuny.edu\)](https://www.cuny.edu/undergraduate/curriculum-and-standards-committee/john-jay-college-of-criminal-justice/).

Form last revised: Nov 2023

**Paragraph one is for bulletin**

The Criminal Justice Foundations certificate is an enroute certificate for students who plan to complete college credits to prepare for entry to the New York Police Academy and intend to continue their education during their law enforcement career. Students who complete this certificate will access a broad foundational academic experience designed to develop understanding of the American criminal justice system and its inherent challenges and enhance academic skills required for success in the workplace and for completion of higher degrees.

**Rationale**

In 2025, the New York City Police Department revised standards for academy applicants to meet their hiring needs. College credit requirements for academy entrance were reduced from a total of 60 cr. to 24 cr., and the minimum age for entry was lowered to 20.5. While 60-credit CUNY Criminal Justice associate degree programs, or completion of 60 credits in bachelor's degree programs previously served as a credential for entry to the academy, students can now qualify with fewer earned credits.

This proposed certificate is a direct response to revised entry requirements. In addition, John Jay incorporated input from the Chairperson of our Law and Police Science Department, who served as Assistant Commissioner NYPD's Office of Professional Development during the 2024-2025 academic year in the design of this program. This certificate preserves an opportunity for students to develop foundational skills and knowledge in preparation for law enforcement training and further education. In addition, many of these courses fulfill general education requirements so students make progress towards their baccalaureate degree requirements. The other courses all apply to our CJBS degree so students also earn some credits towards the major.

**7. Curriculum: List of courses constituting the program with required pre-requisites** (Indicate the core requirements, capstone course, etc):

*Please note: New courses developed for new programs must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.*

**Part One: Foundational Courses**

(Subtotal: 15 credits)

ENG 101: English Composition I	3
ENG 201: English Composition II	3
MAT 108: Social Science Mathematics (MAT 105: College Algebra or MAT 106: Liberal Arts Mathematics or above or MAT 1 [for transfer students]) Note: any college-level math course can fulfill this requirement	3

\*For Minors, before preparing this document, be sure to consult the College's *Guidelines for Minors* available at [Undergraduate Curriculum & Standards Committee | John Jay College of Criminal Justice \(cuny.edu\)](https://www.cuny.edu/undergraduate/curriculum-and-standards-committee/john-jay-college-of-criminal-justice/).

Form last revised: Nov 2023

COM 113: Oral Communication	3
Select one: POL 101: American Government & Politics (FC:US Exp) <b>OR</b> SOC 101: Introduction to Sociology (FC: Ind & Soc)	3

**Part Two: Criminal Justice Core Courses**

(Subtotal: 9 credits)

<b>Required</b>	
CJBS 101 Introduction to the American Criminal Justice System	3
<b>Select Two Courses:</b>	6
<ul style="list-style-type: none"> <li>• AFR 215: Police &amp; Urban Communities</li> <li>• AFR 227: Community Based Approaches to Justice</li> <li>• LLS 250: Drugs, Crime, and Law in Latin America</li> <li>• PHI 2XX: Criminal Justice Ethics (under development AY 25-26)</li> <li>• PSC 202: Police and Diversity</li> <li>• PSC 235: Women in Policing</li> <li>• SOC 203: Criminology</li> </ul>	

**Total Credits for the Certificate: 24 cr.****8. Administration of the program:**

- a. **Name, location, phone number, and email address of the program coordinator/advisor** (to be used in college publications):

Professors Christopher Herrmann ([cherrmann@jjay.cuny.edu](mailto:cherrmann@jjay.cuny.edu)) and Noam Haviv ([nhaviv@jjay.cuny.edu](mailto:nhaviv@jjay.cuny.edu)), Department of Law and Police Science.

Please note: Enrollment in the certificate will be supported by staff in the offices of Student Academic Success Programs and the Academic Advising Center through the freshmen intake process.

- b. **Requirements for admission and/or completion of the program if any** (i.e. GPA, course grades, deadlines, etc.):

1. Admission to this certificate will be determined by the College's admission requirements for freshmen or transfers. No special requirements are necessary beyond those.
2. Courses used to meet the requirements for the certificate meet the requirements for a major, a minor in another field, or the general education requirements. In general, at John Jay, only two courses are allowed to double-count across majors, minors or certificate programs. Since this is

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Form last revised: Nov 2023

intended to be an ‘en route’ certificate, this program will **not** be subject to the two-course overlap rule. This is customary for our advanced certificates and master’s programs which are intended to be ‘en route’ as well.

3. Certificate requirements must be completed with an earned 2.0 (C) grade point average.

4. Students should declare the certificate by the time they have earned 60 credits. Students who transfer to John Jay College with an earned associate degree in another field through the CUNY Justice Academy may declare the certificate upon enrollment at John Jay College.

5. Certificates may not be conferred retroactively upon students who have already graduated.

**c. Please describe the governance structure for the new program:**

This certificate will be based in the Law and Police Science Department and so will be governed by the usual departmental mechanisms and their curriculum committee.

**9. Statement on expected enrollment and resources required:**

We expect a portion of the current Criminal Justice BS majors to complete this program, including up to 100 students per year after initial launch.

This certificate will be supported through existing classroom facilities and computer labs. In proposing the certificate, we are especially cognizant of the fact that classroom space at John Jay is limited and so the certificate is structured to include existing courses, especially general education courses, that most students with less than 60 credits earned will complete as a part of their studies.

**10. Evaluate the library resources available to support this program** (paragraph form, please include the names of specific resources as appropriate)

The Lloyd Sealy Library at John Jay College of Criminal Justice is one of the leading criminal justice libraries in the world. The library is a leader in cataloging gray materials in criminal justice and a net contributor of catalog records into the World Cat database. The library already supports multiple undergraduate majors, two graduate programs and the PhD program in Criminal Justice.

**Identify new library resources that are needed** (provide bibliography): None

**11. Evaluate the facilities, computer labs, or other resources needed to support this program:**

This certificate will be supported through existing classroom facilities and computer

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labs. If offered online, the certificate will require some coordination with the Office of Digital Learning.

**12. Summarize consultations with other departments that may be affected:**

The following departments will be involved in offering courses in the certificate. Africana Studies, English, Latin American and Latinx Studies, Mathematics, Sociology, and Political Science. There will be no disruption to the existing course offerings since most of the certificate requirements follow the Criminal Justice BS degree requirements and courses already in our General Education Program.

**13. Name(s) of the Chairperson(s), Program Director, or Governance Committee:**

Maria (Maki) Habermeld, Chairperson, Department of Law, Police Science and Criminal Justice Administration.

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

## New Course Proposal Form

Date Submitted: Oct 6, 2025

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

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

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

Name: Dustin Meier

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

Phone number(s) 212-237-8828

2. a. **Title of the course:** American Environmental History

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

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

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

This course provides an introduction to the study of environmental history, a subfield with which most students will not have background knowledge. It also introduces students to major themes in American History.

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 introduces students to the complex ways in which the environment has both influenced and been influenced by the history of the United States. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class. It will feature



familiar figures like Theodore Roosevelt and John Muir but also stress the experiences of marginalized populations. Students will understand how colonization and westward expansion changed Native Americans' relationship with the land. We will examine the contributions of women like Rachel Carson and Lois Gibbs to the development of environmental movements. We will explore how African Americans and other racial minorities in urban settings understood and sought out the natural environment in the twentieth century. The course will amplify the history of environmental injustices and subsequent environmental justice movements.

Environmental history provides students with ample opportunities to practice the historian's craft. Students will read primary historical documents and secondary scholarly works. They will also investigate maps, photographs, and paintings which illustrate historical themes. Environmental history presents a specific set of questions which students can ask as they engage with these sources. This analysis will be developed in analytical papers, group discussions, and in-class activities.

Environmental issues are central to the challenges facing young people as they join the workforce in the twenty-first century. Crafting solutions to problems like climate change, environmental injustice, food security, and others relies on a firm understanding of the past. This course aims to provide historical context that can inform future decisions. Students working in public service, business, law, and other professions will gain important insights. The history of environmental justice will be particularly useful for John Jay students confronting injustice in their careers.

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 introduces students to the complex ways in which the environment has both influenced and been influenced by the history of the United States. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): None

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

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

  X   No                             Yes. If yes, then please provide:

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

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

Course Outcomes	History Department Outcomes	Pathways Outcomes
Contextualize the role of the environment in United States history by critically analyzing and evaluating primary source documents.	Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources)	Gather, interpret, and assess information from a variety of sources and points of view  Evaluate evidence and arguments critically or analytically
Write cohesive essays containing original arguments and grounded in evidence from primary sources concerning the role of the environment in the history of the United States	Write an argumentative essay grounded in evidence	Produce well-reasoned written or oral arguments using evidence to support conclusions
Analyze the role that natural and built environments have played in the history of the United States, and think critically about the historical roots of contemporary environmental issues.	Identify and explain the historical significance of critical events, trends, and themes in modern history	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S literature  Analyze and explain one or more major themes of U.S history from more than one informed perspective
Question how the environment has contributed		Evaluate how indigenous populations, slavery, or

to racial and socioeconomic inequality and injustice throughout the history of the United States.		immigration have shaped the development of the United States  Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation
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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)

Global History Major, Part Two. Other Electives  
Global History Minor, Part Two. Other Electives  
Environmental Justice Minor, Part Two. Electives

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

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

**Flexible Core:**

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

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

Through the lens of environmental history, this course provides a basic understanding of American History. The diversity of the American experience is stressed. Key topics include the history of Native Americans and westward expansion, plantation slavery, urbanization, systemic racism, immigration, and others.

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

Students will write two analytical papers based on primary source readings. This will assess their ability to analyze primary sources and to make historical arguments through writing. Instructors will assess these papers based on students' ability to articulate strong thesis statements which are backed up with evidence from course readings. Students will also receive feedback on their ability to communicate these ideas clearly and concisely. The course also includes a midterm and final exam which take place in-person and consist of multiple-choice questions, short answer responses, and an essay. Multiple choice questions assess students' ability to recall information about key terms from the course. Short answer questions take the form of "identifications." Students are asked to identify key terms by explaining what they are, when they happened, and why they are historically significant. This assesses students' ability to place people and events within their historical context. Essays on the midterm and final ask students to synthesize information from course readings, lectures, and activities. Daily classes include discussion of primary sources, which take the form of group activities, debates, and partner work. These activities can be used to assess students' abilities to produce and articulate original arguments.

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

Yes\_\_\_\_ No\_X\_\_

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

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

14. Date of **Department or Program Curriculum Committee** approval: September 22, 2025

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

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

☒ No

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

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

☒ Not applicable

☐ No

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

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

☒ No

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

19. Approvals: Stephen Russell, September 23, 2025, Chairperson, Department of History

## CUNY Common Core Course Submission Form

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

<b>College</b>	John Jay College of Criminal Justice		
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	HIS 1XX		
<b>Course Title</b>	American Environmental History		
<b>Department(s)</b>	History		
<b>Discipline</b>	History		
<b>Credits</b>	3		
<b>Contact Hours</b>	3		
<b>Pre-requisites (if none, enter N/A)</b>	N/A		
<b>Co-requisites (if none, enter N/A)</b>	N/A		
<b>Catalogue Description</b>	This course introduces students to the complex ways in which the history of the United States has both influenced and been influenced by the natural environment. Considering the role of the environment in American history provides new perspectives on topics like Native American dispossession, westward migration, urbanization, suburbanization, immigration, and political development. The course stresses the diversity of the American experience, questioning how the natural environment has historically intersected with race, gender, and class.		
<b>Special Features (e.g., linked courses)</b>			
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended		
<b>Indicate the status of this course being nominated:</b> <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed			
<b>CUNY COMMON CORE Location</b> <b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>			
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences		<b>Flexible</b> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression	

### Learning Outcomes

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

#### II. Flexible Core (18 credits)

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

#### B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

In weekly readings, students analyze various sources of information such as primary historical documents, scholarly journal articles, book chapters, and documentary films. They demonstrate their ability to interpret and assess information through a scaffolded set of weekly reading reflections, in-class activities, and paper assignments. In low-stakes weekly reading reflections, students are asked to express their opinions about, reactions to, and arguments with or against the readings. In class, students complete a myriad of small group activities through which they develop a more robust set of questions and lens of analysis through which to analyze course readings, especially primary sources. In two paper assignments, students are assessed on these skills which they have developed in weekly reading reflections and in-class activities. These papers are also based on a scaffolded approach. Students develop skills in reading and analyzing primary sources through weekly reading reflections and in-class group work. In class, students spend time drafting their thesis statements and completing an outline for their papers. The prompts for these two papers are scaffolded to encourage a close reading of primary sources, comparison between different sources, and finally an original argument about the documents. In midterms and final exams, students are assessed on their ability to gather, interpret, and assess a variety of different sources. In the essay portion of the exam, students are assessed on their ability to draw from course readings and lectures to write synthetic essays which make an argument about change over time. Students spend time in class drafting a thesis statement and an outline for these essays.

