I. Adoption of the Agenda

II. Minutes of the November 21, 2011 College Council (attachment A), Pg. 3

III. Proposed Policy from Undergraduate Curriculum and Academic Standards Committee and Faculty Senate Regarding Change of Grade After Final Grades are Filed (attachment B) – Provost Bowers and Professor Karen Kaplowitz, President of Faculty Senate Pg. 6

IV. Proposed Policy from the Executive Committee of the College Council on the applicability of College policies to Undergraduate and Graduate policies (attachment C) – Provost Bowers and Professor Karen Kaplowitz, Pg. 8

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 –D13) – Provost Bowers

**New Courses:**

D1. POL 3XX  Voting and Public Opinion, Pg. 10
D2. LWS 2XX  Introduction to Law and Society, Pg. 25
D3. CJBA 2XX  Criminal Responsibility, Pg. 40
D4. CJBA 3XX  Rights of the Accused, Pg. 53
D5. SOC 3XX  Qualitative Methods in Criminology, Pg. 66
D6. GEN 4XX  Senior Seminar in Gender Studies, Pg. 84

**Course Revisions:**

D7. AAP/PSY 240  Psychology of Oppression, Pg. 99
D8. SOC 203  Criminology, Pg. 116
D9. ART 113  Introduction to Photography, Pg. 118
D10. ART 114  Intermediate Photography, Pg. 126
D11. ART 230  Issues in Art and Crime, Pg. 134

**Programs**

D12. Proposal to Revise the BA in Global History, Pg. 136
D13. Proposal to Revise the BA in English, Pg. 137

VI. Report from the Committee on Graduate Studies (attachments E1 –E2) – Dean Domingo
A proposal for a new course in the International Crime and Justice Program:

E1. ICJ 7XX The Global Economy and Corruption, Pg. 142

Course Revision:

E2. CRJ 753 Investigating Cybercrime, Pg. 154

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – Professor Karen Kaplowitz

X. Announcements from the Student Council – President Whitney Brown
The College Council held its third meeting of the 2011-2012 academic year on Monday, November 21, 2011. The meeting was called to order at 1:55 p.m. and the following members were present: Jeffrey Aikens, Andrea Balis, Jane Bowers, Whitney Brown, Erica Burleigh, Kinya Chandler, Demi Cheng, Kathleen Collins, Brian Costa, Lyell Davies, Joseph DeLuca, Virginia Diaz, James DiGiovanna, Jannette Domingo, Mathieu Dufour, Jennifer Dysart, Terry Furst, Lior Gideon, Norman Groner, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Richard Li, Anne Lopes, Yue Ma, Vincent Maiorino, Even Mandery, Roger McDonald, Shavonne McKiever, Mickey Melendez, Brian Montes, Catherine Mulder, David Munns, Richard Ocejo, Robert Pignatello, Carina Quintian, Raul Rubio, Richard Saunier, Michael Scaduto, Francis Sheehan, Davinder Singh, Staci Strobl, Karen Terry, Denise Thompson, and Jeremy Travis.

Absent were: Zeeshan Ali, Jana Arsovska, Elton Beckett, Mark Benjamin, DeeDee Falkenbach, Demis Glasford, Laura Greenberg, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Berenecea Johnson Eanes, Kwando Kinshasa, Nilsa Lam, Anru Lee, Marcelle Mauvais, Sara McDougall, Rhonda Nieves, Jason Nunez, Rick Richardson, Donica Thompson, Patricia Tovar, and Michelle Tsang.

Alternates Present: Sylvia Lopez

I. Adoption of the Agenda
   It was moved to adopt the agenda as presented. The motion to approve the agenda was seconded and approved unanimously.

II. Minutes of the October 19, 2011 College Council Meeting
   It was moved to amend the minutes as presented. Item IV, attachment C1 is amended to state that the course be adopted, not amended. The motion was seconded and passed.

      In Favor: 44    Opposed: 1    Abstentions: 0

III. Proposed Policy from Undergraduate Curriculum and Academic Standards Committee and Faculty Senate Regarding Change of Grade After Final Grades are Submitted.
    The proposed policy was withdrawn because it was not ready to be presented to the College Council.
IV.  **Model Syllabus (tabled item B5 from October 19, 2011 meeting)(attachment C1)**

It was moved to amend item C1. Model Syllabus, with the following revisions:

- The effective date was revised from September 2011 to Summer 2012.
- Under Model Syllabus Revision, the following sentence is added at the end of the paragraph:

> “This is the minimum information required on the syllabus, faculty may add additional information if desired. This model syllabus is to be followed beginning the Summer 2012 semester.”

- Under the heading “Syllabus Content”:

> “Faculty Office hours: (Specify appointment or walk-in)” was changed to **Contact hours**.

- Under the heading “Learning outcomes”, the sentence is revised to read as such:

> What will the student know or be able to do by the end of the course? List three to five learning outcomes for the course that map to the program’s outcomes. (All Writing Intensive courses need to include a writing intensive outcome that maps to the program’s outcomes).

- Under the heading “Statement of the College Policy on Plagiarism”, the following has been added as a fifth paragraph:

> **Plagiarism detection software** - the College subscribes to **Turnitin.com** and Blackboard has a similar module called **SafeAssign**. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

The motion was seconded and passed.

| In Favor: 39 | Opposed: 4 | Abstentions: 0 |

V.  **Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 – D11)**

It was moved to adopt the new course proposal marked “D1. CJBA 1XX: Introduction to Major Problems in Criminal Justice I”. The motion was seconded and approved unanimously.

It was moved to adopt new course proposal marked “D2. CJBA 1XX: Introduction to Major Problems in Criminal Justice II”. The motion was seconded and approved unanimously.

It was moved to adopt new course proposal marked “D3. CJBA 2XX: Crime Prevention and Control”. The motion was seconded and approved unanimously.
It was moved to adopt new course proposal marked “D4. CJBA 3XX: Space, Crime and Place”. The motion was seconded and approved unanimously.

It was moved to adopt new course proposal marked “D5. SOC 2XX: Sociology of Global Migration”. The motion was seconded and approved unanimously.

It was motioned to refer new course proposal marked “D6. ARA 1XX: Elementary Modern Standard Arabic I” back to Undergraduate Curriculum and Academic Standards Committee for additional review. The motion failed.

    In Favor: 25  Opposed: 14  Abstentions: 6

It was moved to adopt new course proposal marked “D7. ARA 1XX: Elementary Modern Standard Arabic II”. The motion was seconded and passed.

    In Favor: 39  Opposed: 0  Abstentions: 6

It was moved to adopt new course proposal marked “D8. JPN 1XX: Elementary Japanese Level I”. The motion was seconded and passed.

    In Favor: 44  Opposed: 0  Abstentions: 1

It was moved to adopt new course proposal marked “D9. JPN 1XX: Elementary Japanese Level II”. The motion was seconded and approved unanimously.

It was moved to adopt new course proposal marked “D10. POR 1XX: Elementary Portuguese Level I”. The motion was seconded and passed.

    In Favor: 44  Opposed: 0  Abstentions: 1

It was moved to adopt new course proposal marked “D11. POR 1XX: Elementary Portuguese Level II”. The motion was seconded and passed.

    In Favor: 44  Opposed: 0  Abstentions: 1

VI. **Request for a Departmental Name Change: Protection Management to: Security, Fire and Emergency Management, (attachment E)**

    It was moved to change the departmental name from Protection Management to Security, Fire and Emergency Management. The motion was seconded and approved unanimously.

VII. **Change in College Council Membership (attachment F)**

    It was moved to adopt the College Council Committee Membership List as presented. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:45 p.m.
To: College Council  
From: Dean Anne Lopes, Chair, Undergraduate Curriculum and Academic Standards Committee  
Professor Karen Kaplowitz, President, Faculty Senate  
Date: October 21, 2011  
Re: Proposed Policy Regarding Change of Grade After Final Grades are Filed  

N.B. This proposal was first approved by the Undergraduate Curriculum and Academic Standards Committee (UCASC) during the of Spring 2010 semester and was referred back to committee by the College Council during the Fall 2010 semester for clarification. The proposal was subsequently revised and placed on the agenda of the March 24, 2011, agenda of the College Council but was withdrawn at the request of the Faculty Senate because of questions and concerns raised by members of the faculty; at that time the Faculty Senate affirmed that this proposal would resubmitted to the College Council for its action no later than the Fall 2011 semester. The Faculty Senate on October 6, 2011, endorsed this proposal – with minor revisions identified by bold underlining (text to be added) and by bold brackets (text to be deleted) – and these revisions will be proposed at the College Council meeting; Dean Anne Lopes, Chair of UCASC, concurs with these proposed editing changes. This proposal is thus being jointly submitted to the College Council for its action by Dean Anne Lopes, on behalf of UCASC, and Professor Karen Kaplowitz, on behalf of the Faculty Senate.  

Current Policy:  
After final grades for a course have been submitted to the Registrar, a faculty member who decides to change a grade completes a Change of Grade form and submits it to her/his department chair who emails the request to the Registrar.  

Proposed Policy:  
Grades, once submitted to the Registrar, shall not be changed unless there has been a computational error resulting in an incorrect grade having been submitted. Faculty requests for a change in a final grade shall be submitted to the department chair and, if approved, submitted by the chair to the Dean of Undergraduate Studies. If the Dean of Undergraduate Studies approves the grade change request because a computational error was made, the Dean shall forward the change of grade request to the Registrar. Given this policy, faculty shall not permit students to redo work for a higher course grade or to submit supplemental/extra work in an attempt to improve their final course grade after grades have been submitted to the Registrar.  

Implementation date: Fall 2011 semester  

Rationale:  
Grades are universally recognized as a means of showing student achievement within a particular course. Grades are not a negotiation. Rather, they are based on the same work required of all students within the course of the semester. This is sound fairness policy. It is
also institutional integrity policy. The acceptance by faculty of additional student work after the final grade is recorded is not fair to those students who have completed the course and have been given a course grade without the opportunity to do extra work and without the extra time to do such extra work. Appeals of grades and grade changes should not be influenced by extra work that other students are not afforded the opportunity to do. This policy also ensures integrity of the grading system which is essential for the reputation of the College, which is essential for our students and our graduates. Furthermore, the Incomplete Grade exists for those students unable to complete their work during the course of the semester. Similarly, an Administrative Withdrawal from a course is possible, with documentation, after the course withdrawal date and a Retroactive Withdrawal is available, with documentation, even after the completion of a course and the submission of the final grade.

The timely approval of this proposed policy is critically important because of the Middle States Commission reaccreditation process that the College is now engaged in; institutional integrity, especially the integrity of grades and of grading policies and protocols, is one of the major criteria required by Middle States for reaccreditation, without which the College cannot receive Federal funding, including student Federal financial aid.
To: The College Council

From: The College Council Executive Committee

Re: Proposed Policy on the applicability of College policies to undergraduate and graduate programs

Date: November 27, 2011

Current Practice:
The Undergraduate Curriculum and Academic Standards Committee (UCASC) transmits to the College Council proposed policies about undergraduate courses, programs, and standards, that apply to only undergraduate students. The Graduate Studies Committee (GSC) transmits to the College Council proposed policies about graduate courses, programs, and standards, that apply to only graduate students. Other bodies of the College often transmit proposed policies that are formulated to apply to only the undergraduate program and undergraduate students or to only the graduate program and graduate students. These bodies sometimes transmit proposed policies that are intended to or should apply to both graduate and undergraduate programs and students, but do not explicitly state this universal applicability.

Proposed Policy:
All proposed policies transmitted to the College Council shall apply to all undergraduate and graduate programs and to all undergraduate and graduate students unless the proposed policy explicitly states otherwise and provides an explanation for why it is being proposed exclusively for one or the other population or set of programs.

Effective Date:
December 12, 2011, immediately upon the College Council’s approval of this proposed policy.

Explanation:
John Jay is a single college that comprises undergraduate and graduate programs. Faculty members teach both undergraduate and graduate courses. Many students, especially BA/MA students, but also other students with permit, take both undergraduate and graduate courses. The current practice creates an artificial separation between the undergraduate and graduate programs as if they are entirely separate and unconnected entities. The result is that faculty members who teach in both programs must follow different policies regarding the same issues and students who take courses in both programs must do the same. Arguably, many policies
should apply to both sets of programs and students. Sometimes policies should be different and in those cases, proposals submitted for action by the College Council shall state that the proposal is exclusively for the graduate program or exclusively for the undergraduate program and the reason.

N.B. The term graduate program refers to the master’s programs; the term does not refer to doctoral programs, whose policies are established by the governance bodies of the CUNY Graduate School.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Political Science

b. Date submitted to Office of Undergraduate Studies: March 7, 2011

c. Name and contact information of proposer(s): Andrew H. Sidman

Email address(es): asidman@jjay.cuny.edu
Phone number(s): (646) 557-4613

2. a. Title of the course: Voting & Public Opinion

b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Voting & Pub Opinion

3. a. Level of this course:

   ____100 Level   ____200 Level   __X__300 Level   ____400 Level

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

Students will examine theories of voting and public opinion. Knowledge of governmental institutions, including the electoral process, beyond what is typically covered in POL 101, will facilitate a deeper understanding of the material in this course. Furthermore, the course will require research skills that should be gained through 200-level courses, especially Introduction to Research in Politics, which is being proposed by the department as a required course in the Political Science Major. In short, it will be more beneficial to students if they already had exposure to 200-level courses. As an advanced seminar with an emphasis on research in public opinion and voting behavior, this course will help students develop ideas that they can research in the major capstone course.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): __POL________
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 centers around two questions key to democracy: how people form opinions about issues and why people vote the way they do. Topics include partisanship and ideology as ways to organize opinions, the roles of political knowledge, family, and demographics in the formation of opinions, and the relationship between individual opinions and public opinion. Further emphasis will be placed on the impact of these factors on voting and other forms of political participation.

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 102/201 as prerequisites):

Prerequisite: ENG 102 or ENG 201, POL 101 or GOV 101, and junior standing or above

6. Number of:
   a. Class hours ___3___
   b. Lab hours ______
   c. Credits ___3___

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

   ___X___ No

   ____ Yes. If yes, then please provide:

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

8. **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.)

   John Jay does not currently offer any course in which theories of political behavior and participation are the central focus. The topics to be covered in this course are central to understanding and evaluating the functioning of democratic government. A working democracy is one in which the citizens are reasonably well informed, have well-formed attitudes about the relevant political issues, and can express these attitudes to representatives directly and through free, fair, and competitive elections. Beyond its “global” importance, the study of political behavior is an important subfield in Political Science generally, and American Politics specifically, which John Jay and the Political Science Department do not currently address.
Political behavior is introduced as a topic in some Political Science courses. POL 101 (Intro to American Government), for example, addresses political behavior, but only at an introductory level. Higher level courses such as POL 215 (Legislative Process), POL 220 (The American Presidency), and POL 237 (Women & Politics) address public opinion, but do not fully present theories of opinion formation or the impact of political attitudes. Similarly, it is likely that courses from other departments (identified in Section 16 below) address very specific aspects of public opinion or political behavior, but do not present the general theories or findings in these areas.

As a testament to its importance as a subfield, many Political Science departments offer courses in political behavior. Within CUNY, the Political Science departments in six senior colleges offer at least one course in political behavior. Four have multiple offerings:

**Baruch College:** POL 3101 Political Psychology; POL 3102 American Conservatism; POL 3310 Public Opinion; POL 3333 Political Behavior

**Brooklyn College:** 39 Political Opinion and Behavior

**Hunter College:** POLSC 214 Public Opinion and Political Participation; POLSC 482 Seminar in Political Behavior

**Lehman College:** POL 325 Psychology and Politics; POL 326 Political Socialization; POL 337 Public Opinion and Polling

**Queens College:** 231 Political Culture and Political Socialization

**York College:** POL 231 The Electoral Process; POL 332 Public Opinion and Political Behavior

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)

   Students will know and/or have been exposed to theories on the following:
   - Students will know how individuals form opinions (attitudes) on issues and policies (e.g. war and health care reform), elected officials and institutions (e.g. the President and Congress), and other political actors like foreign heads of state.
   - Students will know how these opinions are measured.
   - Students will know the major factors that explain individual decisions to vote or not vote, including political sophistication and demographic characteristics.
   - Students will understand how individual attitudes affect voting decisions (i.e. candidate choice).

   b. **Performance objectives:**
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )
Students will know upon completion of this course:
- How to locate, read, and interpret scholarly writing in the field of political behavior;
- How to evaluate the quality of research sources;
- How to read and interpret public opinion polls;
- How to efficiently present public opinion and polling data;
- How to read and interpret statistical information (e.g. cross-tabulations, descriptive statistics, and regression results).

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. Students will be assigned a research paper and other assignments as part of the course requirements, as detailed in Part 10 below. As part of these requirements, students will need to use and evaluate two broad types of information.

First, students will need to find and read scholarly writing specific to their topic. Students will be required to collect data and information on candidates for office, elections results, and public opinion from current and historic polls. For scholarly writing, students will be introduced primarily to JSTOR. For data, students will be expected to use the databases and websites listed in 9. c. ii. below.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific websites, specific reference books? Please identify.

Yes. Students will be directed to use the following databases available from the library:
- CQ’s Politics in America (available in the CQ Researcher)
- Polling the Nation
- Vital Statistics on American Politics (available in the CQ Researcher)

In addition to these databases, students will be directed to the following websites:
- CNN.com, for exit poll results from the last few federal elections
- Pollingreport.com, which collects public opinion data from a wide variety of polls organized by topic

iii. How & where in the class calendar will students be taught in class how to use these information tools?
During weeks 2 and 3 of the course, which specifically address measuring and analyzing public opinion, students will be taught how to find information, especially on public opinion, and basic methods for analyzing public opinion. For example, students will be taught how to generate cross-tabulations for public opinion data.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Note that the major learning objectives are underlined in the text below.

- Upon completion of this course, students will have had to produce either a large research paper or several smaller research papers. This relates to the major objective that students initiate, develop, and present independent research. It also relates to the objective that students write effectively, engage in intellectually grounded debate, and form and express cogent arguments.

- Given the focus on understanding how political attitudes and judgments are formed, this course also addresses the objective that students will be better able to make reasoned judgments on political issues and ideas.

- Through having students write research papers on American public opinion, this course also addresses the major objective that students will demonstrate knowledge of American government and politics.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will be assessed using course exams, which will allow the students to demonstrate that have attained a particular level of factual knowledge regarding the major theories of political behavior.

Students will also be assessed on their ability to translate their knowledge of these theories into coherent, empirical research questions through research papers.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatetudies/ and click the link for Writing Across the Curriculum.)

There are two major options with respect to writing assignments that could be used in this course. One option, which is also presented in the attached sample syllabus, would
assign a large (approximately 15 page) research paper with scaffolding of smaller assignments leading up to the final paper.

The first assignment, for example, could ask students to locate and read articles on the same topic (four or five, for example) selected by the instructor. The assignment would task students with evaluating the quality of the articles. Students would be expected to compare the articles and identify the strengths and weaknesses of each piece with respect to its use in writing a research paper on the given topic. This assignment would help students evaluate research while conducting a literature review for their research paper.

The next assignment could be a first draft of the research paper due around the eighth week of classes. In this first draft, students would be expected to write an introduction, including a properly phrased research question. In addition, students would be expected to include an appropriate literature review covering the relevant literature in their chosen topic. The first draft should finish with a discussion of hypotheses that will be tested in the research paper and a reference or works cited page. The first draft, not including the reference section, should be between 7 and 10 pages.

The second assignment, due around the twelfth week of classes, would be a draft of the analysis section of the research paper. Students would be expected to write about their hypotheses and the data used in the research. Students will be expected to explain how they analyzed their data, present results in the form of tables and figures, and provide an adequate discussion of their results. This assignment should be between 5 and 8 pages.

The full research paper, which would incorporate work from the first and second assignments, would be due around the final week of classes.

The second option is the assignment of smaller papers (5 to 8 pages each), each with a specific focus. For example, students could write on any of the following:

- Analyzing public opinion on an issue (e.g. the economy, gay marriage, the war in Iraq)
- Examining the effects of party identification on voting
- Explaining the development of ideology
- Examining the relationship between demographic characteristics and voting behavior

In these papers, students would be expected to conduct a briefer literature review, as compared to the literature review described above, and test a hypothesis specific to the assigned topic.

In both options (the large research paper and the smaller papers), students will be provided with public opinion data and a range of topics appropriate to the data that are provided. For example, students could be provided with exit poll data from the 2008 presidential election. Hypotheses could be developed and tested for any of the following topics (and several more) using these data:

- The role of economic evaluations on voting;
- The relationship between partisanship and attitudes on the Iraq War;
- The effects of demographic characteristics on the strength of political attitudes.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

___No

_ X__ Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___No

_ X__ Yes. If yes, please name them.

The following databases, currently available through the Library website, will be very useful to students:

- CQ’s Politics in America (available in the CQ Researcher)
- EBSCOhost
- JSTOR
- Lexis-Nexis
- New York Times Historical File
- Polling the Nation
- Vital Statistics on American Politics (available in the CQ Researcher)

In addition, students in this course would benefit greatly from access to the Roper Center for Public Opinion Research. The Roper Center provides access to tens of thousands of public opinion polls. More importantly, members receive access to the actual data (beyond the survey marginals—the percent giving each response to a given question). Students will be expected to develop interesting and original research questions and, with the data available from the Roper Center, be able to answer these questions. Access to the Roper Center will not only benefit students in
this course, but would be a useful tool for many different courses in different disciplines.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

   ____ No

   _X_ Yes. If yes, please name them.