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

<p>Students will be expected to demonstrate their ability to critically analyze how the environment has intersected with American history from the 1800s through the present. From the start of the course, they will develop a set of questions to ask about the definition of nature and the environment, Americans' changing perceptions of the natural environment, how environments contribute to social and racial inequality, and others. Reading primary historical documents, students will learn to question the authors' motives and perspectives, considering what these documents can tell us about various historical time periods. For example, students examine Civilian Conservation Corps newspapers to deduce what life was like for young men taking part in this New Deal program and how it impacted their sense of environmentalism. They will be assessed on their ability to analyze these sources in several ways. After learning how to analyze sources in class, students have an opportunity to demonstrate these skills each week in weekly reading reflections. In both paper assignments, they will be assessed on their ability to analyze sources closely and to use this close reading to develop an original argument. In midterm and final exams, they will be assessed on their ability to provide an original thesis statement about change over time which is backed up with evidence. For each of these assignments, students develop their skills through in-class workshops.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students learn to produce arguments backed by evidence through two types of writing assignments. The two paper assignments are scaffolded to develop students' skills in analyzing primary source documents, construct a thesis statement, draft an outline, and complete a paper which includes an original argument backed by evidence. This scaffolding is completed in class. Students participate in workshops about organizing their essay, as well as how to use Chicago Style footnotes to properly cite their evidence in their papers. In midterm and final exams, students are assessed on their ability to draw from primary sources, secondary scholarship, and class lectures to develop synthetic arguments about change over time. These essays also include a scaffolded approach. In small groups in class, students draft thesis statements and outlines. Throughout the class, students are assessed on their ability to communicate well-reasoned oral arguments. In-class activities develop in complexity throughout the semester. This begins with discussions about readings and course materials, both in small groups and as a class. As the semester progresses, students participate in debates and are asked to present information from small group work to the larger class. For example, students will read primary sources about conservation and preservation during the early 1900s. In</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>



class, they will debate whether conservation or preservation was the better policy for the United States during that time.	
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<p>Students will learn to identify and apply fundamental concepts and questions in environmental history. From the beginning of the course, they will begin to question how the environment has intersected with American history, and how this changes our understanding of this history. Students ask how the environment has both influenced and been influenced by political, social, and economic history. Throughout the semester, students will become acquainted with specific topics like resource management, environmentalism, energy use, agriculture, climate, urbanization, and more. In class, students will use these questions and methods to analyze primary historical documents, asking how the environment is represented in these sources and how the answers to these questions alters our understanding of American history. Students will be assessed on this skill in several ways. In paper assignments, they will apply these questions and methods to their analysis of primary sources to make their own original arguments about these concepts. In their second paper assignment, for example, they must provide an original argument about the environmentalism of working-class men during the 1930s. In the midterm and final, students complete "identification" short answer responses, which ask students to explain why key terms are historically significant. This assesses their ability to contextualize specific people and events within larger themes in environmental history.</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
<p>Students will learn to apply the methods of environmental history to analyze how indigenous populations, slavery, and immigration have shaped the development of the United States. Through analyzing and assessing primary sources, students ask questions grounded in environmental history to understand how the environment has intersected with these themes. Reading primary sources, students ask how land, disease, and other aspects of the environment contributed Native American dispossession. They ask how the environment contributed to the cotton economy and the westward expansion of slavery. They ask how the</p>	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>

<p>environment shaped push and pull factors which brought immigrants to the United States. Students demonstrate this competency first through in-class activities. For example, students read excerpts from Solomon Northrup's <i>Twelve Years a Slave</i> to understand the environmental conditions in which enslaved laborers worked. Later, they read a sharecropper's contract from 1866, which demonstrates cotton's influence on the lasting impacts of slavery and systemic racism. Students are assessed on this analytical skill in their two paper assignments. In their first paper assignment, students complete a close reading of primary sources concerning Irish immigrants in the Five Points neighborhood of Manhattan in the 1850s. Building off of these analytical skills developed through weekly reading reflections and in-class activities, they construct an original argument about the environment's role on the immigrant experience in the 1800s.</p>	
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<p>From the beginning of the course, students learn to question how the environment has contributed to race, ethnicity, class, gender, and other forms of social differentiation. They demonstrate this analysis through in-class discussions about primary sources. In a class on environmentalism, for example, they read letters written by children for the first Earth Day in 1970 to local and national politicians. They question how the child's background influences which aspects of the environment they are concerned with. They are assessed on this analysis in two forms of written assignments. In their first paper assignment, students are assessed on their ability to analyze how the environment contributes to socioeconomic and ethnic differences. In their midterm and final, they are assessed on their ability to find patterns over time. In their midterm, for example, students must draw from course readings and lectures to argue how the environment contributed to social and racial inequality throughout the 1800s.</p>	<ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

History 1XX  
American Environmental History

Instructor: Dustin Meier  
Instructor Email: [dmeier@jjay.cuny.edu](mailto:dmeier@jjay.cuny.edu)  
Fall 2024  
Class Times: Tuesday and Thursday 9:25-10:40  
Format of Instruction: Lecture and Discussion

Office: 8.65.08 New Building  
Office Hours:  
Tuesday and Thursday, 11:00-12:00  
or gladly by appointment



**Americans with Disabilities Act (ADA) CUNY Accommodations Policy**

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

**Course Description:**

This course examines the role that the environment has played in American history since the 1800s. This includes analysis of spaces like forests, lakes, or agricultural land, but also the cities and suburbs of which we are probably more familiar. We will explore how people of diverse backgrounds have used, thought about, and engaged with the natural and built environments. We will question the ways in which nature has influenced human behavior. Specific topics which we will cover include colonization, agriculture, climate, recreation, environmentalism, and more. We will pay close attention to the ways in which the natural environment intersects with the political, economic, social, and racial history of the United States. The class especially stresses the role that nature has played in exacerbating social and racial injustices, and its influence on political movements to combat these injustices. Students will learn of the historical roots of present-day environmental issues like food security, climate change, and water pollution.

**Required Reading:**

Scholarly articles, book chapters, primary sources, documentaries, and podcasts available on Brightspace

*Assigned readings should be completed before each class period*

**Assignments:**

Attendance/Participation/Weekly Reading Reflections: 20%

Paper 1: 15%

Paper 2: 20%

Midterm Exam 20%

Final Exam: 25%

All assignments are subject to review with Turnitin.com

Attendance/Participation/

- I will take attendance each day. Students are allowed 2 unexcused absences. Feel free to email me with any scheduling conflicts.
- In addition to lectures, class sessions will often consist of various discussions and activities. Active participation will positively impact your grade.
- Before each class period, I will provide a list of **Key Terms** for that day's lecture and discussion. Many of these terms will be featured on exams.

Weekly Reading Reflections:

Each week, you will be required to write a short reading reflection, about 1 or 2 paragraphs, and submit it to Brightspace by **5:00 PM on Tuesday**. In addition to lectures and in-class activities, each class period will consist of discussions about that day's required readings. The weekly reading reflections ensure that you are prepared to discuss the readings in class, providing you with a set of ideas about the text and questions to bring to the group.

The goal of weekly reading reflections is to prove that you have been completing and thinking critically about the readings. Your reflection can consist of questions you have for discussion, things that do not quite make sense, things you found interesting or surprising, or arguments you have against or with the readings. You can write about one, two, or all of the readings for that week. The deadline is 5:00 PM on Tuesday so that I can read your ideas and help formulate our discussions on Wednesdays.

Weekly reading reflections also provide an opportunity for you to practice reading and thinking critically about primary sources, which is essential to both of your larger paper assignments.

You do not have a reading reflection due on weeks 1, 5, 8, and 13.

Analytical Papers:

- There will be two papers for this class. The first paper is due Week 5. It is worth 15% of your final grade. The second paper is due week 13. It is worth 20% of your final grade.
- Each paper should be between 3-5 pages and should include footnotes in Chicago Style.

Midterm Exam:

- The midterm is week 8. It will be an in-class exam consisting of three parts: multiple choice, short answer, and essay.

- A study guide will be provided before the exam. A good place to start studying is by reviewing each day's **key terms**.

#### Final Exam:

- The final exam will be during finals week.
- The final exam will be an in-class exam consisting of three parts: multiple choice, short answer, and essay.
- A study guide will be provided before the exam. A good place to start studying is by reviewing each day's **key terms**.

#### **Grading Scale:**

93 - 100 (A)	90 - 92.9 (A-)	
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E)

#### **Expected Learning Outcomes:**

- Contextualize the role of the environment in United States history by critically analyzing and evaluating primary source documents.
- Write cohesive essays containing original arguments and grounded in evidence from primary sources concerning the role of the environment in the history of the United States
- Analyze the role that natural and built environments have played in the history of the United States, and think critically about the historical roots of contemporary environmental issues.
- Question how the environment has contributed to racial and socioeconomic inequality and injustice throughout the history of the United States.

#### **Course Schedule**

<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1	<p><u>Monday:</u> Course Introduction: The Forgotten History of the Passenger Pigeon</p> <p><b>Activity:</b> We will begin by learning about the passenger pigeon, a species which once blanketed the skies of North America but went extinct in 1914 as the result of human activity in the 1800s. We will question how incorporating analyses of the environment can contribute to our understanding of the history of the United States. We will also spend time discussing the syllabus, assignments, and course policies.</p> <p><u>Wednesday:</u> Introduction to the Study of Environmental History</p> <p><b>Activity:</b> Using Cronon's article as a starting point, we will introduce ourselves to some of the major</p>	<p>No required readings</p> <p>William Cronon, "Kennecott Journey: The Paths out of Town," in <i>Under an Open Sky:</i></p>	

	<p>themes and questions in environmental history. How can analyzing environments help us to understand the history of a place? How have human and natural history intersected? What is nature? How have peoples' ideas about nature changed over time?</p>	<p><i>Rethinking America's Western Past</i>, 28-51</p>	
2	<p><u>Monday:</u> The Market Revolution and the Early Republic</p> <p><b>Key Terms:</b> Market Revolution, Steam Power, Erie Canal, Railroads</p> <p><b>Activity:</b> After a lecture on the market revolution and new transportation technologies in the 1800s such as canals and steamboats, we will complete our first activity of the semester involving primary sources. We will read a set of primary sources written by an Englishman commenting on the social and economic impacts of the Erie Canal on Rochester, New York. We will question how the author is describing the city and the environment, what his perspective is, and what this tells us about the impacts of these new technologies. We will question how the market revolution and transportation technology impacted peoples' relationships with the natural environment.</p> <p><u>Wednesday:</u> Indian Removal, Resource Extraction, and Westward Migration</p> <p><b>Key Terms:</b> Manifest Destiny, Indian Removal Act, Gold Rush, Comstock Lode</p>	<p>A Traveler Describes Life Along the Erie Canal (1829)</p> <p>“Appeal of the Cherokee Nation” (1830)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
3	<p><u>Monday:</u> Nineteenth-Century Urban Environments</p> <p><b>Key Terms:</b> Five Points, Central Park, Potato Famine, Five Points Mission</p> <p><b>Activity:</b> After a lecture on the Five Points and changing urban conditions in the 1800s, we will complete an in-class activity to introduce and prepare for our first paper assignment. In groups, we will analyze both primary sources. The first two parts of the prompt for the paper require a close reading of the texts, which we will do in small groups. We will then discuss the sources as a class.</p>	<p>The Five Points Mission, “The Old Brewery and the New Mission House at the Five Points” (1854); “A Letter to the Editor Attempts to Explain Crime in the Five Points” (1854)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>

	<p><u>Wednesday:</u> Nineteenth-Century Ideas about Nature</p> <p><b>Key Terms:</b> Catskills, Seneca Village, Hudson River School, Washington Irving</p> <p><b>Activity:</b> Today, we will question how we can use multiple types of primary sources to understand a period better. We will read excerpts from the writings of Washington Irving describing the Catskill Mountains, alongside the paintings of these mountains by Thomas Cole, questioning how both sources can lead us to understand how urbanites understood the natural environment in the 1800s.</p>	<p>John Burroughs, “The Snow Walkers” (1910); Explore the paintings of Thomas Cole</p>	
4	<p><u>Monday:</u> Cotton and the South’s Peculiar Institution</p> <p><b>Key Terms:</b> Cotton Gin, Second Middle Passage, Solomon Northrup, Great Dismal Swamp</p> <p><b>Activity:</b> We will spend part of class time continuing to work on our paper assignments. We will first workshop thesis statements and then spend time coming up with an outline for our papers. We will work in small groups, but we will also discuss the paper as a class.</p> <p><u>Wednesday:</u> The Civil War</p> <p><b>Key Terms:</b> Battle of Wilson’s Creek, Andersonville Prison, Prosthetics, Heat Exhaustion</p> <p><b>Activity:</b> Today we will discuss how to use Chicago Style footnotes. We will practice inserting footnotes and formatting the footnotes correctly.</p>	<p>Excerpt from Solomon Northrup, <i>Twelve Years a Slave</i> (1853), 162-175</p> <p>Mark Fiege, “The Nature of Gettysburg: Environmental History and the Civil War” in <i>The Republic of Nature</i>, 199-227</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
5	<p><u>Monday:</u> Reconstruction, Jim Crow, and the New South</p> <p><b>Key Terms:</b> New South, Sharecropping, Jourdan Anderson, Sherman’s Field Order No. 15</p> <p><u>Wednesday:</u> Industrialization and the Rise of Big Business</p> <p><b>Key Terms:</b> Standard Oil, Andrew Carnegie, Vertical Integration, Horizontal Integration</p>	<p>A Sharecropping Contract (1866)</p> <p>Andrew Hurley, “Creating Ecological Wastelands: Oil Pollution in New York City, 1870-1900,” <i>Journal of Urban History</i> (1994), 340-364</p>	<p><b>Paper 1 Due Monday at 11:59 PM</b></p>