   Students will be directed to use EBSCOhost, JSTOR, and the CQ Researcher at the very least. Students will also be directed to other resources located through the list of full text electronic journals.

Name of library faculty member consulted: Jeffrey Kroessler, Assoc. Prof.

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

   ____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

   _X_ Yes

13. **Syllabus**

   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

The sample syllabus is attached at the end of the proposal form.

14. Date of Department curriculum committee approval: March 3, 2011

15. Course offerings

a. When will this course be taught?
   
   Every semester, starting __________

   One semester each year, starting __________

   One semester every two years, starting __Spring 2012__

b. How many sections of this course will be offered? __1__

c. Who will be assigned to teach this course?
   
   _Prof. Andrew H. Sidman_

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

   __X__ No

   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

   __X__ Not applicable

   ____No

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

_X_No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Harold Sullivan

Date of approval: March 4, 2011

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

No

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

This course will be part of the Political Science major, specifically part of Concentration C (Urban Affairs and Community Leadership).

The Political Science Department is currently revising Concentration C, which will focus on “American and Urban Politics.” This course will apply to the revised Concentration C as well.

Additionally, the course could count as part of the Political Science minor, which requires 15 credits of Political Science courses beyond POL 101.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
GOV 3XX: Voting and Public Opinion
Dr. Andrew H. Sidman
Office: 3256 N

Section 1
Day and Time
Room Assignment

Phone: (646) 557-4613  
Email: asidman@jjay.cuny.edu
Office Hours: TBA
Or by Appointment

Course Description

This course centers around two questions key to democracy: how people form opinions about issues and why people vote the way they do. Topics include partisanship and ideology as ways to organize opinions, the roles of political knowledge, family, and demographics in the formation of opinions, and the relationship between individual opinions and public opinion. Further emphasis will be placed on the impact of these factors on voting and other forms of political participation.

Learning Objectives

Upon completion of this course, students will know the following:

- Students will know how individuals form opinions (attitudes) on issues and policies (e.g. war and health care reform), elected officials and institutions (e.g. the President and Congress), and other political actors like foreign heads of state;
- Students will know how these opinions are measured;
- Students will know the major factors that explain individual decisions to vote or not vote, including political sophistication and demographic characteristics;
- Students will understand how individual attitudes affect voting decisions (i.e. candidate choice).

Students will also gain the following skills:

- Locating, reading, and interpreting scholarly writing in the field of political behavior;
- Evaluating the quality of research sources;
- Reading and interpreting public opinion polls;
- Efficiently presenting public opinion and polling data;
- Reading and interpreting statistical information (e.g. cross-tabulations, descriptive statistics, and regression results).

Required Texts

There are three books required for this course, all of which are located at the College bookstore.

In addition to the required texts, I will periodically assign readings from journals, books, and other resources. These readings are denoted by an asterisk in the Course Outline below and will be available on Blackboard prior to the class for which they are assigned.

**Coursework Requirements**

Your grade for this course will come from the following:

- A midterm exam given at the end of the sixth week (15%)
- A 15 page research paper worth 60% of your grade with the following components:
  - Research evaluation assignment, due at the end of the second week (5%)
  - First draft of your paper, without the analysis section, due at the end of the eighth week (10%)
  - A draft of the analysis section due at the end of twelfth week (5%)
  - Final paper due on the last day of class (40%)
- A final exam given on the scheduled final exam date (20%)
- Class participation (5%)

The midterm exam will cover all lectures and assigned readings from the first class until the class before the midterm. It will be closed book and notes and consist of short answer questions and a choice of essays. The final exam, given on the scheduled exam date, will be open book and notes and will consist of one multipart essay. The final exam is cumulative in that you will need what you have learned throughout the semester to answer the question. More specific information on course assignments will be handed out separately.

There will be NO make-up exams except under the most extraordinary of circumstances. Should circumstances warrant the giving of a make-up exam, you must contact me no later than one week after the scheduled date to schedule a make-up. Failure to do so will result in a grade of zero automatically applied to that exam.

**Course Format and Conduct**

The course will consist to a large degree of lectures AND the discussion of course material. With respect to the lectures, some lecture material will substantially overlap what is in the text, but sometimes the lectures will not overlap the text much at all. Participation—questions and comments from you—will be expected in discussion of all readings, which are to be read prior to the class for which they are assigned. Questions or comments are welcomed during lectures. Feel free to ask for clarification if you do not understand something said in class. Similarly, you should feel free to comment if you disagree or agree with something said. You may also want to ask questions about text material even if it is not directly touched on in class. In general, questions are very useful, so do not hesitate to raise them.
On the general subject of the class format, let me add a few sentences on the subject of class attendance. You are expected to attend every class. Given that participation counts for 5% of your final grade, you will want to attend class as frequently as possible. Furthermore, I reserve the right to lower your final grade half of a letter grade (for example, from B+ to B) for every absence beyond your fourth for the semester. If you do not come to class the responsibility is yours and yours alone for making up the notes and keeping up with the course. Lateness will also not be tolerated and will be treated similar to attendance. For every lateness above the fourth, I reserve the right to decrease your final grade by half of a letter grade. Lastly, please be respectful in class, which includes silencing any electronic devices (cell phones, etc.) and paying attention to class discussions.

**College Services and Policies**

First, there is a writing requirement. If you are unfamiliar with it, the following is the college’s 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.

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

If you feel you need help in this area, please visit the Writing Center in Room 2450 North Hall. If you need help with writing because English is not your native language, please visit the Center for English Language Support in Room 1201 North Hall.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Services at (212) 237-8031 or (212) 237-8233 for TTY. The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or have medical conditions which affect their performance in the classroom setting.
Course Outline

The Importance of Public Opinion
Week 1: Political Culture and Democracy
1. Flanigan and Zingale: Chapter 1 (pp. 11-38)
2. Lewis-Beck, et al.: Chapter 1-2 (pp. 3-28)

Week 2: Measuring Public Opinion
1. Flanigan and Zingale: Appendix (pp. 241-252)

Week 3: Analyzing Public Opinion

Organizing Attitudes and Information Processing
Week 4: Political Knowledge and Sophistication
1. Lewis-Beck, et al.: Chapter 9-10 (pp. 201-304)

Week 5: Ideology and Partisanship

Week 6: Core Values

Midterm Exam at End of Week

The Development of Political Attitudes
Week 7: Party Identification as an Attitude
1. Flanigan and Zingale: Chapter 3-4 (pp. 67-110)
2. Lewis-Beck, et al.: Chapter 6 (111-137)
Week 8: Primary Groups, Secondary Groups, and Socialization
2. Lewis-Beck, et al.: Chapter 7 (138-160)

First Draft of Research Paper Due

Weeks 9-10: Demographics, Information, and Attitude Development
1. Flanigan and Zingale: Chapters 5-7 (pp. 111-207)
2. Lewis-Beck, et al.: Chapter 11-12 (pp. 305-364)

Political Participation**

Prior to the start of Week 11, please skim the first three chapters (pp. 1-79) of Abramson, et al. to familiarize yourself with the specifics of the 2008 presidential election.

Week 11: Turnout and Other Forms of Participation
1. Abramson, et al.: Chapter 4 (pp. 85-115)
2. Flanigan and Zingale: Chapter 2 (pp. 39-66)
3. Lewis-Beck, et al.: Chapter 5 (pp. 82-110)

Week 12: Linking Attitudes to Vote Choice: Social Forces
1. Abramson, et al.: Chapter 5 (pp. 116-141)
2. Flanigan and Zingale: Chapter 8 (pp. 209-239)

Draft of Analysis Section Due

Week 13: Linking Attitudes to Vote Choice: Partisanship
1. Abramson, et al.: Chapter 8 (pp. 193-222)

Week 14: Linking Attitudes to Vote Choice: Performance Evaluations
1. Abramson, et al.: Chapter 7 (pp. 169-192)
2. Lewis-Beck, et al.: Chapter 13 (pp. 365-392)

Week 15: Voting in Congressional Elections
1. Abramson, et al.: Chapters 9-10 (pp. 223-283)

Final Paper Due on Last Day of Class
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: POLITICAL SCIENCE
   b. Date submitted to Office of Undergraduate Studies: 2/11/11
   c. Name and contact information of proposer(s): Joshua Wilson & James Cauthen
      Email address(es): jcwilson@jjay.cuny.edu  &  jcauthen@jjay.cuny.edu
      Phone number(s): N/A

2. a. Title of the course: INTRODUCTION TO LAW AND SOCIETY
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): INTRO LAW & SOCIETY

3. a. Level of this course:
   
   _____100 Level  ____200 Level  ____300 Level  ____400 Level

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

   Introduction to Law and Society is the introductory course to the interdisciplinary Law and Society major. The major does not have a 100 level requirement of its own. Rather, students will be required to complete Political Science 101, Sociology 101, and English 101 as prerequisites for this course and the major. While LWS 2XX will introduce students to the first discipline-specific material in the major, the prerequisites will have prepared students for sophomore-level requirements. Given this, the amount and level of writing assignments, readings and overall analytical skills required to succeed in the course shall be offered at a 200 level.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): _LWS________
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 ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically. The course also serves as the introductory course for the Law and Society major.

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 102/201 as prerequisites):

   ENG 101, POL 101 and SOC 101

6. **Number of:**
   a. Class hours 3
   b. Lab hours N/A
   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. **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.)

   LAS 2XX will help students acquire the necessary analytical and intellectual skills for socio-legal studies and prepare them for upper level foundation courses in the new Law and Society Major by teaching various ways of understanding law’s complex presence: how law shapes and enables politics, how law constructs differences among people and their actions, how law mediates and enforces power relationships, and how law matters for the kind of politics we have. Overall, the course will provide students with an understanding of how individuals and groups utilize the law and legal institutions for achieving social and political change.
9. **Course learning objectives & outcomes:**

**a. Knowledge outcomes:**
(What do you expect students to know after taking this course?)

1) Students will know that law simultaneously plays complex constitutive, regulative and coercive roles in societal and individual domains.

2) Students will know that there are simultaneously existing state and non-state legal systems.

3) Students will possess the basic methodological and epistemological tools necessary to begin to conduct interdisciplinary research in the socio-legal field.

4) Students will know that individuals, groups, and institutions use different tactics and strategies to induce social and institutional change through law.

5) Students will know that people in underserved communities need to overcome unique barriers in order to gain access to institutions of justice and to utilize the benefits of law and justice services.

**b. Performance outcomes:**
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

1) Students will be able to critique and apply competing theoretical and methodological approaches to understanding and studying topics related to the field of law and society. By doing so, they will be able to question each approach’s underlying assumptions and form their own opinions about ongoing political and ideological debates about the role of law in society.

2) Students will be able to structure and write an essay and to critically evaluate, use, and cite outside sources.

**c. Information literacy objectives:**

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.
   a. Students will be required to write papers through which they will directly respond to the course material. As explained below, students will (a) learn and improve their skills to situate individual authors’ opinions; (b) relate their own opinions to text; (c) verify the data and information presented; and (d) create arguments that rely on explanations and examples.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.
   a. Students will be introduced to fundamentals of research design (how to formulate a research question, select cases, state a hypothesis etc.) by deconstructing the arguments that they are exposed to in the
course readings. Students will also be introduced to CUNY-wide library databases and materials (e.g. CUNY+, JSTOR, etc).

iii. How & where in the class calendar will students be taught in class how to use these information tools?
   a. See Day 14.
   b. One of the objectives of the course will be to train students about use of appropriate internet resources. Class discussions will consider why certain sources are appropriate for scholarly use (i.e., databases for peer-reviewed articles), in comparison to other less credible sources they might encounter on the web (i.e. Wikipedia, Yahoo! Answers, etc.).

d. How do the above learning objectives relate to the objectives of the program, major or minor?

The Law and Society major’s main objectives, as described in the major proposal, are listed below. Each bullet point objective is followed by a brief explanation of how this course contributes to meeting these stated goals.

- To provide students with multidisciplinary perspectives on law and legal institutions, their impact on society, and society’s impact on them, with a focus on the relationship between law and political and social change.
  - The sample course readings listed in the attached syllabus expose students to a variety of ways to understand law and its relationship with society. For example, the sample course readings listed in the attached syllabus introduce students to seeing law as (but not only as) a coercive, constitutive, colonial, and liberating force.

- To introduce students to the variety of research methods used to investigate the relationship between law and society;
  - The sample course readings listed in the attached syllabus expose students to a variety of disciplines. For example, the sample syllabus possesses readings from anthropologists, political scientists, and Sociologists. Following from this, the sample course readings listed in the attached syllabus also expose students to a variety of methodological approaches to law. For example, Gerald Rosenberg uses a quantitative approach to understanding law’s relationship (or lack thereof) to social change, while David Engel uses qualitative methods and a narrative writing style to explore how law constructs our identities.

- To provide students with a curriculum that develops their oral and written communication skills, their ability to analyze arguments critically, and their ability to develop and express coherent arguments;
  - The attached sample syllabus requires students to read a considerable amount of first-hand scholarly material. This material will be discussed critically by the professor and the students. Students will also be
required to apply what they have learned in producing their own research paper.

- To prepare students for graduate study and for professional or public service careers.
  - This course will introduce students to the foundation of the Law and Society field. As a result, students will begin the process of better understanding the connections between law and the broader social world from a variety of disciplinary perspectives. This will enable them to better understand the law in their careers and, more broadly, their lives. It will also further develop the basic writing and intellectual skills that are required in all careers and continued education. Finally, the course begins to expose students to the theories they must understand in order to pursue graduate study in a range of social science disciplines.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Student progress will be assessed in a series of writing assignments and exams. For example, the sample syllabus includes 2 short papers, one research paper, and two in-class exams.

10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

The course as presented in the sample syllabus below requires three types of writing assignments:

2. Midterm test/Final Exam: Both tests have two parts. In the first part, students will be asked to provide description and state the significance of 5 key terms or concepts from the readings. In the second part, they will need to answer two questions which assess their ability to synthesize and analyze various readings and produce a coherent and well-articulated argument by bringing evidence from the course materials.
3. Research Paper: 5-6pp. Students will be asked to write an analytical research paper on a Law & Society related topic of their choosing.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).
a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

___No

___Yes. If yes, please give some examples.


**Periodicals (available through the Library website under “Electronic Access to Periodicals”)**

- *Law and Society Review*
- *Law and Social inquiry*
- *Studies, in Law Politics and Society*
- *Journal of Legal Pluralism and Unofficial Law*
- *Journal of Comparative Legislation and International Law*
- *Islamic Law and Society*
- *Arab Law Quarterly*

b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

___X No

___Yes. If yes, please name them.
c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

N/A

d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

- [ ] No
- [X] Yes. If yes, please name them.

**Available Databases:**
- *Worldwide Political Science Abstracts* Gale Virtual Reference Library
- *Oxford Reference Online Premium* (Sage e-Reference Collection)
- Lexis-Nexis
- WorldCat
- JSTOR
- Academic Search Premier
- Heinonline

**Name of library faculty member consulted:**
Ellen Sexton, 12/2/10

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

- [ ] No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
- [X] Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)
The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: 1/11

15. Course offerings

a. When will this course be taught?

   Every semester, starting __Spring 2012____

   One semester each year, starting ________________

   One semester every two years, starting ___________

b. How many sections of this course will be offered? __2__

c. Who will be assigned to teach this course?
Yüksel Sezgin, Joshua Wilson, Erin Ackerman, James Cauthen

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

   ____No

   ___X_ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?
   Sociology of Law, SOC 305

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

   ____Not applicable

   ____No

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

   Met with Professor Susan Will of the Sociology department to discuss the differences between both Introduction to Law & Society and SOC 305, and the differences between
the Law and Society major and the Sociology major. It was determined that the courses and majors were primarily differentiated by both scope and disciplinary approach. In terms of the course specifically, the Law & Society field’s socio-legal roots make some degree of overlap between LAS 2XX and SOC 305 unavoidable. LAS 2XX, however, will be differentiated from SOC 305 by the former’s multidisciplinary approach. LAS 2XX is also distinct in that it is a lower division survey course meant to introduce students to the discipline, whereas SOC 305 is an upper division course that will go into greater detail investigating the Sociological approach to law.

17. Will any course be withdrawn if this course is approved?

   __X__ No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Prof. Harold Sullivan (Department Chair)

   Date of approval: 2/9/11

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

   ___No

   __X__ Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   - Law & Society Major (Part I)

   c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

   N/A
SAMPLE SYLLABUS
LWS 2XX
INTRODUCTION TO LAW & SOCIETY
FALL 2011

Professor: Yüksel Sezgin, PhD.
E-mail: ysezgin@jjay.cuny.edu
Office: North Hall Room 3251
Meeting Times & Location:
Office Hours:

Course Prerequisite
ENG 101, POL 101 and SOC 101 or permission of instructor

Course Description
This course introduces students to the ways that people attempt to use law for social and political change, as well as how social and political forces affect the content of law and access to it. Using a variety of approaches, the course covers issues such as how people understand law and how law both limits and empowers people politically. The course also serves as the introductory course for the Law and Society major.

Learning & Performance Outcomes:
1) Students will come to know that law simultaneously plays complex constitutive, regulative and coercive roles in societal and individual domains, and to identify and critique its different forms and affects.
2) Students will come to know that there are simultaneously existing state and non-state legal systems and to evaluate how they each affect our lives.
3) Students will come to possess and be able to use the basic methodological and epistemological tools necessary to begin to conduct interdisciplinary research in the socio-legal field.
4) Students will come to know that individuals, groups, and institutions use different tactics and strategies to induce social and institutional change through law, and to evaluate their associated risks and advantages.
5) Students will come to know that people in underserved communities need to overcome unique barriers in order to gain access to institutions of justice and to utilize the benefits of law and justice services. By doing so, they will be able to question these barriers and critically evaluate how factors like race, socioeconomic status, and other social factors interact with law.
6) Students will be able to critique and apply competing theoretical and methodological approaches to understanding and studying topics related to the field of law and society. By doing so, they will be able to question each approach’s underlying assumptions and form their own opinions about ongoing political and ideological debates about the role of law in society.
7) Students will be able to structure and write an essay and to critically evaluate, use, and cite outside sources.

Required Texts:
All required texts will be made available via eReserves.

Classroom Rules, Incompletes, & Late Work
• You are expected to extend the same degree of courtesy and respect to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think critically about what we discuss, and challenge or question what you disagree with in a civil manner.

• Incomplete coursework is a major inconvenience for students and instructors. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor.

• Late work is highly discouraged. All assignments must be submitted at the BEGINNING of class on the stated date and students MUST attend class on the due date. All late work will be penalized 1/2 grade (e.g., B+ to B) for every day after the due date and time.

Requirements of the Course and Assignments:
Midterm (25%), Research Paper (20%), Final (25%) Response Papers (20%), Assignments/Participation (10%)

Important Deadlines:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Midterm (25%)</td>
<td>Day 13</td>
</tr>
<tr>
<td>Research paper (20%)</td>
<td>Day 27</td>
</tr>
<tr>
<td>Final (25%)</td>
<td>Day 29</td>
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Assignments:

Midterm & Final Exam: Further information on student responsibilities and requirements for midterm and final exam will be provided by the professor in class.

Research Paper (5-6 pp): Further information will be provided by the professor in the class

Two Response Papers: For further information please see the document “How to Write Response Papers” on Blackboard. Students are required to write a two 2-pp response papers, critiquing readings assigned. The first response paper is due no later than Day 7. The second response paper must be turned in by Day 24.
Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The John Jay Student Undergraduate Bulletin defines plagiarism as follows:

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.

(From the John Jay College of Criminal Justice Undergraduate Academic Standards webpage:  http://www.jjay.cuny.edu/academicStandards/undergraduate.asp. For additional information on Academic Honesty, see page 167 of the Undergraduate Bulletin)

Students with disabilities

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Services at (212) 237-8031 or (212) 237-8233 for TTY. The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or medical conditions that affect their performance in the classroom setting.

Students should inform the Professor promptly (i.e. during the first week of class) about their status. I will make the appropriate accommodations, in accordance with the guidelines established by the Disability Services Office (for more information, visit http://www.jjay.cuny.edu/johnJay/johnJayDisability.asp)
# SCHEDULE OF TOPICS AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Non-Reading Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Class/Course Materials and Requirements</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Law and Society Field &amp; Approach</td>
<td>Steven Vago (2009), Law and Society, pp. 1-25</td>
<td>First Response Paper Able to be Turned In</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Law and Society Field &amp; Approach</td>
<td>Steven Vago (2009), Law and Society, pp. 1-25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Conducting Socio-Legal Research</td>
<td>NOLO Legal Research (2009), pp. 19-47</td>
<td>Meet in the Library: to learn about online legal databases students will need to use to write their research papers.</td>
</tr>
<tr>
<td>5</td>
<td>Law as a Means of Domination &amp; Control</td>
<td>Alan Hunt (1993), Explorations in Law and Society, pp.249-280</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Law as a Colonial Project</td>
<td>Sally E. Merry (2003), “Law and Identity in an American Colony”, in Law &amp; Empire in the Pacific (Ed. S.E. Merry &amp; D. Brenneis), pp. 136-152</td>
<td>First response paper MUST be turned in by today</td>
</tr>
<tr>
<td>13</td>
<td>Midterm</td>
<td>Midterm</td>
<td>Midterm</td>
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Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
<table>
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<tr>
<th></th>
<th>Research Skills</th>
<th>Class presentation.</th>
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<tbody>
<tr>
<td>25</td>
<td>Paper Writing Questions &amp; Feedback</td>
<td>Open class discussion.</td>
</tr>
<tr>
<td>28</td>
<td>Review</td>
<td>There are no specific readings assigned for this week. We will review the material from earlier weeks and</td>
</tr>
</tbody>
</table>
evaluate the effectiveness of “Law in Society” approach to the study of formal and informal institutions and processes of law. Students are strongly encouraged to go over the course material and bring questions to meetings, as sessions are also intended to prepare students for the final exam.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkil loran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course:
   Criminal Justice

   b. Date submitted to Office of Undergraduate Studies:
      Resubmitted: September 13, 2011

   c. Name and contact information of proposer(s):
      Stanley Ingber

      Email address(es): singber@jjay.cuny.edu
      Phone number(s): 212-237-8382

2. a. Title of the course:
   Criminal Responsibility

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):
   Crim Responsibility

3. a. Level of this course:

   _____100 Level    ___X_ 200 Level    ____300 Level    ____400 Level

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

   The 100-level courses in the criminal justice BA introduce students to the structuring of research questions in the field of criminal justice. The aim is to encourage students to think about how such questions should be framed, and at the same time offer an overview of the major institutions and problems in the field of criminal justice. At the 200-level, the BA requires more specifically on individual institutions. By the end of the year, students should have begun to develop the research agenda that will carry them through their junior and senior years. CJBA 210 offers a specific focus on criminal law and the court system,
and with its emphasis on the central ethical and policy questions inherent in any jurisdiction’s effort to allocate criminal responsibility, allows students to begin consideration of research questions in this field.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): CJBA 210

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 focuses on the concept of criminal responsibility, a concept fundamental to the purpose and functioning of the criminal justice system. It examines the policy choices central to the allocation of criminal responsibility, and the ethical dilemma between the need to control deviant behavior and the value of individual freedom. With the aid of significant court cases, students will analyze complex legal issues, such as responsibility for unintended consequences, considered but unfulfilled criminal goals, and the action of others. During this process, they will learn to understand and critique legal arguments. Emphasis will be given, through both classroom discussion and written assignments, on developing analytical, ethical and critical reasoning skills. Students will also begin to develop their own research agenda in the field of criminal law and the operation of courts.

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 102/201 as prerequisites):

Prerequisites: English 102 or 201. CJBA 111.

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):

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
8. **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 will be required in the new *Bachelor of Arts in Criminal Justice* program. It will introduce students to a foundational concept of criminal justice, that of criminal responsibility. While focusing on the policy choices inherent in decisions made by legislatures and appellate courts as well as the legal application of those choices, it will, consistent with the CJBA’s mission statement, help students to develop analytical, ethical and critical reasoning skills and begin to formulate a research agenda in the field of criminal law.

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)

   Students will:
   - Recognize the complexity of the notion of criminal responsibility.
   - Know and be able to discuss the significant legal, jurisdictional and policy choices that complicate the assigning of criminal responsibility.
   - Be able to articulate the ethical considerations inherent in the allocation of criminal responsibility.

   b. **Performance objectives:**
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

   Students will:
   - Develop both inductive and deductive analytical skills.
   - Learn to identify, summarize, and critically evaluate the legal arguments presented in court opinions.
   - Be able to use basic research tools, such as LexisNexis Academic and CJ Periodicals Index.
   - Prepare well reasoned papers, using mature language and syntax.
   - Understand and use the lexicon of the law.
   - Demonstrate an understanding of ethical concepts as they relate to criminal responsibility.
   - Begin to formulate a research agenda in the field of criminal law.
c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will read detailed and sometimes complex court opinions supplemented by legal/philosophical writings and relevant empirical research. They will be expected both to understand and be able to discuss this material.

In the process of writing papers, they will be expected to conduct research using the library’s electronic resources or bound holdings. See writing assignment below.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Databases:

LexisNexis Academic
Criminal Justice Periodicals Index

iii. How & where in the class calendar will students be taught in class how to use these information tools?

These information tools will be discussed in first class of the semester and in anticipation of each of two required papers.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The major intends for students to develop “analytical, ethical, and critical reasoning skills,” learn to “articulate how institutions achieve social goals,” and “be able to express the ethical implication of policy considerations.” It also intends to develop a student’s skills to “think creatively and originally” while engaging in civil oral and written discourse and debate. Finally, all students are required to carry out an original research project as their capstone experience. CJBA 210
provides an opportunity for students to hone these reasoning skills while critiquing how legal institutions achieve policy goals through the process of allocating criminal responsibility.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will participate in active class discussion, keep a log of significant cases, write paper[s] totaling to a minimum of ten pages, and take both midterm and final exam.

10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

Students will be responsible for paper[s] of totaling a minimum of 10 pages critiquing both the policy and legal choices behind complex criminal responsibility concepts chosen by the professor. In addition, students will keep a log consisting of brief reviews of the major cases read for class.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

   a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

      ____No

      ____X____Yes. If yes, please give some examples.

ISBN 9781422429877

   b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

      ____No
__X__ Yes. If yes, please name them.

Encyclopedia of the American Constitution  
West’s Encyclopedia of American Law  
Encyclopedia of Crime and Justice

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

No new books necessary

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

_____ No

_____ X Yes. If yes, please name them.

Databases Recommended:
LexisNexis Academic  
Criminal Justice Periodicals Index

Name of library faculty member consulted: Nancy Egan

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

_____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

_____ X Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf
The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: 12/15/2009

15. **Course offerings**

   a. When will this course be taught?

      Every semester, starting __________

      One semester each year, starting ____Fall 2012____

      One semester every two years, starting __________

   b. How many sections of this course will be offered? __2__

   c. Who will be assigned to teach this course?

      **Professor William Heffernan**
      **Professor Stanley Ingber**
      **Professor Barry Latzer**
      **Professor Evan Mandery**

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

   ____No

   ____X____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

      **LAW 209 – Criminal Law**

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

      ____Not applicable

      ____No

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
__X__ Yes. If yes, give a short summary of the consultation process and results.

Chairs of Criminal Justice and Law and Police Science Departments consulted with each other. Proposed Criminal Responsibility course will focus on theories of criminal responsibility, their inherent role in policy choices of legislatures and appellate courts, and the impact of these choices on the development of criminal law. The Law 209 course has and will continue to focus on criminal law terms and concepts as well as their interpretation by courts.

17. Will any course be withdrawn if this course is approved?

_x__No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan Mandery, Criminal Justice

Date of approval: 12/15/2009

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

___No

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

Core course required of all students within the major.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

NA
Criminal Responsibility

Course Description:

This course focuses on the concept of criminal responsibility, a concept fundamental to the purpose and functioning of the criminal justice system. It examines the policy choices central to the allocation of criminal responsibility, and the ethical dilemma between the need to control deviant behavior and the value of individual freedom. With the aid of significant court cases, students will analyze complex legal issues, such as responsibility for unintended consequences, considered but unfulfilled criminal goals, and the action of others. During this process, they will learn to understand and critique legal arguments. Emphasis will be given, through both classroom discussion and written assignments, on developing analytical, ethical and critical reasoning skills. Students will also begin to develop their own research agenda in the field of criminal law and the operation of courts.

Learning Objectives:

Students will:

- Recognize the complexity of the notion of criminal responsibility.
- Know and be able to discuss the significant legal, jurisdictional and policy choices that complicate the assigning of criminal responsibility.
- Be able to articulate the ethical considerations inherent in the allocation of criminal responsibility.

Performance objectives:

Students will:

- Develop both inductive and deductive analytical skills.
- Learn to identify, summarize, and critically evaluate the legal arguments presented in court opinions.
• Be able to use basic research tools, such as LexisNexis Academic and CJ Periodicals Index.
• Prepare well reasoned papers, using mature language and syntax.
• Understand and use the lexicon of the law.
• Demonstrate an understanding of ethical concepts as they relate to criminal responsibility.
• Begin to formulate a research agenda in the field of criminal law.


Course Operation:
Because we will be focusing on critical analysis in this class, I will expect you to be sufficiently prepared to participate in basic discussion of the material whether you have volunteered to speak or not. If you are not so prepared, please let me know before class. Students who are twice found unprepared without so informing me will be penalized by a reduction in grade.

During the semester, you will be expected to critique in writing two major doctrines of criminal law for my review. Each of these writings will be worth 15% of your grade. Further instructions on these critiques will be given at an appropriate time. There will be a mid-term (worth 20% of your grade) and a final exam (worth 50% of your grade). Your grade can be improved by one grading level (e.g., B- to B) if your participation in class has contributed significantly to the learning environment of the course.

Attendance will be taken, and lateness will be frowned upon. Three late arrivals will be treated as an absence. Leaving class early will be treated as the equivalent of a lateness. A fifth absence will result in a grade reduction; an eighth absence will result in failure. Students who know they will not be able to attend class regularly or that they will be late frequently should reconsider taking course.

Students will keep a running log describing the major cases read, one case per page. Required for these descriptions is a statement of the issue of the case, the way the Court ruled on the issue, and a brief discussion of the rationale used by the Court to justify its ruling. At the beginning of any class, a log of one of the cases included in that day’s reading may be collected and evaluated on a pass/fail basis. Failing no more than two of these case logs will result in a one level grade increase. More than four failures will result in a one level grade reduction. Students who do not submit five or more caselogs will sustain further grade penalties. Those absent when a case is collected should submit that case at the next class that they attend. Unsubmitted caselogs will be treated as failures.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
Technology has reached John Jay. **All students must be registered for this course on Blackboard by the third class.** Students should check Blackboard daily for announcements, assignments and added course materials. **Your John Jay email will be used for direct communication with you, and you are responsible for checking it regularly.**

**Papers:**
You will be responsible for two papers critiquing significant concepts of criminal law. **These papers should be typed using a Times New Roman 12-point font, double spaced with one-inch margins, and range from three to five pages in length.** One hard copy of each paper must be submitted to me directly, or into my College mail file, by 9:00 p.m. on its due date. **Papers may not be submitted by email.** Papers mailed to me at the College will also be accepted if postmarked no later than the due date. A second copy must be submitted electronically to turnitin.com in order to check for plagiarism. Papers may be submitted early. **There will be a grade reduction (i.e., A- to B+) for each calendar day a paper is late.**

These papers should be primarily based on the assigned readings, classroom discussion, and your own experience, native intelligence, and critical skills. However, to help develop your research skills, you **must** consider at least three other sources and list them in a formal bibliography. **(These sources must consist of law review articles, books, or book chapters.)**

Papers will be evaluated for substantive insight, the convincing nature of the positions you take, **but with an emphasis on your communicative skills (including spelling and grammar).** **Plagiarism will be responded to harshly.** (A rule of thumb: If you are using more than 3 words in a row directly from any source, **including the assigned text**, consider the need for quotation marks and a citation.) Follow APA or MLA notation requirements.

Each paper should be in essay form and should include a discussion of at least the following:

- What is the concept? How does it work?
- What is the concept intended to accomplish?
- A critique of the concept’s strengths and weaknesses.
- What reforms to the concept have been suggested?
- What are the strengths and weaknesses of these various reform proposals?
- What would you recommend we do in the future, and why?

**Before submitting your paper, be sure that each of the above questions is fully addressed. Not including any of the above will affect your grade poorly.** Note that I am not seeking a flurry of quotations or citations. I want descriptions, explanations, justifications, and evaluations, **not** mere assertions. Convey analysis, insights and creativity.

**Reading Assignment:**

Your weekly assignment is from the **Kadish casebook.** The supplementary reading should be considered at your discretion if you wish further explanation and insight into the weekly topic.

**Week 1:** Introduction to Criminal Responsibility: Why hold people criminally responsible? 
**Assignment: pp. 1-17, 79-105.**

Week 2: Introduction to Criminal Responsibility (con’t): For what should people be held criminally responsible?
Assignment: pp. 121-167.

Week 3: Should there be responsibility for involuntary acts or omissions?
Assignment: pp. 182-212.

Week 4: Should responsibility require a malicious intent?

Week 5: Should varied levels of intent change the degree of responsibility? (We’ll discuss this in the context of homicide)
Assignment: pp. 373-410.

First Paper is due at end of Week 5.

Week 6: Should varied levels of intent change the degree of responsibility? (con’t)
Assignment: pp. 435-466.

Week 7: Midterm.

Week 8: Does mistake nullify responsibility?

Week 9: How should intoxication or mental disorder affect responsibility?
Assignment: pp. 850-898.

Week 10: Should the degree of responsibility be based on intent or outcome?
Assignment: pp. 509-554.
Week 11: Should intent to cause harm ever be excused or justified?
Assignment: pp. 737-786.

Second Paper is due at end of Week 11.

Week 12: Should there ever be responsibility for behavior that causes no harm?
Assignment: pp. 544-588.

Week 13: Should there ever be responsibility for the acts of others?
Assignment: pp. 663-704.

Week 14: Review for Final Exam

Unless told otherwise, you are responsible for the assigned material regardless of whether covered in class.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

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

   b. **Date submitted to Office of Undergraduate Studies:**
   May 16, 2011

   c. **Name and contact information of proposer(s):**
   Stanley Ingber
   Email address(es): singber@jjay.cuny.edu
   Phone number(s): 212-237-8382

2. a. **Title of the course:** Rights of the Accused

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):
   Rights of Accused

3. a. **Level of this course:**
   
   ____ 100 Level  ____ 200 Level  ____ 300 Level  ____ 400 Level

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

   **Building upon the knowledge and skills learned by students in the core offering on Criminal Responsibility, this course, presented as a 300 level course intended to provide a focus for further student research, emphasizes constitutional analysis and the policy choices implicit in Court decisions involving police investigative practices. The cases reviewed and their impact on police actions and attitudes open a rich area for student research topics for the 400-level capstone courses in the major as they offer a theoretical foundation for both qualitative and quantitative study.**

   b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ________CJBA______
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course explores the evolution and interpretation of the legal rights of the accused, as embodied in the Bill of Rights and the Due Process Clause of the Fourteenth Amendment. Focusing on controversial court decisions, students will be introduced to major theories of rights and constitutional analysis. They will also evaluate the policy choices implicit in judicial efforts to balance society's desire for security against the individual's need for protection from governmental abuse. Students will learn to identify, summarize and critique constitutional theories and arguments.

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 102/201 as prerequisites):

Prerequisites: English 102 or 201; Criminal Justice 101; CJBA 111; CJBA 120; CJBA 210 (or permission of instructor).

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. **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 will be an elective offering for the new *Bachelor of Arts in Criminal Justice* program. It will introduce students to the various theories surrounding the concept of rights generally and then how those theories have impacted on constitutional discourse. No other course in the John Jay curriculum focuses on the rights of the accused so directly. Using this approach, students will be exposed to the conflict over the proper role of
Supreme Court adjudication in the field of criminal justice and law enforcement. They will explore the debate surrounding the source and scope of rights protecting the accused. This concentration on theories of rights generally and their impact on accused’s rights specifically distinguishes this course from LAW 203. That course deals broadly with Constitutional Law, of which accused’s rights is only a subset getting varied coverage depending on the specific instructor’s syllabus. Additionally LAW 203 guarantees no conceptual consideration of the concept of right nor of the policy choices inherent in constitutional decision making. Finally, the materials reviewed in this course and their relevance to police actions and attitudes open a rich field for student research as they offer a theoretical foundation for both qualitative and quantitative study.

9. Course learning objectives:

a. Knowledge objectives:
(What do you expect students to know after taking this course?)

Students will:

- Recognize, describe, and employ major theories of constitutional analysis and interpretation.
- Understand how the “rights of the accused,” as expressed in the Bill of Rights and Fourteenth Amendment, are situated within the larger framework of rights analysis.
- Identify the policy choices inherent in leading constitutional decisions.
- Appreciate the relevance of these decisions to police actions and attitudes.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Students will:

- Be able to discuss controversial issues civilly, even with those with whom they disagree.
- Be able to identify and explain research questions that would contribute to the understanding of criminal rights and/or police action.
- Be able to not only understand but also employ the lexicon of constitutional law in their own arguments.
- Develop the skill to critique positions taken by legal institutions, such as the Supreme Court
- Demonstrate an ability to use legal research tools to develop and defend a well-articulated position on a criminal rights related topic

c. Information literacy objectives:
i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will read detailed and sometimes complex court opinions supplemented by legal/philosophical writings while being expected both to understand and be able to critique this material.

In the process of writing papers, they will be expected to conduct research using the library’s electronic resources or bound holdings. See writing assignment below.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

**Databases:**

- LexisNexis Academic
- Criminal Justice Periodicals Index
- Academic Search Complete
- Criminal Justice Abstracts

iii. How & where in the class calendar will students be taught in class how to use these information tools?

**These information tools will be discussed in first class of semester and in anticipation of the required papers.**

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The major intends for students to develop “analytical ethical and critical reasoning skills,” to understand how “institutions achieve social goals,” and to appreciate the “moral questions” posed by and “ethical implications of policy decisions.” [Quotations from CJBA’s Mission Statement] This course’s focus on the concept of rights, on the functioning of the Supreme Court and law-enforcement institutions, provides a rich environment in which to develop these goals. The offering also intends to develop a student’s skills of civil oral and written discourse and debate. As an elective course in the major, this course should open a rich field for student research of both a qualitative and quantitative nature.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

**Students will participate in active class discussion, keep a log of significant cases, write papers totaling a minimum of 20 pages, and take both midterm and final exam.**
10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

**Students will be responsible for papers critiquing the constitutional and rights analysis found in landmark criminal justice cases. In addition, students will keep a log consisting of brief reviews of the major Supreme Court cases read for class.**

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   ____No

   _X___Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

   ____No

   _X___Yes. If yes, please name them.

   **Encyclopedia of the American Constitution**
   **Wests Encyclopedia of American Law**
   **Encyclopedia of Crime and Justice**

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
**No new books necessary**

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

  ____ No

  __X__ Yes. If yes, please name them.

  **Databases Recommended:**
  LexisNexis Academic
  Criminal Justice Periodicals Index

**Name of library faculty member consulted:** Nancy Egan

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

    ____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

    __X__ Yes

13. **Syllabus**

    Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.ijay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

    The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. **Date of Department curriculum committee** approval: **12/15/2009**
15. **Course offerings**

a. When will this course be taught?

   Every semester, starting __X___

   One semester each year, starting __________

   One semester every two years, starting __________

b. How many sections of this course will be offered? __1___

c. Who will be assigned to teach this course?

   Professor William Heffernan  
   Professor Stanley Ingber  
   Professor Barry Latzer  
   Professor Evan Mandery

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

   ____No

   __X__Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   **LAW 203 Constitutional Law**

   The concentration on theories of rights generally and their impact on accused’s rights specifically distinguishes this proposed Rights of the Accused course from LAW 203. LAW 203 deals broadly with Constitutional Law, of which accused’s rights is only a subset getting varied coverage depending on the specific instructor’s syllabus. Additionally LAW 203 guarantees no conceptual consideration of the concept of right nor of the policy choices inherent in constitutional decisionmaking.

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

   ____Not applicable

   ____No

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

   **Chairs of Criminal Justice and Law and Police Science Departments** consulted with each other. Proposed Rights of Accused course will focus on theories of rights, their inherent role in policy choices implicit
in Supreme Court decisions, and the impact of these choices on the development of Fourth, Fifth, and Sixth Amendment jurisprudence. The Law 203 course has and will continue to function as an introdutional survey of all aspects of Constitutional Law (of which the rights of accused is only a limited part) and an awareness of Supreme Court holdings.

17. Will any course be withdrawn if this course is approved?

___X_No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): **Evan Mandery**

Date of approval: **12/15/2009**

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

___No

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

This course will be in Part III of the B.A. in Criminal Justice.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. NA
Rights of the Accused

Course Description:
This course explores the evolution and interpretation of the legal rights of the accused, as embodied in the Bill of Rights and the Due Process Clause of the Fourteenth Amendment. Focusing on controversial court decisions, students will be introduced to major theories of rights and constitutional analysis. They will also evaluate the policy choices implicit in judicial efforts to balance society’s desire for security against the individual’s need for protection from governmental abuse. Students will learn to identify, summarize and critique constitutional theories and arguments.

Assigned Casebook: Kamisar, LaFave, Israel, King & Kerr, Basic Criminal Procedure, 12 ed. ISBN 9780314189882.
For helpful background, recommended but not required:


Learning Outcomes:
Students will:

- Learn to recognize, describe, and employ major theories of constitutional analysis and interpretation.
- Understand how the “rights of the accused,” as expressed in the Bill of Rights and Fourteenth Amendment, are situated within the larger framework of rights analysis.
- Identify the policy choices inherent in leading constitutional decisions.
- Appreciate the relevance of these decisions to police actions and attitudes.
- Be able to discuss controversial issues civilly, even with those with whom they disagree.
- Be able to identify and explain research questions that would contribute to the understanding of criminal rights and/or police action.
- Be able to not only understand but also employ the lexicon of constitutional law in their own arguments.
- Develop the skill to critique positions taken by legal institutions, such as the Supreme Court.
- Demonstrate an ability to use legal research tools to develop and defend a well-articulated position on a criminal rights related topic.
Course Operation:

Because we will be focusing on critical analysis in this class, I will expect you to be sufficiently prepared to participate in basic discussion of the material whether you have volunteered to speak or not. If you are not so prepared, please let me know before class. Students who are twice found unprepared without so informing me will be penalized by a reduction in grade.