6	<p><u>Monday:</u> The Creation of the National Park Service</p> <p><b>Key Terms:</b> Theodore Roosevelt, Yellowstone, National Park Service, Havasupai</p> <p><u>Wednesday:</u> Conservation and Preservation</p> <p><b>Key Terms:</b> Gifford Pinchot, John Muir, Conservation, Preservation</p> <p><b>Activity:</b> After a lecture on conservation and preservation in the early 1900s, we will read primary sources from John Muir, a prominent preservationist, and Gifford Pinchot, a prominent conservationist. We will then debate these two perspectives. In groups, both sides will come up with 5 main arguments in favor of their policy. We will then debate which policy was better for the United States in the early 1900s.</p>	<p>Watch Ken Burns' "The National Parks: America's Best Idea"</p> <p>John Muir, "The Hetch Hetchy Valley" (1908); George Knapp, "The Other Side of Conservation" (1910)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
7	<p><u>Monday:</u> The Back to Nature Movement</p> <p><b>Key Terms:</b> Robert Baden Powell, Summer Camping, Woodcraft Indians, Idlewild</p> <p><b>Activity:</b> The midterm exam consists of multiple-choice questions, short answer identifications, and an essay question. Today, we will work on the essay questions. In small groups, we will discuss how to answer each question. Individually, we will construct outlines for each question. We will then discuss our outlines as a class.</p> <p><u>Wednesday:</u> Urban Environmentalism in the Industrial Environment</p> <p><b>Key Terms:</b> Jane Addams, Alice Hamilton, Sewer Socialism, Smoke Abatement</p>	<p>Brian McCammack, <i>Landscapes of Hope: Nature and the Great Migration</i> (2017), 60-101</p> <p>Lillian Wald, <i>The House on Henry Street</i> (1915), 67-84</p>	
8	<p><u>Monday:</u> Working-Class Environmentalism</p> <p><b>Activity:</b> Today, we will spend part of class reviewing for the midterm. In addition to multiple-choice and essay questions, the midterm features short answer "identifications." For each short answer response, you will write about one key term. For each answer, you should explain what or who the key term was, when it happened (the more</p>	<p>Colin Fisher, <i>Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago</i> (2015), 38-63</p>	



	<p>specific the better), and why it is historically significant. We will practice how to describe a key term's historical significance. Was it exemplary of something? Did it lead to something? Was it caused by something? These questions will help you to think about historical significance.</p> <p><b>Key Terms:</b> May Day, Washington Park, "Eight Hours for What we Will," Camp Sokol</p> <p><u>Wednesday:</u> <b>Midterm</b></p>		
9	<p><u>Monday:</u> Industrialization and Global Warming</p> <p><b>Key Terms:</b> Urban Heat Island, Svante Arrhenius, Carbon Emissions, John Tyndall</p> <p><u>Wednesday:</u> The Dust Bowl</p> <p><b>Key Terms:</b> Cimmaron County, The Great Plowup, Homestead Act, "The Rain Follows the Plow"</p> <p><b>Activity:</b> Today, we will watch documentary footage of people who survived the Dust Bowl. We will also read letters from children who survived the Dust Bowl. We will question the impact that this environmental disaster had on people in the 1930s.</p>	<p>Svante Arrhenius, "On the Influence of Carbonic Acid in the Air upon the Temperature of the Ground" (1896), 237-249</p> <p>Donald Worster, <i>Dust Bowl: The Southern Plains in the 1930s</i>, 10-25; "Letter from a Dust Bowl Survivor" (1935)</p>	Reading Reflection due Tuesday at 5:00 PM
10	<p><u>Monday:</u> Nature's New Deal</p> <p><b>Key Terms:</b> Agricultural Adjustment Act, Civilian Conservation Corps, Works Progress Administration, Franklin Delano Roosevelt</p> <p><b>Activity:</b> After a lecture on the New Deal and the Civilian Conservation Corps, we will complete an in-class activity to introduce and prepare for our second paper assignment. In groups, we will analyze all three primary sources. The first two parts of the prompt for the paper require a close reading of the texts, which we will do in small groups. We will then discuss the sources as a class.</p> <p><u>Wednesday:</u> Total War: The United States in World War II</p>	<p><u>Readings</u></p> <p><i>The Conservationist</i> (November 1938), <i>The Conservationist</i> (December 1938), <i>The Conservationist</i> (February 1939)</p> <p>Edmund Russell, <i>War and Nature: Fighting Humans and Insects</i></p>	Reading Reflection due Tuesday at 5:00 PM

	<p><b>Key Terms:</b> Coca Cola, “The Arsenal of Democracy,” Total War, Synthetics</p>	<p><i>with Chemicals from World War I to Silent Spring</i>, 95-18</p>	
11	<p><u>Monday:</u> The Cold War and the Atomic Age</p> <p><b>Key Terms:</b> Plutonium, Hanford, Duck and Cover, Bikini Atoll</p> <p><b>Activity:</b> We will spend part of class time continuing to work on our paper assignments. We will first workshop thesis statements and then spend time coming up with an outline for our papers. We will work in small groups and as a class.</p> <p><u>Wednesday:</u> Cars, Highways, and New Environments amid Urban Decline</p> <p><b>Key Terms:</b> Urban Crisis, White Flight, Federal Highway Act, Nathan Hare</p>	<p>Mark Fiege, “Atomic Sublime: Toward a Natural History of the Bomb” in <i>The Republic of Nature: An Environmental History of the United States</i>, 281-317</p> <p>Nathan Hare, “Black Ecology,” <i>The Black Scholar</i> (1970), 2-8</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
12	<p><u>Monday:</u> Suburban Environments</p> <p><b>Key Terms:</b> Federal Housing Administration, Levittown, Crabgrass, Sprawl</p> <p><u>Wednesday:</u> The Mainstream Environmental Movement</p> <p><b>Key Terms:</b> Rachel Carson, Earth Day, Cuyahoga River, Santa Barbara Oil Spill</p> <p><b>Activity:</b> We will spend time in class reading letters that school children wrote to politicians as a part of the first Earth Day in 1970. We will read letters from children in urban environments and children from suburban environments, parsing how they thought about and environmental damage. This exercise will also introduce a new layer to primary source analysis. What questions do we have to ask when reading primary sources written by children? In what ways will their opinions be skewed?</p>	<p>Christopher Sellers, <i>Crabgrass Crucible: Suburban Nature and the Rise of Environmentalism in the Twentieth Century</i> (2012), 105-136</p> <p>Rachel Carson, <i>Silent Spring</i> (1962), 1-39; Letter to the Editor from 3<sup>rd</sup> Grader Jay Nordgaard to the Mayor of Seattle (1970)</p>	<p>Reading Reflection due Tuesday at 5:00 PM</p>
13	<p><u>Monday:</u> The 1970s Energy Crisis</p>	<p>Jimmy Carter, “Address to the Nation on Energy” (1977)</p>	<p><b>Paper 2 Due Monday at 11:59 PM</b></p>

	<p><b>Key Terms:</b> Jimmy Carter, OPEC, Stagflation, Strip Mining</p> <p><u>Wednesday:</u> Environmental Racism and the Environmental Justice Movement</p> <p><b>Key Terms:</b> Warren County, Environmental Racism, Mount Taylor, Cleveland Rat Protest</p>	University of North Carolina Library digital exhibit on The Warren County PCB Landfill Protests, 1978-1982	
14	<p><u>Monday:</u> Globalization in the 1980s and 1990s</p> <p><b>Key Terms:</b> Ronald Reagan, NAFTA, Overfishing, “Experienced Tires”</p> <p><u>Wednesday:</u> Addressing Climate Change</p> <p><b>Key Terms:</b> Paris Agreement, Climate Justice, United Nations Framework on Climate Change, Extreme Weather Events</p>	<p>Jonathan Harr, <i>A Civil Action</i> (1995), 1-17</p> <p>“The United Nations Framework Convention on Climate Change” (1992)</p>	Reading Reflection due Tuesday at 5:00 PM
15	<p><u>Monday:</u> Environmental and Climate Justice in New York City</p> <p><b>Key Terms:</b> WEACTION, Red Hook, Excessive Heat, New York City Environmental Justice Alliance</p> <p><u>Wednesday:</u> Into the Twenty-First Century</p> <p><b>Key Terms:</b> Deforestation, Food Insecurity, Green New Deal, Biodiversity Loss</p> <p><b>Activity:</b> We will begin today by discussing contemporary environmental issues. We will then spend time in small groups questioning how the history that we have learned informs our current moment.</p>	<p>“The Principles of Environmental Justice,” Adopted at the First National People of Color Environmental Leadership Summit (1991)</p> <p>Listen to “The Daily” Podcast about the Green New Deal</p>	Reading Reflection due Tuesday at 5:00 PM
Finals Week	<b>Final Exam</b>		

## Academic Misconduct

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. If in doubt, it is better to include a citation. Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: [http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources).

## Artificial Intelligence

Unless specifically authorized, the use of artificial intelligence technology 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.

## Statement on Diversity

John Jay College of Criminal Justice affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## The Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it.

## HIS1XX: American Environmental History

### Assignment Sheets

#### Assignments Included in this Document:

1. Weekly Reading Reflections
2. Paper 1: Primary Source Analysis
3. Midterm Exam Study Guide
4. Paper 2: Primary Source Analysis
5. Final Exam Study Guide

#### Weekly Reading Reflections

Each week, you will be required to write a short reading reflection, about 1 or 2 paragraphs, and submit it to Brightspace by 5:00 PM on Tuesday. In addition to lectures and in-class activities, each class period will consist of discussions about that day's required readings. The weekly reading reflections ensure that you are prepared to discuss the readings in class, providing you with a set of ideas about the text and questions to bring to the group.

The goal of weekly reading reflections is to prove that you have been completing and thinking critically about the readings. Your reflection can consist of questions you have for discussion, things that do not quite make sense, things you found interesting or surprising, or arguments you have against or with the readings. You can write about one, two, or all of the readings for that week. The deadline is 5:00 PM on Tuesday so that I can read your ideas and help formulate our discussions on Wednesdays.

Weekly reading reflections also provide an opportunity for you to practice reading and thinking critically about primary sources, which is essential to both of your larger paper assignments.

#### Paper 1 Assignment

Your first paper assignment is worth 15% of your final grade. It must be between 3-5 pages in length. Use Times New Roman, 12pt font, and double space. Your margins should be 1 inch. Your paper should include a clear thesis statement and an organized structure. You should develop a coherent argument throughout your paper. Write with clear and concise language. Avoid the passive voice.

Your paper should cite the Five Points Mission, "The Old Brewery and the New Mission House at the Five Points" and "A Letter to the Editor Attempts to Explain Crime in the Five Points" sources from week 3. You may also cite course lectures. You do not need to do any outside reading.

Please use Chicago Style footnotes when citing ideas that are not your own and when including quotations.

#### In this paper, you should do 3 things:

First, you should use both sources to outline the social problems facing immigrant families in the Five Points. You should note at least 3 problems that they were facing.

Second, you should compare and contrast how each author described the cause of these social problems. How do they define “the environment” and how do they attribute that environment to social problems? In what ways do these authors’ personal prejudices influence their arguments?

Finally, you should answer the following question: How did the urban and natural environments influence life for Irish immigrants in the Five Points? How did the environment contribute to these social problems?

### Midterm Exam Study Guide

The midterm will take place during our regular class period. You will write all your exam answers in a blue book. You will have the entire 1 hour and 15 minutes of class time to complete the exam. The exam will consist of 100 total points. It is worth 20% of your final grade.

The exam will consist of 3 parts:

#### Part I: Multiple Choice (10 questions, 2 points each, 20 points total)

Part one will consist of 10 multiple choice questions. These questions will be derived from the **key terms**.

#### Part II: Identifications (2 questions, 15 points each, 30 points total)

I will give you the option of 6 different **key terms** to write about. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

#### Part III: Essay (1 question, 50 points)

On exam day, I will choose one of the following two essay questions. Follow the specific instructions. You should use information from the course readings as well as lectures. It is not necessary to provide citations. Your answer should include a clear thesis statement and specific details which support your argument.

1. How did Americans’ perceptions of the natural environment change from the early 1800s to the early 1900s? Possible topics to discuss include westward migration, capitalism, resource extraction, agriculture, urbanization, culture, environmental policy, and any other topics you deem relevant.
2. How did natural and urban environments contribute to social and racial inequality from the early 1800s to the early 1900s? Your answer should discuss the experiences of Native Americans, enslaved African Americans, immigrants, and the working class.

### Paper 2 Assignment

Your second paper assignment is worth 20% of your final grade. It must be between 3-5 pages in length. Use Times New Roman, 12pt font, and double space. Your margins should be 1 inch. Your paper should include a clear thesis statement and an organized structure. You should develop a coherent argument throughout your paper. Write with clear and concise language. Avoid the passive voice.

Your paper should cite the readings from the Civilian Conservation Corps newspaper, *The Conservationist*, which we read week 10.

You may also cite course lectures. You do not need to do any outside reading.

Please use Chicago Style footnotes when citing ideas that are not your own and when including quotations.

In this paper, you should answer the following questions:

How did the CCC newspapers describe the work of conservation? Was it an economic necessity? Was it a patriotic duty? Did campers have a responsibility to conserve things? Something else? Provide evidence to support your answer.

How did campers understand their relationship with nature? What kind of language did they use to describe it? Provide evidence to support your answer.

Do the newspapers show evidence of a growing sense of environmentalism and environmental consciousness among these working-class CCC campers? Why or why not? Provide evidence to support your answer.

### Final Exam Study Guide

The final exam will take place in our regular classroom. You will write all your exam answers in a blue book. You will have 2 hours to complete the exam. The exam will consist of 100 total points. It is worth 25% of your final grade.

The exam will consist of 4 parts:

#### Part 1: Multiple Choice (10 questions, 2 points each, 20 points total)

Part one will consist of 10 multiple choice questions. These questions will be derived from the **key terms** from the **second half of the course**.

#### Part II: Identifications (Review) (2 questions, 5 points each, 10 points total)

I will give you the option of 6 different **key terms** from the **first half of the course** to write about. You will write two different identifications. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

For this section, you are only responsible for the following **key terms**:

Catskills	Hudson River School	Seneca Village	Potato Famine	Five Points	Cotton Gin
Trail of Tears	Gold Rush	Battle of Wilson's Creek	Sharecropping	Alice Hamilton	John Muir

#### Part III: Identifications (New Material) (4 questions, 5 points each, 20 points total)

I will give you the option of 12 different **key terms** from the **second half of the course** to write about. You will write four different identifications. For each identification, you will need to explain what it is, when it happened (the more specific, the better), and why it is historically significant. Was it exemplary of something? Did it lead to something? Was it caused by something? These should be about 1 to 2 paragraphs.

Part IV: Essay (1 question, 50 points)

Choose ONE essay question to write about. Follow the specific instructions. You should use information from the course readings as well as lectures. It is not necessary to provide citations.

1. How did environmentalism change from the 1930s to the 1990s? Your answer should discuss the ideas, policies, and tactics of environmentalists in the New Deal, the mainstream environmental movement, the environmental justice movement, and the climate justice movement.
2. How did the natural environment shape the economy throughout the 1900s? Possible topics to discuss include the Dust Bowl, New Deal, World War II, 1970s Energy Crisis, globalization, and anything else you deem relevant.



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: **November 10, 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](mailto:mtramontano@jjay.cuny.edu)  
Phone number(s): **212-693-6418**

3. Current number and title of course: **SOC 215 Women & Social Control in the US**

4. Current course description:

This course examines how women negotiate and navigate the various systems of social control that influence how they are positioned in society. It offers an intersectional analysis which explores the complex ways race, gender, and class give meaning to and shape women's diverse experiences and life chances, as they actively engage family, health, education, economic, political, and other social institutions of society. Throughout the course students will critically examine both historical and contemporary issues to analyze how women's experiences have evolved, been sustained, challenged, and changed by examining the role of law, public policy, and protest in altering the institutions of social control that influence women's lives.

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 or ANT 101 or PSY 101**

5. Describe the nature of the revision (what are you changing?): **We propose revisions to the title and course description.**

6. Rationale for the proposed change(s): **The Sociology Department does not have an introductory gender course in our offerings despite the fundamental place gender holds in the discipline. Instead of developing a new course, after consultation with CUNY Central about transfer articulation agreements with the community colleges, we would like to revise**

this course to cover gender more generally, rather than focus on women, and to teach about the intersections of gender and social control in a broader way. Students with particular interest in women can take SOC/CRJ 420: Women in Crime. Students with particular interest in sexualities as a means of social control can take SOC 243 Sociology of Sexualities.

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

a. Revised course description:

**This course examines how people negotiate and navigate gender identity, expression, and experience. Students will gain a sociological understanding of gender as more than “men” and “women.” It uses** intersectional analysis that explores the complex ways that race, class, **and other identities such as sexuality, age, physical abilities, immigration status, and religion combine and compound with gender.** Students will critically examine historical and contemporary issues to analyze how gender ideologies are produced, reproduced, challenged, and changed.

b. Revised course title: **Sociology of Gender**

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

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: The department typically offers two sections each semester with strong enrollment.

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

No   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 course is an elective in Category B. of the BA in Gender Studies and the minor. It is anticipated that this revision will make the course more relevant to our Gender Studies programs. This proposal was shared with Director of the Gender Studies Program, Katarzyna Celinska after approval by SOC-CC.**

11. Date of Department or Program Curriculum Committee approval: **November 10, 2025**

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

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

## **Sociology of Gender**

SOC 215-xx/ Semester Year

**Welcome to SOC 215: Sociology of Gender! This course is an elective in the SOC, CRIM and Gender Studies majors that will introduce you to major sociological ideas about gender. Some of it might be review, some of it will be new, and all of it is essential for your success!**

### **Course Description:**

This course examines how people negotiate and navigate gender identity, expression, and experience. Students will gain a sociological understanding of gender as more than “men” and “women.” It uses intersectional analysis that explores the complex ways that race, class, and other identities such as sexuality, age, physical abilities, immigration status, and religion combine and compound with gender. Students will critically examine historical and contemporary issues to analyze how gender ideologies are produced, reproduced, challenged, and changed.

### **Learning Outcomes:**

- Understand, via the sociological imagination, how institutions, social forces, cultural norms, economic and legal policies and patterns of life shape, and are shaped, by gender.
- Understand how inequalities based on perceptions of gender have been created, maintained, and challenged as well as compounded by other identities, such as race and class.
- Develop a preliminary understanding of the ways sociologists gather, measure, critically analyze and report data on gender.
- Understand and begin to apply key sociological theories and concepts related to gender.
- Demonstrate understanding of the sociology of gender through writing, explanatory, and/or presentational skills.

### **Readings**

**Course Textbook:** Wade, L. (2022) *Gender: Ideas, Interactions, Institutions* (Norton)

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

### **ACCESSIBILITY SERVICES**

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 1L.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.

## Grading

Attendance/Participation **20%**

Gender Portfolio (10 x 6) **60%**

Final Policy Implications Essay **20%**

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 gender is essential to learning.** 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.

## Assignments

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

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

As marked in the course calendar, these entries are based on specific prompts provided by the instructor.

Entry 1: What I believe about gender

Entry 2: Where do our ideas about gender come from?

Entry 3: Gendered Bodies

Entry 4: Gendered Performances

Entry 5: Intersectionality

Entry 6: Gender Inequalities

Entry 7: Gender in Institutions

Entry 8: Change Over Time

Entry 9: Gender in Families, Work, and Politics

Entry 10: What I now know about Gender

### Final Policy Implications Essay – 20%

One of the main reasons to learn all of the jargon and disciplinary terminology about gender is to understand its diversity to develop ideas about how to prevent harm and inequalities on the basis of gender. For the final project for the course, students will choose a specific topic related to gender inequality to propose a policy that can prevent, reduce, address, or change. Methods for and examples of policy implication analysis will be provided.

## **COURSE CALENDAR**

### **WEEK 1: Introduction to the Course & Our Assumptions/Knowledge about Gender**

#### **Review Syllabus**

How is gender socially constructed?

### **WEEK 2: Ideas**

#### **Textbook Chapter 1**

What are gender ideologies and how do they develop and change?

**Submit Entry 1:** What do I believe about Gender?

### **WEEK 3: Bodies**

#### **Textbook Chapter 2**

How diverse are human bodies and what are the relationships between gendered bodies and ideas?

**Submit Entry 2:** Where do our ideas about Gender come from?

### **WEEK 4: Performance**

#### **Textbook Chapter 3**

How do all people perform and express their gender identities?

**Submit Entry 3:** Gendered Bodies

### **WEEK 5: Intersectionality**

#### **Textbook Chapter 4**

When Gender is not Enough: How do other identities such as sexuality, race, class, age change one's gender identity, express, or experience?

**Submit Entry 4:** Gendered Performance

### **WEEK 6: Inequalities**

#### **Textbook Chapter 5**

#### **Textbook Chapter 6**

How do gender inequalities manifest for men, women, and people who are neither or both?

**Submit Entry 5:** Intersectionality

### **WEEK 7: Institutions**

#### **Textbook Chapter 7**

How do social institutions reinforce gender ideology, performances, and inequalities?

**Submit Entry 6:** Gendered inequalities

### **WEEK 8: Change**

#### **Textbook Chapter 8**

How do gender ideologies, performances, and inequalities change over time?

**Submit Entry 7:** Gendered Institutions

**WEEK 9: Sexualities****Textbook Chapter 9**

How does one's sexuality intersect with gender ideologies, performances, and inequalities?

**Submit Entry 8: Change Over Time**

**WEEK 10: Families****Textbook Chapter 10**

How do gender roles and gender inequality show up in families?

**WEEK 11: Work****Textbook Chapter 11**

How do gender roles and gender inequality show up in work and jobs?

**WEEK 12: Politics****Textbook Chapter 12**

How do gender roles and gender inequality show up in politics?

**WEEK 13: Introducing Policy Analysis and The Final****Samples Provided**

**Submit Entry 9: Gender in Families, Work, and Politics**

**WEEK 14: Representation and Media****PDFs provided**

How do gender roles and gender inequality show up in media representations?

**WEEK 15: Feminism****PDFs provided**

What is Feminism as a theoretical orientation, a social movement, and an ideology?

**Submit Entry 10: What I Now Know About Gender**

**FINAL WEEK: Policy Project Submission**

**Submit Final Project**

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

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

1. **Date submitted:** November 25, 2025
2. **Department or program proposing these revisions:** Dept. of Public Management/M.S. in Emergency Management Program
  - a. Name and contact information of proposer(s): Jason Rivera (856-979-4979)
  - b. Email address of proposer: [jarivera@jjay.cuny.edu](mailto:jarivera@jjay.cuny.edu)
3. **Name of graduate program, major, minor or certificate program being revised:**

### M.S. in Emergency Management

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: November 25, 2025
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Lucia Velotti (Graduate Program Director)
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)

Change the required research methods course from SEC 715 to PMT 715

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

In Fall 2025, the Department of Security, Fire and Emergency Management was officially dissolved by the College. As a result, the M.S. in Emergency Management program was rehoused within the Department of Public Management and course scheduling for courses with “PMT” **prefix** are now under the direct responsibility of the Chair of the Department of Public Management. However, courses and their respective scheduling with the **prefix** “SEC” now fall under the authority of the Department of Law and Police Science.

Because students in the M.S. in Emergency Management program are currently required to take SEC 715, the availability of this course each semester relies on an outside department to offer it every semester. We would like to replace this required course with PMT 715, which is already an existing course and falls under



the Department of Public Management's authority to schedule regularly. This would allow the program and department more control over the scheduling of courses students are required to take.

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

No, the proposed changes do not affect the degree map of the program.

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

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

This change should not affect other programs as SEC 715 is a required course of students in the security management program, which is housed in the Department of Police Science.

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

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

The head of the Security Management program was consulted, and they were approving of this proposed change to the M.S. in Emergency Management Program.

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

# Emergency Management, Master of Science

[From the 2025-26 Graduate Bulletin reflecting proposed changes]

Program Director: Professors Lucia Velotti (Fall 2025) and Hung-Lung Wei (Spring 2025)

The Master of Science in Emergency Management Program prepares students for responsible positions and leadership in public, non-profit, and private organizations. The program includes preparing for, responding to, recovering from, and mitigating future losses from the broad range of threats including natural and public health hazards and man-made or technological events. The program includes courses in emerging technologies, legal and organizational frameworks, and necessary knowledge to design and implement effective programs to reduce the toll that disasters and other emergencies take on individuals, organizations, and society in complex urban environments. This program is consistent with John Jay College's long-standing mission in public safety and graduate emergency management courses offered at the college since 2001.

## **Credits.** 36

This program may be completed fully online or in a hybrid format.

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

**Emergency Management Advising:** lvelotti@jjay.cuny.edu (Fall 2025); hwei@jjay.cuny.edu (Spring 2026)

**Additional Information. Students who enrolled in this program in September 2026 or thereafter must complete the program in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2025-26 Graduate Bulletin.**

**Program Codes:** IRP Program Code: 37712; HEGIS Code: 2010.00; CIP Code: 43.0302

**Degree Requirements.** The Emergency Management MS program requires 36 credits of coursework. Students may elect to follow the Emergency Management General Track or the Thesis Track.

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

All students on the General Track must pass one of two examinations.

**Option one.** The first option is a comprehensive examination designed to evaluate students' understanding of key knowledge and their ability to formulate responses to conceptual and practical applications of theories and practices taught in the program, and to express themselves effectively in writing for a professional audience. The Comprehensive Exam/Project is offered once every Fall and Spring term. Students can take the comprehensive exam a maximum three times. Students who do not obtain a passing score in three attempts will be dismissed from the program.

**Option two.** The second option is to take and pass the written certification examination portion of the International Association of Emergency Managers Associate Emergency Manager (AEM)/Certified Emergency Manager (CEM) program. Students must fulfill the application and other requirements for AEM process, including payment of any fees to IAEM. Upon successful completion of the examination, proof of completion must be submitted to the Program Director. Completion of the second option is taken at the student's time and expense. This option is not intended as an alternative for students who fail the comprehensive exam.

### **Thesis Track**

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

- Completed at least 12 credits with a GPA of 3.5 or higher
- Earned a grade of B+ or higher in **PMT 715 Analytical Methods in Protection Management** ~~SEC 715 Analytical Methods in Protection Management~~
- The Thesis fulfills 6 credits of the elective requirements in the program.

### **PART ONE. Required Courses**

**(Subtotal: 12 cr.)**

PMT 711 Introduction to Emergency Management  
 PMT 760 Emergency Management: Mitigation and Recovery  
 PMT 763 Emergency Management: Preparedness  
 PMT 764 Managing Response to Large-Scale Incidents

### **PART TWO. Required Management and Analytic Courses (Subtotal: 12 cr.)**

#### **PMT 715 Analytical Methods of Protection Management**

~~SEC 715 Analytical Methods in Protection Management~~

PAD 705 Organization Theory and Management  
 PAD 744 Capital and Operational Budgeting and Fiscal Management  
 PAD 748 Project Management for Emergency Management and Public Safety

(Degree Works Scribe: Keep SEC 715 in 'hide from advice' for students who took it prior to this change)

### **PART THREE. Electives**

**(Subtotal: 12 cr.)**

*Select four courses*

**Note: Students in the Thesis Track fulfill 6 credits of electives with their thesis.**

CRJ 744 Terrorism and Politics  
 CRJ 746 Terrorism and Apocalyptic Violence  
 PAD 714 Organizational Performance Assessment  
 PAD 740 Public Sector Inspection and Oversight  
 PMT 701 Introduction to Protection Management Systems  
 PMT 703 Analysis of Building and Fire Codes  
 PMT 712 Theory and Design of Fire Protection Systems  
 PMT 720 Geographic Information Systems for Public Safety and Emergency Management  
 PMT 725 Seminar in Emergency Management and Response

PMT 761 Technology in Emergency Management  
 PMT 762 Business Continuity Planning  
 PMT 770 Climate Change Impacts and Emergency Management  
 PMT 780 Public Health Emergency Management  
 PMT 781 Risk Analysis and Loss Prevention

**PMT 785 Special Topics in Emergency Management**

PMT 789 Human and Social Vulnerability and Disaster

**PMT 794 Independent Study**

**PMT 797 Faculty Mentored Research in Protection Management**

SEC 730 Private Security: Function and Role in Homeland Defense  
 SEC 731 Risk, Threat and Critical Infrastructure  
 SEC 740 Safety and Security in the Built Environment  
 SEC 753 Theory and Design of Security Systems  
 SEC 760 Information Technology and Cybercrime  
 SEC 798 Faculty Mentored Research in Security Management

*Note: **PMT 794**, **PMT 797**, and SEC 798 requires approval of the program director*

**TOTAL CREDIT HOURS. 36**

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

## New Course Proposal Form

Date Submitted: December 4, 2025

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

1. a. **Department(s) or program(s)** proposing this course: Forensic Psychology MA Program

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

Name: Kendra Doychak

Email address(es): [kdoychak@jjay.cuny.edu](mailto:kdoychak@jjay.cuny.edu)

Phone number(s): 212-237-8690

2. a. **Title of the course: Fieldwork in Forensic Psychology**

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

c. **Level** of this course: \_\_100 Level \_\_200 Level \_\_300 Level \_\_400 Level X Grad

Please provide a brief rationale for why the course is at the level (not required for Graduate courses): N/A - Grad

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

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.)