During the semester, you will be expected to critique for my review the constitutional analysis found in two landmark Supreme Court criminal justice cases of my choosing. Each of these writings will be worth 15% of your grade. Further instructions on these critiques will be given at an appropriate time. There will be a mid-term (worth 20% of your grade) and a final exam (worth 50% of your grade). Your grade can be improved by one grading level (e.g., B- to B) if your participation in class has contributed significantly to the learning environment of the course.

Attendance will be taken, and lateness will be frowned upon. Three late arrivals will be treated as an absence. Leaving class early will be treated as the equivalent of a lateness. A fifth absence will result in a grade reduction; an eighth absence will result in failure. Students who know they will not be able to attend class regularly or that they will be late frequently should reconsider taking course.

Students will keep a running log describing the major cases read, one case per page. Required for these descriptions is a statement of the issue of the case, the way the Court ruled on the issue, and a brief discussion of the rationale used by the Court to justify its ruling. At the beginning of any class, a log of one of the cases included in that day’s reading may be collected and evaluated on a pass/fail basis. Failing no more than two of these case logs will result in a one level grade increase. More than four failures will result in a one level grade reduction. Students who do not submit five or more case logs will sustain further grade penalties. Those absent when a case is collected should submit that case at the next class that they attend. Unsubmitted case logs will be treated as failures.

Technology has reached John Jay. All students must be registered for this course on Blackboard by the third class. Students should check Blackboard daily for announcements, assignments and added course materials. Your John Jay email will be used for direct communication with you, and you are responsible for checking it regularly.

Papers:

You will be responsible for two case commentaries this semester. Each will both brief and analyze a significant case that I will assign. These commentaries should be typed using a Times New Roman 12-point font, double spaced with one-inch margins, identified only by the first four numbers of your social security number, and should be at least five pages in length. One copy of the paper must be submitted to me directly, or into my College mail file, by 9:00 p.m. on its due date. Papers may not be submitted by email. Papers mailed to me at the College will also be accepted if postmarked no later than the due date. A second copy must be submitted on the due date electronically to turnitin.com to check for plagiarism. Papers may be
submitted early. **There will be a grade reduction (e.g., A- to B+) for each calendar day a paper is late.**

These papers should be based on the assigned readings, classroom discussion, and your own experience, native intelligence, and critical skills. Additionally, to help develop your research skills, you **must** consider at least three major sources other than the text and the assigned cases and list them in a formal bibliography. (These sources must consist of law review articles, books, or book chapters.)

Papers will be evaluated for substantive insight, analytical clarity, but **with an emphasis on your communicative skills (including spelling and grammar).** **Plagiarism will be responded to harshly.** (A rule of thumb: If you are using more than 3 words in a row directly from the original source, including the fact pattern as presented in the assigned text, consider the need for quotation marks and a citation.) Follow APA notation requirements.

The case commentary should be an essay that considers all of the following six elements of the case and ends with a conclusion. These elements are:

1. **What are the significant facts?** To determine what facts are significant, ask yourself what facts are necessary to understand the legal issue facing the Court and the decision the Court reached.

2. **What is the legal issue?** What question(s) must be answered by the Court to decide between the parties to the suit? This often, but not always, is the same as the issue that the parties are arguing over.

3. **What is the holding reached by the Court?** How does the Court answer the question posed by the legal issue? Who wins and loses? Does the Court overrule or uphold the lower court decision? What does the Court direct happen to the case thereafter? Is it ended in favor of one party or is it remanded for further proceedings? If remanded, what is the lower court being asked to do or decide?

4. **What perspective on constitutional law is used by the Court in reaching its decision?** How did the Court justify its decision? Is the opinion based on precedent, constitutional text, distinctive facts, or public policy? Explain. **Trace carefully the logic of the Court’s argument.**

5. **Does the Court’s rationale hold up to careful analysis? (This should be the main focus of your paper.)** Is the Court’s reasoning convincing? If yes, why? If no, why not? For example: Were important facts neglected? Did the Court misunderstand the values at stake? Were alternative resolutions or constitutional theories ignored or not fairly evaluated? **In this context, compare the analysis of the Court with that of any concurring or dissenting opinions. How do these decisions differ in the interpretive theory adopted?**

6. **What have been the implications of the case?** In the years since the case was rendered, has the case lived up to its potential? Was its impact different from that predicted? If so, what caused this violation of expectations?

7. **Was this case a beneficial addition to American law?** Give a detailed explanation for your response.
Before submitting your paper, be sure that each of the above questions printed in bold is fully addressed. The substance of your paper should focus most on elements 4, 5, and 7 above. Not including a response to any of these questions will affect your grade negatively.

Reading Assignment:

**Week 1:** Introduction to the Rights of the Accused: Rights Analysis of the Criminal Justice System.
- pp. 1-54.

**Week 2:** Introduction (cont’d): Constitutional Criminal Procedure
- pp. 55-79.

**Week 3:** Sixth Amendment Right to Counsel: Access to All Other Rights
- pp. 74-114.

**Week 4:** Fifth Amendment Privilege Against Self-Incrimination: Adversarial vs. Inquisitorial Systems
- pp. 538-561.

**Week 5:** The Miranda Revolution: Constitutional Oversight of Police Behavior

**Week 6:** The Weakening of Miranda: Changing Analytical Perspectives
- pp. 656-721, 905-916.

**Week 7:** The Interconnection between Fifth Amendment and Sixth Amendment Rights
- pp. 551-559, 721-743.

**Week 8:** Midterm
**Week 9:** The Conflict Over the Critical Approach to Eyewitness Identification
pp. 740-773.
Haber & Haber, "Experiencing, Remembering and Reporting Events," 6 Psychol.

**Week 10:** The Questionable Appropriateness of Court-Made Rules: The Fourth Amendment’s Exclusionary Rule
pp. 218-254, 653-656, 872-886.

**Week 11:** General Scope of Fourth Amendment Protections

**Week 12:** The Importance of Context in Fourth Amendment Jurisprudence
pp. 316-393.

**Week 13:** Searches in Non-Law Enforcement Contexts
pp. 393-449.

**Week 14:** Final Exam Review

**Week 15:** Final Exam

Unless told otherwise, you are responsible for the assigned material regardless of whether covered in class.
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus & bibliography must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

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

   b. Date submitted to Office of Undergraduate Studies: May, 2011

   c. Name and contact information of proposer(s): Richard E. Ocejo

   Email address(es): rocejo@jjay.cuny.edu
   Phone number(s): (212) 237-8687

2. a. Title of the course: Qualitative Research Methods in Criminology

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):

   Qual.Res.Methods

3. a. Level of this course:

   _____100 Level _____200 Level _X_300 Level _____400 Level

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

   This course is at the 300 Level because of the challenges and critical assessments that will be required of students through intensive reading, writing, and research. It will satisfy one of the methods requirements for the newly revised criminology major. The current methods course, Research Methods in the Behavioral Sciences (SSC 325), will remain as a required core course. Qualitative Research Methods in Criminology will be for more advanced students who have already acquired a basic understanding of criminological research and want to specifically learn more about qualitative methods.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): _SOC__
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

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

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 102/201 as prerequisites):

ENG 101/201, SOC/ANT 101, SOC 203

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. **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.)

Research methods are a central part of a major in criminology’s core curriculum. Like most other sociology departments, John Jay’s offers statistical methods for students to cover their methods requirement. But criminologists use a wide variety of research methods for understanding crime in society and how people deal with the law. A significant methodological branch that is currently unavailable but represents a seminal part of criminology and
criminological knowledge is qualitative research methods. For the newly revised criminology major, we feel that John Jay College should offer this course to offer students a breadth of criminological methods, techniques, and modes of inquiry.

Unlike “quantitative” methods, such as surveys and statistics, qualitative methods put the researcher face to face with social actors and social groups. They teach the student-researcher how to critically analyze everyday situations from the perspective of individuals as they occur while stressing the importance of empathy towards them. It is both a progressive and humanistic set of techniques that will provide students with invaluable insight into society and culture and important skills of observation, communication, and critical assessment.

We also feel that Qualitative Research Methods in Criminology complements the vision we have for our department. The revised criminology major assists students in building their skill sets to include intense analysis of the world around them. With John Jay located in the heart of New York City, students will learn how to use these methodological tools to understand the complexities of society, to learn the perspectives of individuals and groups, and to strengthen their specialized knowledge. Finally, our department already features many scholars who use a wide array of qualitative research methods in their research and are both well-equipped and highly eager to teach a course on them.

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)

After taking this course students will know:

- The key elements of several qualitative research methods, such as participant observation, interviewing, content analysis, and visual analysis
- Several data collection strategies found in these methods
- How to pose qualitative research questions
- How to design a qualitative research project
- The ethical considerations for studying human subjects

   b. **Performance objectives:**
   (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

After taking this course students will be able to:

- Record qualitative data through note-taking, interviewing, and audio and visual devices
- Analyze qualitative data through such techniques as coding and memo-taking
- Transcribe recordings in a manner that facilitates data analysis
• Use such computer programs as Express Scribe and Atlas.ti for data coding and analysis
• Write a research paper based on their own qualitative project

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students will be expected to use the library’s resources, such as Academic Search Complete, JSTOR, Social Sciences Full Text, Social Services Abstracts, SocINDEX with Full Text, Sociological Abstracts (CSA), to locate and analyze sociological literature for their semester-long research projects.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Along with class readings, students will be directed to use various library reference sources and databases (see answer to questions 11b and 11c below) in order to complete assignments as well as to help them with their research projects.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

In our required Research Methods course students learn how to utilize the library’s resources, which they will use for this and other courses as well as their own work.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The above learning objectives will contribute significantly to the revised criminology major. It will be imperative that criminology students learn how to observe and understand how people interpret crime and the law and how the criminal justice system influences people’s lives. Qualitative research also entails writing, conversation, and listening skills, all of which are important aspects of the criminology major.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

Students will demonstrate that they have achieved these course objectives through several writing assignments and their own projects (see syllabus).

10. Recommended writing assignments

Indicate the types of writing assignments this course would require, as well as the number of
pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

For this course students will have regular essays that answer specific questions related to the course material. There will be five of them throughout the semester and they will each be two to four pages. Students will also have to write about their own research based on their own reading of the literature as well as the work they do for their own projects. This will take the form of a three-part writing assignment with staged revisions. The final version of this paper will be eight to ten pages and is designed to assess students’ understanding of the course material from the entire semester. These are just some examples of writing assignments that could be adopted for this course and that are evidenced in the sample syllabus.

11. Please meet with a member of the Library faculty prior to responding to Question 12. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (sexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

_____ No

___X Yes. If yes, please give some examples.

The Lloyd Sealy Library currently has several books, such as Mitchell Duneier’s Sidewalk (on the sample syllabus), that would serve as important texts for this course. Other significant books (see answer to question 11c below and attached syllabus) are in the CUNY library system and are accessible to students.

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

_____ No

_____X Yes. If yes, please name them.

The Sage Encyclopedia of Qualitative Research Methods and the Encyclopedia of Social Science Research Methods.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
The following books are important resources for students studying qualitative research methods and are required for our sample syllabus:


Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

___ No
_X Yes. If yes, please name them.

Academic Search Complete, JSTOR, Social Sciences Full Text, Social Services Abstracts, SocINDEX with Full Text, Sociological Abstracts (CSA)

**Name of library faculty member consulted:** Professor Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

_X Yes

Overall, the College currently has the resources for this course. Students will benefit from having access to video recording equipment, and I have spoken with Professor Lyell Davis about getting access to it. Many students already have personal digital cameras and audio recording equipment. Finally, transcription programs, such as Express Scribe, are free and easy to download. But the school does not have a qualitative data analysis program, such as Atlas.ti. I have spoken with Yvette Fibleuil, the Student Technology Fee Project Coordinator, about acquiring this equipment for student use and would prepare a Student Technology Fee proposal for it.

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.ijay.cuny.edu/undergraduestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.ijay.cuny.edu/undergraduestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the
semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See attached.

14. Date of **Department curriculum committee** approval: May 4, 2011

15. **Course offerings**

   a. When will this course be taught?

      Every semester, starting **Spring 2012**

      One semester each year, starting ____________

      One semester every two years, starting ____________

   b. How many sections of this course will be offered? **2**

   c. Who will be assigned to teach this course?

      David Brotherton, Robert Garot, Richard E. Ocejo, Barry Spunt, Lucia Trimbur, Carla Barrett, Gail Garfield

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

      ____No

      ____X Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

      Anthropology, ANT 212, Applied Anthropology (see below)

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

      ____Not applicable

      ____No

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

      I had several email conversations with Professor Ric Curtis, chair of the department of anthropology, during the fall 2010 and spring 2011 semesters about the possible overlap between our proposed course and their ANT 212 Applied Anthropology. He does not think that
there is an overlap between the two, since ANT 212 covers applied projects and our proposed course focuses on teaching students about qualitative methods and how to do them.

I then met with Professor Edward Snajdr, chair of the department of anthropology’s curriculum committee, on March 31, 2011 to discuss this matter. After reading our proposal he feels that while there may be some overlap between the two courses, they are not duplicates of each other. He feels that while there will inevitably be some overlap since there are similarities between qualitative methods in anthropology and criminology, the two courses are discipline-specific and cover issues that relate to their respective fields. He says that due to the discipline-specific nature of the course that even when Anthropology introduces new qualitative methods courses for their new major that there will not be conflicts between.

17. Will any course be withdrawn if this course is approved?

   _X_ No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Professor David Brotherton

   Date of approval: May 3, 2011

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

   ___No

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

   This course will fulfill part four of criminology, advanced methods, for the criminology major.

   c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

   NA
SOC 3XX QUALITATIVE RESEARCH METHODS IN CRIMINOLOGY

Class Meeting Times: TBA
Office Hours: TBA; or by appointment
Contact: Email: rocejo@jjay.cuny.edu; Phone: (212) 237-8687 (email is better; I reply very promptly)

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

Knowledge Objectives:
After taking this course students will know:

- The key elements of several qualitative research methods, such as participant observation, interviewing, content analysis, and visual analysis.
- Several data collection strategies found in these methods.
- How to pose qualitative research questions.
- How to design a qualitative research project.
- The ethical considerations for studying human subjects.

Performance objectives:
After taking this course students will be able to:

- Record qualitative data through note-taking, interviewing, and audio and visual devices
- Analyze qualitative data through such techniques as coding and memo-taking
- Transcribe recordings in a manner that facilitates data analysis
- Use such computer programs as Express Scribe and Atlas.ti for data coding and analysis
- Write a research paper based on their own qualitative project

Required Books:


*All books are available at John Jay’s Barnes and Noble bookstore. I have also put a personal copy of each on reserve at the library. And since they are personal copies, I would ask that you please not write in them.*

**Grading:**

- Papers (5 at 10 points each): 50
- In-class exercises (3 at 10 points each): 30
- Midterm: 25
- Revision: 30
- Final: 40
- Presentation: 15
- Class Participation: 10

*200 total points*

I accept late assignments, but you will have a point deducted for every class day that an assignment is late.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc).

All students are allowed two unexcused absences. Each unexcused absence after the second will result in a deduction of five points from your point total. Excused absences must be brought to my attention. In either situation, you are responsible for getting all notes and handing in all assignments on time.

I only grant “Incomplete” grades in the most extreme of circumstances. You must request an Incomplete grade in advance of the final. Please note that X is the last day to withdraw without academic penalty (i.e. to drop with the grade of “W”) for the spring 2012 semester.

**Assignments:**

*Papers:* There will be 5 papers and 3 in-class exercises due throughout the semester. See Course Schedule for due dates and specific topics.

*Research Project:* The final paper is 8-10 pages in length and is staged into 3 parts (midterm, revision, final). Students will also be required to give presentations at the end of the semester based on their research. You must staple all papers with my comments to the back of the paper you hand in; otherwise, I will not grade it. Therefore, do not lose them!

*Midterm:* For the Midterm, students are expected to select a book-length study in criminology on any subject of their choosing. Students are expected to read this text and discuss such concerns in it as positionality, ethics, and the methods used, in detail. Students will also briefly summarize the book’s analysis and its main points. Finally, students will describe a field site that they have selected in which to conduct qualitative research and discuss the issue observable in this site that they will address. A list of possible sites students can conduct research at will be given during the first week of class. (3-4 pages)
Revision: Students will revise their Midterms based on my comments and expand them based on the research that they have conducted. This expansion will include a thorough description of the field site and its inhabitants, a photograph of the place and its people, and quotes from interviews. In discussing their project, students must use the study that they selected as a model for their own work. How is your project different? Do you position yourself differently from the author(s)? Are there different ethical issues? (6-8 pages)

Final: The Final paper is a revision of the previous paper based on my comments and an expansion based on the data that students collect from their field sites and interviews. This will include data analysis and a discussion of the major findings. (8-10 pages)

Presentation: Students will be required to give a 5-minute presentation on their findings. Details on the structure and dates of the presentation will be given during the semester.

I only accept assignments by email. Please send them to jj.assignments@gmail.com.

All assignments must be:
- Double-spaced
- 12-point font
- 1-inch margins
- Saved in a Word format (.doc or .docx)

I accept drafts of any paper and will provide feedback (handing in a draft does not exempt you from point deductions for lateness, so be sure to get me a draft in advance of the due date).

E-Reserve and Blackboard:
Many of your reading assignments (as well as this syllabus) are on E-Reserve through the Library and on our course’s Blackboard page. Neither is difficult to access. For E-Reserve, go to John Jay’s homepage at www.jjay.cuny.edu and click on “Library.” Then click on “E-Reserve” and search for our course. Our course password will be “Ocejo,” which you must enter in order to retrieve the documents.

As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). Go to www.jjay.cuny.edu, click on “BlackBoard Online” at the top right. Click on Portal Log-in/Blackboard/eSIMS and from there click on Blackboard 8 Direct. If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email the help desk at helpdesk@jjay.cuny.edu.

Writing Resources:
Since there are many writing assignments in this course I want to make you aware of the resources that are available to you if you are having any issues with your writing. You can make an appointment to meet with a tutor at the Writing Center, which is located in Room 2450 in North Hall. You can also call them at (212) 237-8569 or visit them at http://web.jjay.cuny.edu/~writing/homepage.htm. If English is not your first language, then you can go to the Center for English Language Support, which is in Room 1201 in North Hall. You can also call them at (212) 237-8231 or visit them at http://web.jjay.cuny.edu/~esl. Both centers also regularly have workshops that cover a wide range of topics, so be sure to check out their...
websites for updates if you need any help. And of course, I am always available during office hours and through email.

**Statement of 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.

**COURSE SCHEDULE**

**Week 1: Why Qualitative Inquiry?**

This first week introduces the concept of qualitative inquiry and discusses what the differences are between qualitative and quantitative methods and why criminologists use one set instead of another. Examples of ethnographic studies around New York City will be given to students to familiarize themselves with that type of qualitative methodology.

**Readings:**
- Becker, Howard. “The Epistemology of Qualitative Research” (Chapter 13 in *Contemporary Field Research*)

**Week 2: Positionality**

Qualitative methods place researchers face to face with the people they study. Excerpted from classic ethnographic texts, these readings show several examples of how researchers position themselves in the lives and settings of the people they study as well as the problems that may arise when doing so.

**Readings:**
• Liebow, Elliot. “A Field Experience in Retrospect” (on Blackboard)

**Week 3: Ethics in Research**

Ethics are a significant part of all forms of social science research, and this week deals with the ethical issues that arise from qualitative research. It focuses on two famous and highly controversial qualitative studies to discuss the complexities and complications that can arise.

*Readings:*

- Film: “Atrocity,” by Adam Kargman

**Paper 1:** Discuss the major differences between conducting qualitative and quantitative research. What are some important issues of “positionality” that ethnographers face when they are in the “field?” (2-4 pages)

**Week 4: Origins of Qualitative Research in Criminology**

This week traces the origins of qualitative research on criminological issues. Excerpts from classic ethnographic texts point out some of the fundamental elements and techniques of qualitative research and reveal some of their limitations.

*Readings:*

- Shaw, Clifford. 1930. “Introduction,” “Chapter 1,” and “Chapters 4-7” in *The Jack-Roller: A Delinquent Boy’s Own Story.* (on Blackboard)
Week 5: Analysis: Coding Qualitative Data

Once researchers collect their data, they must then analyze it. Focusing on their own work with several examples given as models, this week shows students how to code the data that they collected from their field work and interviewing.

Readings:

- Bloor, Michael. “Techniques of Validation in Qualitative Research: A Critical Commentary” (Chapter 18 in Contemporary Field Research)
- Liebow, Elliot. “Friends and Networks” (Chapter 6 in Tally’s Corner)

Week 6: Ethnography: Participant Observation

Ethnography, or participant observation, is probably the most well-known qualitative research method. These readings provide both definitions and examples of ethnography, focusing on studies that examine particular social groups.

Readings:

- Liebow, Elliot. “Introduction” and “Men and Jobs” (Chapters 1 and 2 in Tally’s Corner)
- Emerson, Robert and Melvin Pollner. “Constructing Participant/Observation Relations” (Chapter 11 in Contemporary Field Research)

Paper 2: Ethnographic observation exercise: Visit a “cultural scene” (such as a coffee shop, crossers at a crosswalk, or subway riders) and observe it for 15 minutes taking notes on what you observe if possible. Write about what you did, describe the scene and what people were doing, and conclude with a generalization of what you observed. (2-4 pages)

Week 7: Ethnography: Community Studies

This week focuses on another type of ethnography, namely the community study. Instead of a single social group, these readings focus on communities of people and neighborhoods.

Readings:


Week 8: Conducting Ethnography: Getting In

Following the discussion of examples of ethnographic studies, this week begins the practical application of ethnographic techniques in the field. These readings discuss crucial issues that lie behind gaining entry while students discuss their own experiences in gaining entry for their individual research projects.

Readings:


Midterm due

Week 9: Conducting Ethnography: Writing Field Notes

Continuing with conducting ethnography, these readings deal with how to take and write up field notes. Students will share and discuss their own field notes with the class.

Readings:

• Goffman, Erving. “On Fieldwork” (Chapter 5 in *Contemporary Field Research*)
• Duneier, Mitchell. p. 253-60 in “A Christmas on Sixth Avenue” (in *Sidewalk*)

**Week 10: Visual Analysis**

A relatively new qualitative method that has developed as both a supplement to ethnography and a legitimate method in its own right is visual analysis. This includes both photography and documentary.

In-Class Exercise: Students will be asked to bring in photographs that depict at least five different times throughout their day and will be paired with another student in the class. They will describe what is they think they see through looking at the pictures. Field notes must be taken.

*Readings:*

• Duneier, Mitchell. “Sidewalk Sleeping” and “When You Gotta Go” (in *Sidewalk*)
• Film: “Sidewalk,” by Mitchell Duneier

**Revision Due**

**Week 11: Interviewing**

A popular method that spans both qualitative and quantitative research, interviewing is a highly useful way to gather a lot of detailed information about a population. These readings provide examples of studies that utilize interviewing methods and deal with specific interviewing techniques.

In Class Exercise: Students will be asked to pair up with their partner from Week 10 and interview them about an average day in their life. Field notes must be taken.

*Readings:*


**Paper 3:** At this point students will have selected their field site and will be collecting data. Using concepts from the literature, discuss what the “getting in” process was like for you. Who did you meet? Where did they “guide” you? Provide a sample of your field notes (2-4 pages).

**Week 12: Focus Groups**

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
While often dismissed as a marketing method, the focus group has been highly valuable for many criminologists. This week discusses the purpose and structure of focus groups.

In Class Exercise: Students will be split into groups and one student from each group will be asked to conduct the focus group. For twenty minutes students have to engage in this process and at the end describe challenges or difficulties that might occur when interviews are more than one on one.

_Readings:_


_Paper 4:_ Discuss the methods of visual analysis and interviewing. Building on the class exercises from weeks 10 and 11, describe how the visual analysis supplemented the interview. In what ways can they be used on their own? (2-4 pages)

**Week 13: Observation: Unobtrusive Methods**

Along with participant observation, qualitative researchers also often make unobtrusive observations whereby people under study may not be aware of the researcher’s presence. This week provides some examples of this and discusses its advantages and disadvantages.

_Readings:_


_Paper 5:_ Discuss some of the benefits of focus groups and unobtrusive methods. (2-4 pages)

**Week 14: Writing It Up**

Finally, after collecting and analyzing the data, researchers have to write it up in a manner that makes sense. At this point, students will have their data and have a good understanding of what it means. Using classic texts as models, they will then write up their findings in a coherent manner.
Readings:

- Atkinson, Paul. “Ethnography and the Representation of Reality” (Chapter 3 in Contemporary Field Research)
- Liebow, Elliot. “Fathers Without Children” and “Husbands and Wives” (Chapters 4 and 5 in Tally’s Corner)
- Duneier, Mitchell. “A Christmas on Sixth Avenue” (in Sidewalk)

Final Papers are due on the date of the Final Exam
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to killoran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Gender Studies
   
   b. Date submitted to Office of Undergraduate Studies:
   
   c. Name and contact information of proposer(s): Matthew Perry and Allison Pease

   Email address(es): mperry@jjay.cuny.edu; apease@jjay.cuny.edu
   Phone number(s): 212-237-8814; 212-237-8565

2. a. Title of the course: Senior Seminar in Gender Studies
   
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Sr Sem Gend Studies

3. a. Level of this course:

   _____100 Level _____200 Level _____300 Level _XX_400 Level

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

   This will be the capstone course for Gender Studies majors. Students will be reading and discussing advanced texts, and working independently to produce a substantial research paper.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): __GEN________

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

   The senior seminar is an intensive study of a key issue, trend, or idea in the field of Gender Studies. Individual seminars will engage contemporary research in Gender Studies as related to the expertise of the instructor. Students will apply different dimensions of Gender Studies — history, theory, and practice — through study of the conceptual frameworks underpinning the semester’s topic. Seminars are discussion based and include independent research and writing of a twenty-five page senior thesis as well as oral presentations.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
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 102/201 as prerequisites):

ENG 102/201; SSC 325 or HJS 315; GEN/PHI 333; GEN/HIS 364

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. **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.)

   Through the Gender Studies major, students will acquire the skills and knowledge to develop a research question, investigate it, situate it in existing theory/scholarship, and write an evidence-driven, scholarly paper about it. This seminar—the capstone of the Gender Studies degree—offers students the opportunity to engage in that task together, using a single issue, trend, or idea to focus the enterprise. Students will have the opportunity to work closely with the professor and each other to develop their research questions, produce a research plan, and produce a final scholarly paper with findings that they can present to an audience of learned peers.

9. **Course learning objectives:**

   **a. Knowledge objectives:**
   (What do you expect students to know after taking this course?)
   
   - How concepts of gender and sexuality influence the construction of human identity in historical, cultural, and geographic contexts.
   - The interrelationships between gender and sexuality and other identity categories such as race, class, nationality, age, and physical disability.
   - The intersection of scholarly inquiry on gender and sexuality with theories of justice, criminality and human rights.
   - Use theories of gender and sexuality to analyze and discuss a particular issue, theme, or trend (specific knowledge objectives will vary depending on each semester’s theme).

   EXAMPLE: Additional knowledge objectives for sample seminar on the body:
b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

- Analyze and compare scholarly writing relevant to the seminar’s theme.
- Generate a research question relevant to the seminar’s theme.
- Create a thesis statement based on this research question.
- Identify and locate significant primary and secondary sources related to that thesis statement.
- Apply disciplinary methods to analyze primary and secondary sources in relation to the thesis.
- Work cooperatively with other students and the professor through multiple versions of a research paper to improve the thesis statement, research strategies, source analysis, and writing.
- Write a substantial scholarly research paper based on independent research.
- Present independent findings in a colloquium format.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

After developing a research question, students will identify useful sources of information through consultation with the instructor, assessment of the bibliographies of assigned materials, internet searches, and electronic databases (see 9.c.ii below). Students will then determine the availability of and locate both primary and secondary sources (locally and digitally) relevant to their topic of inquiry.

i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to specific information tools as warranted by their research projects. There is an expectation that students will use appropriate source databases, such as JSTOR, Academic Search Complete (EBSCO Host), Project Muse, Gale Academic OneFile, MLA, Sociological Abstracts, PsychInfo. Student will also be directed to databases such as WorldCat and EEBO or the Library’s Special Collections for digitally and/or locally available primary sources as appropriate.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

Students should receive introduction to discipline-specific research methods and information tools from prerequisite course (SSC 325 or HJS 315). Seminar
instructor will review information tools with students and provide specific guidelines for assembling sources.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Students will draw upon scholarly analyses of gender and sexuality in order to investigate a research question of their own design on the body. The seminar research paper will require students to engage critically and independently with their understanding of gender and sexuality (as shaped by their own experiences and previous coursework).

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Students will demonstrate achievement of these course objectives by participating in class discussion of assigned texts, writing short review papers, and completing a substantial research project.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

Two 3-4 page papers that assess scholarly literature assigned for class
One 25 page research paper

The research paper includes the following scaffolded assignments:

- Topic Proposal
- Annotated Bibliography and Outline
- Introduction Draft

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No

Yes. If yes, please give some examples. (For sample course on the Body)


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

____ No

XX Yes. If yes, please name them.

American masculinities: a historical encyclopedia.
Completely queer: the Gay and Lesbian encyclopedia
Encyclopedia of contemporary LGBTQ literature of the United States
Encyclopedia of gay and lesbian popular culture
Encyclopedia of gender and society
Encyclopedia of gender and information technology
Encyclopedia of lesbian, gay, bisexual, and transgender history in America.
Encyclopedia of Sex and Gender
Encyclopedia of sex and gender: men and women in the world's cultures
Encyclopedia of sexual behavior and the law
International encyclopedia of men and masculinities
Lesbian histories and cultures: an encyclopedia
Men and masculinities: a social, cultural, and historical encyclopedia
Routledge international encyclopedia of queer culture.
Routledge international encyclopedia of women: global women's issues and knowledge.
Sexuality and the law: an encyclopedia of major legal cases

Amnesty International Library
Cinema Image Gallery
Contemporary Women's Issues
Oxford Art Online
VictimLaw
Women and Social Movements in the US, 1600-2000

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

    _XX_ No

    ____ Yes. If yes, please name them.

**Name of library faculty member consulted:** Ellen Belcher

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

    ____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

    _XX_ Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: March 22, 2011

15. **Course offerings**

   a. When will this course be taught?

      Every semester, starting __________

      One semester each year, starting __Spring 2013__

      One semester every two years, starting __________

   b. How many sections of this course will be offered? __1__

   c. Who will be assigned to teach this course? Gender Studies faculty (rotating)
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

_XX_No

_____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

_XX_Not applicable

_____No

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

17. Will any course be withdrawn if this course is approved?

_XXNo

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Allison Pease

Date of approval: 4/6/11

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

_____No

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

B.A. in Gender Studies

This will be the capstone course/senior seminar for the B.A. in Gender Studies. As such it will

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
Senior Seminar in Gender Studies: Gender, Sexuality, and the Body
GEN 4XX

Professor Matthew Perry
Office: 4309 North Hall
Office Phone: 212-237-8814
E-mail: mperry@jjay.cuny.edu

Office Hours: Monday 12:30-1:30 PM
Wednesday 3:15-4:15 PM
(also by appointment)

Course Description:

The senior seminar is an intensive study of a key issue, trend, or idea in the field of Gender Studies. Individual seminars will engage contemporary research in Gender Studies as related to the expertise of the instructor. Students will apply different dimensions of Gender Studies — history, theory, and practice — through study of the conceptual frameworks underpinning the semester’s topic. Seminars are discussion based and include independent research and writing of a twenty-five page senior thesis as well as oral presentations.

This senior seminar will engage contemporary research on the body and its role in shaping gender and sexuality. It will examine how people with diverse perspectives have ascribed meaning to the human body through science, cultural mores, law, and technology. Students will apply different dimensions of Gender Studies — history, theory, and practice — in order to investigate ideas about the characteristics of the human body, and the body’s relationship to the mind, soul, and society.

Course Learning Objectives:

Students will learn about:
- Changing understandings of the body throughout history.
- The relationship between the body and sex, gender, sexuality, race, and personal identity.
- How the body works as an instrument of power, authority, and resistance.
- Perceived connections between the body, the mind, and the soul/spirit/etc.

Students will be expected to:
- Analyze and compare scholarly writing on the body.
- Generate a research question relevant to “the body” (as a theme in the study of gender and sexuality).
- Create a thesis statement based on this research question.
- Identify significant primary and secondary sources related to that thesis statement.
- Apply disciplinary methods to analyze primary and secondary sources in relation to the thesis.
- Work cooperatively with other students and the professor to improve the thesis statement, research strategies, source analysis, and writing.
- Write a scholarly research paper.
- Present independent findings in a colloquium format.
Course Requirements: The following requirements will determine students’ final grades:

Research Paper (50%): Students will complete a 25 page paper based on a research question of their own design. The research paper will be due on XXXXX (the time/date of the final exam specified by the John Jay Final Examination schedule).

  Topic Proposal (special): If students do not submit a topic proposal by the deadline (Week 7), their final paper grade will be lowered by one-third grade step (e.g. from A to A-).

  Annotated Bibliography, and Outline (special): If students do not submit an annotated bibliography and outline by their deadline (Week 10), their final paper grade will be lowered by one grade step (e.g. from A to B).

  Introduction (special): If students do not submit a readable draft of their introduction by the deadline (Week 12), their final paper grade will be lowered by one grade step (e.g. from A to B).

Class Participation (25%): Students are expected to participate in class discussions, exercises, and writing assignments. Missing more than two classes (for any reason, “excused” or “unexcused”) will have a significant impact on students’ class participation grade. For more information, see the “Guide to Class Participation” on page 6 of this syllabus.

Writing Assignments (25%): Students will complete two 3-4 page essays on specific prompts that address course reading assignments.

  Late essays will be penalized one-third of a grade (e.g. from A to A-) for each day they are late. As a general policy, I do not grant paper extensions. Only in truly extraordinary and unavoidable cases will I consider the possibility of an extension.

A Note on Cheating and Plagiarism: A STUDENT WHO CHEATS OR PLAGIARIZES WILL AUTOMATICALLY FAIL THE ASSIGNMENT AND POSSIBLY THE ENTIRE COURSE.

Plagiarism is theft, and thus a serious academic offense. It is the failure to give credit to the source of ideas or words that are not one’s own; it is the copying of passages without attribution of the printed or online source; it is the insertion of someone else’s phrases or sentences—perhaps with small changes in vocabulary—into an essay and not supplying the name of the author and a set of quotation marks around the material; it is the downloading of part or all of an essay from the internet and presenting it as one’s own original work. It is also considered a form of plagiarism to turn in work that you have completed for another course or to copy from another student’s quiz/exam. ASK FOR GUIDANCE IF YOU ARE UNCLEAR ABOUT WHAT CONSTITUTES PLAGIARISM.

Classroom Policies:
Please turn off all cell phones before entering the classroom. Please do not text or use other electronic devices while class is in session.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
**Required Texts:**

These texts are available at the John Jay College Bookstore.

**Schedule and Readings:**

**Week 1: Introduction to the Body**

Review: Course Design, Learning Objectives, and Requirements

**Week 2: The Body throughout History I**

Reading Assignment

**Week 3: The Body throughout History II**

Reading Assignment

**Week 4: The Mind-Body Connection I**

Reading Assignment:
- Plato, *Symposium*

Review: Writing a Research Paper

Review: Plagiarism

**Week 5: Gender, Race and the Body**

Reading Assignment:
- Iris Marion Young, “Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality,” in *On the Female Body Experience*, 27-45. [e-Reserve]

Writing Assignment: Essay #1 Due

**Week 6: The Mind-Body Connection II**

Reading Assignment: 
Marilee Strong, *A Bright Red Scream: Self-mutilation and the Language of Pain*

**Week 7: Understanding the Body: Studies in Biology and Psychology**

Reading Assignment:
- Anne Fausto-Sterling, “Sex Glands, Hormones, and Gender Chemistry” and “Do Sex Hormones Really Exist,” in *Sexing the Body*, 146-94. [e-Reserve]

Review: Research Tools and the John Jay Library

**Writing Assignment: Topic Proposal Due**

**Week 8: Disciplining the Body**

Reading Assignment:
- Franz Kafka, *The Penal Colony*. [e-Reserve]
- Michel Foucault, and “Docile Bodies” and “Panopticism,” in *Discipline and Punish: The Birth of the Prison*, 135-69 and 195-230. [e-Reserve]

**Essay #2 Due**

**Week 9: No Class Meeting**

Scheduled meetings with Professor Perry regarding research projects.

**Week 10: Peer Review and Discussion**

Review: Writing a Research Paper (again)

**Writing Assignment: Annotated Bibliographies and Outlines Due (Bring to class for peer review and consultation)**

**Week 11: No Class Meeting**

Students work independently on research projects (Professor Perry available for consultation).

**Week 12: Peer Review**

**Writing Assignment: Introduction Drafts Due (Bring two copies of your introduction draft AND outline to class for peer review)**

**Week 13: No Class Meeting**

Students work independently on research projects (Professor Perry available for consultation).
Week 14: Colloquium Presentations

[Presentations linked to “Celebrating Student Research” week if possible]

Week 15: Colloquium Presentations

Final Exam Date: Research Papers Due
Guide to Class Participation

This rubric can help you to self-assess how you are doing in class participation. I am very, very happy to work with students to improve their participation.

A
You speak frequently, your comments demonstrate creative thinking and mastery of course materials (even better, your comments demonstrate that you have thought critically about the comments of your peers in the class and want to contribute to creating a consensus interpretation about materials or a pointed debate), you offer compelling examples to support your claims, you raise interesting questions, you attend nearly every class. Your in-class writing assignments demonstrate thought and effort. Your participation is solid throughout the entire semester.

A-
The above, except you are a bit lacking in one category. Sometimes attendance is the issue. Sometimes the student starts slowly, but becomes a top-notch commentator by the end of the semester.

B+
You speak 1-2 times per class in a way that demonstrates you have read the course materials, and complete the in-class writing assignments. Your attendance might include more than two absences.

B
B students tend to talk a fair amount in a few classes but less in others, suggesting that they do not regularly complete the reading. They tend to use evidence less precisely, or miss nuance, and have some trouble explaining why quotations or ideas are important. Alternatively, this might describe someone who is very good in class but has missed several classes.

B-
They typical B- student is someone who attends all classes but never talks, or someone who occasionally talks in class but has a series of absences. Sometimes a student receives a B- because their few comments are vague and speculative, and thus don't really demonstrate that they actually read the material.

C+ or lower
You don’t often talk and you miss many classes. This is also the highest class participation grade that can be given to a student who attends class but falls asleep, surfs the internet/sends text messages, or engage in other activities that impair the collaborative learning process.
Bibliography- Senior Seminar in Gender Studies


Michel Foucault, Discipline and Punish: The Birth of the Prison, Vintage, 1995 [1979].


Ylva Hernlund and Bettina Shell-Duncan, Transcultural Bodies: Female Genital Cutting in Global Context, Rutgers, 2007.


Lisa Jean Moore and Mary Kosut, eds., The Body Reader, NYU, 2010.


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.

Date Submitted: September 15, 2011

1. Name of Department or Program:
   a. This is a joint submission from the Department of Africana Studies and the Department of Psychology

2. Contact information of proposer(s):
   Name(s): C. Jama Adams  
             Angela Crossman  
   Email(s): cadams@jjay.cuny.edu  
   Phone number(s): 212-237-8761

3. Current number, title, and abbreviate title of course: AAP/PSY 240  
   (Abbreviated title can be found on SIMS)

4. Current course description:
   AAP/PSY 240 Psychology of Oppression: A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African-Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority.

   a. Number of credits and hours: 3.0 credits/3.0 hours per week
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101 and one of the following: AAP/PSY 129, PSY 101

5. Describe the nature of this revision: This course has been upgraded to a 300-level course, the course description is being refreshed and the pre-requisites are being adjusted for the 300-level.

6. Rationale for the proposed change(s): This course is better suited to a 300-level given the complexity of the content, the degree to which it builds on previously learned
material and skills, the need to integrate various types of literature, and the critical analysis skills necessary to succeed. Moreover, as part of the Revised Forensic Psychology major, the course will further the goal of creating a more rigorous set of courses for students in the major to complete. The course fits into Part 3, The General Electives of the Forensic Psychology major – which are all 300-level courses. This course, however, also should be accessible to students who are NOT psychology majors. This is reflected in the revised prerequisites section.

7. **Text of proposed revisions (use NA, not applicable, when appropriate):**
   
a. **Revised course description:** This course analyzes the socio-cultural and psychological factors that contribute to a sense of being oppressed. It also examines strategies that facilitate progress on the road to healthy functioning and contributes to progressive system changes. Special attention is paid to the interaction between these two sets of factors.
   
b. **Revised course title:** No change
   
c. **Revised number of credits and hours:** No change
   
d. **Revised number of hours:** No change
   
e. **Revised prerequisites:** ENG 102/201; *and* PSY 101 or AAP/PSY 129; *and* PSY 221 or 200-level Africana Studies course

8. **Enrollment in past semesters:** Average of 30 students each spring for the past 15 years

9. **Does this change affect any other departments?**
   
   ___ X ___ No

   _____ Yes
   
   What consultation has taken place?

10. **Date of Department or Program Curriculum Committee approval:** September, 2011

11. **Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:**
   
   C. Jama Adams and Thomas Kucharski
John Jay College of Criminal Justice  
City University of New York  
Department of African American Studies  
445 West 59th Street

Course  
Psychology of Oppression  
AAP 340  
PSY 340  

C. Jama Adams, Ph.D.  
Room N3225  
Mondays & Wednesdays (walk in) 11.30am-1.45pm; 4-4.45pm or by appointment.  
(212) 237-8761 (office)  
cadams@jjay.cuny.edu

Brief Course Description
This course analyzes the socio-cultural and psychological factors that contribute to a sense of being oppressed. It also examines strategies that facilitate progress on the road to healthy functioning and contributes to progressive system changes. Special attention is paid to the interaction between these two sets of factors.

Learning Outcomes
At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

- A sophisticated knowledge of the theories and vocabularies of psychological aspects of oppression and liberation.
- An ability to apply theories to contemporary modes of oppression and liberation.
- An understanding of the way cultural modes of dominance/seduction contributes to the individual’s tendency to oppress him/her self.
- An awareness of their own often unexamined contributions to being oppressed and to the possibilities for growth.
- Skills in locating, formatting and presenting data using a variety of media forms such as writing and multimedia presentations.

Course Requirements

Papers
There are three papers due for this course.
Paper One is due on 12-

Paper Two is due on 12-

Paper Three is due on 12-

The details on these papers are at the end of this syllabus.