In Fall 2021, PSY 782: Fieldwork in Forensic Psychology was developed as an experimental course in response to the interest and need of students in the Forensic Psychology (FP) MA program. This experimental course has allowed students in the FP MA program to complete their externship at non-clinical training sites (e.g., research institutes, alphabet agencies). Historically, students in the FP program on the externship track were limited to PSY 780: Fieldwork in Counseling, which offers supervised experience for training mental health professionals in the assessment, management, and counseling of clients. Since many FP students do not wish to pursue clinical work in the future, this requirement was limiting their exposure to applied skill development and successful preparation for post-graduate careers in relevant settings.

In the 2024-2025 academic year, the FP MA Program surveyed full-time and adjunct faculty, current externship supervisors (i.e., those active in the field and supervising our students' fieldwork experiences), and previous and current students. The primary goal of this assessment was to revisit FP MA program learning objectives and identify program strengths and growth opportunities, as they relate to evolving field standards. The survey data provided valuable insight into what faculty, adjuncts, and externship supervisors view as the most important learning objectives for graduate students in Forensic Psychology and how well the program currently aligns with them. The survey data also allowed us to better understand the interests, goals, and training needs of students. Key findings highlighted several opportunities for program development: the need for a more diverse and **non-clinical curriculum** to better meet educational and career goals, greater focus on **professional development and career readiness**, and stronger support for **research, writing, and critical thinking skills**. These insights point to opportunities for curriculum innovation and track refinement (e.g., externship track options). Formalizing PSY 782: Fieldwork in Forensic Psychology as a permanent course is one way of responding to this important feedback and aligning course offerings with evolving field standards.

Since the first offering of this course, students have successfully completed externships at a range of agencies such as US Marshals Service, FBI, Center for Homicide Research, and Fifth Avenue Forensics (a forensic assessment practice), among others. I continue to work in collaboration with the MA Career & Externship office to further expand site options for FP students opting to complete PSY 782.

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.)

Fieldwork in Psychology provides 300 hours of supervised experience for students engaging in research, policy, program evaluation, or intelligence. Students work in settings including research institutes, consulting firms, higher education institutions, family courts, law enforcement agencies, or non-profit organizations. Training may include but is not limited to: analyzing, coding, and reporting data, report writing, testing/assessment, or grant writing. The primary goal of this course is practical, applied, and experiential learning at the fieldwork/externship site. Experiential learning is supplemented by course requirements and class meetings, overseen by the Program Director.

Please note: This course is graded on a Pass/No credit basis.

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):

Course prerequisites:

- A minimum of 24 graduate credits in the Forensic Psychology MA Program
- PSY 700 Mental Health Professionals, Social Science and the Law
- Enrollment requirement: Matriculated in the MA in Forensic Psychology

6. Number of:

- a. Class hours     3 (15 class hrs. and a minimum of 300 fieldwork hrs.)
- b. Lab hours        \_\_N/A\_\_
- c. Credits            \_\_3\_\_

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

\_\_\_\_\_ No                        X   Yes. If yes, then please provide:

Semester and years	Teacher(s)	Enrollments	Prerequisites
Fall 2025	Kendra Doychak	17	PSY 700 & 24 grad credits
Spring 2025	Kendra Doychak	27	PSY 700 & 24 grad credits
Fall 2024	Kendra Doychak	19	PSY 700 & 24 grad credits
Spring 2024	Kendra Doychak	19; 9	PSY 700 & 24 grad credits
Fall 2023	Kendra Doychak	16	PSY 700 & 24 grad credits
Spring 2023	Abbie Tuller	22	PSY 700 & 24 grad credits
Fall 2022	Abbie Tuller	18	PSY 700 & 24 grad credits
Spring 2022	Abbie Tuller	22	PSY 700 & 24 grad credits
Fall 2021	Abbie Tuller	22	PSY 700 & 24 grad credits

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

The focus of this course/training will include fostering a connection between psychology and the criminal justice system, as well as between academic pedagogy and skills acquired and used in a practical setting. Students will be expected to demonstrate a commitment to implementing and/or expanding the following in the **externship setting** and through **course requirements**:

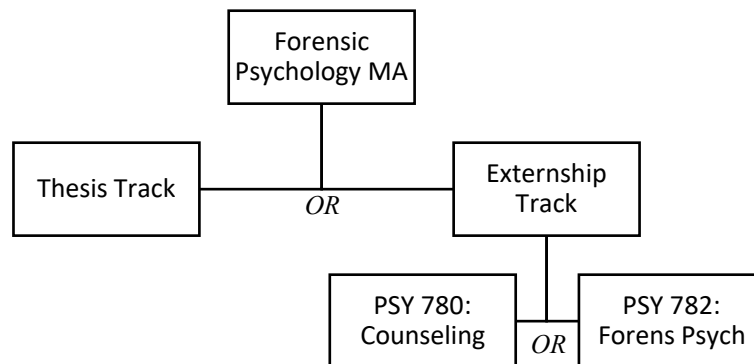
1. Skill Development: Students will develop skills and knowledge related to the field of forensic psychology (or psychology), and specific to the site setting, population, and organizational structure
2. Professionalism and Interdisciplinary Competence: Students will learn to interact effectively with professional staff, supervisors, and colleagues; learn to effectively use individual and/or group supervision; demonstrate willingness to learn with appropriate responsiveness to feedback; demonstrate professional behavior, including appropriate communication, attire, punctuality, and time management; develop consultation skills within the psychology discipline and across disciplines; foster skills to liaise with community agencies and groups
3. Cultural Responsiveness and Self- Reflection: Students will develop an understanding of the placement setting as a system, including the interrelationship of the setting with the community; analyze the role of the site within the larger criminal legal system and/or field of psychology; explore values, biases, attitudes, assumptions, behaviors, and general worldview as it relates to the role at the site
4. Professional Development: Students will acquire specific professional skills essential for early career professionals in the settings in which they are placed, expand and broaden their appreciation of the multiple roles of the professional in a human service setting; stimulate awareness and careful planning of future career goals

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)

Students in the Forensic Psychology MA program can select the thesis track *or* the externship track to fulfill their degree requirements. The proposed course will be situated under the “externship track” and be offered as an alternative to PSY 780. If this course addition is successful, PSY 780 *or* PSY 782 would fulfill the Forensic Psychology MA program requirement for the externship track. See below for simple flow chart.



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

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

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

Student learning will be assessed periodically over the course of the semester/externship by both the program director/course instructor and the externship supervisor. At 100, 200, and 300 (i.e., completion) hours, externship supervisors submit evaluations of the student’s learning, performance, and progress. The program director reviews these evaluations and intervenes as necessary. In addition, student learning is assessed by the program director through written discussion board assignments and in-class discussion. Finally, students are assessed through a final paper due upon completion of their externship hours.

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

Yes ☐ No ☒

- If yes, please state the librarian’s name \_\_\_\_\_
- Did you check the existing OER (Open Educational Resources) to support teaching of this course?

Yes ☒ No ☐

- Are there adequate resources in the library to support students’ work in the course?



(Please check all that apply):

- OneSearch (the library discovery tool) ☒\_X\_
- Ebooks ☒\_X\_

Subject specific library databases:

Academic Search Complete ☒\_X\_      Gale Reference Sources ☐\_ \_  
 NexisUni ☒\_X\_      PsycInfo ☒\_X\_  
 Criminal Justice Abstracts ☐\_ \_      Sociological Abstracts ☐\_ \_  
 Other (list them here) \_\_\_\_\_

- Is there an existing library Research Guide to support your class?  
 Yes ☐\_ \_      No ☒\_X\_

13. **Syllabus:** Attached

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

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

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

☐\_ \_ No

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

Within the psychology department, this course is very similar to PSY 780: Fieldwork in Counseling offered in both the Forensic Mental Health Counseling (FMHC) and Forensic Psychology (FP) MA Programs. While the initial development of PSY 782: Fieldwork in Forensic Psychology predates my tenure in this role, its advancement and expansion have occurred in consultation with the director of FMHC (Chitra Raghavan), deputy director of FMHC (James Wulach), supporting director of PSYMA (Abbie Tuller), and director of MA Career & Externship Office (Naomi Naiztat). In addition, I have reviewed and considered the externship programs/requirements offered by other forensic psychology MA programs in the country, which range in emphasis from extremely clinical training to entirely nonclinical training.

Though the structure and requirements of the 780 and 782 courses are similar, the opportunities and program learning objectives differ in important ways (in simplest terms, PSY 780 is clinical experience whereas PSY 782 is nonclinical experience).

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

☐\_ \_ Not applicable

☐\_ \_ No

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

Please see above (#16).

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

☒ No

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

19. Approvals:

Kendra Doychak, Program Director, MA in Forensic Psychology

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**John Jay College of Criminal Justice  
Department of Psychology  
524 West 59<sup>th</sup> Street, New York City, NY 10019**

**Syllabus for PSY 782  
FIELDWORK IN FORENSIC PSYCHOLOGY**

**Instructor:**

Kendra Doychak, Ph.D.  
Pronouns: She/Her  
Office: NB 10.65.09  
Office Hours: By appointment  
Email: kdoychak@jjay.cuny.edu

**Accommodations and Support:**

Students needing accommodations and/or supports should contact John Jay's Office of Accessibility Services (<https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services/our-services>), which is located in L.66.01 (212-237-8031). If you believe that you will need accommodations/support, take action early in the semester, because it will take time for your needs to be assessed. I will only be able to provide such accommodations/supports after receiving formal notice from the Office of Accessibility Services.

**Course Location, Hours, and Description:** Fieldwork in Psychology is a 3-credit graduate course offered throughout the year in the Fall, Spring, Summer, and Winter semesters. It provides 300 hours of supervised experience for students engaging in research, policy, program evaluation, or intelligence. Students work in settings including law enforcement agencies, research institutes, consulting firms, higher education institutions, family courts, or non-profit organizations. Training includes analyzing, coding, and reporting data, report writing, testing/assessment, or grant writing. The on-site supervisor may also assign relevant required trainings and readings to the Extern as part of the Extern's training.

**\*Please note:** This is not an instructional course. Rather, the primary goal of this course is practical, applied, and experiential learning at your externship/fieldwork site. That said, your fieldwork is supplemented by course requirements outlined below and overseen by the program director.

**Course Prerequisites:** This course is available to students who have completed:

- A minimum of 24 **graduate** credits in the Forensic Psychology MA Program
- PSY 700 Mental Health Professionals, Social Science and the Law

**To enroll:** This course requires advanced preparation and permission to enroll, which is granted *after* your externship is approved by the program director, Dr. Doychak. For approval, the following documentation must be signed and uploaded to InPlace:

- Approval Letter
- Supervisory Letter of Understanding (SLU)
- Externship Disclosure Form
- Acknowledgement to 'Keep Documents' Form
- Proof of on-site Supervisor's advanced degree (copy of diploma, CV, or resume)

**Course Learning Objectives:** The focus of this course/training will include fostering a connection between psychology and the criminal justice system, as well as between academic pedagogy and skills acquired in a practical setting. Students will be expected to demonstrate a commitment to implementing and/or expanding the following in the **externship setting** and through **course requirements**:

5. **Skill Development:** Students will develop skills and knowledge related to the field of forensic psychology (or psychology), and specific to the site setting, population, and organizational structure
6. **Professionalism and Interdisciplinary Competence:** Students will learn to interact effectively with professional staff, supervisors, and colleagues; learn to effectively use individual and/or group supervision; demonstrate willingness to learn with appropriate responsiveness to feedback; demonstrate professional behavior, including appropriate communication, attire, punctuality, and time management; develop consultation skills within the psychology discipline and across disciplines; foster skills to liaise with community agencies and groups
7. **Cultural Responsiveness and Self- Reflection:** Students will develop an understanding of the placement setting as a system, including the interrelationship of the setting with the community; analyze the role of the site within the larger criminal justice system and/or field of psychology; explore their values, biases, attitudes, assumptions, behaviors, and general worldview as it relates to their role at the site
8. **Professional Development:** Students will acquire specific professional skills essential for early career professionals in the settings in which they are placed, expand and broaden their appreciation of the multiple roles of the professional in a human service setting; stimulate their awareness and careful planning of future career goals

**Course Requirements:** Students have on-site requirements (determined by their on-site supervisor at their externship site) and course requirements (outlined in the syllabus and overseen by the program director and externship office).

**\*Please note:** The large majority of course requirements are handled through InPlace. The only exceptions to this include: the online class community (i.e., the discussion board) and class meetings.

**\*Please note:** You will see an hour log on InPlace. You do not need to complete these. These are for students in PSY 780 who are required to log direct-client contact hours.

1. **Attendance/Participation:** Each student is required to complete 300 hours of externship work. Each student's attendance and participation is evidenced by update letters and completion of 300 hours.
2. **Discussion Board:** Students are required to post discussion board reflections over the course of the semester. Please see Brightspace for more information.
3. **Class Meetings:** Students will attend class meetings/consultations over the course of the semester. Please see Brightspace for more information.
4. **Update Letter 1:** Upon completion of 100 externship hours, Update Letter 1 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
5. **Update Letter 2:** Upon completion of 200 externship hours, Update Letter 2 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
6. **Update Letter 3 - Completion Letter:** Upon completion of 300 externship hours, Update Letter 3 is to be completed by the supervisor and submitted by the student via InPlace. Template is provided on InPlace.
7. **Summary Sheet:** Upon completing the externship, the student must submit a summary sheet based on the template provided, via InPlace.
8. **Reflection Paper:** The reflection paper is approximately 7-to-10 pages in length (not including title page). The paper is 12 size font in Times New Roman, double spaced with 1-inch margins. The

Summary Sheet can be used to assist with writing this paper (e.g., the problems, strengths, weaknesses, duties, improvements, etc.). The paper must be submitted via InPlace. The following is required to be included in the reflection paper:

- **Site Details:** Identify the site and main focus, followed by your role, your supervisor and their role, and any other relevant colleagues (1-2 paragraphs).
- **Personal Growth and Learning at the Externship Site:** What, if any, changes have you noticed in yourself? What skills have you gained? Explain how these helped you at your externship. What areas do you want to work on, or learn more about? What would you do differently in the future?
- **Professional Development:** What parts of the work are you enjoying, and what aspects of the work are you enjoying less? Why do you think this is? Are you surprised by anything you learned? Why or why not?
- **Cultural Humility and Identity:** What role have your identities (i.e. race, ethnicity, gender, sexual orientation, and so on) played in your work or workplace? Did you feel encouraged to utilize multicultural and/or intersectional frameworks at your externship? Why or why not?
- Any other experiences you would like to comment and reflect on.

**Grading:** Grades are Pass/No Credit. To obtain a grade of “Pass” you must complete all of the course requirements outlined above. Failure in any section will result in either an incomplete (INC) or a No Credit (NC) grade. Please note that many students take INC as they complete their hours, as it is impossible to neatly align fieldwork experiences with the academic calendar. Students have one academic year to resolve their INC; during this time, the INC does not impact their grade (or GPA) in any way.

#### Resources:

##### Foundational Texts:

Sweitzer, H.F. & King, M. (2004). *The successful internship: Transformation and empowerment in experiential learning* (2nd ed). Belmont, CA: Brooks/Cole-Thompson.

Melton, G.B., Petrila, J., Poythress, N.G., Slobogin, C., Otto, R.K., Mossman, D., & Condie, L.O. (2017). *Psychological Evaluation for the Courts* (4th ed.) Guilford Press: New York.

The APA’s [Specialty Guidelines for Forensic Psychology](#)

##### Social Justice:

- Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press: New York.
- Bernstein, N. (2002). *The Lost Children of Wilder: The Epic Struggle to Change Foster Care*. Vintage Books: New York.
- [Abolitionist Alternatives: Excerpt from Are Prisons Obsolete?](#) (article excerpt, Angela Davis)
- [‘Police reform is coming. What should it look like?’](#) (The Argument, podcast, 4/28/2021)
- [Immigration and Customs Enforcement \(ICE\) and Racism](#) (This Week in Immigration, podcast, 6/15/2020)
- [Dr. Saul Kassin on false confessions](#) (Speaking of Psychology, podcast)

- [‘Confessions’](#) (This American Life, podcast, 10/11/2013)
- [Central Park Five](#) (Film)
- [13<sup>th</sup> Documentary](#) (Film)

#### **Forensic Assessment and Diagnosis:**

- Ackerman, M. J. (1999). Essentials of forensic psychological assessment. John Wiley.
- Otto, R. K., Boccaccini, M. T., & DeMier, R. L. (2014). Forensic Reports and Testimony: A Guide to Effective Communication for Psychologists and Psychiatrists. John Wiley & Sons, Incorporated.
- [Research on and guidelines for reporting race and ethnicity in forensic reports](#) (Report)
- Hoge S. K. (2016). Competence to stand trial: An overview. Indian journal of psychiatry, 58(Suppl 2), S187–S190.
- Kerig, P. K., Mozley, M. M., & Mendez, L. (2020). Forensic Assessment of PTSD Via DSM-5 Versus ICD-11 Criteria: Implications for Current Practice and Future Research. Psychological Injury and Law, 13(4), 383–411.
- Patrick, C. J. (Ed.). (2018). Handbook of psychopathy (2nd edition). Guilford Press.
- Hare, R. (1999). Without Conscience. Guilford Press.

#### **The Court Room:**

- Milroy CM. A Brief History of the Expert Witness. Acad Forensic Pathol. 2017 Dec;7(4):516-526. doi: 10.23907/2017.044. Epub 2017 Dec 1. PMID: 31240003; PMCID: PMC6474433.
- Munetz, M. R., Ritter, C., Teller, J. L. S., & Bonfine, N. (2014). Mental Health Court and Assisted Outpatient Treatment: Perceived Coercion, Procedural Justice, and Program Impact. Psychiatric Services (Washington, D.C.), 65(3), 352–358.
- Redlich, A. D., Steadman, H. J., Monahan, J., Robbins, P. C., & Petrila, J. (2006). Patterns of Practice in Mental Health Courts: A National Survey. Law and Human Behavior, 30(3), 347–362.
- [‘The real CSI’ video](#) (Frontline, video, 8/17/2012)
- [‘Forensic science’](#) (Last Week Tonight with John Oliver, video, 10/1/2017)
- [Expert witness testimony at trial: Practice and procedure](#) (blog)
- [Racial Discrimination in Jury Selection Persists](#) (Op-ed, Emmanuel Felton)

#### **Law Enforcement:**

- [A Day in the Life of a DEA Special Agent](#) (video, actually starts ~9 min in)
- [Investigation with Dr. T](#) (YouTube series on various topics related to law enforcement)
- [Federal Hiring Pathways Explained](#) (video)
- [Federal Uncovered](#) (YouTube channel, “your go-to source for everything you need to know about a career in federal law enforcement”)

**Research:**

- Rosenfeld, B., & Penrod, S. D. (Eds.). (2011). Research methods in forensic psychology. John Wiley & Sons, Inc.
- [Tips for determining authorship credit](#) (APA)
- [Forensic Psychology Spotlight Articles](#) (APA)

**Non-Profits, NGOs:**

- Peter-Stroh, P. (2015). Systems Thinking For Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results.
- INCITE! Women of Color Against Violence. (2017). The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.
- Castellano, U. (2010). Outsourcing Justice: The Role of Nonprofit Caseworkers in Pretrial Release Programs.

### Additional Course Policies

More than one-third of CUNY students were born in another country. Many more have immediate family members who were. I am committed to doing everything I can to ensure that every student, regardless of immigration status, is safe in this classroom. The university's [website](#) affirms, "As the nation's largest urban public university system, CUNY is dedicated to educating and advocating for the immigrant students and families who make up the lifeblood of our city and state." I will not create or maintain records that could be used by federal agencies to implicate members of our community as undocumented. The Professional Staff Congress (the faculty and staff union) provides important links to [free legal support and other resources](#) through the union's Immigrant Solidarity Working Group. CUNY has an extensive [list of legal and other resources](#) to support undocumented students. Students may also consult the ["Know Your Rights"](#) information provided by the New York Immigration Coalition.

#### Diversity, Equity, and Inclusion:

As outlined in the course's learning objectives, I expect that you work to become aware of your values, biases, attitudes, assumptions, behaviors, and general worldview as racialized-cultural beings. In an effort to facilitate this exploration and awareness, I have attempted to include course materials from a diverse array of scholars, researchers, and thinkers. In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens from which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. The journey of becoming (and remaining) anti-racist and justice-oriented is lifelong and I—your course instructor—join you on it.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also [submit anonymous feedback here](#) (which will lead to me making a general announcement to the class, if necessary, to address your concerns).
- If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, [anonymous feedback](#) is always an option).

There is a **zero-tolerance** policy for discrimination or harassment in this course. Students who have experienced or are experiencing or witnessing discrimination or harassment can bring their concerns to the course instructor, program director(s), or institution's Chief Diversity Officer. If concerns are brought to me—the course instructor—I will act in good faith to see that they are resolved. Please see the links below to familiarize yourself with CUNY's policies and your rights as a student.

Protected identities include (but are not necessarily limited to):

*actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws*



- CUNY's Notice of Non-Discrimination: <https://johnjay.jjay.cuny.edu/files/cunypolicies/StatementofNonDiscrimination.pdf>
- CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/>
- CUNY's Policy on Sexual Misconduct: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sex-Based-Misconduct-Policy.pdf>
- CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

### **Accommodations and Support:**

Students needing accommodations and/or supports should contact John Jay's Office of Accessibility Services (<https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services/our-services>), which is located in L.66.01 (212-237-8031). If you believe that you will need accommodations/support, take action early in the semester, because it will take time for your needs to be assessed. I will only be able to provide such accommodations/supports after receiving formal notice from the Office of Accessibility Services.

### **The Wellness Center:**

The Wellness Center provides free counseling services for students of John Jay College. The services include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression, and grief. Trained professionals are diverse in ethnicity, race, sexual orientation, religion/spirituality, age, and gender. Spanish-speaking staff are available. To make an appointment, please call 212.237.8111, email [counseling@jjay.cuny.edu](mailto:counseling@jjay.cuny.edu), or drop-in to New Building L.68.00.

### **Academic Honesty:**

Academic dishonesty is prohibited in CUNY as set forth here: <https://jjay.smartcatalogiq.com/2023-2024/graduate-bulletin/academic-requirements/academic-integrity/>. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism.

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

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: [http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources). In this class we use APA Style.

**Use of AI/ChatGPT:**

Unless specifically authorized, the use of artificial intelligence technology 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.

**How to Avoid Plagiarism:**

You must always cite the references you consulted in your writing and research. Failure to do so constitutes plagiarism. A few guidelines for acknowledging sources are noted below (from Northwestern University's "Some Notes on Plagiarism and How to Avoid It"):

*A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgement is necessary: If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source after beginning preparations, it must be acknowledged. Whenever there are specified facts, explanations, judgments, opinions, or hypotheses, their exact source must be given. Such acknowledgment is required even when you present this specific material entirely in your own words. Any direct quotation must be placed in quotation marks (or otherwise designated as a direct quotation) and the source including the page number immediately cited (after the quote).*

**Academic Resources (Tutoring, Writing, and Learning Centers):**

The Writing Center, located in room 1.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing level, and I encourage you to use it:

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

**Student Complaints:**

John Jay is committed to the fair treatment of all its students by faculty, staff, and other students. If you feel you have been unfairly treated, your rights are described at: <https://www.jjay.cuny.edu/student-life/dean-students/office-student-relations>. Information about the grade appeal process is available here: <https://www.jjay.cuny.edu/change-grades#Appealby>

**Safety:**

John Jay strives to provide a safe, secure, and mutually-respectful environment for all its students and employees. In any emergency, John Jay Public Safety personnel can be reached by dialing (212) 237-8888 (or Ext. 8888 if on campus). Students should familiarize themselves with the university's range of safety related policies, located here: <https://new.jjay.cuny.edu/about-us/governance-leadership/finance-administration/human-resources/employee-resources/cuny-policies-procedures>

**Incompletes:**

As mentioned above, it is typical for students to take Incompletes in this class as it is impossible to neatly align fieldwork experiences with the academic calendar. If granted an INC, it is **YOUR** responsibility to submit missing work before the deadline for resolution.

### Class Schedule

*\*Please note: This class is a 'Hyfield' course, which means that it blends your experiential in-person site learning (externship) with online (asynchronous and synchronous) learning. At times, we may also meet in person as a class.*

*In addition to class meetings outlined below, I am available for individual meetings during my office hours and by appointment. Depending on the nature of these appointments, they may include the Director of MA Career and Externship Advising, Naomi Naiztait, and/or your externship supervisor.*

Weeks	Topic	Class Meetings	Submissions
1-4	Introductions	Virtual Discussion (asynchronous)  Class Meeting (TBD: synchronous or in person)	1. Discussion Board 1 (Post & Response)
5-8	Personal Growth and Learning	Virtual Discussion (asynchronous)  Class Meeting (TBD: synchronous or in person)	1. Discussion Board 2 (Post & Response)  2. Update Letter 1 (100 hours)
9-12	Cultural Humility and Identity	Virtual Discussion (asynchronous)  Class Meeting (TBD: synchronous or in person)	1. Discussion Board 3 (Post & Response)  2. Update Letter 2 (200 hours)  <i>*Consider starting on your final paper</i>
12-16	Professional Development & Career Readiness	Virtual Discussion (asynchronous)  Class Meeting (TBD: synchronous or in person)	1. Discussion Board 4 (Post & Response)  2. Completion Letter (300 hours)  3. Summary Sheet  <b>4. Final Paper</b>

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

## Course Revision Form

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

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

Date Submitted: December 10, 2025.

1. Name of Department or Program: MS in Forensic Science

2. Contact information of proposer(s):

Name(s): Lissette Delgado-Cruzata  
 Email(s): ldelgado-cruzata@jjay.cuny.edu  
 Phone number(s): 212.5213743

3. Current number and title of course: **FOS 732 Advanced Molecular Biology**

4. Current course description :

This course provides an in-depth treatment of selected topics in molecular biology. Lecture topics include the structure and function of nucleic acids and proteins; DNA replication, recombination, and repair; mutagenesis; transcription and translation; regulation of gene expression; mobile genetic elements, and molecular biological techniques. The laboratory introduces experimental methodologies: cell culture techniques, transformation, DNA and protein isolation, electrophoresis, Southern and Western blotting, DNA sequencing, and recombinant DNA techniques. QA/QC topics will be addressed in the laboratory environment.

a. Number of credits: 5 credits

b. Number of class hours (please specify if the course has lab hours): 3 lecture and 8 lab hours

c. Current prerequisites: FOS 704 Advanced Genetics; Matriculated in the Forensic Science MS Program.

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

1. Change of current pre-requisite, replacing FOS 704 Advanced Genetics with FOS 708 Human Genetics and Forensic DNA.

2. Revise and update the course description, learning outcomes, and title to better reflect the current course.
  3. Modify the lab hours from 8 to 6 hours per week to facilitate double-tracking Toxicology and Molecular Biology in the program.
6. Rationale for the proposed change(s):
1. **Change of current pre-requisite, replacing FOS 704 Advanced Genetics with FOS 708 Human Genetics and Forensic DNA.** Last year, we replaced FOS 704 Advanced Genetics (available only for the Molecular Biology track) with FOS 708 Human Genetics and Forensic DNA (core for all three tracks). Because of that, we request the change of the prerequisite.
  2. **Revise and update the course description, learning outcomes, and title to better reflect the current course.** When the program was designed in the 2000s, molecular biology was a new specialty in forensic science. However, today the field of molecular biology has advanced significantly; as a result, we must update this specialty's course to reflect these changes, and this must be reflected in the course description, learning outcomes, and title.
  3. **Modify the lab hours from 8 to 6 hours per week to facilitate double-tracking Toxicology and Molecular Biology in the program.** As different areas of forensic science develop, students are increasingly interested in their intersections. The current course structure, with two laboratory days, limits students' ability to enroll in this course alongside other specialty courses such as Toxicology. Reducing the number of laboratory hours from 8 to 6 (from two days to one) will allow students to take this course without extending their time in the program to gain additional molecular biology knowledge if they choose to complete the Molecular Biology and Toxicology specialties. Overall, this change will enhance their professional skills and enable them to graduate within two years. It also offers more program options and could increase enrollment in FOS 732, which has been low over the past five years.
7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description:

This course provides an in-depth study of selected topics in molecular biology and genetics that are relevant to forensic science practice and applications. Lecture topics include the structure and function of nucleic acids and proteins; genetic variation and its implications in human populations; DNA replication, recombination, and repair; inheritance patterns and genetic linkage; transcription and translation; the regulation of gene expression and epigenetic mechanisms. The laboratory introduces experimental methodologies at the core of molecular biology, focusing on the detection and quantification of DNA, RNA, and proteins.

- b. Revised course title: Advanced Topics in Genetics and Molecular Biology for Forensic Scientists.

- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Genetics & Molecular Biology** (28 characters)

d. Revised learning outcomes:

1. Demonstrate knowledge of the fundamental concepts of genetics and advanced molecular biology and the methodologies in these fields (measured through the lecture exam, weekly lecture assignments, laboratory exercises and assignments, and final paper and presentation).
2. Apply principles of genetic and molecular biology to the understanding of genetic variation and inheritance and its applications to forensic genetic analysis and identification (measured through quizzes, laboratory exercises and assignments, the lecture exam, and weekly assignments).
3. Learn about the difference in structure and function of DNA, RNA, and proteins, understanding their distribution and presence in different organisms and tissues (measured through quizzes, weekly lectures, and laboratory exercises and assignments).
4. Understand the molecular mechanisms that govern cell functioning, including DNA replication, RNA synthesis (transcription), and protein synthesis (translation), and the mechanisms that regulate these processes (measured through quizzes, the lecture exam, and weekly lecture assignments).
5. Demonstrate quantitative reasoning skills by collecting data, carrying out statistical analyses, conducting data presentation and interpretation (measured through laboratory exercises and assignments).
6. Explain how issues of ethics converge with scientific research and identify the impact it has on its applications in the molecular biology application to forensic investigations (measured through the final paper and presentation).

e. Revised assignments and activities related to revised outcomes: (see above)

f. Revised number of credits: N/C

g. Revised number of hours: 3 lecture and **6 laboratory hours**

h. Revised prerequisites: **FOS 708 Human Genetics and Forensic DNA; Matriculated in the Forensic Science MS Program**

8. Enrollment in past semesters: 5 students in Fall 2025, 6 students in Fall 2024

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

No   X  

Yes       

If yes, please indicate the area:

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

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

11. Date of Department or Program Curriculum Committee approval: December 9, 2025.

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Marta Concheiro-Guisan, MS FOS Program Director

**FOS 732 Advanced Topics in Genetics and Molecular  
Biology for Forensic Scientists**

**Fall 2026**

**JOHN JAY COLLEGE OF CRIMINAL  
JUSTICE THE CITY UNIVERSITY OF NEW  
YORK**

**INSTRUCTORS: Drs Lissette Delgado-Cruzata, Ph.D., M.P.H.**

Email: [ldelgado-cruzata@jjay.cuny.edu](mailto:ldelgado-cruzata@jjay.cuny.edu)

**Student hours** (also known as *Office hours*) to meet and discuss class materials, or general questions. Wednesdays 1:30-2:30pm or by appointment (send an email to the instructor to set up a time and receive a Zoom link)

**CLASS SCHEDULE:**

Lecture: TBD

Labs: Tuesdays 4:00 pm-10:00pm - NB 4.61

**Accommodations for Students with Disabilities:** Qualified students with disabilities will be provided corresponding 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 (contact phone number: 212-237-8031). The OAS and/or the student can share the appropriate paperwork with the instructor so accommodations can be put in place.

**Course Description:** This course provides an in-depth study of selected topics in molecular biology and genetics that are relevant to forensic science practice and applications. Lecture topics include the structure and function of nucleic acids and proteins; genetic variation and its implications in human populations; DNA replication, recombination, and repair; inheritance patterns and genetic linkage; transcription and translation; the regulation of gene expression and epigenetic mechanisms. The laboratory introduces experimental methodologies at the core of molecular biology, focusing on the detection and quantification of DNA, RNA, and proteins.

**Learning objectives:** In this course, students will:

In this course, we will learn the main principles of molecular biology and explore the techniques and the concepts behind them. We will:

- 1) Demonstrate knowledge of the fundamental concepts of genetics and advanced molecular biology and the methodologies in these fields (*measured through the lecture exam, weekly lecture assignments, laboratory exercises and assignments, and final paper and presentation*)
- 2) Apply principles of genetic and molecular biology to the understanding of genetic variation and inheritance and its applications to forensic genetic analysis and identification (*measured through quizzes, laboratory exercises and assignments, the lecture exam, and weekly assignments*)
- 3) Learn about the difference in structure and function of DNA, RNA and proteins understanding their distribution and presence in different organisms and tissues (*measured through quizzes, weekly lecture and laboratory exercises and assignments*)
- 4) Understand the molecular mechanisms that govern cell functioning including DNA replication, RNA synthesis (transcription) and protein synthesis (translation) and the mechanisms that regulate these processes (*measured through quizzes, the lecture exam,*



*weekly lecture assignments*

- 5) Demonstrate quantitative reasoning skills by collecting data, carrying out statistical analyzes, conducting data presentation and interpretation (*measured through laboratory exercises and assignments*)
- 6) Explain how issues of ethics converge with scientific research and identify the impact it has to its applications in the molecular biology application to forensic investigations (*measured through the final paper and presentation*)

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### COURSE MATERIALS:

**Available Online:** All materials and instructions for the course will be posted on Brightspace in the form of lectures, lecture videos, assignments and worksheets. Peer-reviewed published research articles will be used every week to support the concepts, and explore evidence about the topics we are learning. These will also be available through Brightspace. We will use Brightspace to communicate and share all course information and assignments. Please contact [Brightspacestudent@jjay.cuny.edu](mailto:Brightspacestudent@jjay.cuny.edu) or DoIT (212.237.8200), for help with e-mail or Brightspace.

Please note submission of assignments needs to occur through the Brightspace platform, no assignments will be graded outside the platform. Feel free to reach out if you have any issues using the platform, to guarantee your work is graded timely and feedback is provided.

**Course Materials:** We will use readings, videos and published research articles as learning materials this semester. We will use the following text to learn about forensic science application in the field of molecular biology:

Materials used in this course and related to the understanding of:

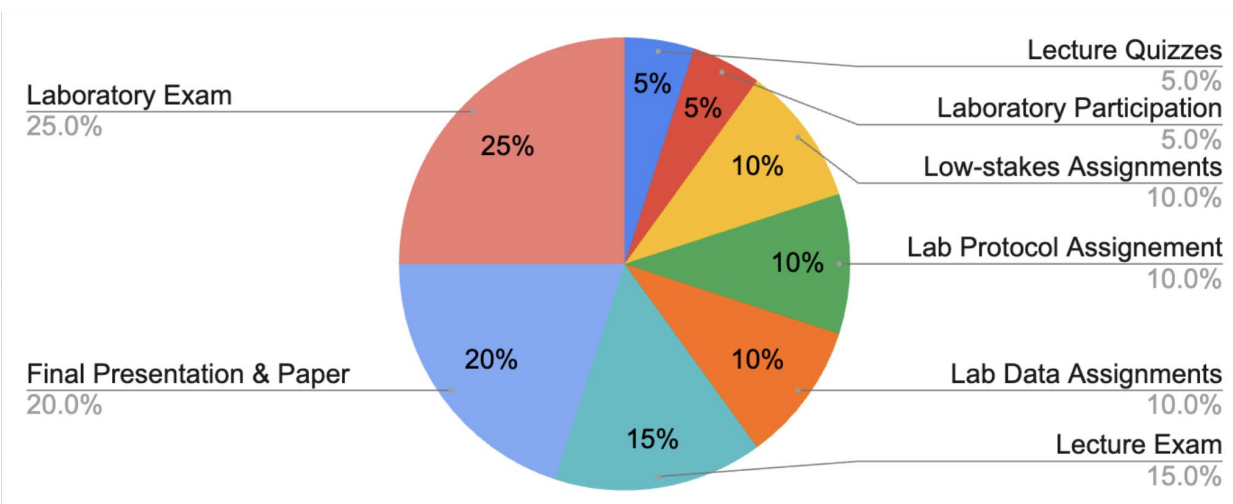
- genetics will be extracted from the following textbook: Griffiths, J.F., Wessler, S.R., Lewontin, R.C., and Carroll, S.B. *Introduction to Genetic Analysis* (8<sup>th</sup> ed.). New York: W. H. Freeman and Company.
- molecular biology processes and mechanisms will be extracted from Alberts B, Johnson A, Lewis J, Raff M, Roberts K, Walter P. *Molecular Biology of the Cell*. (4th ed.) New York: Garland Science.

Weekly lecture power-point and recordings, videos and website links to other material relevant to the course, including blog entries, chapters of other books, and research articles, will be available through Brightspace. The syllabus, general course instructions, instructions for the submission of course materials will also be available there.

**GRADE DISTRIBUTION:**

Grade distribution for the FOS732 will follow the breakdown below:

<b>LECTURE</b>	
Quizzes	5%
Low-stakes Assignments	10%
Final Presentation & Paper	20%
Lecture Exam	15%
<b>LABORATORY</b>	
Laboratory Protocol Assignment	10%
Laboratory Data Assignments	10%
Laboratory Exercise Participation	5%
Laboratory Exam	25%
Total	100%

**MODE of INSTRUCTION:**

**LECTURE.** We will review materials before every class session, by accessing the lecture videos and readings and completing the weekly quizzes. Weekly quizzes will help assess the knowledge gained from reviewing materials before class. Each week will have a content page on Brightspace, with a list of weekly deadlines, content to be covered including links to videos and readings, instructions, as well as short low-stakes assignments. See the definition of low-stakes assignment below, these will help you assess your knowledge of the material.

**Definition of a low-stakes assignment:** *Low-stakes assignments are forms of evaluation that do not heavily impact students' final grades or other educational outcomes. The purpose of low-stakes assignments is to provide students with an indication of their performance while taking a course and give students an opportunity to improve their performance prior to receiving a final grade (retrieved from <https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/low-stakes-assignments.aspx>)*

**Low-stakes assignments:** These are virtual discussion forums and assignments that will be used to develop skills and assess the student's progress through each course component. They will also promote collaboration and exchange of ideas. Consider posted deadlines and access the

Discussion Board Expectations tab on the Course Description tab. These are worth 10% of the final course grade.

**Lecture Exam:** The exams will cover main concepts using multiple choice and written short answer questions. It will take place on **December 4th** in the time allocated to the class, and it will be administered through Brightspace. More instructions will be provided as the exams approaches. This exam will be worth 15% of the overall course grade.

**Final Presentation & Paper:** The final assignment of the course is a final presentation and paper covering a topic selected by each student. The topic selection will take place before the 5th week of the semester, through an assignment submission on Brightspace. The instructor will provide feedback and suggestions, approving the topic of the final assignment. The selection of the topic might include any related to areas within the applications of molecular biology, specifically an application within forensic sciences is encouraged. The presentation and paper will use the scientific literature to explore the selected topic, exposing the main ideas, theories, and their impact. An element of the paper and presentation should address the societal impacts of the topic and/or ethical concerns. The paper and presentation should include proper references, and a clear description of the evidence used to support what is presented. Further instructions will be included on Brightspace. The presentation will take place on **December 11th** in class, and the paper is due on **December 18th** at midnight.

**Use of AI and AI-tools:** Please see our statement on the use of AI during the course and proper citation of its use. We will be using AI as a tool to better understand its utility and discuss issues of ethics associated with AI.

## COLLEGE RESOURCES & POLICIES:

**Wellness Center:** Counseling Services are available for students in the Wellness Center (L.68NB). The Wellness Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are free of charge and confidential. Please email [chead@jjay.cuny.edu](mailto:chead@jjay.cuny.edu) or walk-in to make an appointment during the work hours of 9 am to 5 pm Monday through Friday. In an emergency during non-work hours, please contact public safety (212.237-8888) or call 911.

Counseling staff are trained professionals and diverse in ethnicity, race, sexual orientation, religion/spirituality, age, and gender. They also have Spanish-speaking staff. Email [chead@jjay.cuny.edu](mailto:chead@jjay.cuny.edu) or call 212-887-6239 for more information.

**Student Emergency Assistance:** Programs are also available in the Wellness Center. Students experiencing food insecurity, loss of housing or dislocation from home, loss of income, issues and costs related to immigration, or assistance with paying for childcare may be eligible for a variety of services. Many of these services are available to students for free and regardless of immigration status. The Wellness Center is located in L.68.00 and can be reached at [emergencyfunding@jjay.cuny.edu](mailto:emergencyfunding@jjay.cuny.edu)

Students who are in need of a loaner laptop should request an appointment to pick up a loaner by emailing the DoIT Helpdesk at [helpdesk@jjay.cuny.edu](mailto:helpdesk@jjay.cuny.edu)

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

difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (JJC Undergraduate Bulletin, see Chapter IV Academic Standards). In this course, we will use [www.SafeAssign.com](http://www.SafeAssign.com) for all the submitted written work.

## **CLASS SCHEDULE**

### **LECTURE TOPICS:**

#### **Week 1. August 28th.**

##### **INTRODUCTION**

- Course Introduction (Syllabus, course schedule, expectations)
- Important Molecules In The Biology Of Cells And System
- A focus on DNA (Quick Review)

#### **Week 2. September 4th**

##### **Nature of chromosomes and the genome's structure**

- Chromosome theory of heredity
- Chromosomal structure, variation in number and size
- Types of genomic DNA: Composition of the Human Genome

#### **Week 3. September 11th**

##### **DNA's function and synthesis**

- DNA: evidence supporting the discovery of its function
- Synthesis of DNA (DNA replication)
- Experimental use of DNA replication (PCR): How does PCR work?

#### **Week 4. September 18th**

##### **DNA Mutations and repair mechanisms**

- Point mutations & spontaneous mutations
- DNA repair mechanisms
- Variation in DNA repair

#### **Week 5. September 25th**

##### **Genes & Genotypes**

- Diving into genetic variation
- Interactions between alleles of one gene
- Interactions between genes and proteins

#### **Week 6. October 9th**

##### **Types and Patterns of inheritance**

- Cell division
- Patterns of inheritance
- Autosomal, cytoplasmic and sex-linked inheritance

#### **Week 7. October 16th**

##### **DNA Recombination & its role in heredity**

- DNA recombination mechanisms
- Understanding genetic linkage

- Hardy-Weinberg Equilibrium

### **Week 8. October 23th**

#### **RNA structure and function**

- RNA: experimental data supporting the discovery of the function of RNA
- Synthesis of RNA (Transcription) RNA
- Assembly of the transcription machinery

### **Week 9. October 30th**

#### **Proteins and their synthesis**

- Protein: experimental data supporting the discovery of the function of proteins
- Protein synthesis (Translation)
- Ribosomal Assembly and protein release

### **Week 10. November 6th**

#### **Proteins & Their Functions**

- Different functions of proteins
- Enzymes and their characteristics
- Modification of proteins after translation

### **Week 11. November 13th**

#### **Regulation of molecular processes**

- Mechanisms that regulate the amounts of proteins and RNA that are made
- Relevance of differential expression in development
- Epigenetics

### **Week 12. November 20th**

#### **Epigenetic mechanisms**

- Discovery of epigenetics
- Basis of epigenetic regulation
- Mechanisms of gene regulation

### **Week 13. December 4th**

#### **LECTURE EXAM**

### **Week 14. December 11th**

#### **FINAL PRESENTATIONS**

### **Week 15. Final Exam Period**

#### **LABORATORY EXERCISES:**

#### **Week 1 & 2. August 27th & September 2nd**

##### **Lab Exercise #1: DNA extraction in different organisms**

- Lab General Guidelines, syllabus and Pipettor Use exercise
- Quick Bacterial Extraction
- Chelex DNA extraction from Saliva and Blood
- Zymo DNA extractions of DNA from Saliva, Blood & Bacterial Cells
- Quantification of DNA using Nanodrop & Assessment of DNA Quality by Gel

## Electrophoresis

### **Weeks 3, 4 & 5. September 16th, 23rd & 30th**

#### **Lab Exercise #2: rs4680 SNP Analysis using multiple techniques**

- PCR Amplification of MB-COMT & Gel Electrophoresis of PCR Products
- RFLP analysis of SNP rs4680 in MB-COMT
- Pyromark PCR Amplification & Gel electrophoresis
- Pyrosequencing to detect SNP & Data Analysis
- Taqman SNP detection

### **Weeks 6 & 7. October 7th & 14th**

#### **Lab Exercise #3: VNTR & CNV Analysis**

- VNTR *PER3* PCR Amplification & Gel electrophoresis
- *CYP2D6* CNV PCR Amplification & Gel electrophoresis with image analysis to quantify bands
- *CYP2D6* CNV Quantitative PCR & Data Analysis

### **Weeks 8 & 9. October 28th & November 4th**

#### **Lab Exercise #4: Analysis of Gene Expression**

- RNA extractions & Quantification
- cDNA synthesis: Reverse Transcription
- *HBA1* & *HBA2* Expression Analysis by Quantitative PCR
- *HBA1* & *HBA2* Expression Data Analysis

### **Weeks 10 & 11. November 11th & 18th**

#### **Lab Exercise #5: Analysis of DNA Methylation**

- Bisulfite conversion of DNA
- *LINE-1* PCR amplification & Gel electrophoresis
- Determining DNA methylation of *LINE-1* by Pyrosequencing & Data Analysis

### **Week 12. November 25th**

#### **LAB EXAM**

### **Week 13 & 14. December 2nd & 9th**

#### **Lab Exercise #6: Protein Analysis by Western Blot**

- Protein extraction & Quantification
- Protein separation by PAGE and western blot transfer
- Immunoblotting & protein detection

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

## Course Revision Form

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

Date Submitted: December 5, 2025

1. Name of Department or Program: PSYMA Programs (Forensic Psychology MA, Forensic Mental Health Counseling MA)

2. Contact information of proposer(s):

Name(s): Kendra Doychak  
 Email(s): [kdoychak@jjay.cuny.edu](mailto:kdoychak@jjay.cuny.edu)  
 Phone number(s): 212-237-8690

3. Current number and title of course: **PSY 733 Dissociation and Trauma**

4. Current course description: N/A

a. Number of credits: 3

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

c. Current prerequisites: N/A; Enrollment requirement: Matriculation in a graduate Psychology program or the Advanced Certificate Program in Victimology Studies.

5. Describe the nature of the revision (what are you changing?): Seeking to add a course description to CUNYFirst and the Graduate Bulletin (currently missing) .

6. Rationale for the proposed change(s):

PSY 733 does not currently have a course description in the Graduate Bulletin. This is a required course for both the Advanced Certificate in Victimology Studies and the Victim Specialization Track.

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

a. Revised course description:

**This course explores trauma and dissociation from current and historical**

**perspectives. The course examines the categorical approach to trauma and dissociation as exemplified by the DSM-5, as well as a dimensional, psychoanalytic understanding of these concepts and their relationship to each other. Trauma is discussed from the perspective of individual and family experience and in the context of society as a whole, addressing topics such as gender-based violence, systemic racism, genocide, and the transgenerational transmission of trauma. The course also considers topics such as recent advances in our understanding of the biology of trauma, the impact of vicarious trauma, and various treatment approaches.**

- 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/enrollment requirements: N/C

8. Enrollment in past semesters:

Fall 2025, 3 sections – 20, 18, 20  
 Spring 2025, 3 sections – 19, 20, 10  
 Fall 2024, 3 sections – 18, 17, 20  
 Spring 2024, 3 sections – 19, 19, 20  
 Fall 2023, 3 sections – 17, 20, 20  
 Spring 2023, 3 sections – 12, 13, 21

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

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

10. Does this change affect any other departments?

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

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

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Professors Kendra Doychak, Program Director, MA in Forensic Psychology; Chitra Raghavan, Program Directory for MA-Forensic Mental Health Counseling



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

## Course Revision Form

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

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

Date Submitted: December 5, 2025

1. Name of Department or Program: PSYMA Programs (Forensic Psychology MA, Forensic Mental Health Counseling MA)

2. Contact information of proposer(s):

Name(s): Kendra Doychak

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

Phone number(s): 212-237-8690

3. Current number and title of course: **PSY 784 Gender, Sex, and Sexuality**

4. Current course description:

What does it mean to be non-binary, female, and or male and LGBTQ+ in forensic contexts? This course examines the roles of gender, sex, and sexuality as they relate to forensic psychology and mental health counseling. Students will explore the differential impacts of gender, sex, and sexuality on crime victimization and perpetration as well as appropriate clinical responses. Additionally, the response of the legal and law enforcement systems as well general public to differing gender and sexual identities will be examined. Particular emphasis will be placed on LGBTQ+ issues.

a. Number of credits: 3

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

c. Current prerequisites: N/A, Enrollment requirement: Enrolled in any Graduate Psychology Program.

5. Describe the nature of the revision (what are you changing?): Seeking to change the title of the course, revise the course description from CUNYFirst and add it to the Graduate Bulletin (currently missing)

6. Rationale for the proposed change(s):

PSY 784 does not currently have a course description in the Graduate Bulletin.

PSY 784's current course title does not fully reflect the content taught in this class, which extends beyond gender, sex, and sexuality to include ethnicity, race, and other sociopolitical identities. In addition to a title more accurately reflecting course content, this change is also proposed due to the requirements of state licensing boards. For those graduating from the FMHC program and applying for licensure (especially in southern, midwestern, and northern states), boards require a course in "Multiculturalism" or "Diversity." If this class title accurately reflected the breadth of its content, it is likely that this class would help more students meet licensing requirements.

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

a. Revised course description:

**What does it mean to be non-binary, female, and/or male and LGBTQ+ culturally in the United States and elsewhere in the world? How does this play out forensic contexts? Utilizing feminist studies, gender studies, queer studies, critical race studies, and disability studies, this course explores the differential impact of gender, sex, and sexuality on crime victimization and perpetration. Students will also examine the roles of gender, sex, and sexuality as they intersect with other sociopolitical identities (e.g., race, ethnicity, religion, immigration status, disability status, etc.) and as they relate to forensic psychology and mental health counseling. Students will develop an ability to examine identity through an intersectional and anti-dialectical lens. The course emphasizes the responsibility of mental health clinicians, researchers, and others working with minoritized populations in forensic arenas to properly assess, understand, and intervene.**

**b. Revised course title: Gender, Sexuality, Race, and Identity: Thinking Critically in Forensic Psychology**

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

**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:

Spring 2025 – 19

Fall 2024 – 16

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

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

10. Does this change affect any other departments?

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

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

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Professors Kendra Doychak, Program Director, MA-Forensic Psychology and Chitra Raghavan, Program Director, MA-FMHC

*Karen Kaplowitz, PhD  
President  
Faculty Senate*

*899 Tenth Avenue, Room 229T  
New York, NY 10019  
T. 212.237.8724  
F. 212.472.8506  
kkaplowitz@jjay.cuny.edu*

**To: The College Council**  
**From: The Faculty Senate**  
**Date: January 25, 2026**  
**Re: Proposed Policy**

**Whereas**, Open and free discourse in our classrooms, where students feel they can express disparate viewpoints, voice disagreement, and ask questions is a goal that we value, embrace, and wish to protect at John Jay, and

**Whereas**, Students have a legitimate right to not be intimidated in the classroom and a right to receive an education in which different sides of contested issues can be critically examined without fear of public exposure, and

**Whereas**, An open and free exchange of ideas requires an atmosphere of trust, and a space free from unwelcome or surreptitious recordings, both visual and audio, and

**Whereas**, If students fear that their comments or presentations may be disseminated outside the context of the learning environment, they may be less likely to participate or may self-censor, which can negatively impact the learning experience of all the students in a course, and

**Whereas**, Laws such as the Family Educational Rights and Privacy Act (FERPA) protect student education records, including personally identifiable information that can be revealed in recordings and photographs/videotaping, and

**Whereas**, Recordings, especially because they can be shared online, can violate personal and legal privacy expectations, which is especially important for students and instructors who might have safety concerns, such as personal abusive situations, and

**Whereas**, Class lectures and course materials often constitute the intellectual property of the instructor, recordings of which could result in the unauthorized

use of these materials, leading to copyright infringement and intellectual property theft, and

**Whereas,** Unauthorized recordings can be selectively edited, taken out of context, or distorted in order to engage in malicious actions, mislead others, or engage in cyberbullying, and

**Whereas,** Queens College/CUNY and the CUNY School of Law and many other institutions of higher education throughout the country have adopted policies prohibiting the audio and visual recordings of classes without the written permission of the course instructor(s),

**Therefore, Be It Resolved That,** The following be the policy of John Jay College of Criminal Justice:

The recording, photographing, or videotaping of all or parts of classes is prohibited unless written permission is given by the course instructor(s). This includes undisclosed or surreptitious recordings of any kind, including photos, audio, and video recordings by students or class visitors;

In cases where permission to record class sessions is a Reasonable Accommodation, as defined by the Americans with Disabilities Act (ADA) and as determined through an interactive process with the Office of Accessibility Services, the instructor(s) will be consulted to ensure that the recording takes place in a manner that minimizes disruption and adheres to this policy;

A student or visitor who is granted permission to record or photograph/videotape a class session is not permitted to share, copy, download, disseminate, or sell such authorized recordings and photographs/videotapes to others;

Students in violation of this policy may be subject to disciplinary action, and visitors in violation of this policy may be subject to removal from the classroom and/or campus; and

**Be It Further Resolved That,** This policy be widely disseminated to all students, faculty, and staff of the College each semester; and

**Be It Further Resolved That,** Faculty include this policy on their undergraduate and graduate course syllabi and state in their syllabi whether students may make recordings and, if so, under what conditions.