Mid-Term

There is no mid-term.

Final

There will be an in-class oral examination on the day of the final based on the film ‘The Matrix’. Students will have viewed and analyzed the film at home, focusing on selected themes of oppression/liberation. You should identify three research articles that analyze some theme from the film. Be sure to meet with me before the final, to discuss your themes and the appropriateness of your research articles. Place a copy of the articles into your portfolio.

More details will be given in class. Secure a copy of the film ASAP and begin to study it. You might do better on this assignment if you work in a small group.

Glossary

You need to keep a glossary of all the terms, concepts and definitions that we discuss in class and that are found in the assigned readings. These should be at least 2-3 sentences in length and should be in your own words. Do not go to Wikipedia or some other online source and simply cut and paste their definition. Arrange alphabetically and update them weekly. You should always have a dated copy in your portfolio file.

Extra Credit Assignments

During the course of the semester I will give out 8-12 assignments. Most of these will be articles from popular media. I might also suggest a cultural event that you should attend. You should do a minimum of six of these. For each assignment, write a one page analysis using conceptual material discussed in the assigned readings and in class. I will assess the article on the basis of the quality of your analysis. I would therefore expect you to use materials from your class notes and assigned readings in doing the analysis of the material. Place the assignment in your folder or meet with me to discuss what you have written.
**Portfolio**
Purchase a basic file. It should contain all of your quizzes, papers, extra credit assignments, glossary, and anything else you want me to read. Bring the file to each class. From time to time I will check the contents. At least once during the semester you should come and see me to go over the material in your portfolio. I will comment on the quality of your work as demonstrated in your quizzes, glossary and extra credit assignments. I would expect to see an improvement in the quality of the work over the course of the semester.

I will collect them at the end of the semester.

**Quizzes**
There will be a short quiz at the beginning of each class that will assess your familiarity with the assigned reading. We will discuss your response in class and the written portion should be kept in your portfolios, which I will periodically collect.

**Presentations**
Two students will be assigned to present a particular reading. All students will be required to do a presentation. The presentation should consist of a synopsis of the assigned material. This will be followed by an analysis of the material using concepts and perspectives discussed in class. Students are strongly encouraged to meet with me prior to their presentation to clarify difficult points and to streamline their presentations.

**Grades**
Your final grade will reflect to the degree to which you do the assigned readings, think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought through arguments. Credit will also be given for consistent attempts to present ideas in class.

- Daily Quizzes: 20%
- Glossary: 5%
- Papers: 30%
- Classroom discussions: 10%
- Presentations: 25%
- Final: 10%

- Extra Credit Assignments: 10%

Regular attendance, promptness, evidence that you are prepared, good grades on your assignments and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
or failure.

- Classroom discussions will be based on the assigned readings, my lectures, student research, and student experiences. Feel free to tape the lectures and discussions.

- You are expected to do the assigned reading prior to coming to class. There will be a daily short quiz that will assess whether you have done the readings. Your responses on these quizzes will constitute 20% of your final grade.

- It is expected that all students will regularly participate in these discussions. We will, at times, disagree on issues and we will, at times be skeptical about ways in which issues are interpreted. That is to be expected and will in fact enrich our discussions. Do not feel that you will not be heard because you are going against what others I think.

- Your classroom comments and the results from the quizzes will be used to assess, among other things, whether you are doing the assigned readings.

- Your classroom comments and research projects will be used to assess your ability to locate, analyze, and integrate information from the readings and the lectures.

**Attendance/Lateness**

Students who routinely miss classes or arrive late tend not to know what is going on. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes. Note that 50% of your final grade is based on in-class activities.

**Classroom Behavior**

Students are expected to arrive at class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. I expect all students to participate in classroom discussions. Students are expected to stay awake in class. I expect cell phones and other electronic devices to be switched off during class. I do not expect students to be leaving class to answer their cell phones or to be attending to these devices while in class.

**Statement of 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.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
Students who are unsure how and when to provide documentation is advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin)

**Assigned Texts:**

**Reading Assignments**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Social structure and Identity.</td>
<td></td>
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<tr>
<td>Identity</td>
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</tbody>
</table>
| **Week 3:** | Bauman: 126-129  
Freire: Psychological features of oppression: Chapter One: 71-86. |
| Freedom |                                                                                                                                                                                                 |
| **Week 4:** | Freedom: A psychological problem?  
In Fromm: 3-24 |
| Freedom |                                                                                                                                                                                                 |
| **Week 5:** | Freire: Chapter Two: p. 43-70 |
| Education |                                                                                                                                                                                                 |

**FIRST PAPER DUE ON _______________**  
See syllabus for details
| Week 6: Education | **Locate and read:**  
*Making It. New York Review of Books*  
*Volume 56, Number 9 - May 28, 2009.* By Sue M. Halpern  
*Available at nybooks.com*  

| Week 7: Language | **Locate and read:**  
*A talk to teachers by James Baldwin.* Available at  
http://www.richgibson.com/talktoteachers.htm  

| Week 8: Technology | **Student presentations of the assigned readings begin at this point. Read the syllabus and listen in class for guidelines**  

**Read Handout:**  
In: Jaron Lanier (Author): *You are not an object.* New York: Random House  

**Locate and read:**  
*Harvard Business Review, 81, 9, 43-50.*  
To access copy of article, do the following:  
1. GOTO  
http://www.lib.jjay.cuny.edu/journals/  
3. Locate the article by Turkle  
4. Read the article!  

| Week 9: Terror | **Varieties of Terrorism: Extended to the experience of the terrorized**  
http://www.laetusinpraesens.org/docs00s/varterr.php  

| Week 10: Well being/happiness | **Locate and read:**  

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SECOND PAPER DUE ON ________________ See syllabus for details

Week 11:
Healthy Counter Moves

*In what scientific concept would improve everybody’s cognitive tool kit.* (p.11-12)
*edge.org*

Available on Blackboard

*In what scientific concept would improve everybody’s cognitive tool kit.* (p.12-14)
*edge.org*

Week 12:
Healthy Counter Moves

*In what scientific concept would improve everybody’s cognitive tool kit.* (p.12-15)
*edge.org*

Available on Blackboard

Week 13


Handout

Week 14

Locate and read:


Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
**Available through the JJ library website**


THE THIRD PAPER IS DUE ON THE DAY OF THE FINAL - See syllabus for details

Three Assigned Papers

**Paper one.**

The Assignment

You will interview an adult, to whom you are not closely related or involved with about his/her thoughts on freedom.

**PAPER DUE ON____________________

The Interview Questions:

**Introduction**

Tyrone/Shenaynay (*substitute the correct name*), I want to start by thanking you for agreeing to assist with me with my research.

I am going to ask you a series of question about what freedom means to you. You have the right to decline to answer any given question. Let’s start with some back ground data.

**Education**

How far did you go in high school or college?  
(*You are trying to find out the highest level of schooling/college he/she has achieved*).

**Career/Job**

Please tell me what you do for a living?  
(*Try to get a specific job title. So if s/he says he works in retail, try to find out specifically what s/he does: store manager, sales associate etc .If currently unemployed ask: What was your title in your last job?*)

**Age**

Is your age between:  
18-25? Y/N  
18-25? Y/N  
25-34? Y/N  
35-44? Y/N  
45-54? Y/N  
54-65? Y/N  
Over 65? Y
Defining Freedom
Please think up four words or phrases that describe what the term freedom means to you. (Write the words/phrases down. Do not discuss what they mean until you have all four words/phrases written down. You might have to do some coaching here as some subjects will immediately want to discuss the word/phrase.)

1. 
2. 
3. 
4. 

Can you think of an incident or something that you remember that made you say:

1. (Whatever answer s/he gave for his first word or phrase)
2. (Whatever answer s/he gave for his second word or phrase)
3. (Whatever answer s/he gave for his third word or phrase)
4. (Whatever answer s/he gave for his fourth word or phrase)

Reflective Questions
(In these questions try to push for details: incidents, stories etc. Use terms like ‘Tell me more”, ‘Can you think of an example that shows what you mean?”)

Looking back on your life so far, what do you think have been some of the challenges you have faced in trying to be free?

If you could change anything about how you pursue freedom what would you change?

Ending the Interview
That was my last question. Do you have any questions that you would like to ask me about this exercise?

Thank you for taking the time to do this.

Interview Guidelines
1. Be sure that you tell the subject before hand that you wish to interview him/her about his/her life. Do not ambush the subject as that is not ethical and s/he might walk out half way through the interview.
2. Do not interview anyone you are close to as you might not like what s/he is telling you or s/he might tell you what s/he thinks you want to hear so as not to upset you.

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3. Do the interview in private. No one else should be present other than you and the subject.

4. If you are going to tape the interview ask for permission when you are discussing the possibility of interviewing the person. DO NOT propose taping when the person turns up for the interview.

5. Ensure that you are familiar with the questions you are going to ask. Practice asking them. Feel free to add your own questions if you think that will be helpful in getting you a good sense of what your subject thinks about freedom.

6. The subject does not have to talk about what s/he does not want to talk about. Just move on to the next question.

7. You do not have to discuss with the subject anything that makes you uncomfortable.

8. Do not discuss the personal details of the subject’s life with anyone. When you write up the paper be sure to change his/her name. Once you have written the paper and gotten back a grade destroy your interview notes/tapes.

I very, very, very much suggest that you come and discuss the data with me BEFORE you write up the paper. You might have to go back to get more data so that you can do a good analysis. Do not leave this to the last minute.

Outline for the paper

1. Cover page.

2. Page One: Very brief introduction telling us how the paper is organized (No more than five lines).

3. Page One and Two: Biographical Data.

   Use a maximum of two pages to give us a detailed summary of the subject’s comments. Use the sequence from the interview as a guide to organizing this section. You do not have enough space to give a transcription of the entire interview so you must summarize. You should not do any analysis or commentary in this section, just a detailed summary.

4. Page Three and Four: Two page analysis (See below).

5. Page Five: Reference page

   Do this in APA style. GOTO the JJ library webpage for guidelines
   (http://www.lib.jjay.cuny.edu/research/apastyle1.pdf)

You must cite the assigned text and at least two of the online readings. If you do additional research online it must be at an edu website. Given that you must include art, lyrics, poetry or cartoons in your paper, those can be from a .com site and must be cited in your references.
Guidelines for Analysis
Discuss two themes that interested you about how this person defines freedom.

1. The analysis should be a maximum of two pages. There should be three paragraphs to a page.
2. Do not re-describe the data as we already have that in the first part of the paper.
3. Making generous reference to and correct citation of the concepts, theories and perspectives discussed in your class notes, your glossary and in the assigned readings. You do not have to do any additional research for this paper but can do so if you wish to.
The Assignment

**Fable:** One fine day in winter some Ants were busy drying their store of corn, which had got rather damp during a spell of rain. Presently up came a grasshopper and begged them to spare her a few grains, “For,” she said, “I’m simply starving.” The Ants stopped work for a moment, though this was against their principles. “May we ask,” said them “what you were doing with yourself all last summer? Why didn’t you collect a store of food for the winter?” “The fact is,” replied the Grasshopper, “I was so busy singing that I hadn’t the time.” “If you spent the summer singing,” replied the Ants, “you can’t do better than spend the winter dancing.” And they chuckled and went on with their work.

- Attitude to the present and the future.
- The importance of joy/spirituality/art.
- The thoughtful use of scarce resources
- Attitude to community
- The use of knowledge

**Analysis**

1. Use this version of this story and only this version. I assume you are a smart and ethical individual and therefore you would not go online and do the “P” thing. I am familiar with the online versions and the available analyses. Do your own work.

2. Analyze the fable from four perspectives. Below I have listed some of the perspectives you can use. *You can only use two from my list and must come up with two on your own.*
   - Attitude to the present and the future.
   - The importance of joy/spirituality/art.
   - The thoughtful use of scarce resources
   - Attitude to community.
   - The use of knowledge

These are just a few of the perspectives that can be explored. It is important that you meet with me to discuss the perspectives that you plan to write about so that I can provide you with some guidelines. This will help you to get a better grade on the paper.

3. I expect you to explain your perspectives by making reference to the theoretical perspectives discussed in class and in the assigned readings.
4. You are expected to create a series of increasingly detailed outlines of the paper which you will discuss with me. Details will be given out in class. Doing these outlines and discussing them with me will help you to get a better grade on the paper.
GUIDELINES FOR PAPER

1. The paper must be done in APA style. GOTO the JJ library webpage for guidelines (http://www.lib.jjay.cuny.edu/research/apastyle1.pdf)


3. Maximum length of the paper is six pages, excluding the cover page and the reference page.

4. Try to explain the concepts in your own words. If you cannot do that, then you really do not understand what you are reading and need to work more on it. Make reference to the concepts discussed in class, your assigned readings, handouts and research materials. Note that you are being asked to give a concept based explanation of the relationship. Do not describe the data or tell stories/give long examples.

5. Try to explain the concepts in your own words. If you cannot do that, then you really do not understand what you are reading and need to work more on it. Make reference to the concepts discussed in class, your assigned readings, handouts and research materials. Note that you are being asked to give a concept based explanation of the relationship. Do not describe the data or tell stories/give long examples.

6. Include in your paper an example of art, poetry, or lyrics from popular music that helps you to get your point across.

7. These are complex concepts and therefore are not always easy to understand. Give yourself time to work at this. Do not leave it to the last minute. Use dictionaries, group discussions, and consultation with me in my office to help your figure out the material. If you are having difficulty, ask me for help.

8. Remember that you should divide your work into paragraphs. One paragraph should contain one idea. Therefore each section of this paper will be made up of many paragraphs.

9. Have someone check the paper to ensure there are no grammatical or spelling errors. Ask me for assistance as often as you wish.

10. Remember that you should divide your work into paragraphs. One paragraph should contain one idea. Therefore each section of this paper will be made up of many paragraphs.

11. Have someone check the paper to ensure there are no grammatical or spelling errors. Ask me for assistance as often as you wish.
Paper Three

Due on ______________________

Length of paper: Six pages excluding the cover page and the reference page.

The Assignment

1. Identify four factors that would contribute to the individual living a healthy, happy and socially conscious life.
2. Explain your rationale for selecting these qualities. Feel free to make reference to personal biases but remember you will face the challenging task of attempting to find validating research. One of the qualities you choose need not be validated.
3. Cite the support in the research literature and in the culture or subculture for three of these qualities.
4. What trade offs did you have to make in selecting these qualities?
5. What structural changes need to be made so that this type of life could be sustained?
6. How would you have to change so as to contribute to the creation of such this ideal individuality?

Clearly there is no one ‘right’ answer to the questions posed by this assignment. Play with this; be creative in applying what you have learned both inside and outside of the classroom. Think and feel your way to a response that makes sense for you as a reflective, cognitive, emotional and embodied individual.

Follow the guidelines spelt out in Paper Two on how to organize this paper.
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).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: Sept. 8, 2011

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Dr. Jayne Mooney
   Email(s): jmooney@jjay.cuny.edu
   Phone number(s): 646-557-2660

3. Current number, title, and abbreviated title of course: Soc 203 Criminology
   (Abbreviated title can be found on SIMS): Criminology

4. Current course description:

   
   a. Number of credits and hours: 3 credits, 3 hours
   
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   
   c. Current prerequisites: Eng 101 and Soc 101

5. Describe the nature of the revision: Change in course description

6. Rationale for the proposed change(s):

   This revision is necessary because the description is no longer accurate and does not reflect the learning outcomes that will be specified and examined for the outcomes assessment process.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   This course introduces students to the subject of criminology by discussing the main theoretical perspectives and issues. It focuses on the problems of definition and measurement and the main ways in which crime can be explained and controlled. In addition, the course considers how crime is represented, for example, by the mass media; the unequal distribution of crime within society; the relationship between victims and offenders and the social and political context of debates on crime and social control.

   b. Revised course title: no change

   c. Revised number of credits and hours: no change

   d. Revised number of hours: no change

   e. Revised prerequisites: no change

8. Enrollment in past semesters: 20 sections during the Fall of 2011, most are fully enrolled to the primary limit of 36 students.

9. Does this change affect any other departments?

   ___X___ No

   _____ Yes

   What consultation has taken place? Not needed

10. Date of Department or Program Curriculum Committee approval:

    Sept. 1, 2011

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Dr. Jayne Mooney and Dr. David Brotherton
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).

Date Submitted: April 14, 2010

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):
   Name(s): Cyriaco Lopes
   Email(s): clopes@jay.cuny.edu
   Phone number(s): 212.237.8329

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   
   ART 113 Introduction to Photography / Intro Photography

5. Current course description:

This course is a basic introduction to black and white photography. It is designed as a semester course with no prerequisites. Students will learn how to see the world through the camera and to develop a language of photography as an image-making medium. Students will learn about light, the pinhole camera, different types of 35 mm cameras (SRL, point/shoot, ABS), wet and dry printing techniques, and special effects. Students are expected to have access to a 35 mm camera.

   a. Number of credits and hours: 3
   b. Number of class hours (please specify if the course has lab hours): NA
   c. Current prerequisites: NA

6. Describe the nature of the revision:

To update the course so that emphasis is on digital rather than analogue photography.

7. Rationale for the proposed change(s):
The new course description and title makes clear that the class addresses theory, alongside hands-on training, and, importantly, that it is a digital photography class.

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

   a. Revised course description:

   This course is an introduction to digital photography as an art medium. Topics include basic DSLR camera operation and use of imaging software, associated with an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its insertion to nowadays (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical enquire, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.

   b. Revised course title:

   ART 113 Digital Photography 1 / Dig Photography 1

   c. Revised number of credits and hours:

   No change.

   d. Revised number of hours:

   No change.

   e. Revised prerequisites:

   No change.


10. Does this change affect any other departments?

    __X__ No
    _____ Yes
    
    What consultation has taken place?

11. Date of Department or Program Curriculum Committee approval: 16 March 2010

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Lisa E. Farrington

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
ART113

Intro to Photography
2851 - Section 3
T 2:50 - 5:30 PM - T238 & N/1304
Fall 2011

Cyriaco Lopes
cloops@jjay.cuny.edu - 646-557-4823
Office hours by appointment (T 325)

Artists had begun to use photography as an analytical tool rather than a tool of representation.
Okwi Enwesor

This course is a laboratory for artistic experimentation and the exploration of the role of photography in contemporary art. Classes are organized through modules that integrate theory and practice around important questions of the medium today (i.e. photography as index or and as construction).

By the end of the class students are expected to have a basic understanding of the principles of composition, lighting, Photoshop and camera operation. Their artistic output should reflect their exposure to artworks and concepts during the semester as well as to demonstrate an ambitious, conceptually complex, and formally elegant approach to art making.

ATTENDANCE

Attendance is mandatory for all classes. Repeated absences, excessive tardiness and/or early dismissal will adversely affect your grade. Your absence in more than 25% of classes may result in failing the course.

GRDES

a. Assignment # 1 (10)
b. Assignment # 2 (10)
c. Assignment # 3 (10)
d. Assignment # 4 (10)
e. Museum visits: 2 comments + 2 responses (6) + Class participation/class exercises/text questions (4)

\[ a+b+c+d+e = \text{Final Grade} \]

5

A = 10, A - = 9, B + = 8, B = 7, B - = 6.5, C + = 6, C = 5.5, C - = 5, D + = 4

Please see page 3 for an Extra Credit opportunity.

TEXT QUESTIONS

On the days in which we will discuss the texts (please see schedule of classes) you must bring a piece of paper with 3 questions, 2 that you know how to answer and one that you don’t. You don’t need to write the answers.

ASSIGNMENTS

All assignments may be presented as screen based work. You must upload your assignment before class starts on critique.
day. Images should be on a Powerpoint. You should shoot JPEG (Fine) and Large.

A good assignment for this class utilizes the technical, intellectual and artistic tools learned in class, coupled with a strong personal voice.

FORMAL(ISM) MATTERS

**Assignment 1** (September 27):
3 Abstract Images from music.

You will create 3 abstract images paying special attention to composition, color and elements of design. All 3 will be based on a piece of music of your choice (choose one that has no lyrics). Try to translate the mood and feel from an aural to a visual experience.

PHOTOGRAPHY AS CONCEPT AND FICTION

**Assignment 2** (November 1):
Staged Narratives.

You will convey a narrative through staged photography in about 5 images that may or may not be related.

**Assignment 3** (December 06):
Distilling the World Into Images.

Choose a current article from the New York Times or from the Washington Post and create an image or a series of images inspired by it. We are not interested in a mere illustration, but rather into images that express your own ideas. Be sure to include the article with the assignment.

**Assignment 4** (Finals – December 20):
Time Based Photography.

You will create a piece in which time is an important aspect of the work. You may address time both as subject or and as presentation.

Your projects should be inventive, smart, elegantly designed, thoughtfully presented, visually appealing and conceptually instigating.

CLASS COMPASS

Images are not isolated phenomena and must be analyzed in their ecology. Since images live in a web of physical, historical, social, and emotional context (among others), different meanings will come from different approaches. Therefore context is a key word for us.

If we see images and works of art in a rich, multi-layered way they are never finished. They are alive – creatures in constant metamorphoses. In that sense, the image/the work of art is less of a material product than its reception.

MUSEUM VISIT / WRITTEN COMMENTARIES

You are expected to attend photography exhibitions in 2 museums (consult the list in
this page). Please upload a snapshot on our Blog that shows you in some recognizable area of the museum.

After you see the shows you must answer the following question on Blackboard: “How do these exhibitions relate to issues that have been discussed in class?” (about 400 words).

You also must respond to at least 1 comment by a classmate for each exhibition. You should go beyond expressions of mere taste, and rather develop concepts from the class.

The Writing Center, located in room 2450 North Hall, 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, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p. 167 of the Undergraduate Bulletin for further explanation.

Extra Credit Opportunity:
You may add a total of 9 points to the sum of all your points by attending John Jay art exhibitions (this can elevate your final grade by one full letter!):

a) 1 point for each art opening you attend (make sure I take note of your name during the event).

b) 2 points for each response you post on Blackboard about any of the 3 John Jay shows. (300 words).

The Arts Center @ John Jay
"Women Call for Peace: Global Vistas"
November 15, 2011 to April 12, 2012

The President’s Gallery (6th Floor):
"Faith Ringgold: Political Prints"
DATES: June 6-October 7, 2011
OPENING: Sept 13, 5:30 to 7:30 pm.

"Jacobson: Photographs of Incarcerated Women"
DATES: October 17, 2011-December 18, 2011
History is always interpretative, and it is that exegetical coloring and its inevitable and successive variations that give it a fictional quality. All narratives of this type thus turn out to be fatally tied to a fiction that they create and found.

Carlos Basualdo

Class 1 – August 30
Course introduction.
Lecture: Photography as Art.

Topics: Comparison between symbolic representation (pre-Renascence mosaic) and mimetic art (van der Weyden) - The concept of camera obscura: photography as a continuously developing process from around 2000 years ago (among the earliest descriptions of the phenomenon) to the digital camera - questioning of the "invention" of photography - simultaneous beginnings to fixing an image: Niépce, Talbot, Daguerre, Bayard - The perceived early functions of photography: memory (images of the dead), the projected persona (cartes de visite), witness to contemporary events (first images of war), the supposedly accurate description of reality - Crisis of Western painting: pre Raphaelites x Pictorialists - Modernism: The liberation of painting of the duty to represent reality (Impressionism, Cubism) - Modernist Photography: Emphases on the documentary, technical purity and ethical engagement (Straight Photography, Pure Photography, New Objectivity, The Decisive Moment).

Class 2 – September 6 (N 1304)
Introduction to the formal elements of 2-D design + Resizing and Powerpoint.


Class 3 – September 13 (N 1304)
Camera workshop.

Class 4 – September 20
Lecture: Staged Photography.

Topics: Contemporary Art & Photography – Duchamp: art as social construct – Staged Photography, i.e. McDermott and McGough (representations of queer sensibility) – Appropriation, i.e. Sherie Levine (representations of women) – Identity, i.e. Lorna Simpson (representations of race and gender in the U.S.) – Examples of artists for Staged Photography: Jeff Wall (anomie), Adrian Piper (provocative investigation of issues of race and gender in the U.S.), Cindy Sherman (a critical view of the representation of women in popular culture), Miguel Calderon (Class difference).


Class 5 – September 27
Critique of assignment 1: 3 Abstract Images from music.

October 4
No regular class (Classes follow Friday schedule).

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Post comments about the Metropolitan Museum by Monday 11:55 pm.
Class 6 – October 11
Lecture: Engaged Photography.

Topics: The problem of representing of ‘the other’ in documentary photography. Kevin Carter X Zwelethu Mthethwa - Representing an abstract, complex subject with images (Yto Barrada) - Fluid identity (1-Alan de Souza and multiple national affiliations; 2 – Ike Ude slippery Selves between Africa and the West, between genders) - Queer identity in South African (Jean Brundrit ) - Representations of women, Africans, blacks in contemporary popular culture (Candice Breitz) - Lara Balaggi and the expression of sexuality by Muslim women – Alfredo Jaar (the only artist not from Africa in today’s lecture) and his series on the Rwanda genocide - Ethical issues of the representation of tragedy without sensationalism or exploitation of victims. How to portray a conflict without making it into entertainment?


Topics: The concept of mechanical reproduction as one of the greatest revolutions on the production of images by humans – the political implication of an art that looses the aura of the unique object and can be experienced by the ‘masses’ – how to extrapolate what Benjamin wrote in 1936 to today’s digital world?

Class 7 – October 18 (N 1304)
Class exercise (Concept in Art).

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Post responses to comments about the Metropolitan Museum by Monday 11:55 pm.

Class 8 – October 25 (N 1304)
Class exercise.

Class 9 – November 1
Critique of assignment 2: Staged Narratives

Class 10 – November 8
Lecture: Im/permanent /ages
Topics: Cultural production in historical context (Ai Wei Wei) – Visual representation of something as abstract as time (Kelly Nipper) – History and points of view (David Clairbout) – Representation of conflict, the ‘missing’ by Oscar Muñoz - Portrait in time: Nicholas Nixon, Rineke Dijkstra, Roman Opalka, Shizuka Yokomizo, Rosângela Rennô – Photography as capsules of time: Abelardo Morel, Robin Rhode, Erwin Wum.


Topics: Photography studium and punctum – Photography as the preannounce of death – the was/is/will-be simultaneous moment in photography.

Class 11 – November 15 (N 1304)
Photoshop Basics (‘fixing’ a photo).

November 22
No regular class (Classes follow Thursday schedule).

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Post comments about the MoMA exhibitions by Monday 11:55 pm.

Class 12 – November 29 (N 1304)
Class exercise + La Jette.

Class 13 – December 06
Critique of assignment 3: Distilling the World Into Images.

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Post responses to comments about the MoMA exhibitions by Monday 11:55 pm.

Class 14 - December 13 (N 1304)
Class debate: Ethics in Photography.

Finals - December 20 (12:30 to 2:30 pm)
Critique of assignment 4: Time Based Photography.
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).

Date Submitted: April 14, 2010

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):
   
   Name(s): Cyriaco Lopes
   Email(s): clopes@jjay.cuny.edu
   Phone number(s): 646-557-4823

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)

   ART 114 Intermediate Photography / Interm Photography

4. Current course description:

   Lectures, discussion, field work and application of basic studio and darkroom techniques in black-and-white still photography, with an emphasis on individual work.

   a. Number of credits and hours: 3 credits, 3 hours

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

   c. Current prerequisites: None

5. Describe the nature of the revision:

   To update the course so that emphasis is on digital rather than analogue photography and to correct the course number to a 200 level class. It builds over its pre-requisite, the 100 level Digital Photography 1 course.

6. Rationale for the proposed change(s):

   The new course name/description makes clear that it is a digital photography class.
Reasons to make it into a 200 level class:
In Digital Photography 1 students learn basic camera operation / basic rules of composition / influential ideas of the history and theory of photography. By the end of the class they are expected to know how to take pictures with a basic level of craftsmanship, and to understand the cultural context of art photography.

In Digital Photography 2 students are asked to create a body of work that shows artistic and conceptual cohesion. They are expected to develop a theme of their choice though research. Their work must show conceptual thinking where ideas are past the mere illustration of a subject. In terms of practical skills students learn a series of lighting techniques and setups. By the end of the course they should have a series of 10 images, ready to exhibit, and an artist’s statement - an introduction to professional practice.

While the first class introduces the medium through directed assignments, the second class, Digital Photo 2, expects students to express their own interests, supported by research. Metaphorically speaking, the first class teaches basic writing in a foreign language (filling forms, short descriptions), while the second teaches how to write a whole paper in that new language.

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

   a. Revised course description:

   In Digital Photography 2, students create a body of work that shows artistic and conceptual cohesion on a theme of their choice. The work must show conceptual thinking that goes beyond the mere illustration of a subject. There will be discussions on the nature of photography as a medium and as a cultural channel, and on the implications of its use in everyday life, particularly in terms of ethics and justice. Students will be called to suggest readings and themes related to their own research. Concurrently, they will learn practical skills such as lighting techniques and setups. By the end of the course they should have a body of work that is visually and conceptually sophisticated and an artist’s statement - essentially an introduction to professional practice.

   b. Revised course title: ART2XX. Digital Photography 2 / Dig Photography 2

   c. Revised number of credits and hours: No change.

   d. Revised number of hours: No change.

   e. Revised prerequisites: ENG 101, ART 113


9. Does this change affect any other departments?

   X No
_____ Yes

What consultation has taken place? **NA**

10. Date of Department or Program Curriculum Committee approval: **16 March 2010**

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision: **Lisa E. Farrington**
In Digital Photography 2, students create a body of work that shows artistic and conceptual cohesion on a theme of their choice. The work must show conceptual thinking that goes beyond the mere illustration of a subject. There will be discussions on the nature of photography as a medium and as a cultural channel, and on the implications of its use in everyday life, particularly in terms of ethics and justice. Students will be called to suggest readings and themes related to their own research. Concurrently, they will learn practical skills such as lighting techniques and setups. By the end of the course they should have a body of work that is visually and conceptually sophisticated and an artist's statement - essentially an introduction to professional practice.

Text Questions
On the days in which we will discuss the texts (please see schedule of classes) you must bring a piece of paper with 3 questions, 2 that you know how to answer and one that you don’t. You don’t need to write the answers.

Attendance
Attendance is mandatory for all classes. Unexcused absences, repeated absences, excessive tardiness and/or early dismissal will adversely affect your grade. More than two excused absences will result in the lowering of your final grade by a letter grade per absence. Your absence in more than 25% of classes may result in failing the course.

Grades

\[ \text{Final Grade} = a + b + c + d + e + f + g \]

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Assignments

A good assignment for this class utilizes the technical, intellectual and artistic tools learned in class, coupled with a strong personal voice. **All images used for the assignments MUST be original.**

**Assignment 1** (May 04):
A Portfolio: Artificial Lighting for Photography.

You will create a Powerpoint containing images from each of our class workshops on artificial lighting.

**Assignment 2** (March 17):
Artificial Light + expressing an abstract idea.

3 Prints of images done outside class using artificial light and expressing an abstract idea in a way that is not obvious or merely illustrative.

**Assignment 3** (April 14):
Work in Progress: Final Project.

You will present 5 prints of images that you intend to include in your final project.

**Assignment 4** (Finals – May 26):
Final Project: A Body of Work.

Create a body of work that is consistent, composed of at least 10 prints. The work must be conceptually and visually refined.

Unless you are authorized by the instructor to print somewhere else your prints must be done at Adorama
http://www.adorapix.com/products/prints#

Your projects should be inventive, smart, elegantly designed, thoughtfully presented, visually appealing and conceptually instigating.

Class Compass

Images are not isolated phenomena and must be analyzed in their ecology. Since images live in a web of physical, historical, social, and emotional context (among others) different meanings will come from different approaches. Therefore context is a key word for us.

If we see images and works of art in a rich, multi-layered way they are never finished. They are alive creatures in constant metamorphoses. In that sense, the image/the work of art is less of a material product than its reception.

Written Assignments

1 - **Blog post on a Contemporary Photographer**
(due the weekend after your class presentation):
a 500 words Blog entry on a contemporary photographer working since 1980 (chosen among those featured in the book Veronica’s Revenge, at the reserve desk in the library).
You will write a brief bio about the artist (less than half of the 500 words) and tell us why his/her work is conceptually complex and addresses the nature of photography.

2 - **Blog entry responses** (Due by May 11):
You will write two 500 words response to a classmate blog entry (or separate responses to different classmates, which together total 1000 words).
You will compare the work of ‘your artist’ with your classmate’s choice.

3 - **Artist’s Statement**
You will create a compelling 500 words text discussing the motivations for your final body of work and its relationship to contemporary art, photography and culture.
Class Presentations

1 - Contemporary Artist Presentation:
A 10 minutes powerpoint presentation on the contemporary artist that you chose for your Blog entry.
Be prepared to answer questions from your classmates and professor.

2 - Final Project Presentation (Due May 12):
You will give a 10 minutes powerpoint presentation about your final project (a consistent body of work of at least 10 prints).
In the presentation you must discuss at least two contemporary artists who inspire you, and connect your work with larger issues related to society and culture.
Be prepared to answer questions from your classmates and professor.

The Writing Center, located in room 2450 North Hall, 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, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also the Undergraduate Bulletin for further explanation.
General Schedule of Classes

February 03
Recapitulation on theory and history of photography.
Topics: Modernism vs Post-Modernism / Painting vs Photography / Mimesis vs Poiesis / Mechanical reproduction and the erasure of aura / Speaking for or with others / Documentary photography and entertainment / Conceptual art etc.

February 10
Recapitulation on camera operation and Photoshop.

February 17
Workshop: 3 point lighting.

February 24
Reading: Towards A Philosophy of Photography by Vilém Flusser (read until page 20).
+ Workshop: The Pop-UP Flash.
Topics: Denoting vs connoting / ‘pre-senting’ or ‘re-presenting’ the world / “omnipresent technical images have begun magically to restructure ‘reality’ into an image-like scenario.” / objectivity of the technical image as delusion / ‘apparatus’ as cultural object / culture: ‘information’ over ‘work’ /

March 3
Presentation 1
Workshop: Expressive lighting.

March 10
Presentation 2
Reading: Towards A Philosophy of Photography by Vilém Flusser (read from page 20).
+ Workshop: Photoshop for Printing.
Topics: information as more important than the ‘thing’ / redundant photography / “apparatus are toys which simulate thought” / Photography not as a ‘tool’ but as a ‘game’ /

March 17
→ Critique of assignment 2:
Artificial Light.

March 24
Presentation 3
Reading: Photography, War, Outrage by Judith Butler.
+ Proposal for Final Project.
Topics: The ethics of documenting war / “regulating content” “supplemented by control over the perspective” / “framing reality is already interpreting” / Do photography produces ethical pathos? / Do images generate outrage? Do they lead to action?

March 31
Presentation 4
+ Workshop: External Flash (Speedlight).

April 7
Presentation 5
+ Workshop: Studio photography.
April 14

Critique of assignment 3:
Work in Progress for the Final Project.

April 21

SPRING BREAK

April 28

Presentation 6
+ Reading: The Photographic Message by Roland Barthes.
+ artist’s statements.

Assignment 1 (Powerpoint containing work created on class workshops) is due on Wednesday, May 4th, at midnight.

May 05

Presentation 7
+ Workshop: Installation and meaning.

Blog entry responses are due Wednesday, May 11th, at midnight.

May 12

Presentations on Final Project.

May 26 (5:30 to 7:30 pm) - Finals

Critique of assignment 4: A Body of Work.
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).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: May 26, 2011

1. Name of Department or Program: Art & Music

2. Contact information of proposer(s):

   Name(s): Lisa Farrington; Howard Matthews
   Email(s): lfarrington@jjay.cuny.edu; howardmarkmatthews@lycos.com
   Phone number(s): 212-237-8329

3. Current number, title, and abbreviated title of course: ART 230 ISSUES IN ART & CRIME (Abbreviated title can be found on SIMS): ISSUES ART CRIME (abbreviated)

4. Current course description: This course will cover the major current and historic issues dealing with art and crime. After a discussion of the value of art in our world, the course will cover five main topics: theft, repatriation (including issues of national ownership and cultural property), vandalism and restoration, fakes and forgeries, and censorship and freedom of expression. Through lectures, slide presentations, documentaries, classroom discussion and student presentations, the course will study these main issues by using a wide variety of specific case studies in order to frame the current issues facing the preservation and continued enjoyment of art in our world today. The critical issue of who controls art and how it is displayed and protected will also be addressed. The class is intended to make students critically assess the issues facing artists, collectors, museums, and nations in reducing crime and conserving the artistic heritage of everyone, today and in the future.

   a. Number of credits and hours: 3/3

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

   c. Current prerequisites: ENG 101, and ART 101 or ART 103 or ART 105

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011

Last revised: May 15, 2009
5. Describe the nature of the revision: ENG 101 as ONLY Pre-Requisite

6. Rationale for the proposed change(s): Prior knowledge of art history not required to successfully complete the course.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
a. Revised course description: N/A

   b. Revised course title: N/A

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A

   e. Revised prerequisites: ENG 101

8. Enrollment in past semesters: varied up to 35

9. Does this change affect any other departments?

   ___ X __ No
   _____ Yes
   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: May 26, 2011

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   [Signature]

   Chair

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
Last revised: May 15, 2009
TO: The Undergraduate Curriculum and Academic Standards Committee

FROM: Matthew Perry, Department of History

DATE: August 29, 2011

RE: Electives for the B.A. in Global History

The following courses were mistakenly omitted from the list of approved electives for the B.A. in Global History in the original major proposal paperwork. Thus, the History Department requests that the following courses be added to the official list of approved electives. All additions have been approved by the History Department Curriculum Committee, and by the Chairperson, Allison Kavey.

**Category B**
- History 201  American Civilization – From Colonial Times through the Civil War
- History 381  The Social History of Catholicism: 1500 to the Present
  HIS 381 is currently listed only as a Category C elective—the course should also count as a Category B elective.

**Category C**
- History 201  American Civilization – From Colonial Times through the Civil War
- History 202  American Civilization – From 1865 to the Present
- History 219  Violence and Social Change in America
- History 277  American Legal History
- History 325  Criminal Justice in European Society, 1750 to the Present
- History 242/Latin American and Latina/o Studies 242/Political Science 242 U.S. Foreign Policy in Latin America
Proposal to UCASC for a Revision to the B.A. in English

This proposed revision to the English major was unanimously approved by the Department's Curriculum Committee at its meeting of September 20, 2011. The Department is eager to have this correction to a bureaucratic oversight passed quickly so that it can benefit next semester's students.

1. Explanation of Proposed Changes

Currently Part 5 of the B.A. in English, Electives, reads:

"Choose any four literature courses (LIT); if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks."

The English Department proposes to change the Electives portion of the major to include all English and writing courses (ENG) above ENG 201, thus allowing English majors to choose up to four electives in creative writing, expository writing, journalism or literature as part of the twelve courses in the major.

We propose the new section read as follows:

"Choose any four **ENG or LIT** courses; if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks.

Literature 203 New York City in Literature
Literature 212 Literature of the African World
Literature 219 The Words as Weapon*
Literature 223/Africana Studies 223 African-American Literature
Literature 284 Film and Society
Literature 290 Special Topics
Literature 309 Contemporary Fiction
Literature 311 Literature and Ethics*
Literature 313 Shakespeare
Literature 314 Shakespeare and Justice*
Literature 315 American Literature and the Law*
Literature 316 Gender and Identity in Literary Traditions
Literature 319 Law and Justice in European Medieval Literature*
Literature 323 The Crime Film*
Literature 327 Crime and Punishment in Literature
Literature 330 Alfred Hitchcock
Literature 332 Martin Scorsese and Spike Lee
Literature 342 Perspectives on Literature and Human Rights*
Literature 344 Caribbean Literature and Culture
Literature 346 Cultures in Conflict
Literature 360 Mythology in Literature
Literature 340/Africana Studies 340 The African American Experience in America:
    Comparative Racial Perspectives
English 215 Poetry Writing and Reading
English 216 Fiction Writing
English 233 News Reporting and Writing
English 235 Writing for Management, Business and Public Administration
English 245 Creative Nonfiction
English 250 Writing for Legal Studies*
English 255 Argument Writing (Note: Students must have received at least a B+ or higher in
    English 101 and 201 to take this course)
English 316 Advanced Argument Writing and Response: Theory and Practice
    (Prerequisite: English 255)
English 334 Intermediate News Reporting and Writing

Rationale

This revision seeks to correct an oversight made in the original major proposal, which
allowed only LIT courses in the major. Writing courses are a common component of
most English majors around the country, contributing to student development and
success in writing in a number of ways. The department has, in practice, been allowing
students to take up to two ENG electives as part of the electives portion of the B.A.
However, because these courses have not officially been registered as part of the
major, students are denied financial aid when enrolled in these courses, and their
degree audits do not recognize their progress in the electives portion of the degree. We
have had to solve this problem one student at a time, causing students unnecessary
worry while taking up the precious time of the Registrar, Financial Aid, and English
Department administrators.

By opening up the entire electives section to all ENG and LIT courses numbered
between 200-400 (excluding ENG 201, LIT 230, 231, 232, & 233, those courses that
count toward general education credits) we hope (1) to avoid confusion for students and
administrators (2) increase enrollment in our writing and journalism courses in
anticipation of a new concentration in Writing in the major to be proposed next year, and
(3) to provide students with more opportunities to improve their writing while in the
English major.

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
UG BULLETIN MATERIAL REFLECTING THESE REVISIONS

ENGLISH
(Bachelor of Arts)

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay’s unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose either an optional concentration in Literature and the Law or pursue the field of Literature in greater depth. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

Credits required. 36

Prerequisites. ENG 102 or 201, and one general education Literature course: LIT 230, LIT 231, LIT 232, LIT 233. Transfer students who have taken a literature course may be exempt. Please inquire of the Department Chair or Major Coordinator before enrolling.

Coordinator. Professor Caroline Reitz (646.557.4755, creitz@jjay.cuny.edu)

Honors Option. To receive Honors in Literature, a student must take both the Literature Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. To receive Honors in Literature and the Law, a student must take both the Literature and the Law Seminar and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major.

PART ONE. CRITICAL SKILLS Subtotal: 3

Required
Literature 260 Introduction to Literary Study

PART TWO. HISTORICAL PERSPECTIVES Subtotal: 12

Choose four
Literature 370 Topics in Ancient Literature
Literature 371 Topics in Medieval Literature
Literature 372 Topics in Early Modern Literature
Literature 373 Topics in Seventeenth- and Eighteenth-Century Literature
Literature 374 Topics in Nineteenth-Century Literature
Literature 375 Topics in Twentieth-Century Literature

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
PART THREE. CRITICAL METHODS

Required
Literature 300 Text and Context

PART FOUR. LITERATURE AND THE LAW

Required
Literature 305 Foundations of Literature and Law

PART FIVE. ELECTIVES

Choose any four English (ENG) and/or literature courses (LIT): if concentrating in Literature and the Law, choose at least two of the courses identified with asterisks.

Literature 203 New York City in Literature
Literature 212 Literature of the African World
Literature 219 The Word as Weapon*
Literature 223/Africana Studies 223 African-American Literature
Literature 284 Film and Society
Literature 290 Special Topics
Literature 309 Contemporary Fiction
Literature 311 Literature and Ethics*
Literature 313 Shakespeare
Literature 314 Shakespeare and Justice*
Literature 315 American Literature and the Law*
Literature 316 Gender and Identity in Literary Traditions
Literature 319 Law and Justice in European Medieval Literature*
Literature 323 The Crime Film*
Literature 327 Crime and Punishment in Literature*
Literature 330 Alfred Hitchcock
Literature 332 Martin Scorsese and Spike Lee
Literature 342 Perspectives on Literature and Human Rights*
Literature 344 Caribbean Literature and Culture
Literature 346 Cultures in Conflict
Literature 360 Mythology in Literature

Approved by UCASC, Nov 18, prepared for College Council, Dec 12, 2011
Literature 340/Africana Studies 340 The African American Experience in America: Comparative Racial Perspectives

**English 215** Poetry Writing and Reading

**English 216** Fiction Writing

**English 233** News Reporting and Writing

**English 235** Writing for Management, Business and Public Administration

**English 245** Creative Nonfiction

**English 250** Writing for Legal Studies*

**English 255** Argument Writing *(Note: Students must have received at least a B+ or higher in English 101 and 201 to take this course)*

**English 316** Advanced Argument Writing and Response: Theory and Practice *(Prerequisite: English 255)*

**English 334** Intermediate News Reporting and Writing

Courses with an asterisk [*] identify courses that can be counted toward the LIT and the LAW concentration. The list of elective courses above is illustrative and not exhaustive. Students should consult the current course schedule for offerings in English [ENG] and Literature [LIT].

**PART SIX. MAJOR SEMINAR**

Subtotal: 3

*Choose one (if concentrating in Literature and the Law, choose Literature and the Law Seminar)*

Literature 400 Senior Seminar in Literature

Literature 405 Senior Seminar in Literature and Law

Total: 36
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
NEW COURSE PROPOSAL

1. a. Program proposing this course: International Criminal Justice

b. Date submitted to the Office of Graduate & Professional Studies: October, 2011

c. Name and contact information of the proposer(s): Christopher E.S. Warburton

2. a. Title of the course: The Global Economy and Corruption

b. Abbreviated title: GCOR

3. a. Course Description as it is to appear in the bulletin: This course provides an overview of the conduct and effects of corruption on the private and public sectors of governance and international relations. It presents the evident challenges to the measurement of corruption and the global attempts to eradicate the growing threat of corruption to human well being. The contending perspectives of corruption and the criminal dimensions of corruption in the global economy are explored.

b. Course Prerequisites:

c. Number of:
I. Class hours: 30
II. Lab hours: X
III. Credits: 3

4. Has this course been taught on an experimental basis?
Yes ______ No ______ √

If yes, please provide the following:
I. Semester(s) and Year(s): NA
II. Teacher(s): NA
III. Enrollment(s): NA
IV. Prerequisite(s): Any course of graduate and senior undergraduate standing or permission by the instructor.

5. Rationale for course:

Corruption is recognized as a crime in domestic and international law. Its growing presence in the private and public sectors of governance is becoming highly visible to the global community of nations and international organizations. Yet, its elimination is increasingly becoming contingent on the investment in human capital and global cooperation. This course provides an opportunity for students to understand its virulence and the tools that are essential for its eradication. It provides support to the core requirements of the MA program in international criminal justice, in particular International Law and World Order and International Economics. The course has been developed to provide ancillary benefits to other programs that are well invested in ethics and the development of professional administration.

As such, this course adds incremental value to the institutional expertise in the study of domestic and international crimes, but also in defining the contours of efficient public administration for global relations. Its scope includes an understanding of the diverse perspectives of corruption, the way and manner in which corruption infects bureaucratic governance, the exploitation of technological innovation to further corrupt practices, the international implications of corruption for growth and development, and
the mechanisms that are viable instruments for the retardation of the progress of corruption when studying public policy, the interaction of public and private officials, and international criminal justice as an institutional objective.

6. **Course Learning Objectives:**

a. **Knowledge Objectives:**
Students are expected to:
(i) Be able to conceptualize the complexities of corruption in order to evaluate its effects and the challenges for its eradication.
(ii) Realize that corruption can be understood and explained from an interdisciplinary perspective in order to critically balance the cultural differences and appreciate the interdisciplinarity of the study of corruption.
(iii) Understand that corruption is a domestic and international crime with cultural variations.
(iv) Understand that corruption has implications for global economic prosperity and development, including education, health, and poverty.
(v) Assess the empirical problems associated with the measurement of corruption and understand the methodological complexity of measuring corruption empirically as well as the difficulties of finding useful correlates or predictors of corruption.

b. **Performance Objectives:**
Students are expected to be able to do the following after taking this course:
(i) Research, interpret and evaluate corruption data.
(ii) Articulate the diverse attributes of the subject matter in academic and professional settings [present as in oral presentation]
(iii) Identify bureaucratic, private, and collective use of corruption in governance and human relations.

c. **Assessment:**
The competence of students will be graded by the following criteria:
(i) Production of written materials that is reflective of the outlined objectives.
(ii) An undertaking of research on the subject matter to demonstrate understanding of the objectives
(iii) The oral presentation of research work to demonstrate understanding of the knowledge and performance objectives.

7. **Proposed texts and supplementary readings:** (ISBN Number is required).

**Text:**
ISBN: 978-1-84980-501-8

**Supplementary:**
ISBN: 978-0-691-13647-9

ISBN: 978-0-470-52793-1
8. **Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below. Prof. Larry Sullivan

9. **Identify and assess the adequacy of available library resources**
   a. Databases: Databases provided by Transparency International; the World Bank’s Composite Risk Guide, & World Development Indicators are adequate and can be obtained from the library
   b. Books, Journals and e Journals: Library holdings, JSTOR, and EBSCO are sufficient for the purposes of this course.

10. **Identify recommended additional library resources**
    ISBN: 978-1-84980-501-8

11. **Estimate the cost of recommended additional library resources (For new courses and programs)**

12. **Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question).
    No _____ NA_____ Yes ___________. If yes, please include the names.

13. **Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?**
    Yes _____ √ ________ No __________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. **Proposed instructor:** Christopher E.S. Warburton, PhD
    Alternate: Susan Kang, PhD

15. **Other resources needed to offer this course:** None

16. **If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:** see Appendix

17. **Syllabus see Appendix**

18. **Date of Approval by the Program:**

19. **Date of Approval by the Committee on Graduate Studies:** November 10, 2011
COURSE SYLLABUS
ICJ/PAD XXX: The Global Economy and Corruption

SYLLABUS: THE GLOBAL ECONOMY AND CORRUPTION
Professor: C. Warburton, PhD
Semester: Fall XXXX
Course Code: ICJ/PADXXX
Course Section: 01
Classroom: TBA
Class time: TBA/period: TBA
Office: 3516N
Office Hours: TBA
Phone and e-mail: (646) 557-4523 cwarburton@jjay.cuny.edu

Course Prerequisite: Course of Graduate Standing or permission of the instructor

Required Text:
ISBN: 978-1-84980-501-8

Supplementary:
ISBN: 978-0-691-13647-9
ISBN: 978-0-470-52793-1

Course Learning Objectives:

a. Knowledge Objectives:
Students are expected to:
(i) Be able to conceptualize the complexities of corruption in order to evaluate its effects and the challenges for its eradication.
(ii) Realize that corruption can be understood and explained from an interdisciplinary perspective in order to critically balance the cultural differences and appreciate the interdisciplinarity of the study of corruption.
(iii) Understand that corruption is a domestic and international crime with cultural variations.
(iv) Understand that corruption has implications for global economic prosperity and development, including education, health, and poverty.
(iv) Assess the empirical problems associated with the measurement of corruption and understand the methodological complexity of measuring corruption empirically as well as the difficulties of finding useful correlates or predictors of corruption

b. Performance Objectives:
Students are expected to be able to do the following after taking this course:
(i) Research, interpret and evaluate corruption data.
(ii) Articulate the diverse attributes of the subject matter in academic and professional settings [present as in oral presentation]
(iii) Identify bureaucratic, private, and collective use of corruption in governance and human relations.
c. **Assessment:**
The competence of students will be graded by the following criteria:
(i) Production of written materials that is reflective of the outlined objectives.
(ii) An undertaking of research on the subject matter to demonstrate understanding of the objectives
(iii) The oral presentation of research work to demonstrate understanding of the knowledge and performance objectives.

**Policy on Attendance, Etiquette, and Participation:**
Students are expected to attend all classes punctually. In rare and exceptional cases when students are absent, they must obtain information about what was covered in class. Absences that are the result of an illness must be substantiated with full knowledge of the fact that three consecutive absences will be problematic. Emails must be used prudently and I will respond promptly to emails dealing with clarification of class materials and emergencies that will require excused absences in keeping with the minimum requirement. Grade related issues will be dealt with after class or during office hours. It will also be appropriate to set appointments via Email for grade related issues or clarification of class materials.

All assignments and/or exams must be delivered in class. It is highly recommended that students be familiar with the college’s alternate schedule of classes by taking a look at the academic calendar as and when necessary. Decorum is expected for the duration of all classes and all electronic devices, cellular phones in particular, that cause distraction must be turned off. Because of the propensity of technology to enhance education in the globalized world, limited use of technology will be permitted in class to enhance learning. This may include the use of Kindle, access to my PowerPoint slides or the use of technology individually or collectively as and when necessary to obtain time sensitive information or data. Other uses that promote leisurely utility that are extraneous to the learning objectives are not permitted. In effect, technology must be used responsibly to enhance learning.

**The Writing Center:** The Writing Center, located in room 2450 North Hall, 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, and students are strongly encouraged to use it. Referral to the Writing Center must not be considered optional.

**Plagiarism:**
Plagiarism is the presentation of someone else’s intellectual or artistic, work as one’s own creation. Using the ideas or work of someone else is permissible only when the original author is identified. As such, original sources must always be acknowledged.

Plagiarism may be intentional or unintentional, but lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is a 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. Students who are unsure about how and when to provide documentation are advised to consult with their instructors. The John Jay Library has free guides designed to help students with problems of documentation. This synopsis of plagiarism is derived from the college’s policy on plagiarism. Students are encouraged to submit their papers to www.turnitin.com before final submission for grades. Plagiarized papers will be nullified and students who are guilty of plagiarism will face disciplinary action.
I will provide guidance on assignments, presentations and research. This means that students must make it a responsibility to start their work in a timely manner so that they can produce well thought-out drafts for constructive feedback. It is always a bad idea to procrastinate in order to do work hurriedly or haphazardly.

<table>
<thead>
<tr>
<th>SCHEDULE OF CLASSES*</th>
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<td><strong>Session</strong></td>
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</table>
| 1 | Theme: Contending Perspectives of Corruption in a Diverse World  
  - Corruption in the broad sweep of history  
  - Sociological hypotheses of corruption  
  - Anthropology and corruption: The case of Nigeria  
  - Corruption as abuse of authority & public office  
  - The culture puzzle  
  - The international dimension of corruption | Gampat, R., Ch.1  
  Felson, M., Ch.2  
  Smith, D.J. pp.1-27  
  Global. Corruption Report (GCR), 2009, Chps.3 &6 |
| 2 | Theme: Measuring Corruption  
  - Perceptions of corruption  
  - Longitudinal indices of corruption  
  - Problems with measurements | Heinrich, F. & Hodess, R. Ch.3  
  Hawken, A. & Munck, G.L. Ch.4 |
| 3 | Theme: Bureaucratic Corruption  
  - Bureaucratic corruption in assorted countries, including: India, Indonesia, Thailand, Africa, Latin America, Korea & America  
  - Patronage  
  - Judicial Corruption  
  - Passive and active bribery  
  - Compensation and corruption | Charap, J. & Harm, C. Ch.6.  
  Quah, J.S.T. Ch. 19  
  Rosoff et al. Chp.10  
  Rijckeghem, C.A. & Weder, B. Ch.3  
  GCR (2007) |
| 4 | Theme: Police Corruption Across Countries  
 Selected regions of the world, including Asia-Pacific, Latin America, Western Africa & Northern America  
  - Extortion, fraud and embezzlement  
  - Perceived organized crime  
  - Crime reporting rates | Andvig, J.C. & Shrivastava, A. Ch. 11  
  Rosoff et al. Ch.10 |
| 5** | Homework 1 & Presentations on corruption perceptions and measurement | |
| 6 | Theme: International Monetary & Financial Transactions and Corruption  
  - Money laundering  
  - Offshore financial centers  
  - Suspicious transaction reports (STRs)  
  - Currency transaction reports (CTRs) | Chiakin, D. Ch. 11  
  Reuter & Truman, Chps.2 &5 |
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<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>7</td>
<td>Theme: Corruption and trade in natural resources</td>
<td>Keuleers et al. Ch. 15&lt;br&gt;Magrath, W. Ch. 9&lt;br&gt;Botterill, L&lt;br&gt;Biegelman &amp; Biegelman Ch.6</td>
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<td>Selected regions of the world, including the Middle East, Asia-Pacific, Africa, &amp; Latin America</td>
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<td>• Forestry</td>
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<td>• Diamonds</td>
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<td>• Fisheries</td>
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<td>8</td>
<td>Theme: Technological innovation and corruption</td>
<td>Smith &amp; Joma Ch.14&lt;br&gt;Smith, J.D. pp. 28-111&lt;br&gt;Rosoff et al. Ch. 12&lt;br&gt;Reuter &amp; Truman, Chps. 3-4</td>
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<tr>
<td></td>
<td>• 419 scam mails</td>
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<td>• Embezzlement</td>
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<td>• Money laundering</td>
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<td>9</td>
<td>Theme: Corruption, Economic Crisis, &amp; Development</td>
<td>Warburton, C.&lt;br&gt;Mobarak, A.M &amp; Lipscomb, M. Ch. 9&lt;br&gt;Azfar, O &amp; Azfar, F Ch.13&lt;br&gt;Gupta et al. Ch.6&lt;br&gt;Sohail, M &amp; Cavil, S. Ch.14&lt;br&gt;Mishra, A. Ch 8&lt;br&gt;Mishra, S.C, Ch.6</td>
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<td>• US corporate crime and financial crisis</td>
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<td>• The Asian Financial crisis</td>
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<td>• The Latin American and African debt crises</td>
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<td>• Corruption and health and education</td>
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<td>• Social services and human development</td>
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<td>• Poverty</td>
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<td>• Environmental degradation</td>
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<td>10**</td>
<td>Homework 2 &amp; Presentations on International dimensions of corruption</td>
<td>UN Convention Against Corruption&lt;br&gt;Davids &amp; Schubert, 17&lt;br&gt;Biegelman &amp; Biegelman Chps.2-4&lt;br&gt;Reuter &amp; Truman, Chps.4-9&lt;br&gt;Sharman, ISQ</td>
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<tr>
<td>11</td>
<td>Theme: The Quest to Eliminate Global Corruption</td>
<td>Hearn, R.G.&lt;br&gt;Coronel, S.S.&lt;br&gt;Biegelman &amp; Biegelman Chps.9-10 &amp; 12&lt;br&gt;Joutsen, Ch.16&lt;br&gt;Quah, J.S.T. Ch.18&lt;br&gt;Reuter &amp; Truman, Chps.4-9</td>
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<td>• The Foreign Corrupt Practices Act</td>
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<td>• The UN Convention Against Corruption</td>
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<td>• The Organization for Economic Cooperation and Development (OECD)</td>
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<td>• Combating predicate crimes (as in STRs and CTRs)</td>
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<td>12</td>
<td>Theme: The Quest to Eliminate Global Corruption (contd.)</td>
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<td>• Inter-American Convention, the EU convention, &amp; the African Union Convention</td>
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<td>• Investment in human capital</td>
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<td>• The free press</td>
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<td>• Compliance programs, Investigations &amp; Benchmarking</td>
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<td>14</td>
<td>Review</td>
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<td>15</td>
<td>Final Exam &amp; Research Paper Due***</td>
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* Last Day to Withdraw without Academic Penalty: November ---, 20XX
Final Exam Dec.---20XX: Room ---, from ---- to --- PM
Bibliography


University Press.
Cambridge University Press.
<table>
<thead>
<tr>
<th>Course Differentiation</th>
<th>Fraud Abuse Waste &amp; Corruption (FAWC) <strong>PAD 701</strong></th>
<th>Bureaupathology <strong>PAD706</strong></th>
<th>Ethics in Public Service <strong>PAD758</strong></th>
<th>The Global Economy &amp; Corruption ICJ/PADXXX</th>
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<tr>
<td>Topics</td>
<td>The relationship between structures/processes &amp; the pathologies to which organizations are prone. Includes FAWC</td>
<td>Violations of ethical norms and dilemmas confronting public officials.</td>
<td>Contending perspectives of corruption.</td>
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<td>Examination of FAWC</td>
<td><strong>PAD 701</strong></td>
<td><strong>PAD706</strong></td>
<td><strong>PAD758</strong></td>
<td><strong>ICJ/PADXXX</strong></td>
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<tr>
<td>Topics</td>
<td>High Tech &amp; normal accidents</td>
<td>Ethics, religion and law.</td>
<td>Measuring corruption.</td>
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<td>Introduction to fraud</td>
<td>Oversight failure 9/11 Commission Report (CR)</td>
<td>Public sector professionalism and ethics as moderation</td>
<td>Global bureaucratic &amp; police corruption</td>
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<td>Managing investigations</td>
<td>Resource diversion/ Multiple source failures.</td>
<td>Anticorruption strategies and codes of ethics [based on discussions of interviews].</td>
<td>Corruption and international trade in natural resources.</td>
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<tr>
<td>Financial fraud and forensics</td>
<td>Resource diversion/Multiple source failures.</td>
<td>Anticorruption strategies and codes of ethics [based on discussions of interviews].</td>
<td>Corruption and international trade in natural resources.</td>
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<tr>
<td>Inspector General (IG)</td>
<td>A global phenomenon: comparative perspectives.</td>
<td><strong>IG oversight</strong></td>
<td>The quest to eliminate global corruption</td>
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<tr>
<td>Interview and interrogating techniques</td>
<td>Defense against arbitrariness.</td>
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<td>Rule of law and due process.</td>
<td><strong>IG oversight</strong></td>
<td>- Municipal Law</td>
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<td>IG oversight</td>
<td>Meanings of model public servants.</td>
<td><strong>IG oversight</strong></td>
<td>- Compliance Programs</td>
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<td>- Asset Recovery</td>
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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).

Please complete every item and submit this form to the Office of Graduate Studies via email to jcarrington@jjay.cuny.edu.

Date Submitted: October 28, 2011

1. Name of Program:

   Master of Arts Program in Criminal Justice

2. Contact information of proposer(s):

   Name(s): William Heffernan, CRJ Director
   Email(s): wheffernan@jjay.cuny.edu
   Phone number(s): (212) 237-8376

3. Current number, title, and abbreviated title of course:

   CRJ 753 Investigating Cybercrime

5. Current course description:

   Study of the legal, ethical and organizational issues, as well as investigative techniques associated with forensic computing cases. The various organizational models used in computer crime investigations and transnational cooperation are considered.
   
a. Number of credits and hours: 3 credits, 30 hr lecture plus
b. Number of class hours (please specify if the course has lab hours): 30
c. Current prerequisites: CRJ 708 and CRJ 727

6. Describe the nature of the revision:

   a. Change the prerequisites for the course from CRJ 708 and CRJ 727 to none.
b. Change the phrase ‘forensic computing’ in the course description to ‘digital forensics’.

7. Rationale for the proposed change(s):

a. The current prerequisites for the course reflect its role when first conceived. At that point, it was intended to serve as a required course in the program of study for the Master of Science in Forensic Computing Program. Its role in that program has been superseded by FCM 753, Digital Forensic Applications. CRJ 753 has not been offered since. However, as the problem of cybercrime and prevalence of digital evidence has grown this course is needed to provide a survey of the special problems associated with handling the growing amount of digital evidence in criminal and civil cases. While the current prerequisites fit the purpose of the course in its original role for FCM students they are not essential for its alternative role as a survey course. Moreover, the current prerequisites greatly limit the pool of students able to take the course.

b. The phrase change to ‘digital forensics’ brings the course description more into line with common and extends the domain of the course from just computers to digital devices at large.

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

a. Revised course description:

Study of the legal, ethical and organizational issues, as well as investigative techniques associated with digital forensics cases. The various organizational models used in computer crime investigations and transnational cooperation are considered.

b. Revised course title: N/A

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: None

9. Enrollment in past semesters: The course was only offered once in 2005 to 8 students.

10. Does this change affect any other program?

   ___ No

   _X__ Yes
What consultation has taken place?

An agreement between the Director of the MA in Criminal Justice Program and the Director of the MS in Forensic Computing Program places responsibility for offering and managing of CRJ 753 to the FCM director.

11. Date of Program Committee approval:

12. Signature Program Director proposing this revision: