COLLEGE COUNCIL
AGENDA & ATTACHMENTS
SEPTEMBER 20, 2012
COMPLETE VERSION
I. Adoption of the Agenda

II. Minutes of the May 15, 2012 College Council (attachment A), Pg. 3

III. Approval of the Members of the College Council Committees (attachment B), Pg. 6

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C11) – Dean Anne Lopes

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   C2. POL 2XX Western Political Thought, Pg. 37
   C3. POL 2XX Judicial Processes and Politics, Pg. 50
   C4. POL 4XX Senior Seminar in Law, Courts and Politics, Pg. 60
   C5. CJBA 4XX (400) Criminal Justice Internship Experience, Pg. 72
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   Course revisions
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   Programs (attached as one document)

V. Report from the Committee on Graduate Studies (attachments D1 – D9) – Dean Jannette Domingo

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   D2. A resolution to change the information in the Graduate Bulletin for submission of the Master’s Thesis in the CRJ program, Pg. 161

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VI. 2011-2012 College Council Committee Activity Report (attachment E), Pg. 223

VII. 2012-2013 College Council Calendar (attachment F), Pg. 224

VIII. New Business

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XI. Announcements from the Student Council – President Mehak Kapoor
The College Council held its eighth meeting of the 2011-2012 academic year on Tuesday May 15, 2012. The meeting was called to order at 1:51 p.m. and the following members were present: Jana Arsovska, Andrea Balis, Whitney Brown, James Cauthen, Kinya Chandler, Demi Cheng, Kathleen Collins, Virginia Diaz, James DiGiovanna, Jannette Domingo, Mathieu Dufour, Jennifer Dysart, Terry Furst, Lior Gideon, Demis Glasford, Maki Haberfeld, Veronica Hendrick, Berenecea Johnson Eanes, Karen Kaplowitz, Mehak Kapoor, Kwando Kinshasa, Nilsa Lam, Anru Lee, Richard Li, Anne Lopes, Evan Mandery, Roger McDonald, Sara McDougall, Shavonne McKiever, Mickey Melendez, Catherine Mulder, David Munns, Rhonda Nieves, Richard Ocejo, Robert Pignatello, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Davinder Singh, Staci Strobl, Karen Terry, Patricia Tovar, and Jeremy Travis.

Absent were: Jeffrey Aikens, Zeeshan Ali, Elton Beckett, Mark Benjamin, Jane Bowers, Erica Burleigh, Brian Costa, Lyell Davies, Joseph DeLuca, Devin Harner, Richard Haw, Charles Jennings, Shaobai Kan, Yue Ma, Vincent Maiorino, Marcelle Mauvais, Brian Montes, Jason Nunez, Francis Sheehan, Denise Thompson, Donica Thompson, and Michelle Tsang.

Alternates Present:
Janice Dunham for Laura Greenberg

I. Adoption of the Agenda

It was moved to amend the agenda by withdrawing Item B18 “Proposal to Revise the Undergraduate Grade Appeal Policy (referred back from College Council, revised and approved by UCASC)”. The motion to approve the amended agenda was seconded and passed unanimously.

II. Minutes of the April 25, 2012 College Council Meeting

It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B17)

It was moved to adopt the new course proposal marked “B1. BIO 3YY: Human Anatomy and Physiology Lab (BIO 356).” The motion was seconded and approved unanimously.
It was moved to adopt the new course proposal marked “B2. CJBS 4XX: Senior Thesis I (CJBA 410).” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B3. CJBS 4YY: Senior Thesis II (CJBA 411).” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B4. PSY 3XX: History of Psychology.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B5. PSY 3XX: Multicultural Psychology.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B6. CSL 3XX: Vocational Development and Social Justice in Human Service.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B7. POL 230: Principles of Constitutional Government.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B8. POL 430: Seminar in Problems in Civil Rights and Civil Liberties.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B9. SOC 440: Senior Seminar in Criminology.” The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B10 – B15 as a slate:

- B10. SPA 201-202 Intermediate Conversational Spanish I & II
- B11. SPA 211-212 Intermediate Conversational Spanish for Hispanic Students I & II
- B12. SPA 321-322 Introduction to Spanish Literature I & II
- B13. SPA 331-332 Introduction to Latin American Literature I & II
- B14. FRE 201-202 Intermediate French I & II
- B15. ITA 201-202 Intermediate Italian I & II

The motion was seconded and approved unanimously.

It was moved to approve the slate as presented. The motion was seconded and approved unanimously.

It was agreed upon by members of the College Council to refer Item B16 “SPA 208: Themes of Justice in 20th Century Spanish Literature” to Undergraduate Curriculum and Academic Standards Committee.

It was moved to adopt the proposal marked Item B17 “Revision of the B.S. in Criminal Justice Management.” The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachment C1)

It was moved to adopt the revised course proposal marked “C1: A course revision of the CRJ program.” The motion was seconded and approved unanimously.
V. Proposed College Council Calendar (attachment D)

VI. New Business

A motion was made to consider a new business titled, “Online Evaluation of Faculty Resolution” presented by Professor Roger McDonald.

In Favor: 29  Opposed: 3  Abstentions: 4

The motion failed: A motion requires a minimum of 35 votes to succeed.

A motion was made to adjourn the meeting at 2:59 p.m.
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College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration:
1. President (chairperson) Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Interim Vice President for Student Affairs Thomas Stafford
5. Vice President for Enrollment Management Richard Saulnier
6. Dean of Graduate Studies Jannette Domingo
7. Dean of Undergraduate Studies Anne Lopes
8. Interim Dean of Research Anthony Carpi

Faculty:
   a. Full-time faculty elected from each academic department:
9. Africana Studies Kwando Kinshasa
10. Anthropology Terry Furst
11. Art and Music Cyriaco Lopes
12. Communication & Theater Arts Kathryn Wylie-Marques
13. Counseling Ma’at Lewis
14. Criminal Justice Michael Maxfield
15. Economics Jay Hamilton
16. English Peggy Escher
17. Foreign Languages and Literature Raul Romero
18. Health and Physical Education Vincent Maiorino
19. History David Munns
20. Interdisciplinary Studies Program Andrea Balis
21. Latin America and Latina/o Studies Brian Montes
22. Law, Police Science and CJA Kashka Celinska
23. Library Maria Kiriakova
24. Mathematics Shaobai Kan
25. Philosophy Amie Macdonald
26. Political Science Roger McDonald
27. Protection Management Ned Benton
28. Psychology Tom Kucharski
29. Public Administration Charles Jennings
30. Sciences Gloria Proni
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

<table>
<thead>
<tr>
<th>33. Anthropology</th>
<th>Anru Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Anthropology</td>
<td>Shonna Trinch</td>
</tr>
<tr>
<td>35. Criminal Justice</td>
<td>Evan Mandery</td>
</tr>
<tr>
<td>36. English</td>
<td>Adam Berlin</td>
</tr>
<tr>
<td>37. English</td>
<td>Erica Burleigh</td>
</tr>
<tr>
<td>38. English</td>
<td>Veronica Hendrick</td>
</tr>
<tr>
<td>39. English</td>
<td>Karen Kaplowitz</td>
</tr>
<tr>
<td>40. English</td>
<td>Jean Mills</td>
</tr>
<tr>
<td>41. English</td>
<td>Melinda Powers</td>
</tr>
<tr>
<td>42. Law, Police Science and CJA</td>
<td>Lior Gideon</td>
</tr>
<tr>
<td>43. Law, Police Science and CJA</td>
<td>Maki Haberfeld</td>
</tr>
<tr>
<td>44. Law, Police Science and CJA</td>
<td>Yue Ma</td>
</tr>
<tr>
<td>45. Law, Police Science and CJA</td>
<td>Staci Strobl</td>
</tr>
<tr>
<td>46. Political Science</td>
<td>James Cauthen</td>
</tr>
<tr>
<td>47. Sociology</td>
<td>Richard Ocejo</td>
</tr>
<tr>
<td>48. Science</td>
<td>Demi Cheng</td>
</tr>
<tr>
<td>49. Science</td>
<td>Nicholas Petraco</td>
</tr>
<tr>
<td>50. Science</td>
<td>Francis Sheehan</td>
</tr>
</tbody>
</table>

- Eight faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

<table>
<thead>
<tr>
<th>Janice Dunham – Library</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Li – Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Vacant</td>
<td>Vacant</td>
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<tr>
<td>Vacant</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

<table>
<thead>
<tr>
<th>51. Kinya Chandler</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. Katherine Killoran</td>
</tr>
<tr>
<td>53. Angelos Kyriacou</td>
</tr>
<tr>
<td>54. Nancy Marshall</td>
</tr>
<tr>
<td>55. Carina Quintian</td>
</tr>
</tbody>
</table>
One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.
Marisol Marrero

Students:
56. President of the Student Council Mehak Kapoor
57. Vice President of the Student Council Zeeshan Ali
58. Treasurer of the Student Council Jeffrey Aikens
59. Secretary of the Student Council Nana Akuba Chinebuah
60. Elected At-Large Representative Antonio Welch
61. Elected graduate student representative John Clarke
62. Elected graduate student representatives VACANT
63. Elected senior class representative Michelle Tsang
64. Elected senior class representative Ammarah Karim
65. Elected junior class representative Emiliya Abramova
66. Elected junior class representative Maria DCruze
67. Elected sophomore class representative Salhadine Baroudi
68. Elected sophomore class representative Hashemul Khan
69. Freshman representative designated according to a method duly adopted by the Student Council VACANT

Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.
1. Vacant 2. Vacant
**College Council Interim Executive Committee**

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- President (chairperson)  
  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  
  Jane P. Bowers
- Senior Vice President for Finance and Administration  
  Robert Pignatello
- Interim Vice President for Student Affairs  
  Thomas Stafford
- President of the Faculty Senate  
  Karen Kaplowitz
- Vice-President of the Faculty Senate  
  Francis Sheehan
- Two (2) other members of the Faculty Senate  
  1. Andrea Balis  
  2. Ned Benton
- President of the Higher Education Officers Council  
  Carina Quintian
- Vice-President of the Higher Education Officers Council  
  Nilsa Lam
- President of the Student Council  
  Mehak Kapoor
- Vice-President of the Student Council  
  Zeeshan Ali

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.
**College Council Executive Committee**

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

The Executive Committee shall consist of the following members:

- President (chairperson)  
  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  
  Jane P. Bowers
- Senior Vice President for Finance and Administration  
  Robert Pignatello
- Interim Vice President for Student Affairs  
  Thomas Stafford
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Public Management  
     Ned Benton
  2. English  
     Karen Kaplowitz
  3. Psychology  
     Tom Kucharski
  4. Anthropology  
     Anru Lee
  5. Counseling  
     Ma’at Lewis
  6. Science  
     Francis Sheehan
  7. Anthropology  
     Shonna Trinch
- Two (2) higher education officers
  1. Katherine Killoran
  2. Nancy Marshall
- Three (3) students
  1. Mehak Kapoor
  2. Zeeshan Ali
  3. Antonio Welch
Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Dean of Undergraduate Studies (Chairperson) Anne Lopes
- Vice President for Enrollment Management Richard Saulnier
- Executive Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies  C. Jama Adams
2. Anthropology  Ed Snajdr
3. Art and Music  Ben Bierman
4. Communication & Theater Arts  Marty Wallenstein
5. Counseling  Thomas Stafford
6. Criminal Justice  Hung En Sung
7. Economics  Jay Hamilton
8. English  Alison Pease
9. Foreign Languages and Literature  Silvia Dapia
10. Health and Physical Education  Jane Katz
11. History  Andrea Balis
12. Interdisciplinary Studies Program  Sondra Leftoff
13. Latin American and Latina/o Studies  Luis Barrios
14. Law, Police Science and CJA  Klaus Von Lampe
15. Library  Marta Bladek
16. Mathematics and Computer Science  Hunter Johnson
17. Philosophy  Fernando Estevez
18. Political Science  Monica Varsanyi
19. Psychology  Peggilee Wupperman
20. Public Management  Judy-Lynne Peters
21. Sciences  Gloria Proni
23. SEEK  Monica Son
24. Sociology  Richard Ocejo
Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
   1. Ervin Balazon
   2. David Guadeloupe
   3. Devaki Naik

The Committee shall elect a vice chairperson from among its faculty members. Ellen Sexton shall staff the Committee.

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Dean of Students (chairperson)    Kenneth Holmes
- Director of Athletics      Dan Palumbo
- Interim Director of Student Activities    Danielle Officer
- Two (2) members of the faculty
   1. Sociology
   2. Science
   Rick Richardson
   Artem Domashevskiy
- Six (6) students
   1. Cesar Irigoyen
   2. Rue-Ann Gabriel
   3. Alaa Alamin
   4. Rashmini Sookraj
   5. VACANT
   6. VACANT
Faculty-Student Disciplinary Committee  
(Formerly known as Judicial Committee)

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. SEEK  
  2. Communications & Theater Arts  
  3. Protection Management  
  Chevy Alford  
  Sandra Lanzone  
  Robert McCrie

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. English  
  2. History  
  3. Library  
  4. Science  
  5. Africana Studies  
  6. History  
  Effie Cochran  
  Barbara Josiah  
  Jeffrey Kroessler  
  Ali Kocak  
  Lori Sykes Martin  
  Edward Paulino

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Vacant  
  2. Vacant  
  3. Vacant  
  4. Vacant  
  5. Vacant  
  6. Vacant

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.
Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson)  
  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  
  Jane Bowers
- Dean of Graduate Studies  
  Jannette Domingo
- Dean of Undergraduate Studies  
  Anne Lopes
- Interim Dean of Research  
  Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies  
     C. Jama Adams
  2. Anthropology  
     Ric Curtis
  3. Art and Music  
     Lisa Farrington
  4. Communication & Theater Arts  
     Seth Baunrín
  5. Counseling  
     Thomas Stafford
  6. Criminal Justice  
     Evan Mandery
  7. Economics  
     Jay Hamilton
  8. English  
     Allison Pease
  9. Foreign Languages and Literature  
     Silvia Dapia
  10. Health and Physical Education  
     Sue Larkin
  11. History  
     Allison Kavey
  12. Interdisciplinary Studies Program  
     Amy Green
  13. Latin American & Latino/a Studies  
     Lisandro Perez
  14. Law, Police Science and CJA  
     Maki Haberfeld
  15. Library  
     Bonnie Nelson
  16. Mathematics and Computer Science  
     Peter Shenkin
  17. Philosophy  
     Jonathan Jacobs

Revised: September 13, 2012
18. Political Science
19. Psychology
20. Public Management
21. Sciences
23. SEEK
24. Sociology

Harold Sullivan
Tom Kucharski
Warren Benton
Larry Kobilinsky
Charles Nemeth
Nancy Velazquez-Torres
David Brotherton

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Nivedita Majumdar
  2. Chitra Raghavan
  3. John Staines

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Gail Garfield
  2. Lila Kazemian
  3. Ali Kocak

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Brenda Fernandez
  2. Jennifer Rosado
Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Senior Vice President for Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Interim Vice President for Student Affairs Thomas Stafford
- Vice President for Enrollment Management Richard Saulnier
- Associate Provost for Institutional Effectiveness James LLana
- Executive Director for Human Resources Kevin Hauss
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Anne Lopes
- Interim Dean of Research Anthony Carpi
- Executive Director of Finance and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chair of the Faculty Senate Fiscal Affairs Committee Francis Sheehan
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Jay Hamilton
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Thomas Stafford
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Sue Larkin
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American and Latina/o Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Bonnie Nelson
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
19. Psychology       Tom Kucharski
20. Public Management Warren Benton
21. Sciences         Larry Kobilinsky
23. SEEK             Nancy Velasquez-Torres
24. Sociology        David Brotherton

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representatives
  1. Nilsa Lam
  2. Kinya Chandler
- President of the Student Council or designee Mehak Kapoor
- Treasurer of the Student Council or designee Jeffrey Aikens
- One (1) additional student representative — Sandra Thomas
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. VACANT

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Senior Vice President of Finance and Administration
  (chairperson) — Robert Pignatello
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- President of the Faculty Senate — Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee — Francis Sheehan
- Vice Chair of the Faculty Senate Fiscal Affairs Committee — Jay Hamilton
- Chair of the Council of Chairs — C. Jama Adams
- Vice Chair of the Council of Chairs — Ned Benton
- One (1) representative chosen by the Council of Chairs — Janice Dunham
- Chair of the Higher Education Officers Council — Carina Quintian

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost’s Director for Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Associate Provost for Institutional Effectiveness (chairperson) — James Llana
- Senior Vice President of Finance and Administration — Robert Pignatello
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- President of the Faculty Senate — Karen Kaplowitz
• Two (2) representatives chosen by the Faculty Senate
  1. Chair of the Faculty Senate Fiscal Affairs Committee   Francis Sheehan
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee   Jay Hamilton
• Chair of the Council of Chairs   C. Jama Adams
• Two (2) representatives chosen by the Council of Chairs
  1. Ned Benton
  2. Tom Kucharski
• Chair of the Higher Education Officers Council   Carina Quintian
• One (1) student representative
  1. Tehmoor Nawaz

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcome Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- Dean of Graduate Studies (chairperson)          Jannette Domingo
- Dean of Students                                Kenneth Holmes
- Vice President for Enrollment Management        Richard Saulnier
- Chief Librarian                                 Bonnie Nelson
- Graduate Program Directors
  1. Criminal Justice                             William Heffernan
  2. Digital Forensics and Cybersecurity          Richard Lovely
  3. Forensic Mental Health Counseling            James Wulach
  4. Forensic Psychology                          Gabrielle Salfati/
                                                   Diana Falkenbach
  5. Forensic Science                             Margaret Wallace
  6. International Crime and Justice              Avram Bornstein/
                                                   Rosemary Barbaret
  7. Protection Management                        Charles Nemeth
  8. MPA: Public Policy & Administration          Marilyn Rubin
  9. MPA: Inspection & Oversight                  Ned Benton
- BA/MA Director                                 Chitra Raghavan
- Two (2) graduate students
  1. Pasang Tsering
  2. VACANT
**Committee on Student Evaluation of the Faculty**

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee.

The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
  1. Psychology
  2. English
  3. Psychology
  4. Public Management
  - Joshua Clegg
  - Alexander Long
  - Keith Marcus
  - Roddrick Colvin

- Two (2) students
  1. Navila Abbas
  2. Joanna Madon

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
Provost Advisory Council

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Provost and Senior Vice President for Academic Affairs (chairperson) Jane P. Bowers
- Director of Operations, Office of the Provost Kinya Chandler
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Thomas Stafford
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Sue Larkin
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American & Latino/a Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Bonnie Nelson
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
  19. Psychology Tom Kucharski
  20. Public Management Warren Benton
  21. Sciences Larry Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology David Brotherton
Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- Dean of Undergraduate Studies (chairperson) Anne Lopes
- Coordinators of undergraduate majors
  1. Computer Information Systems Shamik Sengupta
  2. Correctional Studies Lior Gideon
  3. Criminal Justice (B.A.) Hung-En Sung
  4. Criminal Justice (B.S.) Serguei Cheloukhine
  5. Criminal Justice Management Salomon Guajardo
  6. Criminology Douglas Thompkins
  7. Culture and Deviant Studies Elizabeth Hegeman
  8. Economics Jay Hamilton
  9. English Caroline Reitz
  10. Fire Science Robert Till
  11. Fire and Emergency Services Robert Till
  12. Forensic Psychology Deryn Strange
  13. Forensic Science Lawrence Kobilinsky
  14. Gender Studies Katie Gentile
  15. International Criminal Justice Peter Romaniuk
  16. Judicial Studies James Cauthen
  17. Humanities and Justice Studies Margaret Tabb
  18. Library Karen Okamoto
  19. Legal Studies Joshua Wilson
  20. Philosophy Catherine Kemp
  21. Police Studies Jon Shane
  22. Political Science Andrew Sidman
  23. Public Administration Maria Josephine Dagostino
  25. World History Sara Mc Dougall
Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Interim Vice President for Student Affairs (chairperson) Thomas Stafford
- Dean of Students Kenneth Holmes
- Interim Director of Student Activities Danielle Officer
- Three (3) full-time members of the faculty
  1. Library Marta Bladek
  2. Psychology Shuki Cohen
  3. English Sanjair Nair
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Rue-Ann Gabriel
  2. Melissa S. Kong
  3. VACANT

Special Committee of the College Council

Committee on Faculty Elections

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. LPS Kashka Celinska
2. Library Kathleen Collins
3. English Olivera Jokic
4. Science Ekaterina Korobkova
5. Political Science Samantha Majic
College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- Sociology (Chair) Carla Barrett
- Director of Assessment (ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness (ex officio) James Llana
- Seven (7) Full-time Faculty Members
  1. Sociology Carla Barrett
  2. History James de Lorenzi
  3. Public Management Maria D’Agostino
  4. Psychology Elizabeth Jeglic
  5. English Mark McBeth
  6. Public Management Marilyn Rubin
  7. Political Science Jennifer Rutledge
- Three(3) Higher Education Officers
  1. Marisol Marrero
  2. Sumaya Villanueva
  3. Danielle Officer
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: Feb 6, 2012

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

1. a. **Department(s) or program(s) proposing this course:** Department of Foreign Languages and Literatures
   
b. **Name** and contact information of proposer(s) Silvia G. Dapia

   Email address(es) sdapia@jjay.cuny.edu
   
   Phone number(s) 646-557-4415

2. a. **Title of the course:** Interpreting I
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS)

   Interpreting I

   c. **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:**

   200-level courses in the Translation/Interpretation Certificate serve as introductions to the discipline. This course gives significant attention to fundamental skills and techniques of oral interpreting. The aim of this course is to familiarize intermediate level language students with the world of interpreting and to equip them with some basic interpreting skills. The individual focus of the course is indicated more fully in the course description below (Question 4).

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

   SPA (We will eventually apply this proposal to all of the languages we teach. However, our initial courses will be offered in Spanish).
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course is an introductory-level course required for a new certificate program in translation, a new certificate program in interpretation, and will be required also for a joint certificate in interpretation and translation. It is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context. Interpreting skills will make students more marketable and competitive.

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.)

SPA 231 – Interpreting I: This introductory course in interpretation is oriented toward a variety of settings—legal, medical, business, immigration—with an emphasis on court interpreting. This course covers different aspects of interpreting as a profession and introduces students to all modes of interpretation: sight translation, consecutive interpretation and simultaneous interpretation. Particular attention will be paid to interpreting techniques and to incremental exercises for developing memory, accuracy, and speed. This course also provides a solid basis for training in interpreting, as well as translation.

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 and SPA 202 or 212 or department approval

6. Number of:
   a. Class hours   __3__
   b. Lab hours     __0__
   c. Credits       __3__

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

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

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Upon completion of the course, students will: (1) be acquainted with the linguistic, cultural, and professional tasks of the interpreter as well as with employment opportunities; (2) develop pre-interpreting skills such as prediction, active listening, message analysis, and memory techniques; (3) gain knowledge of protocols and terminologies applicable to various interpreting settings (legal, medical, business); (4) gain a sound knowledge of NAJIT (National Association of Judiciary Interpreters and Translators)’s code of ethics, the principles that underpin the Code of Ethics, and the skills to apply the principles in real life situations; (5) develop interpreting skills equivalent at least to the level 2+ of the of the ILR (Interagency Level Roundtable) Skill Level Descriptions for Interpretation Performance (ability to transfer information during routine, every day, repetitive exchanges).

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

   X Yes
   No

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

   Required for proposed certificate program in translation, a new certificate program in interpretation, and will be required also for a joint certificate in interpretation and translation.

10. How will you assess student learning?

   For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 6-8.

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

   X Yes
   No

If yes, please state the librarian’s name Maria Kiriakova

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

   X Yes
   No

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

   - The library catalog, CUNY+
12. **Syllabus**
Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. Date of **Department curriculum committee** approval ____Jan 30, 2012____

14. **Faculty** - Who will be assigned to teach this course? ____New Hire _______

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

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

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

  _X__Not applicable
  ____No
  ____Yes. If yes, give a short summary of the consultation process and results.

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. **Signature/s of Endorsement**

  *Sylvia Dapia*
  Chair, Proposer’s Department

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
SPA 231—INTERPRETING I

Department of Foreign Languages and Literatures

Instructor: 
Schedule: 
Location: 
Office Hours: 
Office: 
E-mail: 

COURSE DESCRIPTION AND REQUIREMENTS:

SPA 231- Interpreting I: This introductory course in interpretation is oriented toward a variety of settings— legal, medical, business, immigration—with an emphasis on court interpreting. This course covers different aspects of interpreting as a profession and introduces students to all modes of interpretation: sight translation, consecutive interpretation and simultaneous interpretation. Particular attention will be paid to interpreting techniques and to incremental exercises for developing memory, accuracy, and speed. This course also provides a solid basis for training in interpreting, as well as translation.

Prerequisite: ENG 101 and SPA 202 or 212 or department approval.

COURSE OBJECTIVES:

Upon completion of the course, students will:

- be acquainted with the linguistic, cultural, and professional tasks of the interpreter as well as with employment opportunities
- develop pre-interpreting skills such as prediction, active listening, message analysis, and memory techniques
- gain knowledge of protocols and terminologies applicable to various interpreting settings (legal, medical, business)
- gain a sound knowledge of NAJIT (National Association of Judiciary Interpreters and Translators)'s code of ethics, the principles that underpin the Code of Ethics, and the skills to apply the principles in real life situations
- develop interpreting skills equivalent at least to the level 2+ of the of the ILR (Interagency Level Roundtable) Skill Level Descriptions for Interpretation Performance (ability to transfer information, not always accurately and completely, during routine, everyday, repetitive exchanges).
TEXTBOOK AND MATERIALS:

- *Interpreter Training: Legal, Medical and Business Settings, An Introductory Textbook*, Erik Camayd-Freixas
- On Blackboard, you will find a series of materials and assignments (readings, exercises and practice audio files) for this course.
- **Technology Requirements**

  The course content requires all students to have access to some means of recording sound. Individual tape recorders, dictation machines, mp3 recorders and laptops all work very well for this purpose. Students at John Jay College are able to use the Modern Languages Lab, subject to availability.

IMPORTANT WEBSITES AND ORGANIZATIONS

NAJIT – National Association of Judiciary Interpreters and Translators (www.najit.org)
ATA – American Translator’s Association (www.atanet.org)

COURSE REQUIREMENTS:

ASSIGNMENTS: You will also have to complete six assignments related to interpreting pre-skills (activities on prediction, active listening, message analysis, chunking) and medical, business, legal terminology.

A GLOSSARY of vocabulary, phrases, and expressions (whether specialized, idiomatic or slang), with their translations, will be maintained by each student and turned in for a grade at the end of the semester. The material for this glossary should be drawn from the assigned readings and class mater.

MIDTERM: You will have to complete a sight translation which will be graded based on the rubrics below

ORAL EXAM: You will have to complete an interpretation which will be graded based on the rubrics below

FINAL EXAM: The final exam consists of a vocabulary, readings and information discussed during the lecture/discussion portion of the class.

FINAL GRADE will be calculated as follows:

- Midterm Exam 20%
• Oral Exam 25%
• Final Exam 25%
• Glossary 15%
• Assignments 15%

The John Jay Undergraduate Bulletin allows for the following grades:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure (remains on transcript even when retaken and passed)

For more information on grades, please see The Undergraduate Bulletin.

PARTICIPATION AND PRACTICE:
You will gain more from this class if you actively participate in both the lecture/discussion component. This is a practical interpreting course and those who work closely with their instructors and fellow students maximize their achievement.

ABSENCES AND TARDINESS:
Students are expected to come to class prepared. We have only a short time together so make every effort to be on time to class. Arriving late disrupts the learning process not just for you but also for all the students. Make-up exams will not be scheduled except for emergencies or business that requires the student to be out of town. Any make-up exam must be arranged beforehand, and will be scheduled by the lead instructor.

CONTACT INFORMATION:
Class announcements and activities will be posted in Blackboard. Students should access their John jay e-mail account and regularly check their email.

RUBRICS:
Assignments (sight translations, consecutive interpretations) are graded on the following criteria:

I. Language Use:
A. Pronunciation, Articulation and Fluency (20 %)
   5 = Pronunciation approximate that of a native speaker. Articulates clearly. Speech is fluent and effortless.
   4 =
   3 = Pronunciation or articulation problems require concentration on the part of the listener and occasionally lead to misunderstanding. Interpreter pauses to search for the correct word or phrase.
   2 =

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
1 = Pronunciation is difficult to understand; listener must ask for repetition. Interpreter is hesitant; often at a loss for the appropriate word or phrase.

**B. Grammar and Naturalness of expressions (20 %)**

5 = Uses gender, verb tense, and pronouns correctly. Uses correct prepositions. No grammar errors.
Appropriate use of synonyms and linking words. Target language is not literal translation of source language where appropriate.

4 =
3 = Makes only minor grammatical errors.
2 =
1 = Makes major grammatical errors, that affect and distort the message. Use of literal interpretation, including the use of false cognates.

**C. Vocabulary (20%)**


4 =
3 = Sometimes uses incorrect words; vocabulary seems somewhat limited.
2 =
1 = Incorrect words that significantly alter the meaning of the message; poor vocabulary, inadequate for conveying correct idea.

**D. Accuracy of Interpretation (40 %)**

5 = Very accurate; the entire message was interpreted successfully. No omissions
4 = Mostly accurate; although errors were made, the important information was conveyed accurately. Minor distortions of meaning or omissions.
3 = 2 to 4 major omissions and additions.
2 =
1 = Message was inaccurate; many errors made in the interpretation; jury would have left with incorrect and/or incomplete information.

TOTAL = ___________

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)
PLAGIARISM

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

TENTATIVE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Readings and Assignments</th>
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<tr>
<td></td>
<td>All materials not in Camayd-Freixas will be available in electronic reserve through Blackboard.</td>
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<tr>
<td>Week 1</td>
<td>▪ Introduction to the course.</td>
<td>Reading: Camayd-Freixas, ch. 1</td>
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<td>▪ Keeping a Glossary.</td>
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<td>▪ The history of interpreting and current state of the profession.</td>
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<td>▪ Aptitudes for interpreters.</td>
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<td>▪ Sources of work.</td>
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<td>▪ Self-marketing plan.</td>
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<tr>
<td>Week 2</td>
<td>▪ Modes of interpretation: consecutive, sight translation, and simultaneous modes</td>
<td>Reading: Camayd-Freixas, ch. 2</td>
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<tr>
<td></td>
<td>▪ The learning process &amp; training</td>
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<tr>
<td>Week</td>
<td>Topics</td>
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</tbody>
</table>
| 3    | Cognitive Science and the Interpreting Process  
Developing attention, memory, and endurance. |
| 4    | Techniques in sight translation  
Prediction  
Comprehension  
Main Idea |
| 5    | Public speaking skills |
| 6    | Techniques in consecutive interpreting  
Summarizing, short-term memory, and speed reading skills  
Unknown words, contextual clues. |
| 7    | Techniques in simultaneous interpreting  
Shadowing Practice: S>E  
Chunking  
Introduction to legal terminology |
| 8    | Review  
**Midterm** |
| 9    | Techniques in simultaneous interpreting  
Shadowing |

Reading: Camayd-Freixas, ch. 3

**Assignment # 1**

Reading: Camayd-Freixas, ch. 4 Activities 3.A; 3.B; 3.C and 3D (Blackboard)

**Assignment # 2**

Read aloud texts A and B as well as unpunctuated text C(Blackboard)

**Assignment # 3**

Reading: Camayd-Freixas, ch. 5

**Assignment # 4**

Prepare for Paraphrasing  
Prepare notes & examples
| Week 10 | Practice : E>S  
|        | Simultaneous interpreting in legal settings  
|        | Paraphrasing Practice w/Selections above  
|        | Ethical issues in legal settings  
|        | Techniques in simultaneous interpreting  
|        | Shadowing/ Paraphrasing  
|        | Practice S>E Selected excerpts  
| Week 11 | Consecutive and simultaneous modes in business interpreting  
|        | Business Terminology  
| Week 12 | Consecutive and simultaneous modes in medical interpreting  
|        | Medical Terminology  
|        | Ethics: Legal and business settings  
| Week 13 | Final Oral Evaluations  
|        | Glossary Due  
| Week 14 | Review Results and Individual Feedback on Oral  
| Week 15 | Final Examination  
|        | Practice interpreting I/S from Consecutive HW  
|        | Reading: Camayd-Freixas, ch. 6  
|        | Assignment # 5  
|        | Reading: Camayd-Freixas, ch. 7  
|        | Assignment # 6  

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
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 kkilloran@jjay.cuny.edu

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

   b. Date submitted to Office of Undergraduate Studies:

   c. Name and contact information of proposer(s): Jack Jacobs

      Email address(es): jjacobs@jjay.cuny.edu
      Phone number(s): (212) 237-8191

2. a. Title of the course: Western Political Thought

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

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:

   There is currently no introductory course in the Political Science Department devoted to the development of Western political thought (a major field in Political Science programs across the country). The intent of this course will be to introduce students to key figures in the political theory canon, and to the significance of the ideas created by these figures. The course will prepare students to take upper division courses on related subjects already offered by John Jay’s Political Science department.

   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 provides an introduction to key theories in the development of Western political thought. Sustained attention will be devoted to consideration of the relevance of the theories we will examine to our own day and society. Authors likely to be discussed include figures such as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud.

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:** GOV 101 or POL 101; ENG 101.

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

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

   X No.

   ____ Yes. If yes, then please provide:

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

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

The ideas of the leading figures in the development of Western political thought, such as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud, have informed and shaped the concepts of justice which underlie John Jay College, and, therefore, ought to be seen as essential to the mission of the College. Knowledge obtained in such a course is likely to be relevant to work conducted in any number of cognate disciplines.

Virtually every American political science department has a course or courses devoted to the history of Western political thought. This course is intended to further
the process of bringing John Jay’s Political Science Department into line with its peers, and to continue to strengthen the depth and rigor of our curricular offerings as we do so.

9. Course learning objectives:

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

Students will demonstrate substantive knowledge of the major ideas of key theorists of Western political thought, including the obligations owed by citizens to society, and by society to citizens, the nature of freedom and of justice, the appropriate reach and limits of government, and the reasons why humans obey political leaders.

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:
(1) engage in close reading of texts;
(2) engage in independent research;
(3) compare and contrast sophisticated political theories;
(4) explain the bases for their own political beliefs and provide arguments on behalf of these beliefs;
(5) assess political ideas put forth by contemporary figures;
(6) contribute to current debates on social and political matters.

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.

In conjunction with the term paper assignment, students will be required to locate, to read, to explain and to critique relevant primary and secondary sources. Students will be required to make use of at least three scholarly, published, secondary sources while conducting research for their papers, and will be given instruction as to how to locate appropriate sources, and as to how to assess the suitability of material which has been located.

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.
I anticipate that students will make use of library databases such as JSTOR, Ebrary, and Project Muse when conducting research for term papers.

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

The instructor will describe and discuss relevant information tools during the sixth week of the semester, at which point term paper assignments will be disseminated.

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

The learning objectives of the Political Science major are to enable students to

“1. Initiate, develop, and present independent research.
2. Write effectively, engage in intellectually grounded debate, and form and express cogent arguments.”

and

“3. ... become knowledgeable citizens capable of reasoned judgments on political issues and ideas.”

This course was designed with the Political Science Major’s learning objectives in mind, and will further all three of the objectives listed above.

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

Students will be assessed on the basis of midterm and final examinations, both of which will contain essay questions, designed to ascertain whether students have mastered the requisite material and skills. Students will also be required to produce a term paper.

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.)
Students will be required to submit a five page term paper on a topic chosen in consultation with the professor. Topics will focus on the extent to which ideas associated with the thinkers we will discuss enable us to resolve recent or contemporary political disputes.

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.


[I list here only classic works. The library owns many recent and contemporary works relevant to this proposed course].
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.


   **Gale Virtual Reference Library**

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.

   **Students will be directed to make use of bibliographic databases such as JSTOR, Ebrary, and Project Muse.**

   **Name of library faculty member consulted:** Prof. 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

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.)

**See attached syllabus.**

14. Date of **Department curriculum committee** approval: **March 9, 2011**

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?

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

   X No. John Jay does not offer any introductory courses explicitly devoted to the history of political ideas. POL 270 [Political Philosophy] is arranged analytically rather than historically, and currently focuses on recent and contemporary Anglo-American theorists [such as Rawls, Nozick, and Sandel]. The course being proposed at this time will situate ideas in the cultures in which they were created, will cover the sweep of Western political thought from ancient times onward, and will be organized in a chronological manner.

   ___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?

   Not applicable
   ___No
   _X___Yes. If yes, give a short summary of the consultation process and results.

   The course proposal and sample syllabus were sent to the Chair of the Philosophy Department. No objections have been raised by that Chair or members of his department.

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: 3/15/2011

   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 may be used to satisfy a requirement in the proposed revision of the Political Science Major, Part One: Foundation Courses, Category B.: Political Theory. It may also be used to satisfy a proposed requirement in the Political Science Major, Concentration B: Justice and Politics.

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].
Fall, 201x                                                                Prof. Jack Jacobs

POL 2xx: Western Political Thought

Office: 09.65.03

Office hours:
By appointment, please [In a typical semester, I have office hours on Tuesdays and Thursdays: 2:00 PM – 4:00 PM]. If you would like to see me, but are unable to meet with me during my regular office hours, please let me know.

Telephone: 1-212-237-8191

E-mail: jjacobs@jjay.cuny.edu

Prerequisites: POL 101 (or GOV 101) and ENG 101.

Course description:
This course provides an introduction to key figures in the history of Western political thought, and to the theories produced by them. We will devote sustained attention both to understanding the ideas we will discuss in the contexts in which they were created, and to grappling with the relevance of these ideas to our own day and society.

Learning outcomes:
1. Students will engage in independent research;
2. Students will form and express cogent arguments about relevant subjects;
3. Students will compare and contrast the relative strengths and weaknesses of a number of schools of thought, and develop their own assessments of these schools;
4. Students will demonstrate substantive knowledge of major thinkers in the field of Western political thought.

Requirements: Students will be expected:
a) to attend all classes. Attendance will be taken at the very beginning of each class session. Students will be penalized for missing more than 4 classes (including any absences due to late registration).
b) to arrive punctually. Any student who arrives after his or her name has been called will be marked late (even if the roll is still being called). Students will be penalized for excessive lateness. Arriving late twice will be considered the equivalent of one absence.
c) to read all assigned material.
d) to bring the appropriate text(s) to each class session.
e) to participate in class discussions. I regularly call on students in class, and will expect all students to be able to discuss and debate assigned material.
f) to perform satisfactorily on midterm and final examinations (both of which will be made up of essay questions). Make-up exams will be given only in emergency situations and only at the discretion of the instructor. Each exam will count as approximately one third of the course grade.
g) to write a term paper, on a topic approved by the instructor. A sheet describing proposed paper topics will be distributed later this semester. At that time, I will also provide students with specific instructions as to permissible methods of citing sources and as to formatting of the paper. The paper will be counted as approximately one third of the final course grade.

Additional notes:
Please do not leave cell phones on during class. Students are expected to remain in class for the entire class period, may not eat or smoke in class, and are requested to take seats as close to the door as possible if they arrive after the class has begun. Students will be given incompletes only in exceptional circumstances, and solely at the discretion of the instructor. Students will not be permitted to submit extra credit assignments.

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
*Policies related to Cheating and to Academic Integrity:*

Students are expected to familiarize themselves and abide by College policies as to cheating and plagiarism.

“Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments"

Lack of dishonest intent does not absolve a student of responsibility for plagiarism. It is the student’s responsibility to be aware of relevant College policies.

I reserve the right to make use of turnitin.com and/or other such programs when attempting to determine whether or not students have abided by College policies as to academic integrity.

*Policies related to students with disabilities:*

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS… It is the student’s responsibility to initiate contact with the [OAS] and to follow the established procedures for having the accommodation notice sent to the instructor.”
(Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3).

*Texts:*

ISBN: 0-691-03689-6


Texts ought to be available in the John Jay College Bookstore at the beginning of the semester. They may also be obtained from on-line firms.
Course outline:

Class 1: Introduction.

I. Ancient Greek and Roman Thought

Plato
Key topic: What does it mean to be just?
Class 2: Cohen & Fermon, pp. 39-94.

Aristotle
Key topic: Are humans social animals?
Class 4: Cohen & Fermon, pp. 107-123.
Class 5: Portis, pp. 28-42.

II. Christian Political Thought

Augustine
Key topic: Is it necessary for government to be repressive?
Class 6: Cohen & Fermon, pp. 133-143; Portis, pp. 43-55.

Aquinas
Key topic: How may we distinguish among differing kinds of law?
Class 7: Cohen & Fermon, pp. 144-152; Portis, pp. 56-70.

Class 8: Review session.

Class 9: FIRST EXAMINATION

III. The Renaissance

Machiavelli
Key topic: What ought a ruler do in order to stay in power?

IV. The Social Contract

Hobbes
Key topic: What is the state of nature, and why do people leave that state?
Class 12: Portis, pp. 86-100.

Class 13: First examination will be returned and discussed in class.

Locke
Key topics: Should the power of the government be limited?

Rousseau
Key topic: Is there anything that is good for society as a whole?
Class 16: Cohen & Fermon, pp. 280-292.
Class 17: Portis, pp. 116-130.

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
V. Modern Political Thought

Mill
Key topic: Why and how should we defend liberty?
Class 18: Cohen & Fermon, pp. 375-388.
Class 20: Portis, pp. 131-145.

Marx
Key topic: Does the state serve the interests of a ruling class?
Class 22: Cohen & Fermon, pp. 448-466.
Class 23: Portis, pp. 146-160.

Freud
Key topic: Can humans be happy while living in civilization?
Class 25: Cohen & Fermon, pp. 551-556.
Class 26: Cohen & Fermon, pp. 556-565.

Class 27: TERM PAPER DUE DATE. [Reading assignment: TBA]

Class 28: Review session.

FINAL EXAM will be given during John Jay’s final exam period, on a date to be announced.
New Course Proposal Form

Date Submitted: March 14, 2012

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

1. a. Department(s) or program(s) proposing this course: POLITICAL SCIENCE
   
   b. Name and contact information of proposer(s) JAMES CAUTHEN & MAXWELL MAK

   Email addresses: jcauthen@jjay.cuny.edu; mmak@jjay.cuny.edu

   Phone numbers: 212-237-8193 (Cauthen); 646-557-4662 (Mak)

2. a. Title of the course: Judicial Processes and Politics
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Jud Proc&Politics

   c. Level of this course  ____100 Level  XX 200 Level  ____300 Level  ____400 Level

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

   The Department offers a 400-level course, “Seminar in Judicial Processes and Politics” (POL 435), that this course will replace. The department believes a 200-level course on judicial process and politics, which has never been offered, will serve our students better than the present POL 435. Because of the extent of the revisions, a new course proposal form is being submitted instead of a course revision form.

   This course will be required of all majors. Faculty in the department teaching courses on the courts believe that this foundation course will serve our students by exposing them to the study of judicial politics and preparing them for later courses in the Political Science major, particularly in the concentration, “Law, Courts and Politics.” The department does not currently offer a foundation course on judicial processes and politics, and this course will be one of five foundation courses required in the revised Political Science major. It will be offered as a 200-level course because the assignments and readings are appropriate for that level, and POL 101 is a required prerequisite.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): POL
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The course will be required of all Political Science majors, providing an introduction to the role of courts in the American political system. Additionally, one of the four concentrations in the revised Political Science major focuses on “Law, Courts and Politics;” this course will provide the necessary foundation for students pursuing their major in that concentration. Currently, there is no foundation course, so students are taking more focused 300-level and 400-level courses on the courts in the Political Science major without the broad knowledge base this course will provide.

The course also will be an option as a foundation course in the new Law and Society major. It will contribute to the major’s mission of understanding law as an instrument of political and social change.

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 examines courts as political institutions and the various actors and conditions that influence judicial decisions. Readings will focus on the relationship between the courts and other branches of government, the politics of judicial selection at the state and federal levels, theories of judicial decision-making developed in political science, and the impact and implementation of judicial decisions.

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, GOV 101 or POL 101 or permission of the instructor.

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

   A. Students will understand the roles courts play within the American political system and how political processes affect their structure and operation.

   B. Students will understand the actors and processes that influence judicial decisions.

   C. Students will describe and evaluate theories of judicial decision-making developed in political science.

   D. Students will assess the influence of courts and other political actors on the implementation, impact and consequences of judicial rulings.

   E. Students will form and express cogent arguments and engage in well-articulated and intellectually-grounded debate.

   These learning outcomes will contribute to three learning outcomes for the Political Science major\(^1\) and contribute to two learning outcomes for the Law and Society major.\(^2\)

9. 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):

   1. Political Science Major: Part One (Foundation Courses), Category A (Law, Courts and Politics)
   2. Law and Society Major: Part Three (Foundations), Category A (American Legal Foundations)

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\(^1\) The three are Learning Outcome #2 (“Students will write effectively, engage in intellectually grounded debate and form and express cogent arguments”), Learning Outcome #3 (“Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas”), and Learning Outcome #4 (“Students will demonstrate knowledge of the major subfields of political science, as represented by the major’s foundations requirements and concentrations”).

\(^2\) The three are Learning Outcome A (“Students will demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change”) and Learning Outcome C (“Students will develop written and oral communication skills to express informed opinions about issues in law and society”).
10. How will you **assess student learning**?

Student learning will be assessed through in-class examinations, quizzes, and writing assignments. See attached model syllabus for one possible set of assessment methods.

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

   Yes X (by email)   No ___

   • If yes, please state the librarian’s name: Prof. Ellen Sexton

   • Are there adequate resources in the library to support students’ work in the course
     Yes X   No________

   • Will your students be expected to use any of the following library resources? Check all that apply.
     X The library catalog, CUNY+
     X EBSCOhost Academic Search Complete
     – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     X LexisNexis Universe
     – Criminal Justice Abstracts
     – PsycINFO
     – Sociological Abstracts
     X JSTOR
     – SCOPUS
     X Other (please name) Worldwide Political Science Abstracts

12. **Syllabus**

   Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. Date of **Department curriculum committee** approval: March 18, 2012

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

   The faculty who regularly teach POL 435 and other Political Science classes on the courts will teach this course (Professors Ackerman, Cauthen, Mak, McDonald, Pinello, Sullivan and Wilson)

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

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

The Law, Police Science and Criminal Justice Administration Department offers a course entitled, “The American Judiciary” (LAW 206). Much like the content of POL 435 differed from that course, this proposed course centers on the courts as political institutions, focusing on how courts are influenced by politics, and how courts contribute to politics and policymaking in the American political system. The bulk of readings assigned in the class will come from political scientists who study judicial politics.

16. 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.

   Prof. Cauthen sent a draft of the proposal and the sample syllabus along with an explanation for the proposal to Prof. Haberfeld, Chair of Law, Police Science and Criminal Justice Administration, and to Prof. Cheloukhine, Coordinator of the Criminal Justice (B.S.) major. Prof. Cheloukhine notified Prof. Cauthen by email that the proposal was acceptable.

17. Will any course be withdrawn, if this course is approved?
   ____No
   X Yes. If yes, number and name of course(s) to be withdrawn.

   POL 435: Seminar in Judicial Processes and Politics

18. Signature/s of Endorsement

Harold Sullivan
Chair, Proposer’s Department

Harold Sullivan (Political Science)
Major or Minor Coordinator

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
SAMPLE SYLLABUS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 WEST 59TH STREET, NEW YORK, NY 10019

JUDICIAL PROCESSES AND POLITICS
POLITICAL SCIENCE 2XX, SECTION ___
FALL 20__ SYLLABUS

Instructor: ___________
Office: New Building - ________ (9th floor in Political Science Department)
Office Hours: Tuesdays, 4:30-5:30 pm and Wednesdays, 11am- 12 noon. Other times by appointment 3
E-Mail: ________________
Office Phone: ___________
Class Location and Time: New Building L2.82, 10:50 am – 12:05 pm
Web Presence: I will be using Blackboard for this course (access through John Jay website)
Course Prerequisites: English 101, Political Science 101

Course Description
This course examines courts as political institutions and the various actors and conditions that influence judicial decisions. Readings will focus on the relationship between the courts and other branches of government, the politics of judicial selection at the state and federal levels, theories of judicial decision-making developed in political science, and the impact and implementation of judicial decisions.

Course Learning Outcomes
Students completing this course successfully will
1) demonstrate an understanding of the roles courts play within the American political system and how political processes affect their structure and operation;
2) demonstrate an understanding of the actors and processes that influence judicial decisions;
3) describe and evaluate theories of judicial decision-making developed in political science;
4) assess the influence of courts and other political actors on the implementation, impact and consequences of judicial rulings; and
5) form and express cogent arguments and engage in well-articulated and intellectually-grounded debate.

Required Texts


Additional required readings will be available on Blackboard.

Course Requirements and Grading
Attendance Policy: You are expected to attend class regularly and roll will be taken. The class discussions will not be a summary of the readings but generally will address in detail one or more concepts relevant to the topic. The material addressed in class may not be contained in the readings.

3 Office hours are the times I specifically set aside to be available to meet with students. If the office hours are not convenient for you, talk to me before or after class and we can make arrangements to meet some other time.
I will take attendance for every class period by passing around a sign-in sheet. It is your responsibility to see that you sign in as present. If you come to a class extremely late or if you leave early, I reserve the right to mark you as absent even if you sign the attendance sheet. If you miss five or more class periods during the semester, five points will be deducted from your final (i.e., course) grade. I generally do not grant "excused" absences, except in cases of religious observances (please see me if this occurs). I will grant other exceptions on a case by case basis.

If you miss class, contact someone who attended and check Blackboard. Although the syllabus sets out the schedule of readings and other assignments, circumstances may necessitate changes. Any such changes will be announced in class and posted on the “Announcements” section of Blackboard. Whether regarding schedule changes or anything else having to do with the course, students will be held to have knowledge of all class announcements.

Daily Quizzes: Throughout the semester, you will be given short objective quizzes based on the reading assigned for that day. I reserve the right to administer these any and every class period. If you are not in class the day a quiz or exercise is given, you will receive a grade of 0. However, for those taking the quiz, the lowest grade I will give will be 40. Thus, you are given significant credit for attendance in class, even if you do poorly on these assignments. I will drop your lowest quiz grade when computing this portion of your final grade.

Examinations: There will be three examinations in this class – two during the semester and one during the final examination period. These examinations will consist primarily of essay questions but with some short answer/identification questions. Unless excused by me, you will receive a "0" if you fail to take an exam when scheduled.

Paper: You will be required to write one paper (approximately 6-8 pages – suggested topics will be forthcoming) during the semester. I am willing to review and provide written comments on drafts of papers before the due date, telling you how to improve the paper. You then can revise the paper and hand in the revision by the due date. Additional information about the paper will be forthcoming. My policy on late papers -- papers up to 24 hours late will accepted, but the grade will be reduced 10 points. Papers received more than 24 hours late will be graded, but the highest grade available will be 50.

Extra Credit: I do not provide extra credit work during the semester. Your grade will be based on your performance on exams, quizzes, paper, and class participation.

Grading

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Daily Quizzes</td>
<td>15%</td>
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<tr>
<td>Exam#1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Paper</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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Miscellaneous

Academic Integrity: All students are urged to review the CUNY/John Jay Policy on Academic Integrity located on the web at http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf. Any instances of cheating and plagiarism occurring in this class will be dealt with as severely as permitted under the policy.

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
• Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
• Presenting another person’s ideas or theories in your own words without acknowledging the source
• Using information that is not common knowledge without acknowledging the source
• Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

If you are unsure of the meaning of cheating and plagiarism, please read the information on the linked site above and/or see me.

Turnitin: The College subscribes to Turnitin, an on-line plagiarism prevention service. In addition to turning in a paper copy of the paper to me, students will be required to submit the paper in electronic format (Word, WordPerfect, RTF, PDF, or HTML) directly to Turnitin or to the instructor for submission to Turnitin. Assignments submitted to Turnitin will be included in Turnitin's restricted access database solely for the purpose of detecting plagiarism. Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality. Students may not submit in this course original material that has been or is being used for written assignments in other courses. Information about Turnitin is available at http://www.turnitin.com.

Americans with Disabilities Act (ADA) Policies: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

The Writing Center: 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.

Schedule of Topics and Assignments
(Miller) – assignment is from text, Exploring Judicial Politics
(MPE&K) – assignment is from text, Courts, Judges and Politics
(BB) – material is on Blackboard

<table>
<thead>
<tr>
<th>1/30: Class Introduction</th>
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</thead>
<tbody>
<tr>
<td>2/1: Introduction to the study of courts and judicial politics; judicial review</td>
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</tbody>
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Approved by UCASC, May 18, prepared for College Council, September 20, 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6</td>
<td>Organization of Federal and State Courts and the Politics of Reform</td>
<td>“Judicial Organization” (BB)</td>
</tr>
<tr>
<td>2/8</td>
<td>Organization of Federal and State Courts and the Politics of Reform, continued</td>
<td>“Broken Bench: Town and Village Justice,” <em>NY Times</em>, 9/26/06 (three article series) (BB); “Reform of New York’s Court Stalls,” <em>New York Times</em>, 1/7/10 (BB)</td>
</tr>
<tr>
<td>2/15</td>
<td>The Politics of Judicial Selection in the States</td>
<td>“Differences in State Judicial Selection” (Miller, Ch. 2); “Interest Groups and State Court Elections” (BB)</td>
</tr>
<tr>
<td>2/21</td>
<td>Debates over Judicial Elections</td>
<td>“The Controversy over Electing Judges” (Chapter 1 from Bonneau and Hall, <em>In Defense of Judicial Elections</em>) (BB). We will spend a portion of class viewing “Justice for Sale,” a documentary on state judicial elections.</td>
</tr>
<tr>
<td>2/22</td>
<td>The Politics of Judicial Selection in the Federal System (with focus on inferior federal courts)</td>
<td>“In Their Own Interest: Pressure Groups in the Federal Judicial Selection Process” (Miller, Ch. 3);</td>
</tr>
<tr>
<td>2/27</td>
<td>Exam #1</td>
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<tr>
<td>3/1</td>
<td>Lawyers in the Legal System</td>
<td>“Bringing the Lawyers Back In” (Miller, Ch. 4)</td>
</tr>
<tr>
<td>3/6</td>
<td>The Exercise of Judicial Power</td>
<td>“Instruments of Judicial Power” (BB)</td>
</tr>
<tr>
<td>3/8</td>
<td>Process and Judicial Decision-Making - Trial Courts</td>
<td>“U.S. District Courts, Litigation and the Policymaking Process” (Miller, Ch. 7); “The Adversary Judge: The Experience of the Trial Judge” (BB)</td>
</tr>
<tr>
<td>3/13</td>
<td>Process and Judicial Decision-Making – State Supreme Courts</td>
<td>“State Supreme Courts as Policymakers: Are they Loved?” (Miller, Ch. 8)</td>
</tr>
<tr>
<td>3/15</td>
<td>Process and Judicial Decision-Making – U.S. Circuit Courts of Appeals</td>
<td>“Appellate Workhorses of the Federal Judiciary” (Miller, Ch. 9); “What I Ate for Breakfast and Other Mysteries of Judicial Decision-Making” (BB)</td>
</tr>
<tr>
<td>3/20</td>
<td>Exam #2</td>
<td></td>
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<tr>
<td>B. THE APPELLATE PROCESS AND THE U.S. SUPREME COURT</td>
<td></td>
<td></td>
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<tr>
<td>4/24, 4/26 and 5/1: The Politics of Supreme Court Appointments</td>
<td>During these classes, we will be reading and discussing <em>Advice and Consent: The Politics of Judicial Appointments</em> (a handout with assignments and discussion questions will be posted on BB)</td>
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</tbody>
</table>

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/3</td>
<td>Deciding to Decide – The <em>Certiorari</em> Process</td>
<td>“Deciding What to Decide: How the Supreme Court Sets its Agenda” (BB)</td>
</tr>
<tr>
<td>5/8</td>
<td>Decision-Making on the Merits (PAPERS DUE)</td>
<td>“Precedents and Legal Reasoning” (BB, Ch. 10)</td>
</tr>
<tr>
<td>5/10</td>
<td>Decision-Making on the Merits, continued (theories of decision-making)</td>
<td>“A Court of Laws or a Super Legislature: An Integrated Model of Supreme Court Decision-Making” (Miller, Ch. 13)</td>
</tr>
<tr>
<td></td>
<td><strong>C. JUDICIAL IMPACT AND IMPLEMENTATION</strong></td>
<td></td>
</tr>
<tr>
<td>5/15</td>
<td>Resistance to Court Decisions</td>
<td>”Resistance to the Judiciary: The Boundaries of Judicial Power” (Miller, Ch. 15)</td>
</tr>
<tr>
<td></td>
<td>Final Exam (5/22 at 10:15 a.m.)</td>
<td></td>
</tr>
</tbody>
</table>
New Course Proposal Form

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

1. a. Department(s) or program(s) proposing this course_POLITICAL SCIENCE
   b. Name and contact information of proposer(s)_Maxwell Mak & James Cauthen
      Email address(es) mmak@jjay.cuny.edu & jcauthen@jjay.cuny.edu
      Phone number(s) 646-557-4662 & 212-237-8193

2. a. Title of the course_Senior Seminar in Law, Courts & Politics
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _Sr Sem Law Cts Polit
   c. 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:

Law, Courts, and Politics is one of four concentrations in the Political Science Major. Every political science major must complete one 400-level course in addition to Pol 409: Colloquium for Research in Government and Politics. Under the revisions to the major (approved by UCASC at the March 23 meeting), the current 400-level options of POL 430 and POL 435 will be changed to POL 3xx and POL 2xx, respectively, leaving no 400-level course in the concentration. Thus, this proposed class will serve as the new 400-level course for Concentration A in the Political Science major.

As a 400-level senior seminar, this course is designed to provide advanced undergraduate students with solid grounding in a major subfield of political science, as well as opportunity to complete independent research in this area. Consequently, this class will meet all of the major’s learning outcomes, completing the education of Political Science majors in their chosen concentration.
d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): _POL__________

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

The Department of Political Science is committed to continuing its focus on Law, Courts and Politics as well as increasing the quantity and quality of undergraduate research at John Jay College. Many controversial and central debates in today’s polity involve the roles of law and courts, which are dynamically influenced by political and institutional factors. As a result, the study of the intersecting relationships between law, courts and politics is essential to building a solid foundation of being knowledgeable participants in the legal and political processes. Moreover, continued exposure and experience with the academic research in this rapidly growing subfield of Political Science will enhance students’ comprehension and understanding of real-world applications of theoretical concepts. Tying the two goals together in a senior seminar is essential to provide students with exposure to faculty expertise, and gain continuing exposure to, literature and research in this subfield.

The course will be taught by various faculty members, who will focus in varied detail and specificity on their particular areas of expertise. Despite the fact that the topics and assignments may vary by instructor, the pedagogical goals of this senior seminar remain the same: (1) building on foundational concepts from previous courses; (2) synthesizing those lessons into a more detailed examination of a contemporary topic in the literature; and (3) providing students with the tools and skills to engage in social scientific inquiry. As such and as the sample syllabus illustrates, this course will provide students an opportunity to engage the literature in this field through intensive and detailed readings and to write a senior paper in the area.

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

This course will provide senior-level students with an intensive examination of the key concepts, methods, issues and debates regarding the dynamic relationships between law, courts and politics. Particular emphasis will be placed on certain major contemporary issues that include internal and external influences on judicial decision-making, the politics of judicial innovations and reform, and the politics of law and social movements. Students will produce a well-written and researched paper, engaging in a major contemporary debate in law, courts and politics.

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):

Approved by UCASC, May 15, prepared for College Council, September 20, 2012
ENG 102/201, POL 101, POL 225: Introduction to Research in Political Science, senior standing, or permission of the instructor.

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

7. Has this course been taught on an experimental basis?
   _xx_ No
   ______ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   A senior seminar helps students majoring in political science meet all four of the Political Science major’s learning outcomes:
   (1) Students will initiate, develop, and present independent research.
   (2) Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
   (3) Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas.
   (4) Students will demonstrate knowledge of the major subfields of political science, as represented by the major’s foundations requirements and concentrations.

   To meet the major’s learning outcomes, the following will be the course’s learning outcomes. With a reasonable effort and upon successful completion of this course, students should be able to do the following:
   (1) Demonstrate an understanding of the research process (relates to the outcome of “initiating, developing, and presenting independent research”)
   (2) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation (relates to the outcome of “Writing effectively, engaging in intellectually grounded debate, and forming and expressing cogent arguments”)
(3) Analyze research in a major subfield of Political Science (relates to the outcome of “becoming knowledgeable citizens capable of reasoned judgments on political issues and ideas”)

(4) Identify, comprehend and evaluate the relevant contemporary debates and arguments regarding judicial politics, public law, and the complex interactions between law and politics (relates to the outcomes “demonstrate knowledge of the major subfields of political science” as well as “becoming knowledgeable citizens capable of reasoned judgments on political issues and ideas”)

9. 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)

Political Science Major, Part III: Concentration of Choice, Concentration A

10. How will you assess student learning?

There will be two main methods for assessing outcomes in this course: (1) a final research paper; and (2) an examination given at the end of the substantive readings for the course. As the sample syllabus illustrates, there may be additional assignments depending on the instructor as well as assignments that serve as scaffolding for the final research paper. The examination will be used to determine knowledge and comprehension of the course materials; this examination is targeted to assess learning outcome 4 for the course.

The final research paper and the additional assignments should allow students to demonstrate all four learning outcomes for the course. Students are to write a research paper on any topic covered in the course. Generally, students will be guided to pick a theoretical debate regarding the different aspects of law and courts. In this research paper, students will be asked to craft a well-articulated and well-grounded paper that enters into the theoretical debate. By using contemporary and current academic research as well as empirical evidence, students will assess the viability of the theoretical “puzzle” as well as offer commentary and opinions regarding the different perspectives in the debate.

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

Yes_xx_ No____

• If yes, please state the librarian’s name_Ellen Sexton________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes__xx__ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  X The library catalog, CUNY+
  X EBSCOhost Academic Search Complete
  X Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Univ Press)
  X LexisNexis Universe
    – Criminal Justice Abstracts
    – PsycINFO
    – Sociological Abstracts
  X JSTOR
    – SCOPUS
  X Other (please name) Hein Online, Sage Political Science Full Text, Worldwide Political Science Abstracts, New York Times Historical

12. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

See attached sample syllabus below.

13. Date of **Department curriculum committee** approval

_________3/8/12______________

14. **Faculty** - Who will be assigned to teach this course? Any full-time faculty member interested in teaching this course Erin Ackerman, James Cauthen, Maxwell Mak, Daniel Pinello, or Joshua Wilson________

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

  XX__No
  ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
16. 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?
   XX_No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

18. Signature/s of Endorsement

______________________________________________________________________________
Chair, Proposer’s Department

______________________________________________________________________________
Major or Minor Coordinator

______________________________________________________________________________
Chair or Major Coordinator, Affiliated Department
POL 4xx: Senior Seminar in Law, Courts & Politics

[Instructor Name]

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
</tr>
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<tbody>
<tr>
<td>Days and Time</td>
<td>Days and Time</td>
</tr>
<tr>
<td>Room Assignment</td>
<td>Room Assignment</td>
</tr>
</tbody>
</table>

Phone: [instructor phone number]  
Office: [instructor office]  
Office Hours: TBA  
Or by Appointment

Course Description

This course is a senior seminar for the Law, Courts and Politics concentration (A) in the Political Science major. It will provide senior-level students with an intensive examination of the extant literature in this subfield and will allow them to complete a senior paper during the semester. Specifically, this course covers the process and business of state and federal judges, treating them as pivotal actors within very fluid and dynamic institutions. Through a detailed survey of judges in their own writings and decisions as well as the academic literature and research regarding judicial decision-making, we will investigate the plethora of factors that may enter into the choices judges make.

Learning Outcomes

With a reasonable effort and upon successful completion of this course, students should be able to do the following:

1. Demonstrate an understanding of the research process;
2. Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation;
3. Analyze research in a major subfield in discipline of Political Science;
4. Identify, comprehend and evaluate the relevant, contemporary debates and arguments regarding judicial politics, public law, and the complex interactions between law and politics.

These outcomes will be accomplished through course readings, lectures, examinations and completion of assignments.

Course Pre-Requisites

ENG 102/201, POL 101, POL 225: Introduction to Research in Political Science, senior standing, or permission of the instructor.

Course Format and Conduct

The course will consist to a large degree of a seminar format where student preparation and answers will drive the discussion. 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 class. 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.
Regarding 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.

All assignments are to be completed using APA citation. Please see the individual assignment instructions for additional formatting guidelines. Failure to adhere to these formatting guidelines will lead to additional penalties on all assignments in this course.

If students are having difficulty with the course materials, assignments or attendance, I encourage them to please come see me during office hours or schedule an appointment as soon as possible. My office hours are there to answer any questions and offer any assistance or guidance that I can. Moreover, students are held responsible for checking their college email and the course’s Blackboard site daily.

Required Texts


There are additional readings posted on Blackboard as well as additional readings posted on Blackboard as links to the appropriate library database.

Coursework Requirements

Your grade for this course will come from the following:

- Quizzes, unannounced (10%)
- Statement of Topic, due at the end of fourth week (5%)
- Thesis Statement and Annotated Bibliography, due at the end of the seventh week (10%)
- Paper Summary, due at the end of the tenth week (10%)
- Paper Reviewer Session, held during week thirteen (5%)
- Paper Presentation and Audience Performance, held during weeks fourteen and fifteen (5%)
- Paper (20-25 pages), due on the scheduled date of final examination (25%)
- Midterm Examination, held at the end of the twelfth week (25%)
- Participation (5%)

The quizzes will focus on the assigned readings for a given day of class and will be unannounced. Students will be able to drop the three lowest quiz grades; there will be no make-ups for these in-class quizzes, which is why you get to drop three of them.

The “midterm” exam will cover all lectures and assigned readings from the first class until the last class before the midterm. It will be closed book and notes and consist of short answer questions and a choice of essays.

Students are to write a research paper on any topic covered in the course. Generally, students are to pick a theoretical debate regarding the different aspects of law and courts. In this research paper,
students will craft a well-articulated and well-grounded paper that enters into the theoretical debate. By using contemporary and current academic research as well as (potentially) empirical evidence, students must assess the viability of the theoretical “puzzle” as well as offer commentary and opinions regarding the different perspectives in the debate. Instructions for the final paper and additional course assignments will be handed out separately and are available for download on Blackboard.

Make-up exams will only be given in extreme circumstances with proper and appropriate documentation; students must contact me within one week of the exam date in order to be eligible for a make-up. Students will have only two weeks after the exam date to complete a make-up that will be significantly different from the one administered on the original exam date; if the exam is not made up within that time, the grade automatically becomes a zero. Incompletes will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

The grading rubric for the course is as follows:

- A  100-94
- A-  93-90
- B+  89-87
- B   86-84
- B-  83-80
- C+  79-77
- C   76-74
- C-  73-70
- D+  69-67
- D   66-64
- D-  63-60
- F   59-0

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore answers must be completed by the student alone. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. There is a handout regarding plagiarism posted on the course’s Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course.

The following is from the John Jay College Undergraduate Bulletin:

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards).
Please also note that the final paper will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.

**College Services**

There is a writing requirement. If you feel you need help in this area, please visit the Writing Center in Room 1.69 in the New Building. If you need help with writing because English is not your native language, please visit the Center for English Language Support (CELS) in Room 1201 North Hall. Please note that CELS may be moving to the New Building in the middle of the semester.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Office of Accessibility Services (OAS) in Room L.66.00 in the New Building (212-237-8031). 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. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by OAS. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS, which again is located at L.66.00 in the New Building or by phone at 212-237-8031. It is the student’s responsibility to initiate contact with the Office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Course Outline**

* These readings are available through Blackboard.
** These readings are available through Blackboard as links to the appropriate library database.

**The Judiciary**

*Week 1: Foundations and Judicial Review*
1. Carp et al.: pg 1-99, 399-410
2. O’Brien: pg 1-40, 130-132

*Week 2: Constitutional Interpretation*
1. O’Brien: pg 133-223

**Models of Judicial Decision-Making**

*Week 3: Trial Court Decision-Making*
1. O’Brien: pg 75-102

*Week 4: Appellate Court Decision-Making*
1. Carp et al.: pg 336-373
2. O’Brien: pg 109-112

**Statement of Topic Due at the end of Week 4**

**Internal Influences on Judicial Decision-Making**
Week 5: Strategic Accounts: Internal Considerations, Supreme Court
1. Epstein and Knight: pg 1-55
2. Carp et al.: pg 399-410
3. O’Brien: pg 113-125, 224-230

Week 6: Strategic Accounts, Hierarchical Considerations
1. Epstein and Knight: pp 56-111

Week 7: Strategic Accounts: Internal Considerations: Courts of Appeals

**Thesis Statement and Annotated Bibliography Due at the end of Week 7**

**Additional Influences on Judicial Decision-Making**
Week 8: The Institutional Context: Legal Factors
1. Epstein and Knight: pg 112-157

Week 9: The Institutional Context: Litigants and Legal Participants
1. Carp et al.: pg 181-205
2. O’Brien: pg 126-129

Week 10: The Institutional Context: Other Branches of Government
1. Epstein and Knight: pg 182-186

Approved by UCASC, May 15, prepared for College Council, September 20, 2012


**Paper Summary Due at the end of Week 10**

Week 11: Public Opinion


Week 12: Review Session and Examination

**EXAMINATION AT THE END OF WEEK 12**

**Writing the Research Paper**
Week 13: Reviewer Sessions

*Please Bring 3 Copies of Your Research Paper to Each Session.*

Week 14: Paper Presentations
CJBA 4XX (400). Criminal Justice Internship Experience

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 kkiloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Department of Criminal Justice
   b. Date submitted to Office of Undergraduate Studies: January 2010
   c. Name and contact information of proposer(s): Jeff Mellow
      Email address(es): jmellow@jjay.cuny.edu
      Phone number(s): 212-237-8035

2. a. Title of the course: Criminal Justice Internship Experience
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): CJ Internship I

3. a. Level of this course:
   
      _____100 Level   _____200 Level   _____300 Level   _x__400 Level

   Please provide a brief rationale for why the course is at the level:
   The Criminal Justice Internship Experience I (CJBA 400) provides seniors an on-site field experience and a weekly seminar to integrate their academic studies with the realities of working in a setting (e.g., police departments, courts, correctional departments, government agencies, community based organizations, and research institutions) relating specifically to the criminal justice major. The course is at the 400 level
because the students need to have a strong academic foundation before they can put their knowledge to use in the field. CJBA 400 is a one-semester class which requires a minimum of 90 hours of supervised field work and 15 class hours for a total of 105 hours.

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): CJBA 400/401

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.)

Students work for a government agency, community based organization, or a research institute for at least four hours a week and meet once a week in a seminar to integrate their academic studies with the realities of working in the field. Student gain firsthand knowledge of all of the aspects involved in the operation and administration of an agency and its client population.

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, CJBA 340, CJBA 380 *(Prerequisite)*

6. Number of:
   1. Class hours 15 per semester
   2. Lab hours 90 per semester
   3. Credits 3

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

   _X_ No

   ____ Yes. If yes, then please provide:

8. Semester(s) and year(s):
9. Teacher(s):
10. Enrollment(s):
11. Prerequisites(s):

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

The Criminal Justice Internship Experience I (CJBA 400) is designed to provide students with on-site field experience and a weekly seminar to integrate their academic studies with the realities of working in a criminal justice setting. The benefit of experiential learning is that it allows the students to gain
firsthand knowledge of all of the aspects involved in the operation and administration of a government agency, community based organization, or research institute and the population it serves.

This valuable work experience may enable the students to build their resume, network with agencies, cultivate references and letters of recommendation for law or graduate school, make educated career choices, evaluate theory and practice and most of all attain future employment. An internship experience can validate students’ career choice, and open their eyes and ears to new possibilities of which they may be unaware. It might also force them to rethink their choices, and they may need to make new decisions. Whatever the outcome, the experience is a way for students with the assistance of their field supervisor and internship professor to assess their strengths and weaknesses prior to graduation.

* Adapted from John Jay College Internship Website

13. **Course learning objectives:**

(What do you expect students to know after taking this course?)

**a. Knowledge objectives:**

1. Understand how to integrate and apply the theory and research skills derived from their academic experience to the internship experience.
2. Understanding the formal and informal organizational culture of an agency and how it affects individual outcomes of the client population.
3. Understand and assess one’s own professionalism and how to continually improve one’s professional skills, including interpersonal skills, self-discipline and the ability to work with others.
4. Understand the importance of cultural competence when working with colleagues and a client population

**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 …)

1. Document, analyze, and evaluate the mission, vision, organizational structure, programs, and services of the agency in relation to the needs of the client population.
2. Develop work-related references and networking opportunities to further enhance their employment opportunities after graduating from John Jay College.
3. Gain confidence in their ability as a criminal justice professional.

**c. Information literacy objectives:**
1. 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 required to use Blackboard, electronic databases, and websites to retrieve reports, policy papers, journal articles and videos. The information they retrieve will be incorporated into class discussions and their assignments.

2. 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 download and read reports obtained from different government agencies and non-partisan think tanks and justice policy institutes (e.g., Abt Associates, The Urban Institute, Vera Institute of Justice, The Council of State Governments, The Sentencing Project, OJJDP, National Institute of Corrections, and the Bureau of Justice Statistics).

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

Students will be taught the first day of class how to access information, identify the source of the information, evaluate the validity of the information, and the appropriate way to reference the information.

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

The learning objectives were developed based on the Criminal Justice major’s mission statement which specifically emphasizes understanding how institutions achieve social goals, how to effectuate change within institutions, the importance of developing analytical skills and a capacity for solving problems.

e. Assessment:

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

Achievement of these course objectives are based on the quality of the student’s assignments (e.g., daily log, and weekly journal), in-class participation, and evaluations from the internship site supervisors.

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/](http://www.jjay.cuny.edu/undergraduatetudies/) and click the link for Writing Across the Curriculum.)
Writing assignments are a crucial component of this course. Students are required to submit the following writing assignments: (1) resume and cover letter (2 pages); (2) daily log (approximately 10 pages total); and (3) weekly journal (approximately 20 pages total).

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).

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.


a. 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.

Lexis-Nexis (for the New York Times), Criminal Justice Abstracts, Criminal Justice Periodical Index, Public Administration Abstracts, Academic Search Complete (from EbscoHOST) are databases available online at the John Jay College library website.

b. 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, May 18, prepared for College Council, September 20, 2012
c. 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.)

___x__ No

_____Yes. If yes, please name them.

Name of library faculty member consulted: Ellen Sexton, December 2, 2009

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:

15. Course offerings

a. When will this course be taught?

Xx Every fall semester, starting Fall 2015

b. How many sections of this course will be offered? 1

c. Who will be assigned to teach this course?
Faculty members in the Department of Criminal Justice, including, but not limited to, Jeff Mellow, Frank Pezzella, Marcia Esparza, and Barry Latzer.

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?

The Career Development Center works with faculty to offer a 3-credit internship/fieldwork course whereby students can work at an agency in their field of interest for a semester. The student must first pre-register for an internship course with the Office before registering for the internship course during regular registration. See http://www.jjay.cuny.edu/1630.php

Internships are also a requirement or an elective in many majors at John Jay. For example, the Correction major offers a 3-credit internship (i.e., COR 310 Fieldwork in Corrections) with biweekly workshops with correction faculty.

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 read the 2009 internship course syllabi of three professors (i.e., Z. Henriques, J. Pollini, & C. Morse) in the Department of Law, Police Science and Criminal Justice Administration.

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 J. Mandery  

       Date of approval:  December 10, 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) 

4xx: Criminal Justice Internship Experience (CJBA 400) would be part of the CJBA major. Students in their senior year can select three separate research tracks to complete their final 9 credits, which includes a capstone course. The course Criminal Justice Internship Experience I is part of Track A: Internship and Institutional Analysis.  

   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
Proposed Course Syllabus

Criminal Justice Internship Experience

John Jay College of Criminal Justice

CJBA 400: Criminal Justice Internship Experience

Day: Time
Room:

_____ Semester 2015

Professor: Jeff Mellow, Ph.D.
Office: 899 Tenth Avenue, Suite 636.10T
Office Phone: 212-237-8035
Email: jmellow@jjay.cuny.edu
Office Hours: Monday 12:30-1:30 p.m., Wednesday 3:00 - 4:00 p.m. and by appointment

Course Description

This course is designed to provide the student with on-site field experience and a weekly seminar to integrate his/her academic studies with the realities of working in a criminal justice setting. The benefit of experiential learning is that it allows the student to gain firsthand knowledge of all of the aspects involved in the operation and administration of a criminal justice agency and its client population. The student will learn and apply principles of organizational development, participant observation, and evaluative research methods.

The student must attend a seminar class once a week (15 class hours) and complete a minimum of 90 hours of experiential learning for three credit hours.

This is a year-long sequence for a total of six credit hours. During the spring semester you will develop and present an agency analysis based on your experiential experience this semester.
Internships Objectives

The objective of the internship is for the student to apply his/her academic knowledge to a criminal justice related work environment. Specifically, the objective is to:

- Integrate and apply the theory and research skills derived from the student’s academic experience to the internship experience.
- Improve the student’s professional skills, including interpersonal skills, self-discipline and the ability to work with others.
- Improve the student’s communication skills.
- Gain confidence in his/her ability as a criminal justice professional.
- Document, analyze, and evaluate the mission, vision, organizational structure, programs, and services of the agency in relation to the needs of its client population.
- Develop work-related references and networking opportunities to further enhance the student’s employment opportunities after graduating from John Jay College.
- Demonstrate the rich talent pool of the John Jay student population.

Student Requirements:

The student understands that he/she represents John Jay College and the Criminal Justice Department when participating in the internship program and must maintain the following specific behaviors:\(^1\)

- Dress professionally.
- Do not use profanity, regardless of what others are doing.
- Always be on time and do not leave early.
- Do not allow yourself to be in a dangerous situation.
- Do not become involved in gossip.
- Always ask questions and show enthusiasm.
- Do not discuss sensitive information with non-agency people.
- Do not become argumentative or disrespectful.
- Be willing to accept supervision and direction.
- Be dependable and detailed oriented.
- Recognize the importance of positive body language and facial expressions
- Review your social networking Web sites (e.g., facebook.com) to make sure no compromising pictures or inappropriate messages are posted.

Requirements for Internship Participation\(^2\)

- A Criminal Justice Major
- Availability to intern 6 hours a week for a total of 90 hours of fieldwork for the semester.
- Ability to attend weekly seminars one period hour, for 15 weeks.
- Pass a background check for certain agencies.

Acceptance into the internship is not guaranteed.

Required Readings/Texts
This book is available for purchase at the campus book store.


Other readings will be posted on Blackboard throughout the semester.

**Course Requirements**

Each student will be evaluated based upon the following assignments:

*Portfolio (100%)*: The portfolio has 7 components:

<table>
<thead>
<tr>
<th>Components</th>
<th>Grade Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cover Page</td>
<td>0%</td>
</tr>
<tr>
<td>2. Table of Contents</td>
<td>0%</td>
</tr>
<tr>
<td>3. Resume and Cover Letter</td>
<td>10%</td>
</tr>
<tr>
<td>4. Job Description</td>
<td>5%</td>
</tr>
<tr>
<td>5. Daily Log</td>
<td>25%</td>
</tr>
<tr>
<td>6. Weekly Journal</td>
<td>40%</td>
</tr>
<tr>
<td>7. Supervisor’s midterm and final evaluation (sent directly to internship coordinator)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Submit the relevant parts of the portfolio as required according to the deadlines listed. Submit the whole portfolio at the end of the semester.

1. **Cover Page:** Include title, student’s name, course name, professor’s name, agency name, and date.

2. **Table of Contents:**
3. **Resume and Cover Letter:** Students should contact John Jay’s Career Development Center for help in composing their resume and cover letter. Resume and cover letter workshops are offered each semester and the Career Service Computer Lab provides a resume software program. Click here for more information: [http://www.jjay.cuny.edu/1633.php#lab](http://www.jjay.cuny.edu/1633.php#lab)

4. **Job Description:** A job description must be provided by the student and intern supervisor.

5. **Daily Log:** The Log is a typed record of each day’s work at your internship site. The Log provides an account of the dates and hours you worked (when you checked in and when you checked out), a complete and detailed description of the tasks to which you were assigned and the work you accomplished. Please keep the Log as a separate document from your Journal. The logs must be signed weekly by your intern supervisor.

6. **Weekly Journal:** The weekly journal provides you with the opportunity and structure to examine the course materials and your internship in a more in-depth manner and facilitate critical thinking skills. The goal is to make connections between what you are observing at your internship site and the seminar readings. There are questions at the end of each chapter of Gordon et al.’s book, which you can incorporate into your discussion. Under no circumstances, however, should you use your journal to summarize the readings or repeat what you have written in your log. This doesn’t mean, however, that you don’t reference the readings. Instead, readings should be cited throughout your journal when discussing your internship experience.

   **Format:** The journal should be typed and double spaced with appropriate citations and stapled in the upper corner. Though there are not a required number of pages, two pages per week, of high quality work, should be sufficient. All students will submit the first journal entry on _______. The second submission is due _____.

7. **Site Supervisor’s Midterm and Final Evaluations:** Site Supervisors will submit midterm and final evaluation reports based on the criteria included on the Midterm and Final Evaluation forms. It is the student’s responsibility to make sure that his or her supervisor submits the evaluation reports on time. The midterm progress report is due on _______. Final Evaluations are due on _________. If evaluations are not received on time, a zero will be recorded for this component of the course. Evaluations may be faxed to me at ____________ or e-mailed _________.

**Statement of John Jay College Policy on Plagiarism**

Plagiarism is a serious matter. Using another person’s words or ideas without giving them credit is plagiarism. Plagiarism can include, but is not limited to, cutting and pasting from websites, failing to put quotation marks around a quotation, and failing to include a citation when referencing the ideas of others. Plagiarism will not be tolerated. Those guilty of plagiarism will receive a grade of F for the
assignment and the class. John Jay’s policy on plagiarism can be found at:
http://www.jjay.cuny.edu/disclaimer/academicintegrity.pdf

John Jay College subscribes to Turnitin, an on-line plagiarism prevention service. Assignments may be submitted to Turnitin and included in Turnitin’s restricted access database solely for the purpose of detecting plagiarism. Students may not submit material that has been or is being used for written assignments in other courses without prior approval from the professor. More information about Turnitin is available at www.turnitin.com.

Office Hours

My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course problems with me. Students who cannot make my office hours are encouraged to make an appointment. However, please make sure to give me ample time to schedule you.

E-mail is the quickest way to reach me. Always write "CRJ 4XX" in the subject line so I know the e-mail is from a student.

If problems or questions arise during the semester, it is your responsibility, and to your benefit, to meet with me.

Note: Although unlikely, the contents of this syllabus are subject to change at the discretion of the professor
# Course Schedule

Read the chapter(s) and articles assigned for the day before coming to class.

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Topic</th>
<th>Assignments: Required and recommended readings.</th>
</tr>
</thead>
</table>
| 1             | Introduction and Overview                                           | Gordon, McBride & Hage - Chapter 1  
Discuss: How to write a log and journal and how to access and evaluate information. |
| 2             | The Placement Process, Setting Goals & Identifying Educational Objectives | Gordon, McBride & Hage – Chapter 2 and 3  
Students will share with class members their internship site.  
Oregon Department of Corrections *Training Program for Potential Corrections Volunteers.*  
A number of useful resources including why good volunteers do bad things, how to deal with volunteer conflict, interviewing, retaining and supervising volunteers at Court Appointed Special Advocates for Children (CASA) website.  
http://www.casanet.org/program-management/volunteer-manage/ |
| 3             | Your Role as an Intern, Supervision, and Ethical and Legal Issues    | Gordon, McBride & Hage – Chapter 4, 6, 7  
Turn in: resume, cover letter, and your job description.  
Read:  
http://www.wthr.com/global/story.asp?s=10066071&ClientType=Printable  
*Mind Tools: Essential Skills for an Excellent Career* is a 16 page online resource to help improving listening skills.  
Flannes, Steven article *Working Effectively with the Angry, Critical Client: Real World Solutions to Help you Get the Job Done*:  
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Source</th>
</tr>
</thead>
</table>
| 4    | Being a Participant-Observer | Gordon, McBride & Hage - Chapter 5  

W.K. Kellogg Foundation’s Logic Model Development Guide.  
http://www.wkff.org/Pubs/Tools/Evaluation/Pub3669.pdf  

University of Wisconsin Cooperative Extension (2002). Enhancing Program Performance with Logic Models. An excellent online resource available to guide in logic model development:  
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html  


http://www.motivationalinterview.org/clinical/whatismi.html  

Articles to be announced. |
| 5    | Organizational Characteristics: Formal and Informal Structures | Gordon, McBride & Hage - Chapter 8  

*The Pillars of Planning: Mission, Values, Vision,* a short article by Don Adams on the difference between mission, values, and vision:  
http://arts.endow.gov/resources/Lessons/ADAMS.HTML  

Mark Foxall’s article *Organizational Culture Assessment* at the Douglas Count Department of Corrections in Omaha, Nebraska published in NIC’s Large Jail Network Exchange (2005)
| 6 | Political, Economic, and Legal Factors | Gordon, McBride & Hage - Chapter 9  
   | Articles to be announced |
|---|--------------------------------------|----------------------------------|
| 7 | Organizational Goals and Relationships | Gordon, McBride & Hage – Chapter 10, 11  
| 8 | Data-Drive Understanding of an Agency’s Clients and Programs | A 6-page article discussing Maricopa County, Arizona’s Management Information Systems to Locate People with Serious Mental Illnesses and Co-Occurring Substance Use Disorders in the Criminal Justice System for Diversion. [http://209.132.230.103/pdfs/jail_diversion/using_mis.pdf](http://209.132.230.103/pdfs/jail_diversion/using_mis.pdf)  
   | The Council of State Government’s Report of the Re-Entry Policy Council has very relevant information on developing a knowledge base of information, including (a) understanding who is being released from prison and (b) identifying what state and local policies influence and govern reentry. It also speaks to data issues for multi-organizational reentry initiatives like the TJC. It can be accessed at [http://www.reentrypolicy.org/Report/Parti/Chapterl-A/PolicyStatement2](http://www.reentrypolicy.org/Report/Parti/Chapterl-A/PolicyStatement2) |
http://www.atc-reentryroundtable.org/articles/LOWENKAMP-SUCCESSFUL%20REENTRY%20PROGRAMS.pdf |
|---|---|---|
http://www.urban.org/UploadedPDF/901189_evidencebased.pdf |
| 10 | Process Evaluation | Detailed worksheets useful in planning, conducting and managing an evaluation.  
http://www.epa.gov/evaluate/evalworksheet.pdf |
|   |   | Evaluation Toolkit from the Government of Ontario Canada  
http://www.reddi.gov.on.ca/track_evaluationtoolkit.htm |
| 11 | Assessing Your Experience | Gordon, McBride & Hage - Chapter 12  
Article to be announced |
| 12 | Career Planning | Gordon, McBride & Hage – Chapter 13  
Articles to be announced |
| 13 | Discussion of Report Design |   |
| 14 | Discussion of Report Design |   |
| 15 | Discussion of Report Design |
Attachment A: John Jay College – Criminal Justice Department

Criminal Justice Internship Experience I
(CJBA 400)

Individual Learning Agreement

Between Student Intern and Site Supervisor

Name of Intern ______________________________________________________

Agency Name ______________________________________________________

Agency Address ____________________________________________________

Agency Telephone _____ - _____ - _______ ex._______

Site Supervisor’s Name and Title ______________________________________

Site Supervisor’s Telephone _____ - _____ - _______ Email ____________

Intern Work Schedule (days & hours) ________________________________

In the space below, please list the agreed upon tasks, responsibilities, specific goals, expectations and skills that will be the focus of this internship experience.

In the space below, please list the agreed upon kind of training and supervision the student will receive and the methods for evaluating the student’s job performance.

Student Signature ________________________________________________

Site Supervisor Signature __________________________________________

Academic Supervisor Signature ______________________________________

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
Attachment B: John Jay College

CJBA 400: Criminal Justice Internship Experience I

Intern Midterm Progress Report

Intern’s Name _________________________________________________________

Supervisor’s Name ____________________________________________________

Supervisor’s Title _____________________________________________________

Internship Agency & Address ___________________________________________

Supervisor’s Phone Number _____-_____-_______ ex. ______

Date of Evaluation _____/____/____

Dear Supervisor: Please use this form to evaluate the progress of the John Jay College student who is under your supervision this semester. Please use the scale below in your evaluation. Thank you so much!

NA = Not applicable or not enough information to form a judgment.
E  = Excellent: Far above expectations, a definite strength.
G  = Good: Above expectations, above average.
S  = Satisfactory: Fair, acceptable or average.
P  = Poor, below average, not quite acceptable.
US = Unsatisfactory: Far below expectations, needs much improvement.

1. Basic Work Requirements and Work Habits

   ___ Arrives on time consistently

   ___ Uses time effectively
_Makes arrangements for absences
__Reliably completes requested or assigned tasks on time
___Is responsive to norms regarding appropriate clothing, language, etc. on site

2. Ethical Awareness and Conduct
___Is knowledgeable about ethical guidelines of social work practice and of your agency
___Demonstrates awareness and sensitivity to ethical issues
___Behaves in ways that is consistent with ethical principles
___Consults with others about ethical issues, if necessary

3. Knowledge and Learning
___Is knowledgeable of client population
___Is knowledgeable of intervention approach
___Is receptive to learning when new information is offered
___Actively seeks new information from staff or supervisor
___Understands concepts, theories and information
___Has the ability to apply new information in the clinical setting
___Is willing to challenge herself/himself appropriately

4. Response to Supervision
___Actively seeks supervision at appropriate times
___Is receptive to feedback and suggestions from supervisor

5. Interactions with Clients
___Appears comfortable interacting with clients
___Initiates interactions with clients appropriately
___Communicates effectively with clients
___Is sensitive and responsive to clients’ needs
___Is sensitive to cultural differences

___Is sensitive to gender differences

6. Interactions with Co-workers

___Appears comfortable interacting with other staff members

___Initiates interactions with staff

___Communicates effectively with staff

Please include additional comments including the student intern’s strengths are areas that need improvement ____________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Again, Thank You So Much! Your commitment to the education of our students is always appreciated! Please mail or scan this form to me on or before:

Friday, ________.

Jeff Mellow, Ph.D.

Professor and Acting Deputy Executive Officer Doctoral Program in Criminal Justice

John Jay College of Criminal Justice, CUNY

899 Tenth Avenue, Suite 636.10T, New York, NY 10019

Voice 212-237-8035; Email jmellow@jjay.cuny.edu
Attachment C: John Jay College

CJBA 400: Criminal Justice Internship Experience I

Intern Final Progress Report

Intern’s Name ________________________________________________

Supervisor’s Name ____________________________________________

Supervisor’s Title ____________________________________________

Internship Agency & Address __________________________________

Supervisor’s Phone Number _____-_____-_______ ex. ________

Date of Evaluation _____/____/____

Dear Supervisor: Please use this form to evaluate the progress of the John Jay College student who is under your supervision this semester. Please use the scale below in your evaluation. Thank you so much!

NA = Not applicable or not enough information to form a judgment.

E = Excellent: Far above expectations, a definite strength.

G = Good: Above expectations, above average.

S = Satisfactory: Fair, acceptable or average.

P = Poor, below average, not quite acceptable.

US = Unsatisfactory: Far below expectations, needs much improvement.

1. Basic Work Requirements and Work Habits

___ Arrives on time consistently

___ Uses time effectively

___ Makes arrangements for absences

___ Reliably completes requested or assigned tasks on time
___Is responsive to norms regarding appropriate clothing, language, etc. on site

2. Ethical Awareness and Conduct

___Is knowledgeable about ethical guidelines of social work practice and of your agency
___Demonstrates awareness and sensitivity to ethical issues
___Behaves in ways that is consistent with ethical principles
___Consults with others about ethical issues, if necessary

3. Knowledge and Learning

___Is knowledgeable of client population
___Is knowledgeable of intervention approach
___Is receptive to learning when new information is offered
___Actively seeks new information from staff or supervisor
___Understands concepts, theories and information
___Has the ability to apply new information in the clinical setting
___Is willing to challenge herself/himself appropriately

4. Response to Supervision

___Actively seeks supervision at appropriate times
___Is receptive to feedback and suggestions from supervisor

5. Interactions with Clients

___Appears comfortable interacting with clients
___Initiates interactions with clients appropriately
___Communicates effectively with clients
___Is sensitive and responsive to clients’ needs
___Is sensitive to cultural differences
___Is sensitive to gender differences
6. Interactions with Co-workers

___ Appears comfortable interacting with other staff members
___ Initiates interactions with staff
___ Communicates effectively with staff

Please include additional comments including the student intern’s strengths are areas that need improvement __________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Again, Thank You So Much! Your commitment to the education of our students is always appreciated! Please mail or scan this form to me on or before:

Jeff Mellow, Ph.D.

Professor and Acting Deputy Executive Officer Doctoral Program in Criminal Justice

John Jay College of Criminal Justice, CUNY

899 Tenth Avenue, Suite 636.10T, New York, NY 10019

Voice 212-237-8035; Email jmellow@jjay.cuny.edu

\[ii\] Information from John Jay College’s
\[iii\] Course requirements and descriptions adapted from Polakoff, E.G. (2008). Fall Internship in Sociology, Bloomfield College, NJ.
New Course Proposal Form

Date Submitted __04/17/2012 (05/14/2012 for 2d rdg) __

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

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

      Email address(es) ___ckemp@jjay.cuny.edu______________________________

      Phone number(s) ___212-237-8908(o), 646-842-1796 (cell) _______________

2. a. **Title of the course** _SENIOR SEMINAR IN THE HISTORY OF PHILOSOPHY_____ 

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __SEN SEM HIST PHIL_______________________

   c. **Level** of this course ___100 Level _____200 Level _____300 Level ___X_ 400 Level

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

   Course will be one of 3 options for the capstone course requirement in the philosophy major.

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

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

   The capstone courses in philosophy bring senior philosophy majors together around a specific set of questions or problems in one subfield of philosophy, asking them to bring to bear the knowledge and skills they have mastered earlier in their studies and to reflect their accomplishment working their way through the levels of the program. The philosophy major proposes three rotating capstone courses, one in Ethics, one in Metaphysics and Epistemology, and one in the History of Philosophy.

   The history of philosophy is a primary and central subfield in the discipline, as well as a major element of philosophical methodology. An advanced seminar in the area provides an opportunity for students to extend and refine their studies in the major and for the department to assess its instruction in the history of philosophy throughout the rest of its curriculum.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course is an advanced seminar in the history of philosophy. While focusing on a particular historical period, tradition, question, issue, or figure, the course will also address broader methodological questions in the scholarship of the history of philosophy as well as relevant critical responses and alternative perspectives from within and without the tradition. Students will read intensively in both primary and secondary texts, conduct a research project appropriate to the subject, and complete a seminar paper on the model of the philosophical journal article that presents the results.

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 and PHI 231

6. Number of:
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

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

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

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

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

   Students will be able to (1) read a historical text or texts with a view to developing a defensible interpretation, (2) conduct and assimilate research into secondary material on an historical subject or question, and (3) construct an argument defending an interpretation of an historical text.
9. 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)

Philosophy Major: Part I Core Courses: Capstone (3 credit hours)

10. How will you assess student learning?

The course will be subject to direct assessment as part of both program and course assessment under the learning outcomes of each. The instructor will develop rubrics for the outcome assessed in a given year, for example, “read a historical text or texts with a view to developing a defensible interpretation,” and sort seminar papers into three piles: (1) those that produce and defend a plausible reading of text(s), (2) those that produce and defend a convincing reading of text(s), and (3) those that merely summarize text(s) and/or recount readings offered in secondary material. The number of papers in each pile will be tallied and recorded, and a representative sample paper from each category rendered anonymous and filed with the department.

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

Yes__X__ No____

• If yes, please state the librarian’s name_____Ellen Sexton___________
• Are there adequate resources in the library to support students’ work in the course
  Yes__X__ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  – X The library catalog, CUNY+
  – X EBSCOhost Academic Search Complete
  – X Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  – LexisNexis Universe
  – Criminal Justice Abstracts
  – PsycINFO
  – Sociological Abstracts

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
12. **Syllabus** Attached.

13. Date of **Department curriculum committee** approval __March 5, 2012__________

14. **Faculty** - Who will be assigned to teach this course? Chavez-Arvizo, Jacobs, Kemp, Lee, Macdonald.

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

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

   This course is capstone course for the philosophy major, a program with objectives and outcomes unlike that offered by any other department or program. The history of philosophy is a main area of research in the discipline and not outside it, and this course provides students with the skills and the background to pursue projects in this area.

16. 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.

   Prof. Sara McDougal gave formal approval of the course on behalf of the History Department.

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. **Signature/s of Endorsement**

   **Jonathan Jacobs**
Chair, Proposer’s Department

___Catherine Kemp /s/________________________________________
Major or Minor Coordinator

N/A
Chair or Major Coordinator, Affiliated Department
SAMPLE SYLLABUS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 W. 59th St., New York NY 10019

SYLLABUS FOR “SENIOR SEMINAR IN THE HISTORY OF PHILOSOPHY ”

Professor: Catherine Kemp
Semester: Fall/Spring 0000
Course Code: PHI 4XX
Course Section: 00
Classroom: L8.61
Class time: 2:50-4:05/5th period
Professor’s office: NB 8.63.14
Office Hours: T/Th @ 5:30-6:30 and by appointment
Professor's phone and e-mail: (212) 237-8908: ckemp@jjay.cuny.edu

Course Prerequisite: ENG 102/201 and PHI 231

Course Description:

This course is an intensive study of the history of skepticism in the Western Tradition. We begin with the radical skepticism of the classical period, in the form of the teachings of Pyrrho of Elia (360-270 BCE) as recorded in the writings of Sextus Empiricus (c. 160-210 CE). Sextus' summary of classical skepticism, the Outlines of Pyrrhonism, sets out the single greatest systematic assault on reason, proof, and argument ever advanced. It was hugely influential, with a new translation into Latin in the sixteenth century (1562). The question, of course, is what do we do after we have eaten of the skeptic's tree? Reason, proof, argument, truth, knowledge, certainty, and practical action all come up for reconsideration. In the second part of the semester we read figures who uphold belief for its own sake, others who argue its practical utility, and others who reject the project of belief altogether on aesthetic or existential grounds.

This course is an advanced seminar in the history of philosophy. While focusing on the history of skepticism, the course will also address broader methodological questions in the scholarship of the history of philosophy, as well as relevant critical responses and alternative perspectives from within and without the tradition. Students will read intensively in both primary and secondary texts, conduct a research project appropriate to the subject, and complete a seminar paper on the model of the philosophical journal article that presents the results.

Learning Objectives: Students will be able to (1) read a historical text or texts with a view to developing a defensible interpretation, (2) conduct and assimilate research into secondary material on an historical subject or question, and (3) construct an argument defending an interpretation of an historical text.

Required Text/s: Reading for this course consists of the following texts available at Shakespeare & Co. Books (Hillel Place): (1) Sextus Empiricus, Outlines of Pyrrhonism (180-90 CE), in Benson Mates (ed. & transl.), The Skeptic Way, Oxford U. Press, 1996; (2) Michel de Montaigne, Apology

**Assessment:**

Final grades will depend upon (1) 13 weekly one-page essays (30%), (2) attendance and participation, (30%), (3) 1 class presentation (10%), and (4) a seminar paper (30%).

1. In weeks 3-15 everyone will write weekly assignments (13 in all) which are due Mondays or Wednesdays in class. These assignments are limited to *one page only* (12-pt.-font, SINGLE-spaced) and should answer a question or respond to an issue raised in the materials due that day. Weekly assignments will receive a 2, 1, or 0 depending on their completeness and efficacy.

2. Once during the semester everyone will deliver a 5-10 minute presentation on the reading due on the day for which the presentation is scheduled. Presentations should very briefly introduce the material and then ask two very good questions for discussion. A sign-up sheet will be available early in the semester—everyone must commit to one date.

3. Attendance and participation: *Presence in class:* Each class meeting is worth 20 points. For each day, you will receive (1) 10 points for attendance, (2) 5 points for participation, and (3) 5 points for any written work I assign during class. Attendance is required. **You are permitted 4 unexcused absences for the semester.** Participation includes preparation for and attention during class, responses when called on, respect for and listening to fellow students, etc. I deduct points for texting/unrelated device activity, tardiness, walking in and out of class, talking during class etc. Written work may include textual or argument analysis, peer evaluation, quizzes, seminar paper planning, etc. The grade for this element is a product of the average of the semester’s class meetings.

4. During the semester everyone will develop, research, outline, draft, and re-draft a seminar paper on a topic approved in consultation with the instructor. These papers must be 12-15 pages in length and must deliver both (1) an analysis and interpretation of the views of the figures you choose and their support in the text(s), (2) a review and discussion of the relevant secondary literature treating the particular question you select, and (3) an argument to support a claim about the results of your reading and review. Due dates for particular components appear in the assignment schedule below. You will first design and submit a preliminary **thesis**, which I will approve either unconditionally or with required revisions (5%). You will then submit an **abstract and an outline, together with a bibliography of secondary material**, of the paper for approval and potential revision (5%). Finally, you will submit an **initial draft** of the COMPLETE paper for
my review, and then make the required revisions and submit them in a final version due at 2:45 PM Thursday May XX, 20XX (10%). Everyone will give a 5 minute oral presentation of the paper during the final exam period. **THERE WILL BE NO CREDIT AWARDED FOR LATE THESIS OR ABSTRACT/OUTLINES, THOUGH I WILL REVIEW AND RESPOND TO THEM. IN ORDER TO RECEIVE FULL CREDIT FOR THIS ASSIGNMENT, YOU MUST SUBMIT ALL PARTS COMPLETE AND ON TIME.**

For additional policies governing attendance, participation, turning in assignments, plagiarism, and course conduct, see the Course Policies page at the end of the syllabus.

The **Writing Center**: 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.

**SCHEDULE OF ASSIGNMENTS**

**Week 1**

**Week 2**
M: OP I.14-16 (94-112): The Ten Modes, Five Modes, and Eight Modes.  
W: OP I.14-16 continued.

**Week 3 1st weekly essay due.**

**Week 4 2nd weekly essay due.**

**Week 5 3rd weekly essay due.**
M: OP III.1-20 (172-200): God, Cause, Body, Motion, Time, Number.  
W: OP III.21-32 (200-217): Ethics, the Art of Living, and the Good, the Bad, and the Indifferent.  
**Seminar Paper Thesis due at the start of class. No credit for late submissions.**

**Week 6 4th weekly essay due.**
M: Transmission of the Outlines to Early Modern Europe (handout): Belief, or Fideism as a response to the rediscovery of Classical Skepticism.


Week 7 5th weekly essay due.
M: Montaigne, pp. 62-84 (through text at note 171).
W: Montaigne, pp. 84-107 (mid-page). **Analysis Paper Abstract, Outline, and Bibliography due at start of class. No credit for late submissions**

Week 8 6th weekly essay due.
M: Montaigne, pp. 107-124 (through penultimate para.)
W: Montaigne, pp. 124-164.

Week 9

NO CLASS—Spring break begins.

Week 10 Free weekly essay (7th)
M: NO CLASS—Spring break ends [].
W: Alternative forms of skepticism in the modern world. Descartes (e-reserve).

Week 11 8th weekly essay due.
W: Pascal, S 95-171 (21-43).

Week 12 9th weekly essay due.
M: Pascal, S 172-234 (43-64).
W: Pascal, S 452-459 (140-146), S 661-662 (202), S 680 (211-216).

Week 13 10th weekly essay due.
M: Pascal continued.
W: Mysticism as a response to the skeptic: Pierre Bayle (e-reserve).

Week 14 11th weekly essay due.
M: Moderate skepticism: Hume (e-reserve).
W: Bayle and Hume continued.

Week 15 12th weekly essay due.

Week 16 13th weekly essay due
M: Other reactions to Pyrrhonian skepticism (TBA, e-reserve). Conclusions.
**Seminar Paper draft due at start of class**

**Seminar Paper Due at start of Final Exam Period**

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
COURSE POLICIES

1. If you turn a take-home exam, paper, explication, weekly or any other assignment in late, you will lose credit on that assignment depending on how late it is:

- Late papers and explications: 1 letter grade per day late.
- Late take-home exams: 2 letter grades per day late.
- Late weekly assignment: full credit next class meeting, no credit later.

2. If you miss an exam you will not be able to make it up.

3. If you commit plagiarism in any form in an assignment for this class you will fail that assignment.

   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 pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

4. Come to class, and come on time. Be prepared to remain seated for the duration of class, except in emergencies. During regular class meetings, you may leave communication devices on ONLY in SILENT mode. You MAY NOT talk, e-mail, message, surf, or play games on these or any other devices during class. I will require students who disrupt class to leave for that meeting.

5. The instructor reserves the right to alter the syllabus during the semester at her discretion.

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1 You will be able to turn a make-up assignment (or make up an exam) without penalty if and only if you have a conflict which is unavoidable. Judgment about whether a conflict is unavoidable is solely at my discretion, subject to formal appeal. Examples: childbirth or death in the family IS unavoidable; working a different shift, catching a flight to make a friend’s rehearsal dinner or sleeping through class IS NOT. In cases where you can reasonably be expected to anticipate a conflict, I must hear from you in advance in order to relieve you of the penalties of missed work. Examples: I must hear in advance about jury duty; you can tell me later (or have a relative tell me!) that you were rendered unconscious by accident or illness. In ALL CASES you must provide documentation of the existence of the conflict in order to be spared penalties. Incompletes only for unavoidable conflicts.

2 See note 1.

3 The Academic Integrity Policy of the City University of New York reads in pertinent part:

   The faculty and administration of John Jay College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. (…) If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

   A special note about the Internet: Students tempted to acquire papers off the Internet are advised to resist that temptation. I can spot them and can prove it, and they are unlawful under the academic integrity policy.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted April 5, 2012

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

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

   b. Name and contact information of proposer: Adam Berlin

      Email address: abny23@hotmail.com
      Phone number: 212-237-8564

2. a. Title of the course ADVANCED FICTION WRITING

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

   c. Level of this course  ____100 Level  ____200 Level  X 300 Level  ____400 Level

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

With the Writing Minor firmly in place, we must start offering 300-level courses as non-experimental courses for our writing minors. A 300-level course in Fiction Writing will allow students to workshop their stories in a more advanced setting while helping them refine their creative writing skills. This will be a demanding course with a rigorous writing schedule. Since this course is structured as a creative writing workshop, the secondary readings that usually differentiate 200-level from 300-level courses are not relevant. Still, students will be asked to read and comment upon a number of primary texts—contemporary stories published in literary journals and anthologies.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ENG
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

In Fiction Writing, students were introduced to the basic structural building blocks needed to create a strong story—creating character, choosing a point of view, writing believable dialogue and constructing a simple, “realistic” plot. In Advanced Fiction Writing, students will build upon and refine these skills, always considering theme as the unifying element to a “literary” story. The course will begin with a discussion of published work in current literary journals and anthologies, focusing on the choices professional writers make. The class will then move into the workshop format where students will share their original work for peer review. Then, building upon class comments, students will revise their work into richer, more complete and polished stories. John Jay’s students have many life experiences they can capture effectively and memorably through creative writing. With the Writing Minor firmly in place, students with a serious interest in writing fiction can further practice their craft in an advanced class. During the three semesters that Advanced Fiction has been offered as an experimental course, our most serious student writers have enrolled. Many of these same writers have been featured in *John Jay’s Finest* and/or the student-run literary journal, *The Quill*, and/or read at various literary events around campus, such as the “Celebrating Student Research and Creativity” program and the poetry slams sponsored by John Jay’s Writing Club. The best of our writers are ready to be challenged by an advanced course in fiction writing. Not only will their writing skills be further developed, but they will become more intelligent, insightful readers.

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.)

Advanced Fiction Writing is a continuation of the 200-level Fiction Writing course and will be conducted as a writing workshop where students will read and critique each other’s original stories. Students will study how to distinguish the choices professional writers make; that is, they will not only critique stories thematically but will gain insight into how a writer composes a work of fiction. Because many of the best contemporary stories are character-driven as opposed to plot-driven, and because student writers should master the more conservative elements of fiction writing before proceeding to experimental forms, students will write character-driven, thematically resonant stories. After the workshops, where students will comment on their peers’ work carefully and constructively, student writers will thoroughly revise their stories.

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 201, ENG 216

Approved by UCASC, May 15, prepared for College Council, September 20, 2012
6. **Number of:**
   a. Class hours 3.0
   b. Lab hours 0
   c. Credits 3.0

7. Has this course been taught on an **experimental basis**?
   
   _____ No
   X Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall 2008, Fall 2009, Fall 2010
   b. Teacher(s): Adam Berlin
   c. Enrollment(s): 15
   d. Prerequisites(s): English 201, English 216

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

   • Students will understand how to refine their writing by incorporating theme into their work, using character, plot, dialogue, setting and detail to convey a story’s secondary meaning, thereby creating resonant short stories.
   • Students will gain a clearer sense of their own writing voices, whether using the first-person or third-person point of view.
   • Students will understand how to revise their work through a series of drafts, and how to move toward finished, polished, final versions that are not simply grammatically correct, but use prose (sentence structure, rhythm) to impact readers.
   • Students will understand how to distinguish the choices professional writers make; that is, they will not only be critiquing stories thematically but will gain insight into how a writer composes a work of fiction, ultimately using this knowledge to identify the strengths and weaknesses of student work and provide constructive criticism.

   Most students enrolled in the Writing Minor consider themselves creative writers. The above learning objectives are geared to making our students more sophisticated writers by refining their raw talent, habits, and insights. By closely examining how stories are constructed and by carefully workshopping original work in a class of more limited size, students will reach a level of proficiency expected from our writing minors. Because this is a creative writing course, conducted in a workshop format, its in-class objectives are different from standard academic courses. Unlike most academic courses where writers work with primary and secondary sources, in Advanced Fiction Writing students will create original work. In this 300-level course, we will expect our students to write well-
crafted stories that incorporate theme and display a carefully rendered voice. We will also encourage our students to read as many stories as possible, always emphasizing that strong writers are strong readers. Students will be asked to write reaction paragraphs to five stories from current literary journals or anthologies where they focus on how a writer uses theme to unify his/her work.

9. 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)

   Advanced Fiction Writing will count toward the Writing Minor. The Writing Minor requires one 300-level writing course—Advanced Fiction Writing will fulfill that requirement.

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

    Students will be required to write and thoroughly revise three original short stories. Assessment will come from instructor input and from peer evaluation, which is at the heart of all workshop courses. As with all the arts, assessing creative writing is very subjective, but there are concrete ways to judge writing. Strong sentences, a clear voice, building a character through action and dialogue, and seeing how a student conveys a story’s secondary meaning through fiction’s structural elements, are evident on the page. Also evident is when a student revises his or her work carefully, not just editing it, but breaking it open and putting it back together, so that the theme resonates. Comparing an early draft of a story to a revised draft is the best way to assess a student’s progress as a fiction writer. Also, in this workshop class, students will be required to provide thorough, detailed, written comments about their fellow students’ work. These comments will suggest how closely the student has read the work and how adept the student is in using critical vocabulary to critique a work of fiction.

    This is a creative writing course so the requirements are different from academic courses. In past advanced fiction classes, I have required my students to write three stories of between 4000 and 6000 words. That makes the page count total approximately 36-54 pages. I also require my students to provide written critiques of student work—200 words minimum for each critique.
11. Did you meet with a librarian to discuss **library resources** for the course?

   Yes X  No____

   • If yes, please state the librarian’s name: Ellen Sexton
   • Are there adequate resources in the library to support students’ work in the course
     Yes X  No____________

   • Will your students be expected to use any of the following library resources? Check all that apply.
     - The library catalog, CUNY+
     - EBSCOhost Academic Search Complete
     - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     - LexisNexis Universe
     - Criminal Justice Abstracts
     - PsycINFO
     - Sociological Abstracts
     - JSTOR
     - SCOPUS
     - Other (please name)

Note: Advanced Fiction Writing is a creative writing course that focuses on student writing. When establishing the Writing Minor in 2008, I met with library staff to make sure we had some of the more established literary journals in house. These include John Jay’s own literary journal *J Journal: New Writing on Justice*, the *Paris Review*, *TriQuarterly*, the *Iowa Review*, *Ploughshares*, the *Greensboro Review*, the *New England Review*, the *Threepenny Review* and the *Kenyon Review*.

12. **Syllabus**

   Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. Date of **Department curriculum committee** approval: March 11, 2012

14. **Faculty** - Who will be assigned to teach this course? Adam Berlin, Jeffrey Heiman, Claudia Zuluaga

Approved by UCASC, May 15, prepared for College Council, September 20, 2012
15. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

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

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

   X Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

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. Signature/s of Endorsement

   Allison Pease, Chair of English Department
   Chair, Proposer’s Department

   ____________________________________________________________
   Major or Minor Coordinator

   ____________________________________________________________
   Chair or Major Coordinator, Affiliated Department
Course Description: Advanced Fiction Writing

Advanced Fiction Writing is a continuation of the 200-level Fiction Writing course and will be conducted as a writing workshop where students will read and critique each other’s original stories. Students will study how to distinguish the choices professional writers make; that is, they will not only critique stories thematically but will gain insight into how a writer composes a work of fiction. In Fiction Writing, students were introduced to the basic structural building blocks needed to create a strong story—creating character, choosing a point of view, writing believable dialogue and constructing a simple, “realistic” plot. In Advanced Fiction Writing, students will build upon and refine these skills, always considering theme as the unifying element to a “literary” story. Because many of the best contemporary stories are character-driven as opposed to plot-driven, and because student writers should master the more conservative elements of fiction writing before proceeding to experimental forms, students will write character-driven, thematically resonant stories. After the workshops, where students will comment on their peers’ work carefully and constructively, student writers will thoroughly revise their stories.

After a review of a story’s structural building blocks and an examination of some stories published in the past ten years in literary journals and anthologies, we will start our workshop. During the workshop, all students will critique each other’s work, providing thoughtful oral and written responses to the workshopped stories. Each student will be required to present three well-revised stories. After your story has been workshopped, you will be asked to thoroughly revise your work—as you know from your first fiction class, revision is the key to the writing process and separates real writers from people dabbling in writing. I will treat you like real writers and I expect you to treat yourselves as real writers. On that note, sloppy manuscripts, grammatical errors and lazy sentences in all drafts of your work will be held against you. Again,
careful and constant revision is key. The class will end with a discussion about how and where to submit your work for publication.

Failure to be prepared for your workshop class will result in one grade off your story’s final grade and you may forfeit your workshop slot—not being prepared means that your story is incomplete and/or that you have not made copies of your work for the entire class. I strongly suggest you do your work and have it copied at least one day before your work is due (which is one class before your work is workshopped). Arriving late on the day your work is due, and missing valuable class time, suggests that you waited until the last minute to copy your work. I will not accept email submissions—part of your job as a writer is to meet a deadline.

Readings

Writers read. As writers, I expect you to take it upon yourself to browse the racks of literary journals at Barnes and Noble to see the fiction being published today. There are also a number of literary journals in our library—available in print or electronically—such as the Paris Review, the Iowa Review, the Kenyon Review, Ploughshares and TriQuarterly. These are among the best literary journals in the country and you can learn so much about the choices writers make, structurally and stylistically, by reading today’s best stories. In fact, John Jay College has its own literary journal, J Journal: New Writing on Justice, which you might want to read. J Journal contains creative writing (fiction, poetry, personal memoir) framed by questions of justice. Look especially closely at the stories and at how each writer uses the justice theme as a through-line to his or her fiction. During the semester I will ask you to write a thematic synopsis of five contemporary stories you’ve read.

Notebook/Journal

Keep a notebook for this class—not only to write down notes during class, but to write down ideas, images, snippets of dialogue, and character sketches that come to you during the day. This is not something I will collect, but something you should use for your own writing. Sometimes a few lines, jotted down, will turn into the foundation of a story. Again, treat yourselves like professional writers because that is how I will be treating you. You should be thinking about the stories you’re writing all the time. I will periodically check your notebooks to make sure you are indeed working like a writer and keeping a written record of story ideas.

Learning Objectives

In this class we will focus on how to write modern stories, ideally of publishable quality. In Fiction Writing revision was stressed. In this advanced class, revision is mandatory. You should visit and re-visit your stories over and over again during the semester, working them into polished pieces of work. You should also be ambitious in critiquing each other’s work. Stronger critical reading skills will lead to stronger writing skills. Finally, we will discuss how to prepare a professional-looking submission for literary journals.

Approved by UCASC, May 15, prepared for College Council, September 20, 2012
• Students will comprehend fiction writing’s structural building blocks (character, plot, point of view, dialogue, setting, description).
• Students will learn how to incorporate a thematic message into their work, thereby creating polished, resonant short stories.
• Students will study how to distinguish the choices professional writers make; that is, they will not only be critiquing stories thematically, but will gain insight into how a writer composes a work of fiction.
• Students will refine their writing by building upon the structural foundations of fiction writing introduced in ENG 216.
• Students will continually revise their work through a series of drafts, and move toward finished, polished final versions.
• Students will continue to develop their own writing voices.
• Students will continue to strengthen their critical vocabulary and learn to discuss and critique fiction writing by identifying the strengths and weaknesses of both professional and student work.

Course Prerequisite

You must have completed English 201 and English 216.

Rules and Regulations

• Attendance is mandatory
• Each absence will result in points off your final grade. 4 absences and you’re out. 2 “lates” equals 1 absence. No exceptions. (Anyone entering after the official period starts is considered late.)
• All stories must be typed, double-spaced, in 12-point font, using proper margins
• All stories must be proofread. This is an advanced writing class and grammatical and spelling errors are unacceptable. Editors immediately discard sloppy manuscripts. I expect your work to be neat and error-free. If you’re worried about your grammar, I strongly suggest you visit the Writing Center before you turn in your work.
• All stories must be copied for the entire class. This is your one big expense for the class and much less expensive than a textbook.
• You must hand in your story one class before your workshop date so students will have time to read your work and comment on it.
• Students must carefully comment on every story in writing. These comments should be at least 200 words long. Make sure you put your name at the end of your comments in case the writer wants to discuss your reactions with you.
• Class participation is expected—this is a workshop class.
• If you do miss a class, it is your responsibility to make up class work and get copies of the workshopped stories, which I will leave in my mailbox in the English Department. Under no circumstances are you allowed to miss your workshop class or the class before when you hand out copies of your work. This workshop runs on a tight schedule and if
you miss your workshop class you will lose your workshop date—this will be reflected in your final grade.

- I do not want to hear about broken computers, lost disks, or any other excuses. Your work is due on the due date.

Plagiarism

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.

Plagiarism is especially inexcusable in a creative writing course. You are writing original work and so stealing someone else’s writing will result in a PEN grade and no credit for the class.

Grades

Your revised stories will receive a letter grade. This is a creative writing class and I realize that grading is subjective. Grades are based on the quality of your original manuscript and the quality of your revised manuscript. It is usually clear how much time a student puts into the writing and revising of his/her work. How much time you put into critiquing your fellow students’ work is not subjective. I will periodically check to make sure you are providing detailed written comments. Class participation and written responses to student work will certainly be accounted for in your final grade. The breakdown is: 75 percent of your grade will be based on your writing/revisions. 15 percent of your grade will be based on your peer critiques. 10 percent of your grade will be based on class participation. This is an advanced class and I expect you to put in the requisite time to write 300-level prose.

Every semester someone loses work on his or her computer. Unlike other writing, losing creative writing is especially painful because your carefully worked sentences can never be retrieved. I suggest you constantly back-up your work or email your work to yourself. That way, if your computer crashes, there will always be a copy of your work somewhere.
SYLLABUS

August 29
Introduction to course
A Writer’s Choices: Conscious and Unconscious

August 31
Writing Exercise: USING SELF
Reading: Nightblooming by Kenneth Calhoun
http://www.parisreview.com/viewmedia.php/prmMID/5930
   How to Date a Brown Girl by Junot Diaz  (handout)

September 7
Writing Exercise: CHARACTER
Reading: Between the Pool and the Gardenias by Edwidge Danticat
   =10:volume7&Itemid=2&section=index
   Shelter by Susan Perabo
http://www.uiowa.edu/~iareview/pdfs/perabo.pdf

September 12
Writing Exercise: THEME
Reading: Sexy by Jhumpa Lahiri (handout)
   The Fall of Rome by Anthony Varallo

September 14:
Writing Exercise: REVISION
Reading: Description by Mary Gaitskill
http://www.threepennyreview.com/samples/gaitskill_w09.html

WORKSHOP SCHEDULE

Starting on September 19, we will begin our writing workshops where original stories will be
shared and critiqued. You will be required to write THREE short stories during the semester
between 4000 and 6000 words. These stories are to be “literary”—that is, they are to be
character-driven stories. Two writers will present their short stories during each class. I will
hand out a schedule so you’ll know exactly when you’re presenting. Your work is due ONE
CLASS before your workshop date. Failure to be prepared means forfeiting your slot. Please
put the copies (fifteen copies for your fifteen fellow writers) of your work on my desk at the start
of class.

These workshops will carry us through the semester. A few times during the semester we will
write and share short-shorts, a thematically unified piece that is up to three pages long. These
focused writing assignments may serve as catalysts for your full-length stories.
September 19

September 26

September 28

October 5

October 12

October 17

October 19

October 24 Short Shorts

October 26

October 31 MIDTERM WORK DUE

November 2

November 7

November 9

November 14

November 16

November 21 Short Shorts

November 23

November 30

December 5

December 7

December 12

December 14

December 19 Final Exam Day FINAL WORK DUE
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 kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: English
   
b. Date submitted to Office of Undergraduate Studies:

   c. Name and contact information of proposer(s): Alexander Schlutz

   Email address(es): aschlutz@jjay.cuny.edu
   Phone number(s): 212-237-8597


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

3. a. Level of this course:

   _____100 Level   _____200 Level   __X__300 Level   _____400 Level

   Please provide a brief rationale for why the course is at the level:
   Students will be expected to produce critical essays about the literary texts and approaches under discussion, incorporating secondary sources into their writing. Although the course does not presuppose the independence presumed at the 400 level, expectations of student performance exceed those of the 200 level. Students will produce 25-30 pages of writing over the course of the semester.

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

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.)

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
Is there a connection between literature and nature, between texts and the environment? Can literature play a role in countering an escalating, man-made environmental crisis that threatens to make large parts of the globe uninhabitable in the relatively near future? To answer such questions, we will read a series of literary texts -- poems, short stories, essays, and novels -- that explore our understanding of the relationship between human identity and the natural world. We will supplement our literary readings with texts by literary critics and environmentalists that will further help us to situate literature within the context of environmental concerns, such as climate change and wilderness preservation.

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; at least one 200-level LIT course

6. Number of:
   - α. Class hours ___3___
   - β. Lab hours _____
   - χ. Credits ___3___

7. Has this course been taught on an **experimental basis**?
   - ____ No
   - ____X Yes. If yes, then please provide:
     - a. Semester(s) and year(s): Fall 2011
     - b. Teacher(s): Alexander Schlutz
     - c. Enrollment(s): 23
     - d. Prerequisites(s): ENG 102/201; at least one 200-level LIT course

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.)

   Questions of environmentally sustainable practice and environmental justice are undoubtedly among the most important questions we currently need to be asking, both inside and outside of academia. Literature is a powerful tool for opening up a self-reflective space in which crucial questions about our relationship to the environment can be asked, and for imagining alternatives to deeply ingrained concepts of nature and modes of being in the world that underlie our current cultural, social, and economic practices. Nature writing or environmental literature asks us to question our concept of nature as an outside entity to be exploited, the way the specifics of place inform our sense of identity, our hierarchical assumptions about the respective “value” of humans, animals, plants and “inanimate” nature, and the role “wilderness”
plays in our sense of who we are. Reading such literature inevitably opens up a host of fundamental questions about identity, ethics, spirituality, and the place of human beings in the biosphere as a whole. Ecocriticism, a critical discourse that aims to combine the disciplines of literature and ecology, has been of rising importance since the mid-nineties, and is by now well represented in literature departments across the country. John Jay students in particular should be exposed to this critical practice and the literary texts it examines, since their overall concern is with some of the most pressing questions of justice we currently face: environmental justice is not coincidentally one of the subheadings on the college’s logo that encapsulate John Jay’s motto “Educating for Justice.” By combining nature writing, ecocritical texts, and pieces by contemporary environmental journalists and activists, this course provides a combination uniquely in tune with John Jay’s mission.

9. Course learning objectives:

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

- evaluate and apply basic principles of ecocritical practice
- comprehend the major questions and concerns of nature writing
- synthesize and critique the concepts of nature underlying specific cultural perspectives and their hybrid combinations (modern Western, Native American, Bhuddhist, etc.)

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 ...)
In this course, students will

- practice close reading, literary analysis and interpretation
- develop oral and written arguments
- conduct literary research
- integrate research and the perspectives of other academic writers into own prose

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.
For their essays, students will be required to perform research and to integrate their findings into their written arguments.

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 instructed in the use of the MLA bibliography and the use of academic full-text tools such as Project Muse and JSTOR. Students will also be introduced to and expected to use various on-line tools, such as the
iii. How & where in the class calendar will students be taught in class how to use these information tools?
Presentation and instruction of these information tools will be incorporated in the class sessions to prepare students for their writing assignments throughout the semester.

d. How do the above learning objectives relate to the objectives of the program, major or minor?
The learning objectives are consistent with those for 300 level courses in the English major.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?
Different professors will design the assessment of students’ abilities differently, but possible means of assessment include short response papers; substantive essays, research papers, in-class presentations, and 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/ and click the link for Writing Across the Curriculum.)

Two five-page essays, one final ten-page research essay. Several short assignments. Weekly blog. A total of 25-30 pages.

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.

JSTOR, Project Muse, MLA database, ASLE website, Encyclopedia of the Earth, Stanford Encyclopedia of Philosophy, Ecology (on-line journal)

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.
JSTOR, Project Muse, MLA bibliography, Encyclopedia of the Earth, Stanford Encyclopedia of Philosophy

Name of library faculty member consulted:
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

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:

15. **Course offerings**

a. When will this course be taught?

   Every semester, starting __________
One semester each year, starting ____X____ 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?

Alexander Schlutz, Helen Kapstein

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

___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): Name(s): Allison Pease

Date of approval: March 2, 2012

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)

The course will serve as an elective in the English major. It will also become one of the courses in John Jay’s Sustainability and Environmental Justice minor – a new minor currently in its early planning stage -- once that minor is part of the college’s curriculum.
I am part of a group of John Jay faculty members, led by Joan Hoffmann (Economics), who have begun work towards the minor this semester.

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].
LIT 3XX: Writing Nature

Instructor: Prof. Alexander Schlutz
Office: 07.63.18, New Building
Email: aschlutz@jjay.cuny.edu
Office hours: T/TH 1:30-2:30 and by appointment

Required Texts:

7. (highly recommended:) John Jay Research and Writing Handbook or Diana Hacker: A Pocket Style Manual or similar resource

To make a viable class discussion possible, please purchase the editions given above, all of which are available at the John Jay bookstore.

Course Description

Is there a connection between literature and nature, between texts and the environment? Can literature play a role in countering an escalating, man-made environmental crisis that threatens to make large parts of the globe uninhabitable in the relatively near future? To answer such questions, we will read a series of literary texts -- poems, short stories, essays, and novels -- that explore our understanding of the relationship between human identity and the natural world. These texts ultimately ask us to think of identity as a concept that must include nature and “the wild” and which places us in a larger web that is not only social, but also ecological. We will supplement our literary readings with texts by literary critics and environmentalists that will further help us to situate literature within the context of environmental concerns, such as climate change and wilderness preservation.

Course Learning Objectives

Reading and Argumentation Skills, Written and Oral:
- practice close reading, literary analysis and interpretation
• develop oral and written arguments
• conduct literary research
• integrate research and the perspectives of other academic writers into your own prose

Skills in Analysis, Synthesis, and Criticism:
• evaluate and apply basic principles of ecocritical practice in your analysis of literary texts
• comprehend the major questions and concerns of nature writing
• synthesize and critique the concepts of nature underlying specific cultural perspectives and their hybrid combinations (modern Western, Native American, Buddhist, etc.)

Course Requirements and Graded Work

The ultimate purpose of this course is for you to become more skilled critical thinkers and writers and more perceptive readers of literary texts. To achieve that aim you will be required to read the assigned text timely and thoroughly, participate actively in our class discussions, keep a reading blog, and write several short response papers, as well as three formal academic essays. All these elements will work together to improve your abilities to read and analyze complex literary texts, to express yourself in speech and in writing, and to develop academic arguments, skills that will be essential not only for your further college career but also for your life outside and beyond the university.

Basic Courtesies to be Observed in Class:

I expect all members of this course to respect the following basic rules:

• Turn off cell phones and other electronic devices. Refrain from texting and checking messages while class is in progress.
• Refrain from conversing with fellow students about unrelated matters while class is in progress.
• Refrain from working on other material while class is in progress.
• Refrain from eating in class.
• Do not begin packing up to leave until the class session is over.

Communication:

It is essential for our communication that you check your John Jay email account and our course Blackboard site regularly. All important messages from me to you will go out to your John Jay account and will be posted on our Blackboard course page. If you want to forward your John Jay email to a personal account, you will need to contact the John Jay helpdesk to enable the service. (Call 212-237-8200 or email helpdesk@jjay.cuny.edu).

All assignments and syllabus updates will always be posted on our Blackboard page, and our class blog will be kept there. It is essential that you have access to Blackboard, as you cannot
complete parts of your coursework otherwise. If you have any problems accessing Blackboard, please contact Stephanie Jasmin of ITSS (1310, North Hall), who provides Blackboard Student Support. Contact her at blackboardstudent@jjay.cuny.edu and cc me so I am aware of your problems.

Your course grade will be established as follows:

1. In-Class Participation and Oral Contribution (15%)

This class will be conducted like a large seminar, which means that we will all be talking together, both in groups and as a class, about the problems, issues, and questions raised in the texts we are reading. I see it as my role to moderate our discussions and to ensure that we can exchange and develop our views about the texts on our syllabus in the most productive way possible. The success of our discussions naturally depends on everybody’s preparedness and openness to express their views and to discuss those of others. Having done the assigned reading and bringing in your texts with underlined and marked-up passages is the most basic preparation you must have done when you come to class. The questions, problems, and insights that arise while you do the reading at home will be the foundation of our discussions. As a rule, you should have at least one question that you would like to see addressed every time you come to class.

At the same time, we must all work together to create an environment in which everybody will feel free and hopefully also compelled to talk in the classroom and to contribute to our discussions. Making that possible and realizing it in a constructive fashion will involve both your willingness to take chances as speakers/writers and your openness and understanding as listeners/readers. Your contributions as well as your reactions to the contributions of others should always be open, constructive, and focused on the goal of our discussions: to arrive together at a better understanding of the texts we are reading. You will always be rewarded, not penalized for formulating and articulating your own ideas, and everybody should feel encouraged to do so. Aggressive, rude, and inappropriate comments will not be tolerated. The college classroom provides a rare chance for the open exchange of ideas, intellectual debate, and real learning. Be an active part of it!

2. Reading Blog (10%)

In order to strengthen your reading and to help you prepare for our class discussions you will be required to keep a weekly reading blog on our course blackboard site. The blog is also a good place to test out ideas, formulate thoughts and to start the process of thinking and exploration that will eventually lead to your formal essays. Writing is a process that entails many stages, and you can develop some “raw material” here that you’ll be able to use for your larger writing assignments. To receive credit, post an entry each week, ideally before a course session, but by Friday evening at the latest. I will note everybody’s contribution and will respond to a few posts each week before closing a week’s “round” of posting. You cannot receive credit for retroactive posts, so if you miss a week’s post, it’s missed. Please identify your post clearly by indicating in the subject line the reading to which you are responding. Your blog entries will not be graded, but I do expect them to be thoughtful and serious. They should be at least 100-150 words in length and in grammatical unabbreviated English – remember that you are not text messaging your classmates. Posts such as “I liked this” or “I hated this” will not receive credit, unless you continue to identify and explain what caused your reaction to the text. If you post a meaningful entry each week, you will receive full credit for this portion of your grade. The blog is a tool for
your benefit, so use it in the way that helps you best to increase your understanding of the texts and to practice your writing each week. Formulate questions that you can ask in class, clarify your thoughts by writing them down, write out ideas and responses that help you to get a better grasp of the text and problematic passages, etc. I also encourage you to comment on each others’ posts and to enter into a discussion outside of the classroom. Here, the usual rules of etiquette apply: Treat each other with respect, on-line and off. Look for the blog tool under the “Tools” button on our course website to find our class blog.

Attendance: Your presence is not only required, it is essential to the learning process in this class. You should allow yourself no more than three absences (I do not distinguish between excused and unexcused absences) for the semester. Set these absences aside for emergencies as they arise. Missing more than three class sessions will undoubtedly be detrimental to your performance, and I consider six missed class sessions too much missed class-time to pass the course. Accordingly, if you accumulate six absences it is extremely likely that you will fail the class. Please pay attention to your absences throughout the semester.

Punctuality: You are expected to arrive to class on time and to remain in class until the end of the class period. Late entrances, early exists, and disappearances during class are disruptive and disrespectful both to me and to the rest of the class. In everybody’s interest, please be on time!

3. Short Writing Assignments (10%)
Throughout the semester I will assign several short position papers (2 typed pages) in response to our class readings. These less formal assignments will be graded on a √ (fulfills expectations), √+ (exceeds expectations), √- (falls short of expectations) scale. Any response that demonstrates honest engagement with the assigned reading and fulfills the length requirement will receive full credit (√). The short papers will always be due on the next day of class after they have been assigned. If you need to miss a class, check our course blackboard site for potential assignments.

4. Essays (40%)
The two essays you will write over the course of the semester (20% each) will give you an opportunity to practice the essential analytical and argumentative skills you need to write academic papers. Each essay will develop an argument, present engaging and thoughtful claims about the text under discussion, and needs to analyze and discuss specific evidence, i.e., direct quotes from the text. I will also ask you to consider at least one secondary academic source and to integrate the writer’s interpretation and understanding of the text(s) or topic you are discussing into your essay, which should be 5-6 pages in length. By working on each of these essential elements of (written) academic arguments over the course of the semester you will be able to hone your writing skills. For each essay, I will provide you with leading questions and possible topics to discuss.

Thesis Workshop
A draft introductory paragraph and thesis statement will be due a week before the final draft of your essay. You will receive feedback on your draft thesis paragraph from me and your classmates. You must come to class on the thesis workshop day (see course calendar) with an adequate number of copies of a first draft of your introductory thesis paragraph for all members of your peer editing group.

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
All essays need to be typed, double-spaced, in 12-point proportional font, stapled, with page numbers, and appropriate margins. For a detailed description of a successful literature essay as well as my specific grading criteria, please see the respective documents in the “Essay-writing Guidelines” folder under the “Writing Assignments” button.

Late Papers
Your paper will be turned in at the beginning of class on the day it is due (Yes, that means it needs to be printed out by the time you come to class.). Late papers will be lowered accordingly:

- 1 day late: 1/3 grade (i.e., B to B-)
- 2 days late: 1 grade (i.e., B to C) etc.

Note: A day here means a calendar day, not a class day. A paper turned in after class on the due date will be considered 1 day late. If you are unable to attend class on the due date, you may submit an electronic copy by class time in order to submit your work on time. You will then still be responsible for dropping off a hard copy in my mail box the next day. I cannot accept email submissions in place of hard copies.

No papers will be accepted more than 2 days after the due date.

4. Final Paper (25%)
You will write one final paper, covering several of the texts we have discussed in class and integrating one or more outside sources. The minimum length is 10 pages.

Your final essay will be due on Tuesday, December 20 by 5pm at the latest. This deadline is final.

Draft Workshop

Before you turn in your final paper, you will have the opportunity to receive advice and revision suggestions from your classmates and from me. You must come to class on the draft workshop day (12/08) with four copies of a complete first draft of your paper. Not only will you not receive any feedback if you don’t come to class with a complete draft on the workshop day, the success of the whole class depends on everybody’s bringing in an adequate number of draft copies to be read by their peers. If you absolutely cannot make it to class on December 08, something you will need to clear with me beforehand, then I must receive your first draft by 12 noon the following day if you want my feedback.

Academic integrity: Academic misconduct, apart from being detrimental to your own learning, is an extremely serious offense and will not be tolerated. Cheating and/or plagiarism will result in a zero for the assignment in question and may result in notification of the College.

Cheating and plagiarism include: using notes during exams, submitting another student's work as your own, submitting published material (from books, articles, introductory material, Cliff's Notes, Monarch Notes, the Internet, etc.) as your own, paraphrasing or summarizing others' ideas.
without identifying the source. Consult the *John Jay College of Criminal Justice Undergraduate Bulletin* for a more thorough explanation of what constitutes plagiarism.

Ignorance is not a valid excuse for this offense. When in doubt, consult with the instructor.

**Americans with Disabilities Act (ADA) Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Extra Credit:** There will be no extra credit assignments in this course.

**Caution:** You cannot pass this class without handing in **all three** essay assignments. **Failure to submit one of the essays or your final paper will result in failure of the course.**

**Help:** Make use of my office hours. I am available to you during these times to discuss any and all questions or problems you might have – don’t be reluctant to talk to me and to ask for my help. I want you to be successful in my course, but I cannot know about the difficulties you might experience if you do not communicate with me. So when you need help, ask me for it. Should you need additional help with your writing, the **Writing Center**, located in room 01.68, New Building is an excellent and free resource, which I highly encourage you to use. If I recommend a visit to the Writing Center to work on a specific writing issue, you will be **required** to go. The tutor you work with will fill out a form that needs to be returned to me. For appointments, call (212) 237-8569 or visit the center’s web site: <http://web.jjay.cuny.edu/~writing/home.htm>. The Writing Center also offers on-line tutoring on weekends.

**Email:** You can correspond with me via email about problems you might experience or to set up an appointment if you cannot see me during my office hours. Writing assignments, however, **cannot be submitted to me as email attachments**, hard copies of the assignments are required on the due date. I also cannot discuss matters of class content via email. If you missed a class and need to find out what we covered on that day, the content of a lecture, or about possible assignments, **check the material on our website (assignments will always be posted there) and/or contact your classmates.**

**Course Calendar**

I may revise this calendar if necessary. Updates will always be available on our course blackboard site.

**Week 1 – I. Principles of Ecocriticism**

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
Aug. 30: Course Introduction
Sept. 01: Rueckert: Literature & Ecology (105-123), Snyder: Turtle Island (excerpts, 78-81, 87-88, 106-114) (both on e-reserve)

Week 2
Sept. 06: Snyder: Re-Inhabitation (57-66), Myths & Texts (44-51) (e-reserve)
Sept. 08: Howarth: Principles of Ecocriticism (69-91), Lopez: Remembering Orchards (3-10), Emory Bear Hand’s Birds (39-50) (all on e-reserve)

Week 3 – II. Nature, Place, and Identity
Sept. 13: Lopez: Restaurations (3-13), The Location of the River (101-112), The Mappist (146-162) (e-reserve)
Sept. 15: Maclean: A River Runs Through It, 1-52

Week 4
Sept. 20: Maclean, 52-104
Sept. 22: Maclean

Week 5 – III. Nature, Place, and Identity. A Native American Perspective
Sept. 27: Marmon Silko: Ceremony, 1-49, thesis workshop essay 1, bring 4 copies to class
Sept. 29: Rosh Hashanah, no class

Week 6
Oct. 04: classes follow Friday schedule, no class
Oct. 06: Marmon Silko, 49-102, essay 1 due

Week 7
Oct. 11: Marmon Silko, 102-178
Oct. 13: Marmon Silko, 180-262

Week 8 – IV. Concepts of Wilderness
Oct. 18: Thoreau: Walking I (71-94) (e-reserve)
Oct. 20: Thoreau: Walking II (95-122) (e-reserve)

Week 9
Oct. 25: Thoreau: Walking
Oct. 27: Abbey: Desert Solitaire, ix-73

Week 10
Nov. 01: Abbey, 74-101, 141-170, thesis workshop essay 2, bring 4 copies to class
Nov. 03: no class

Week 11
Nov. 08: Abbey, 188-258, essay 2 due
Nov. 10: Abbey, 259-337

Week 11

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
Nov. 15: Krakauer, Into the Wild, 1-60
Nov. 17: Krakauer, 61-132, **Last day to withdraw without academic penalty**

**Week 12**

Nov. 22: Krakauer, 133-203
Nov. 24: **Thanksgiving recess, no class**

**Week 13 – V. Life on a New Planet**

Nov. 29: Snyder: Four Changes (91-102) (**e-reserve**), McKibben: Eearth, xi-46
Dec. 01: McKibben, 47-101

**Week 14**

Dec. 06: McKibben, 102-219; Lester Brown: Eco-Economy (**excerpts on e-reserve**)
Dec. 08: **draft workshop final essay, bring 4 copies to class**

**Week 15**

Dec. 13: course conclusion

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**Tuesday, December 20, 12:30-2:30 (final exam time for the course):** final essay due
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: January 10, 2012

1. Name of Department or Program: Department of Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia G. Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): (646) 557-4415

   (Abbreviated title can be found on SIMS)

4. Current course description: A basic course on the process of translation and the strategies that translators use to transform a text from one language into another. Extensive practice with a variety of representative passages from general, technical and literary language.

   a. Number of credits and hours: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 101

5. Describe the nature of the revision: Change title

6. Rationale for the proposed change(s): The change is being made to make the course applicable to a new proposal for a certificate in translation, a certificate in interpretation, and a certificate in translation and interpretation. The change in the title is prompted for consistency with the other certificate courses. Furthermore, this course is mainly about practice (rather than theory).
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: N/A

b. Revised course title: SPA 230 – Translating I

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 101 and SPA 202 or 212 or department approval

8. Enrollment in past semesters: N/A

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: January 31, 2012

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

   Silvia Dapia, Ph. D.
   Professor & Chair
   Department of Foreign Languages
   John Jay College / City University of New York
   524 West 59th street, 7th floor
   New York, N.Y. 10019
   E-mail: sdapia@jjay.cuny.edu
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: January 10, 2012

1. Name of Department or Program: Department of Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia G. Dapia  
   Email(s): sdapia@jjay.cuny.edu  
   Phone number(s): (646) 557-4415

3. Current number, title, and abbreviated title of course: SPA 340 – Court Interpreting and Translation  
   (Abbreviated title can be found on SIMS)

4. Current course description: The course is designed to teach simultaneous and consecutive interpretation of Spanish into English and vice versa at arraignments, preliminary hearings, pretrial motions, trials, and other court proceeding; transcription of oral taped records, and translation of technical, medical, and legal documents and correspondence. The class will attend appropriate civil, criminal, and family court proceedings and will practice interpretation and translation in a simulated courtroom setting. May be taken after Spanish 341.

   a. Number of credits and hours: 3

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

   c. Current prerequisites: ENG 102 and SPA 212; or permission of the section instructor

5. Describe the nature of the revision: Change title and course description.

6. Rationale for the proposed change(s): This course is mainly about interpreting (rather than translation). Both course description and course title should reflect it.

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

Approved by UCASC, May 18, prepared for College Council, September 20, 2012
a. Revised course description:

SPA 340 - Legal Interpreting I: Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings.

b. Revised course title: SPA 340 - Legal Interpreting I

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: SPA 231, SPA 230, SPA 250, and ENG 102

8. Enrollment in past semesters: N/A

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: January 31, 2012

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

Silvia Dapia, Ph. D.
Professor & Chair
Department of Foreign Languages
John Jay College / City University of New York
524 West 59th street, 7th floor
New York, N.Y. 10019
E-mail: sdapia@jjay.cuny.edu
TO: UCASC

FROM: Silvia Dapia

DATE: April 14, 2012 (Revised 5-6-2012)

RE: Certificate in Legal Translation, Certificate in Legal Interpretation, and Combined Certificate in Legal Translation and Interpretation

Both the Certificate in Legal Translation and the Certificate in Legal Interpretation are 18-hour options in foreign language studies with their primary focus on the language skills and knowledge necessary to perform translation and interpretation, respectively. These certificates focus more closely on practical applications in modern day life. For those students who want to explore the world of translation and that of interpretation there is a combined Certificate in Translation & Interpretation (24 credit hours).1

We will eventually apply this proposal to all of the languages we teach. However, our initial courses will be offered in Spanish.

What is the difference between interpretation and translation?

- **Interpretation** is the process by which oral communication is rendered from one language to another. The original is spoken, and the rendition is delivered in another spoken language.

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1 18-credit hours seems to be the standard. Three of the four best programs consist of 15 to 18 credit hours. **American University**, in Washington D.C., offers Graduate Certificates in Translation from French, Russian, or Spanish to English. The certificate program consists of 15 credit hours, including advanced courses in Translation and Linguistics which can also be applied towards a foreign language MA; **Boston University** offers professional certificates in community, legal, and medical interpreting with specializations in Chinese, Portuguese, and Spanish. The program is also 15 credit hours. **Florida International University**, whose director we consulted (Prof. Erik Camayd-Freixas) has a program of 30 credit hours. **Georgia State University**’s Translation Certificate Program offers specializations in French, German, and Spanish translation, as well as French and Spanish Interpreting for medical, legal, and conference interpretation. The program consists of 15 semester hours. **NYU** offers professional certificates in general translation, medical interpreting, court interpreting of 18 credit hours.
• **Translation** is the process by which written text is rendered from one language into another. The original is in written form, and the translation into the other language is also produced in written form.

**Entrance and Exit Requirements**

Entrance-skills level in the second language will be no lower than *Intermediate-Mid Level* as defined by the ACTFL (American Council of Teachers of Foreign Languages). This means that our students should have acquired language skills level equivalent to a 212 (Intermediate-mid) level course or higher.2

Exit Level skills in Translation and/or Interpretation will be no lower than Level 4, as defined by the U.S. Government’s Interagency Language Roundtable (ILR) Skill Level Descriptions for Translation and Interpretation Performance. This means that after completing the certificate our students be “able to interpret in the mode (simultaneous, consecutive, and sight) required by the setting and provide almost completely accurate renditions of complex, colloquial, and idiomatic speech as well as formal and some highly formal discourse.”3

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2 ACTFL (American Council on the Teaching of Foreign Languages) language proficiency rating system is recognized by the Interagency Language Roundtable and the American Council on Education. According to ACTFL, after completing the Intermediate-Mid level of the foreign language of their choice, students will be able to identify and analyze cultural traits and concepts relevant to the country and communities where the target language is spoken. In addition, they will have developed intermediate-mid writing, reading, listening and oral proficiency in that foreign language, which means that students will:

- be able to understand main ideas and some facts from interactive exchanges and aural texts
- be able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations
- be able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs
- be able to meet a number of practical writing needs such as short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings
- demonstrate in their oral presentations, compositions, and other class assignments a reasonable knowledge of the ways of thinking, behavioral practices, and the cultural products of the country and communities where the target language is spoken.


3 At the Advanced Professional Performance Level 4 of the ILR (Interagency Level Roundtable) Skill Level Descriptions for Interpretation Performance (“able to interpret in the mode (simultaneous, consecutive, and sight) required by the setting and provide almost completely accurate renditions of complex, colloquial, and idiomatic speech as well as formal and some highly formal discourse. Conveys the meaning of the speaker faithfully…. Demonstrates mastery of the skills required for interpretation, including command of both working languages and their cultural context, expertise in some specialized fields, and ability to prepare new specialized topics rapidly and routinely. http://www.govtilr.org/skills/interpretationSLDsapproved.htm)
Program Philosophy

Development of the interpreting and translation courses at John Jay was based on the following underlying principles which are generally accepted in the field of translation and interpretation:

- The ultimate goal of translating and interpreting is the transfer of meaning from one language to another. The translator/interpreter has to interpret the message in the source language and find an equivalent in the target language that will create a similar effect on the receivers in the target language as it did on the source language receivers.

- Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. It also requires a broad base of general knowledge, for what is not understood cannot be interpreted. The mere transfer of the form of the original language instead of the meaning of the original message does not constitute an accurate interpretation.

- Interpreting requires a respect for consumers. Interpreters need to function in an ethical and professional manner, serving as communication and cultural mediators.

- The cultural aspect cannot be over-emphasized. As communication is always localized in a specific culture and society, background knowledge of the culture of both source and target language is necessary. In translating and interpreting, the aim is not merely to render written or oral text in another language by replacing words and observing the rules of grammar. Rather, there is a complex transfer from the source culture and language into the target culture and language where a series of text-internal and text-external factors may play a role. Hence the students should acquire an intercultural competence that enables them to include the socio-cultural context in the translation process, recognizing the possible differences between sender and receiver, and taking these into account.

- Regardless of the languages involved, in order to interpret one needs to begin with linguistic competence and then complete an interpreter education program before being ready to interpret adequately in a variety of situations. But let’s be clear: linguistic competence does not automatically assure translating or interpreting competence; linguistic competence is a pre-condition for attempting to develop translating or interpreting skills. Students may have a high level of proficiency in a foreign language; however, this does not imply that they have the skill and knowledge to transfer meaning from their native language to the second language.

Content of the Program

Translation and Interpreting require the development of many pre-skills which can be trained separately: text comprehension and analysis, information retrieval skills, terminology and corpus management, public speaking, verbal agility, note taking, etc. Students start the program taking Interpreting I and Translating I, courses that aim at developing individual skills or solving particular translation or interpretation problems and then work gradually towards recreating actual translation/interpreting situations. In addition, Spanish for Criminal Justice complements the students’ develop of practical skills.
with learning of cultural aspects and specific vocabulary pertaining to the legal field. These courses are followed by practical courses aimed at developing proficiency in community interpreting and translation (*Translating II, Interpreting II*). In these courses students learn consecutive interpreting and sight translation skills, vocabulary research, intercultural issues, situational ethics, analysis of the interpreting and translating process and error analysis. The organization and sequencing of the units is designed to build skills logically, introduce increasingly challenging material and ensure that the students’ practical exercises are complemented with more in-depth knowledge of comparative law, legal processes and legal terminology. In this context courses in *legal translation and interpretation* (*Legal Interpreting I & II, Legal Translating*) assure the integration of development of practical skills and in-depth knowledge of the legal field.

**Length of the Program**

With a little planning it is possible to complete the certificate in one and a half years. If a student takes breaks between courses, it may take her three years or more to complete the certificate.

**Important Clarification: “Certificate” vs. “Certification”**

We intend to offer a Certificate in Interpreting with specialization in Legal Interpreting but not a “Certification.” The certificate attests to successful completion of a course of study. “Certification” is an assessment of proficiency done by a professional organization or government agency. We intend that our program will prepare students to take these certification examinations.

**Federal Court Interpreter Certification Examination Program (FCICE)**

Federal Court Certification is provided by the Administrative Office of the U.S. Courts. Certification is presently available only for Spanish. For more information about this program please refer to the program’s website at:

**NAJIT** (*National Association of Judiciary Interpreters and Translators*) has developed a judiciary interpreter and translator certification examination in Spanish. For more information about this program please refer to the program’s website at:

The **New York State Courts** offer a CourtInterpreter certification examination in Spanish. For more information about this program please refer to the program’s website at:

**ATA** (*American Translators Association*) offers a ATA certification examination. The ATA certification examination tests for professional translation skills.
New Certificate Proposal Form*

1. **Department(s) proposing this certificate:** Foreign Languages and Literatures

2. **Name of certificate:** Certificate in Legal Translation

3. **Credits required:** 18

4. **Description of certificate as it will appear in the Undergraduate Bulletin** (write in full sentences):

   Translation is the process by which written text is rendered from one language into another. The original is in written form, and the translation into the other language is also produced in written form. This certificate program prepares students for careers in legal translation. It will instruct students in the techniques and procedures of producing an accurate, efficient translation, particularly in the legal field. Students completing this certificate will be well-prepared to take the American Translators Association (ATA) Certification test and be well-prepared for a career providing high quality translations.

5. **Statement of learning objectives** (what knowledge and/or skills should all students have acquired upon completion of the certificate?):

   Upon completion of the Legal Translation Certificate, students will:

   - acquire the ability to analyze source texts, both technical and non-technical, from the perspective of a translator;
   - be able to perform advanced linguistic, terminological, and subject matter research as needed by the target text;
   - be able to convey written texts from a source into a target language according to specific standards of accuracy;
   - be able to enter the translation market or, if already in it, to advance with a high degree of professionalism, skills and knowledge;
   - gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.
6. **Rationale/justification** (why is this certificate important to include in the College’s curriculum?, what benefits do students derive from taking this certificate?):

The demand for professional translators in today’s global society is ever increasing. Every multinational company and organization uses translation services, and many companies now have translators on staff. Knowledge of a foreign language is seen today as an asset by companies, institutions and government agencies. Legal translation skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

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

We will eventually apply this proposal to all of the languages we teach. However, our initial courses will be offered in Spanish.

- SPA 231 (FL-INT 2XX (231)) – Interpreting I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)
- SPA 230 – Translating I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)
- SPA 250 – Spanish for Criminal Investigation (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)
- SPA 3XX (FL-INT 3XX) – Interpreting II (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)
- SPA 3ZZ (FL-TR 3ZZ) – Translating II (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)
- SPA 4XX (FL-TR 4XX) – Legal Translating (3 cr.; core requirement; prerequisites SPA 3XX and SPA 3ZZ)

8. **Administration of the certificate:**

Name, location, phone number, and email address of the certificate advisor (to be used in college publications): Silvia G. Dapía; 524 West 59th street, 7th floor, New York, NY 10019; Room 7.65.03; (646) 577-4415; sdapia@jjay.cuny.edu

9. **Requirements for admission and/or completion of the certificate if any** (i.e. GPA, course grades, deadlines, etc.): Fluency in the target language, as determined by the department, required for enrollment. Completion of all five required courses with a cumulative GPA of 3.0 or greater required for successful completion of the certificate program.
10. **Statement on expected enrollment and resources required:**
We expect 15 students for the first year, 32 for the second year (12 continuing + 20 new), and 36 students for the third, fourth, and fifth year (16 continuing + 20 new).

Resources required: Two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

With the exception of the new item noted above and below, the rest is adequate.

**Identify new library resources that are needed** (provide bibliography):

Two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

Adequate.

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

N/A

14. **Name of the Chairperson:** Silvia G. Dapía

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** January 31, 2012.
New Certificate Proposal Form*

1. Department proposing this certificate: Foreign Languages and Literatures

2. Name of certificate: Certificate in Legal Interpretation

3. Credits required: 18

4. Description of certificate as it will appear in the Undergraduate Bulletin (write in full sentences):

   Interpretation is the process by which oral communication is rendered from one language to another. The original is spoken, and the rendition is delivered in another spoken language. This certificate program prepares students for careers in legal/court interpretation. It will instruct students in the techniques and procedures of producing an accurate, efficient interpretation, particularly in the legal field. Students completing this certificate will be prepared to take the State and Federal legal interpreter certification exams and be well-prepared for a career providing high quality interpretation.

5. Statement of learning objectives (what knowledge and/or skills should all students have acquired upon completion of the certificate?):

   Upon completion of the Legal Interpretation Certificate, students will:

   - acquire the ability to analyze source texts, both technical and non-technical, from the perspective of an interpreter;
   - be able to perform consecutive or simultaneous interpretation or sight translation as needed by the situation;
   - be able to convey oral communications from a source into a target language according to specific standards of accuracy;
   - be able to enter the interpreting market or, if already in it, to advance with a high degree of professionalism, skills and knowledge;
   - gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.
6. **Rationale/justification** (why is this certificate important to include in the College’s curriculum? What benefits do students derive from taking this certificate?):
The demand for professional interpreters in today’s global society is ever increasing. Every multinational company and organization uses interpreter services, and many companies now have interpreters on staff. Knowledge of a foreign language is seen today as an asset by companies, institutions and government agencies. Legal interpreting skills will make students more marketable and competitive. It will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

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

We will eventually apply this proposal to all of the languages we teach. However, our initial courses will be offered in Spanish.

SPA 231 – (FL-INT 2XX) Interpreting I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 230 – Translating I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 250 – Spanish for Criminal Investigation (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 3XX (FL-INT 3XX) – Interpreting II (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)

SPA 340 – Legal Interpreting I (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)

SPA 4XX (FL-INT 4XX) – Legal Interpreting II (3 cr.; capstone requirement; prerequisites SPA 3XX and SPA 340)

8. **Administration of the certificate:**
   a. **Name, location, phone number, and email address of the certificate advisor** (to be used in college publications): Silvia G. Dapia; 524 West 59th street, 7th floor, New York, NY 10019; Room 7.65.03; (646) 577-4415; sdapia@jjay.cuny.edu
   b. **Requirements for admission and/or completion of the certificate if any** (i.e. GPA, course grades, deadlines, etc.): Fluency in the target language, as determined by the department, required for enrollment. Completion of all five required courses with a cumulative GPA of 3.0 or greater required for successful completion of the certificate program.
9. **Statement on expected enrollment and resources required:**
   We expect 15 students for the first year, 32 for the second year (12 continuing + 20 new), and 36 students for the third, fourth, and fifth year (16 continuing + 20 new).

10. **Resources required:** Recording devices for the instructors and two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

   With the exception of the new item noted above and below, the rest is adequate.

   **Identify new library resources that are needed** (provide bibliography):

   Two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

   Adequate.

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

   N/A

14. **Name of the Chairperson:** Silvia G. Dapía
   a. Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** January 30, 2012
New Certificate Proposal Form*

1. Department proposing this certificate: Foreign Languages and Literatures

2. Name of certificate: Certificate in Legal Translation and Interpretation

3. Credits required: 24

4. Description of certificate as it will appear in the Undergraduate Bulletin (write in full sentences):

   Translation is the process by which written text is rendered from one language into another. The original is in written form, and the translation into the other language is also produced in written form. Interpretation is the process by which oral communication is rendered from one language to another. The original is spoken, and the rendition is delivered in another spoken language. This certificate program prepares students for careers in legal translation and legal/court interpretation. It will instruct students in the techniques and procedures of producing both an accurate, efficient interpretation and translation, particularly in the legal field. Students completing this certificate will be prepared to take the State and Federal legal interpreter certification exams, the American Translators Association (ATA) certification test, and be well-prepared for a career providing high quality interpretation.

5. Statement of learning objectives (what knowledge and/or skills should all students have acquired upon completion of the certificate?):

   a. Upon completion of the Legal Interpretation and Translation Certificate, students will:

      • acquire the ability to analyze source texts, both technical and non-technical, from the perspective of an interpreter/translator;
      • be able to perform advanced linguistic, terminological, and subject matter research as needed by the target communication or text;
      • be able to convey oral and written communications or texts from a source into a target language according to specific standards of accuracy;
      • be able to enter the interpretation/translation market or, if already in it, to advance with a high degree of professionalism, skills and knowledge;
      • be able to perform consecutive or simultaneous interpretation or sight translation as needed by the situation;
• gain a valuable broader understanding of the cultures implied, in addition to technical and professional knowledge.

6. **Rationale/justification** (why is this certificate important to include in the College’s curriculum?, what benefits do students derive from taking this certificate?):

The demand for professional interpreters/translators in today’s global society is ever increasing. Every multinational company and organization uses interpretation/translation services, and many companies now have interpreters/translators on staff. Knowledge of a foreign language is seen today as an asset by companies, institutions and government agencies. Interpretation/translation skills will make students more marketable and competitive. Since the certificate focuses on legal interpretation and translation, it will complement any major in criminal justice fields. Furthermore, this program is going to provide heritage learners at John Jay with the tools to use and think about two languages in a professional context.

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

We will eventually apply this proposal to all of the languages we teach. However, our initial courses will be offered in Spanish.

SPA 231 (FL-INT 2XX) – Interpreting I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 230 – Translating I (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 250 – Spanish for Criminal Investigation (3 cr.; core requirement; prerequisites ENG 101 and SPA 202 or 212 or department approval)

SPA 3XX (FL-INT 3XX) – Interpreting II (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)

SPA 3ZZ (FL-TR 3ZZ) – Translating II (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)

SPA 4XX (FL-TR 4XX) – Legal Translating (3 cr.; core requirement; prerequisites SPA 3XX and SPA 3ZZ)

SPA 340 – Legal Interpreting I (3 cr.; core requirement; prerequisites SPA 231, SPA 230 and SPA 250)

SPA 4XX (FL-INT 4XX) – Legal Interpreting II (3 cr.; capstone requirement; prerequisites SPA 3XX and SPA 340)
8. **Administration of the certificate:**

   a. **Name, location, phone number, and email address of the certificate advisor**
      (to be used in college publications): Silvia G. Dapia; 524 West 59th street, 7th floor, New York, NY 10019; Room 7.65.03; (646) 577-4415; sdapia@jjay.cuny.edu

   b. **Requirements for admission and/or completion of the certificate if any**
      (i.e. GPA, course grades, deadlines, etc.): Fluency in the target language, as determined by the department, required for enrollment. Completion of all eight required courses with a cumulative GPA of 3.0 or greater required for successful completion of the certificate program.

9. **Statement on expected enrollment and resources required:**
   We expect 15 students for the first year, 32 for the second year (12 continuing + 20 new), and 36 students for the third, fourth, and fifth year (16 continuing + 20 new).

   Resources required: Recording devices for the instructors and two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

    With the exception of the new item noted above and below, the rest is adequate.

11. **Identify new library resources that are needed** (provide bibliography):

    Two copies of *UCS Court Interpreter Manual and Code of Ethics*, one for the department and one for the library.

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

    Adequate.

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

    N/A

14. **Name of the Chairperson:** Silvia G. Dapia

    a. Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** January 30, 2012.
DOCUMENT 3(a)

A Proposal to Change the requirements under the Specializations in the
Criminal Justice Program

The graduate faculty in criminal justice has adopted a resolution changing specialization offerings. The graduate faculty now seeks approval of its resolution by the Committee on Graduate Studies.

Rationale:

(a) Enrollment in the current specialization in drugs and crime has been so low that we believe the specialization should be eliminated, with its courses folded into the current specialization in criminology and deviance.
(b) Student interest in terrorism studies has been so strong that we believe a new specialization should be added for this.
(c) New courses have been added to the curriculum and these should now be noted under the appropriate specialization headings.

Information in the current graduate bulletin 2011-2012

Specializations
Students must specialize in one of eight areas and take a total of 9 credits within the specialization selected. The specialization lists provided are not intended to be exhaustive. The program director has discretion to accept courses other than those noted in determining whether a student has satisfied the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course has not been noted in the list of courses for the student’s specialization.
Experimental courses in the 800-level series can be used to fulfill a specialization requirement with the approval of the program director. Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Criminology and Deviance**
- Criminal Justice 701 The Sociology of Crime
- Criminal Justice 712 Sex Crimes
- Criminal Justice 713 White-Collar Crime
- Criminal Justice 714 Social Aspects of Alcohol and Drug Use
- Criminal Justice 727/Forensic Computing 727 Cybercriminology
- Criminal Justice 744 Terrorism and Politics
- Criminal Justice 746 Terrorism and Apocalyptic Violence
- Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement
- Criminal Justice 766 Sociology of Delinquency
- Criminal Justice 767 Gangs and the Community
- Criminal Justice 769 Deviant Behavior
- Criminal Justice 770 Advanced Criminology
- Criminal Justice 772 Treatment of the Offender
- Criminal Justice 778 Victimology
- Criminal Justice 783 Crime and the Media
- Criminal Justice 784 Organized and Transnational Crime
- Criminal Justice 796 Homeland Security and International Relations
- Criminal Justice 798 Homeland Security and Terrorism
- Psychology 701 Criminal Behavior
- Psychology 704 Epidemiology of Deviant Behavior

**Criminal Law and Procedure**
- Criminal Justice 708 Law, Evidence and Ethics
- Criminal Justice 725 Capital Punishment
- Criminal Justice 732 United States Constitutional Law
- Criminal Justice 733 The Constitution and Criminal Justice
Criminal Justice 734 Criminal Law
Criminal Justice 735 Prosecuting Crime
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 754/Public Administration 754 Investigative Techniques
Criminal Justice 785 The American Jury
Public Administration 741 Administrative Law and Regulation
Public Administration 760 Court Administration

**Police Administration**

Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
Criminal Justice 754/Public Administration 754 Investigative Techniques
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 759 Comparative Police Administration
Criminal Justice 760 History of Police Administration
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 786 Problem-Oriented Policing
Criminal Justice 787 Seminar in Crime Analysis and Crime Prevention

**Correction Administration**

Criminal Justice 703 Advanced Penology
Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 749 Punishment and Responsibility
Criminal Justice 758 Public Health Challenges in Criminal Justice: An Epidemiological Approach
Criminal Justice 761 Youth Crime and Delinquency Control

**Computer Applications in Criminal Justice**

Criminal Justice 720/Public Administration 720 Computer Programming for Management and Analysis
Criminal Justice 727 Cybercriminology
Criminal Justice 739 Crime Mapping
Criminal Justice 747/Public Administration 747 Computer Applications in Public Policy and Management
Criminal Justice 750/Public Administration 750 Security of Information and Technology
Criminal Justice 752 The Law and High Technology Crime
Public Administration 711 Operations Research

**Investigative Techniques**

Criminal Justice 708 Law, Evidence and Ethics
Criminal Justice 733 The Constitution and Criminal Justice
Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
Criminal Justice /Public Administration 754 Investigative Techniques

**Juvenile Justice**

Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 729 Drugs, Crime and the Criminal Justice System
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 766 The Sociology of Delinquency
Criminal Justice 767 Gangs and the Community

Psychology 716 Assessment and Counseling of the Juvenile Offender

**Study of Drug and Alcohol Abuse**

Criminal Justice 714 Social Aspects of Alcohol and Drug Use
Criminal Justice 729 Drugs, Crime and the Criminal Justice System
Criminal Justice 775 Evaluation and Monitoring of Alcoholism Treatment Programs
Criminal Justice 776 Sociological Perspectives on Alcoholism
Criminal Justice 777 Alcohol Abuse and the Family
Proposed Changes to the Graduate Bulletin (*additions are in italics; deleted courses are crossed out*)

**Specializations**

Students must specialize in one of eight areas and take a total of nine credits within the specialization selected. The specialization lists provided are not intended to be exhaustive. The program director has discretion to accept courses other than those noted below in determining whether a student has satisfied the specialization requirement. Students should consult with the program director before taking a course for specialization credit if that course does not appear in the list of courses for the student’s specialization.

Experimental courses in the 800-level series may be used to fulfill a specialization requirement with the approval of the program director. Dual specializations are permitted. However, a student may not double-count courses when applying for two specializations. *That is, if a student wishes to complete two specializations, a student must complete three courses for one specialization and three different courses for the second specialization.*

**Criminology and Deviance**

Criminal Justice 701 The Sociology of Crime  
Criminal Justice 712 Sex Crimes  
Criminal Justice 713 White-Collar Crime  
Criminal Justice 714 Social Aspects of Alcohol and Drug Use  
Criminal Justice 727/Forensic Computing 727 Cybercriminology  
*Criminal Justice 729 Drugs, Crime, and the Criminal Justice System*  
*Criminal Justice 738 Perspectives on Race and Crime in America*  
*Criminal Justice 761 Youth Crime and Delinquency Control*  
*Criminal Justice 765 Social Movements, Revolution, and Terrorism*  
*Criminal Justice 744 Terrorism and Polities*  
*Criminal Justice 746 Terrorism and Apocalyptic Violence*  
*Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement*  
Criminal Justice 766 Sociology of Delinquency  
Criminal Justice 767 Gangs and the Community  
Criminal Justice 769 Deviant Behavior  
Criminal Justice 770 Advanced Criminology  
*Criminal Justice 771 Problems in Criminal Justice*
Criminal Justice 772 Treatment of the Offender
Criminal Justice 778 Victimology
Criminal Justice 779 The Female Offender in Western Society
Criminal Justice 783 Crime and the Media
Criminal Justice 784 Organized and Transnational Crime
Criminal Justice 788 History of Crime
Criminal Justice 796 Homeland Security and International Relations
Criminal Justice 798 Homeland Security and Terrorism
Psychology 701 Criminal Behavior
Psychology 704 Epidemiology of Deviant Behavior

**Criminal Law and Procedure**

Criminal Justice 708 Law, Evidence and Ethics
Criminal Justice 725 Capital Punishment
Criminal Justice 732 United States Constitutional Law
Criminal Justice 733 The Constitution and Criminal Justice
Criminal Justice 734 Criminal Law
Criminal Justice 735 Prosecuting Crime
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 752 The Law and High Technology Crime
Criminal Justice 754/Public Administration 754 Investigative Techniques
Criminal Justice 768 Law and Society
Criminal Justice 785 The American Jury
Public Administration 741 Administrative Law and Regulation
Public Administration 760 Court Administration

**Police Administration**

Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
Criminal Justice 754/Public Administration 754 Investigative Techniques
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 759 Comparative Police Administration
Criminal Justice 760 History of Police Administration
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 762 Investigating Violent Crime
Criminal Justice 771 Problems in Criminal Justice
Criminal Justice 783 Crime and the Media
Criminal Justice 786 Problem-Oriented Policing
Criminal Justice 787 Seminar in Crime Analysis and Crime Prevention

Correction Administration
Criminal Justice 703 Advanced Penology
Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 749 Punishment and Responsibility
Criminal Justice 758 Public Health Challenges in Criminal Justice: An Epidemiological Approach
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 772 Treatment of the Offender

Computer Applications in Criminal Justice (No change)
Criminal Justice 720/Public Administration 720 Computer Programming for Management and Analysis
Criminal Justice 727 Cybercriminology
Criminal Justice 739 Crime Mapping
Criminal Justice Public Administration 747 Computer Applications in Public Policy and Management
Criminal Justice/Public Administration 750 Security of Information and Technology
Criminal Justice 752 The Law and High Technology Crime
Public Administration 711 Operations Research
Investigative Techniques

Criminal Justice 708 Law, Evidence and Ethics
Criminal Justice 733 The Constitution and Criminal Justice
Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation

*Criminal Justice 753 Investigating Cybercrime*

Criminal Justice /Public Administration 754 Investigative Techniques
*Criminal Justice 762 Investigating Violent Crime*

Juvenile Justice

Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 729 Drugs, Crime and the Criminal Justice System
Criminal Justice 761 Youth Crime and Delinquency Control
*Criminal Justice 766 The Sociology of Delinquency*  
Criminal Justice 767 Gangs and the Community

Psychology 716 Assessment and Counseling of the Juvenile Offender

Study of Drug and Alcohol Abuse (no change)

Criminal Justice 714 Social Aspects of Alcohol and Drug Use
Criminal Justice 729 Drugs, Crime and the Criminal Justice System
Criminal Justice 775 Evaluation and Monitoring of Alcoholism Treatment Programs
Criminal Justice 776 Sociological Perspectives on Alcoholism
Criminal Justice 777 Alcohol Abuse and the Family

Terrorism Studies

Criminal Justice 744 Terrorism and Politics
Criminal Justice 746 Terrorism and Apocalyptic Violence
Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement
Criminal Justice 765 Social Movements, Revolution, and Terrorism
Criminal Justice 796 Homeland Security and International Relations
Criminal Justice 798 Homeland Security and Terrorism
DOCUMENT 3(b)

A Resolution to change the Information in the Graduate Bulletin
For Submission of the Master’s Thesis in the Criminal Justice Program

Rationale
The proposal to change the information in the graduate bulletin will clearly define the process and requirements for the graduate students. The additional information also defines the roles of the graduate faculty, the IRB and the Office of Graduate Studies in the successful completion of the thesis requirement by the students who select this option.

Original Information as it appears in the Graduate Bulletin 2011-2012

Thesis Track
Students selecting the thesis track must complete 30 credits of coursework. The thesis track includes 15 credits in the program’s core courses, 12 credits from elective courses and an additional 3 credits for the thesis prospectus. This option is available only to students who received a grade of A or A- in CRJ 715. Pursuit of the thesis track also requires permission of the program director.

Resolution passed by the Graduate Faculty of the CRJ Program:

Thesis Track
A candidate for the Master’s Degree in Criminal Justice must either complete 36 credits and pass the comprehensive exam or complete 30 credits and write a thesis. CRJ 793, the Comprehensive Exam Review Course, carries 3 credits. CRJ 791, the Thesis Preparation (Prospectus) Course, also carries 3 credits. To be eligible for the thesis option, the graduate student must have earned an A or A- in CRJ 715, Research Methods. Students who enroll in CRJ 791 receive the grade of "Pass" upon completion of all the requirements of the thesis track (including obtaining the approval of the second reader and of the Office of the Dean of Graduate Studies). (Note: this "Pass" awards the student 3 credits towards the required total of 30 credits but does not affect the student's GPA).
A graduate student may satisfy the program's thesis requirement in two ways:
1. by writing a traditional thesis (which is maintained in the college's library as a bound volume) on his or her own, with the approval of an advisor (i.e. the first reader) and a second reader, who are both currently members of the graduate faculty;

2. by writing a publishable thesis—i.e., a paper of publishable quality with an advisor (the first reader) who is a full-time member of the graduate faculty in criminal justice at John Jay. The student is the first author; the faculty member is the second author.

The faculty member charged with teaching the prospectus course (CRJ 791) and supervising thesis development in a given academic year has the authority to determine whether an independently written or a co-authored thesis is an appropriate plan of action. Therefore, that faculty member must make sure that the thesis prospectus and the research proposal submitted to the Institutional Review Board (IRB) meet the program’s standards and guidelines and that the end product has a strong likelihood of being publishable.

Whether to write a traditional thesis or a publishable thesis is the student’s choice, but the student must find an advisor willing to be the second author. Failing that, the student must write a traditional thesis.

1. When the student and the advisor decide the jointly authored article is publishable, then all the requirements for a M.A. in CRJ have been met.

2. The paper is considered completed and publishable only when it is submitted to a journal and when the two co-authors receive confirmation from the journal that the paper is being considered for publication. (Note: the paper may or may not be accepted for publication as is, or may require revisions and must be re-submitted, or may even be ultimately rejected. But the act of submitting it to a journal and the professor's adding his/her name to the paper indicates that it is of publishable quality).

3. The publishable thesis can also be a chapter in an edited volume. In that case, the thesis is not considered to be complete until a letter arrives from the editor of the collection, stating that the chapter has been accepted. The editor of the book that is a collection of articles can be the graduate student’s advisor, as long as he or she is a member of the graduate faculty who has a contract from a book publisher, and submits a letter stating that the chapter has been accepted, with the student as the first author.

4. As is the case with a traditional thesis, the review of a publishable thesis will be conducted by the Office of Graduate Studies.

5. The record keeping and the filing of letters of acceptance will be carried out by the Office of Graduate Studies.
NEW GRADUATE COURSE PROPOSAL FORM

When completed, this proposal form and a syllabus should be submitted by email to Janice Carrington, Administrative Director for Graduate and Professional Studies, at jcarrington@jjay.cuny.edu for approval of the Committee on Graduate Studies.

Please attach a copy of the proposed course syllabus with this form (Please use the model syllabus as a guide). A copy of the model syllabus can be found at http://www.jjay.cuny.edu/graduatestudies the webpage for the Office of Graduate and Professional Studies.

1. a. Program proposing this course: Master of Arts Degree Program in International Crime and Justice
   
   b. Date submitted to the Office of Graduate & Professional Studies: 04/23/2012
   
   c. Name and contact information of the proposer(s): Katarzyna Celinska, Dept. of Law Police Science and CJA, kcelinska@jjay.cuny.edu,

2. a. Title of the course: International Perspectives on Women in Criminal Justice
   
   b. Abbreviated title (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Intl. Women in CJ

3. a. Course Description as it is to appear in the bulletin: (This should be clear and informative; no more than 75 words).

   This course builds on theoretical and practical knowledge obtained in the core International Criminal Justice courses. Using sociological, criminological and cross-cultural perspectives, the course will explore contemporary issues related to women as victims, offenders or justice system agents. Prostitution, infanticide, violence against women in conflict areas, human trafficking, and female incarceration will be examined along such dimensions as race, ethnicity, religion, geographical location, social class, or age. To understand the experiences of women as criminal justice professionals, the course will focus on problems and barriers that women face in policing. Finally, this course will provide an important opportunity to learn about international law and policy, and related research conducted by the United Nations and the World Bank, as well as potential careers and internships in these organizations.

   b. Course Prerequisites: None

   c. Number of:
      I. Class hours: 30,          II. Lab hours: None,          III. Credits: 3

4. Has this course been taught on an experimental basis?
5. **Rationale for course:** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

The course *International Perspective on Women in Criminal Justice* will be the only comprehensive elective course in the MA International Crime and Justice Program that will focus exclusively on female as offenders, victims and criminal justice professionals. Students will have the opportunity to apply methodological skills and theoretical knowledge acquired in the core courses, *International Crime and Justice Theory* and *Research Methods*, to the exploration of the origins and nature of women and girls’ criminality and victimization. This course will facilitate discussions on patterns of crime that transcend across national borders like human trafficking and female victimization in conflict areas. This course will place gender-related crime issues in the United States like prostitution, sexual abuse, and domestic violence in an international context wherein issues of human trafficking and women’s rights are salient. Finally, this course will provide an important opportunity to learn about international law and policy, and related research conducted by the United Nations and the World Bank, as well as potential careers and internships in these organizations.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)

   Students will be able to:
   
   1. Enhance and broaden their knowledge on global issues pertaining to women;
   2. Understand the relationship of female victimization to race, ethnicity, social class, religion, geographical location and age;
   3. Learn to distill the main ideas from course readings and articulate them effectively during class discussion;
   4. Develop a nuanced understanding of key terms and concepts and demonstrate it in the final paper;
   5. Identify the role of the UN, World Bank and NGOs in improving the conditions that women face throughout the world.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).

   Students will be able to:
   
   1. Critically discuss the position of women within the criminal justice system from sociological, criminological and cross-cultural perspectives;
   2. Understand and critically analyze women’s roles as offenders, victims of crime and as social control agents in oral and written formats;
   3. Identify and assess the barriers and opportunities that exist for females working as criminal justice professionals;
   4. Conduct a research project in which they will analyze one international criminal justice issue/problem that women currently face and explore its possible causes and solutions.

   c. **Assessment:**

   How will students demonstrate that they have achieved the objectives of the course?

   Students will demonstrate that they achieved the objectives of the course via participation in class discussion, a midterm exam, written reports on documentary films and guest speakers, a bibliography assignment, an oral presentation and the final paper.

7. **Proposed texts and supplementary readings:** (ISBN Number is required).

   Reports:

Various scholarly articles from such peer-reviewed journals as: Journal of Gender, Social Policy & the Law, Women’s Studies Quarterly, International Criminal Justice Review, and International Journal of Contemporary Sociology.

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.

The main strength of the Lloyd Sealy Library is its extensive collection of holdings in the social sciences, criminal justice, law, public administration and their related fields (http://www.lib.jjay.cuny.edu/info/).

Students will be offered a review of how to effectively and efficiently identify relevant information using resources provided by the Lloyd Sealy Library, including criminal justice electronic databases (http://www.lib.jjay.cuny.edu/infosources/resources.cfm?SelectedSubject=6), criminal justice related statistics sources (http://www.lib.jjay.cuny.edu/infosources/resources.cfm?SelectedSubject=17), and other relevant databases supplied by EBSCO such as Columbia International Affairs Online, Contemporary Women's Issues, Criminal Justice Abstracts with Full Text etc. One graded assignment, an annotated bibliography, will help students evaluate the credibility of source materials and draw the main points from them.

9. Identify and assess the adequacy of available library resources

   a. Databases
   Columbia International Affairs Online, Contemporary Women's Issues, Criminal Justice Abstracts with Full Text, CUNY +, Humanities International Complete, MLA International Bibliography, SocINDEX with Full Text.

   b. Books, Journals and e Journals

10. Identify recommended additional library resources

Additional resources are due to a new major in Gender Studies that is being offered in College. Having this major has entailed purchasing of upper undergraduate and graduate level recent books and journal subscriptions on issues related to gender.

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 ___________ Yes __XX__. If yes, please include the names.
13. **Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?**
   
   Yes ______XX_______ No ______________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. **Proposed instructors:**

   Professor Rosemary Barberet, Department of Sociology  
   Professor Katarzyna Celinska, Department of Law, Police science and Criminal Justice Administration  
   Professor Mangai Natarajan, Department of Criminal Justice  
   Professor Jennifer Rutledge, Department of Political Science

15. **Other resources needed to offer this course:** N/A

16. **If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:** There are no courses currently offered in the other master’s program on gender.

17. **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/ModelSyllabus.pdf.

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

18. **Date of Approval by the Program:**

   April 23, 2012

19. **Date of Approval by the Committee on Graduate Studies:**
Syllabus

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Master of Arts Degree Program in International Crime and Justice

SYLLABUS FOR Women in International Criminal Justice, ICJ 8XX

SPRING 2013

Fridays: 12.30 pm – 3.10 pm room: 221 T

Professor: Katarzyna Celinska, Ph.D.
E-mail kcelinska@jjay.cuny.edu
Phone: 646-557-4780
Office hours: Tuesdays & Thursdays: 1.45 pm – 2.45 pm and by appointment, Office: 422-32

COURSE DESCRIPTION:

This course builds on theoretical and practical knowledge obtained in the core International Criminal Justice courses. Using sociological, criminological and cross-cultural perspectives, the course will explore contemporary issues related to women as victims, offenders or justice system agents. Prostitution, infanticide, violence against women in conflict areas, human trafficking, corporate violence against women and female incarceration will be examined along such dimensions as race, ethnicity, religion, geographical location, social class, or age. To understand the experiences of women as criminal justice professionals, the course will focus on problems and barriers that women face in policing. Finally, this course will provide an important opportunity to learn about international law and policy, and related research conducted by the United Nations and the World Bank, as well as potential careers and internships in these organizations.

LEARNING OBJECTIVES:

Students will be able to:

1. Enhance and broaden their knowledge on global issues pertaining to women
2. Understand the relationship of female victimization to race, ethnicity, social class, religion, geographical location and age
3. Learn to distill the main ideas from course readings and articulate them effectively during class discussion
4. Develop a nuanced understanding of key terms and concepts and demonstrate it in the final paper;
5. Identify the role of the UN, World Bank and NGOs in improving the conditions that women face throughout the world
6. Critically discuss the position of women within the criminal justice system from sociological, criminological and cross-cultural perspectives
7. Understand and critically analyze women’s roles as offenders, victims of crime and as social control agents in an oral and written formats
8. Identify and assess the barriers and opportunities that exist for females working as criminal justice professionals
9. Conduct a research project in which they will analyze one international criminal justice issue/problem that women currently face and explore its possible causes and solutions

Textbooks: (please include the ISBN number – present this information in APA format if possible).

Reports:


Various scholarly articles from such peer-reviewed journals as: Journal of Gender, Social Policy & the Law, Women’s Studies Quarterly, International Criminal Justice Review, and International Journal of Contemporary Sociology.

Policies on attendance, lateness, quizzes, and classroom behavior:

Class Participation

Attendance: Every student is expected to arrive on time and stay for the duration of class. Because this is a graduate course, attendance and participation in this class is required in order to pass this course. Following college policy, attendance will be taken each class (either an attendance sheet will be distributed, or I will call your names) in the first 20 minutes. You can have only 1 unexcused absence. For each additional unexcused (undocumented) absence I will deduct a half of your final grade. You can have only 3 excused absences for which documentation is required (e.g., doctor’s note, hospital note). These rules will be executed without exceptions.

Participation (10%): Every student should come to class prepared and participate in class discussions. This is a graduate course and the lectures will be kept to minimum.

Class Behavior: All students are asked to turn off all electronic devices before entering class. There is no use of Blackberries and other electronic items during class. Students are not allowed to eat or bring food into the class. There will be a 10-minute break during our class. Violating any of the above listed rules may result in a reduced grade.

Blackboard

Every student in class has to be able to access Blackboard. We will be using Blackboard in this class routinely. The class readings will be posted on the blackboard. Grading of any of your assignments will be posted on the blackboard as well. Although it is not required I recommend that you use blackboard to communicate with other students in class. The blackboard can be used as a place for information exchange and discussion on topics of your interest related to this class.

You can access Blackboard directly via link: https://doorway.cuny.edu/ or navigate from the College home page, under John Jay Students, select Blackboard Online. You will be prompted to login with your CUNY portal login. Please select Blackboard 8 (a new version of Blackboard).
To access Blackboard, you must have a CUNY portal account. To apply for an account, you must navigate to the CUNY portal page and click the Login link at bottom of left navigation bar, then click Register Now! Once you have registered, you will create your own login password. For additional help with Blackboard, see the Login in to Blackboard section.

I will not accept excuses regarding sporadic difficulties in accessing the Blackboard due to temporary network problems. I assume that after the first week, all of you will be accessing the Blackboard routinely.

ASSIGNMENTS:

There are following assignments in this class: a midterm, reaction papers, a bibliography assignment, a short oral presentation, a final paper, and class participation.

Midterm

Your midterm (20%) is based on the readings, films and class discussions covered in the first part of the course. On midterm students will be required to answer 3-4 short essay questions. You may take a make-up midterm exam within two weeks after the exam was given only if you have a documented excusable absence.

Film Reaction Papers (one page, double spacing)

It is a one–page essay on the film viewed in class. The students need to address the following: the purpose of the film, how the gender is being presented and your reaction and opinion to the film.

Final Paper

Topic

Early on in this course you will need to decide which type of crime or victimization you would like to study and analyze in your final paper. On the day indicated on the syllabus you need to submit two topics—one preferred and another, your second choice. No hand-written topics will be accepted. I will review all the topics and on the next class I will indicate which topic I selected for your final paper. I will tend to choose your preferred topic unless there is another student that selected the same topic or I think that your second choice is a more appropriate for your final paper.

Once the topic is selected and approved, it cannot be changed without solid reasons for change, discussion with professor and professor’s approval. If there are any doubts about the topic, you need to contact me as soon as possible and before your Bibliography assignment is due.

Annotated bibliography assignment

The second step, after selecting topic, is your bibliography assignment (20%). An annotated bibliography is a list of books or articles that are presented in alphabetical order and explains the topic of your choice in an abbreviated form. No hand-written assignments will be accepted. The annotated bibliography is due on the date indicated on the syllabus. For every day the bibliography assignment is late, 2 points will be deducted. No assignment will be accepted 1 week after the due date.

You need between 5-8 articles and books. The bibliography needs to be reputable academic sources such as books and edited books, journal articles, law reviews and government documents, and reports. You need to select a variety of sources and more recent works tend to be more valuable. Each entry has to include the author’s name, title, etc (APA style) and between 5 to 8 sentences summarizing what the work is about, why it is useful, how it differs from works on the same subject, or a discussion of the major weaknesses.
The purpose of an annotated bibliography is to direct the reader to works, which may be useful in explaining a particular topic. The purpose of this assignment is to encourage students to rely on reputable academic sources and learn how to plan and organize for writing a research paper. In addition, students show their involvement and understanding of the topic by selecting appropriate and critical works. Ultimately, this assignment should aid in writing a good final paper.

**Short presentation**

At the end of this course each student is asked to present in 10-15 minutes the topic that they are working on (15%). In their oral presentation in class the students should present the topic—its origins, the extent, and the possible solutions or interventions. This is a short presentation thus understandably, the students will be able to present only the main points and only in an abbreviate form. The purpose of this presentation is to introduce the topic to other students in class and to execute an oral presentation that is brief and scholar. Finally, at the end of students’ presentations, there will be a short Q&A session. You are not required to do a Power Point presentation, however, based on my experience I highly recommend such format of presentation. Power Point presentations tend to be more focused, better organized, easier to give and overall, receive a higher score. In addition, on the day of your presentation you need to submit to me a paper version of either Power Point or your typed scheme/plan of your presentation.

**Final paper**

Your final paper is a 15-page long paper on the topic that you chose and was approved by professor. You are asked to cite your approved bibliography (see your annotated bibliography assignment) as well as any additional readings that I recommend or that you find for your paper. Please note that an approved topic and even a high score on your annotated bibliography and presentation do not guarantee a high final grade. First, for a high grade you need to write a good, thoughtful, scholarly and critical paper. The main focus of the paper is the extent and origins of selected crime or victimization, and a critical discussion of reasons, solutions and interventions to the problem.

Your assignment must be typed, double-spaced, and in 10-12 point font. No hand-written assignments will be accepted. The assignment must be written in the third-person (except when your opinion is stated). The paper needs to follow APA style (the library has a number of APA style manuals). You need to bring this essay on the day of your final exam. **Students who do not turn in the paper on this day will receive 0 (“zero”) points for this part of the exam and their final grade will be significantly reduced.**

The research paper will be turned in using [www.turnitin.com](http://www.turnitin.com). As you may already know, John Jay College subscribes to “Turnitin,” an on-line plagiarism prevention service. I require all students to submit either a hard copy of their paper or an electronic version for “turnitin.” on the due date as proof of having met the deadline. However, no grade will be given unless an electronic version is submitted to [www.turnitin.com](http://www.turnitin.com). Assignments submitted to Turnitin will be included in Turnitin's restricted access database solely for the purpose of detecting plagiarism. Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality. Students may not submit original material for this course that has been or is being used for written assignments in other courses. New users will need to log on (see the upper right hand corner of the homepage). Our class ID is XXX

**STUDENT EVALUATION**

Final grades will be computed on the following basis:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Short presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Grading: A (93 points +), A- (90 – 92) (90%), B+ (87-89), B (83-86), B- (80-82) (80%), C+ (77-79), C (73-76), C- (70-72) 70%, F (below 61).

The grades for each assignment will be posted on the blackboard.

Graduate Courses--Grading: A, A- Outstanding, Excellent, B+, B Very good, Good, B- Marginal, C+, C, C- Non Satisfactory, Poor, Very Poor, F Failure

Statement of College’s Policy on Plagiarism:

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

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

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

*(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

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 outline on a weekly basis.

COURSE OUTLINE

**Week 1: Introduction to the course. Gender framework in International Criminal Justice.**


**Week 2: The persistence of gender inequality: Economic development.**


**Week 3: The persistence of gender inequality: Human rights.**


**Week 4: Prostitution: Crime and victimization.**


**Week 5: Trafficking in women.**


Film: *Sex Slaves* (2006)

**Week 6. Trafficking in Women cont.**
Topics are due


**Week 7. Genital mutilation and female infanticide.**


**Week 8: Midterm.**

**Week 9: Women in Prison.**

**Bibliography Assignments are due.**


**Week 10. Victimization in conflict areas.**


Film: *After the rape: the Mukhtaran Mai story* (2008).


Film: *The greatest silence: Rape in the Congo* (2007).

**Week 11. Female police officers- challenges and solutions.**


**Week 12: Activism.**


**Week 13: Student Presentations.**

**Week 14: Students Presentations.**

**Week 15: Final Paper is due.**
DOCUMENT 6(a)
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. **Program** proposing this course: **Protection Management**

   b. **Date** submitted to the Office of Graduate Studies: April 19\textsuperscript{th}, 2012

   c. **Name** and contact information of the proposer(s): Dr. Robert Till, Department of Protection Management, John Jay College of Criminal Justice, 445 West 59th Street, Room 3531N, 3rd Floor-North Hall, New York, NY 10019
   
   Phone: 212.484.1379
   
   Email: rtill@jjay.cuny.edu

2. a. **Title of the course:** Legal, Regulatory and Administrative Issues in Private Sector Justice

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): **Lgl Reg Admin Iss**

3. a. **Course Description as it is to appear in the bulletin:** (This should be clear and informative; no more than 75 words).

   The course delves into the legal ramifications and impacts of private security practice. It weighs and scrutinizes the rules, regulations, and administrative legalities relevant to roles and functions in private security as well as the pertinent state boards that provide oversight. Relevant cases that set out the parameters of constitutional applicability are evaluated along with how the private security industry becomes liable for conduct in tort law, strict liability and other civil harms.

   b. **Course Prerequisites:**

   None

   c. **Number of:**

   I. Class hours - 3
   II. Lab hours - NA
   III. Credits - 3
4. Has this course been taught on an experimental basis?

Yes _____ No ___X____

If yes, please provide the following:
I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

5. Rationale for course: (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Private sector security specialists engage the professional world with a host of legal issues and dynamics to consider. Gone are the days when private security personnel could simply hide behind their private status as a sort of immunity. As any other business, private security must be concerned with issues of legal liability since the bottom line of the enterprise can be impacted by such liability. This course, not only introduces, but keenly discerns the multi-layered problems of legal liability commonly witnessed in private security operations. Hence, the regulatory and administrative maze that governs licensure and operational privileges is fully covered as well as peripheral requirements as to what constitutes qualification and character for select security designations. In addition, the course intensely scrutinizes the “constitutionality” dimension in theories of state action, governmental entanglement and other arguments regarding the applicability of the Bill of Rights in private sector settings. Just as critically, the course delves into civil liability and the private sector justice professional with a comprehensive examination of negligence law, the law of intentional torts and the emerging theories of strict liability. In addition, the question of criminal culpability and the security professional is considered as well as a host of Civil Rights theories that may emerge in security practice.

6. Course Learning Objectives:
   a. Knowledge Objectives: (What do you expect students to know after taking this course?)
      Students will be able to:
      1. Identify, analyze and apply laws germane to the world of private security.
      2. Interpret and put into practice the full panoply of constitutional case law relevant to the world of private security and the tests associated with their application to particular facts.
      3. Illustrate the manner in which the current legal and regulatory requirements, or the lack thereof, lead to an increase of civil and criminal claims in private security.
      4. Evaluate the legal and regulatory business and professional requirements that exist in the area of private security and demonstrate proper business practices in compliance with legal and regulatory requirements.
      5. Differentiate the various criminal and civil actions that prompt liability for the private security company and employ effective strategies to avoid liability.
      6. Summarize the various trends towards increased training and licensing in the private justice sector and produce and employ policies that support increased professionalism.
   b. Performance Objectives: (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
      1. Apply in a practical manner laws germane to the world of private security.
      2. Demonstrate proper business practices in compliance with legal and regulatory requirements.
3. Employ effective strategies to avoid criminal and civil liability in the private sector.
4. Produce and employ policies that support increased professionalism, training and licensing in the field of private security.

c. **Assessment:**
   How will students demonstrate that they have achieved the objectives of the course?
   Through their: (1) class participation; (2) final examination; and (3) term paper.

7. **Proposed texts and supplementary readings: (ISBN Number is required).**
   1. *Civil Liability in Criminal Justice, 4th Edition*
      Author: Darrell L. Ross
      Year: 2009
      Author: Charles P. Nemeth
      Year: 2012
      ISBN 10: 0-12-386922-7
      ISBN 13: 978-0-12-386922-7
   3. *A Companion to the United States Constitution and It’s Amendments*
      Author: John R. Vile
      Year: 2011
   4. Additional readings shall be posted on Blackboard

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.
   Performed a search of John Jay’s library resources

9. **Identify and assess the adequacy of available library resources**
   
   a. **Databases**
      Adequate
   
   b. **Books, Journals and e Journals**
      Adequate

10. **Identify recommended additional library resources**
    None

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 ________  Yes ______X_____. If yes, please include the names.
    The library catalog, CUNY+
EBSCOhost Academic Search Complete
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
LexisNexis Universe
Criminal Justice Abstracts
PsycINFO
Sociological Abstracts
JSTOR
EBSCOhost military & government collection

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

   Yes _____X_____ No ______________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. **Proposed instructors:**
   Proposed instructors include current full or part time faculty members that possess a JD degree or higher in the specific course subject matter, coupled with practical experience in the field.

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:**

17. **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/JJC_Form_GS_001_9April2011.pdf

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

   **Please see attached syllabus for SEC 7XX- Legal, Regulatory and Administrative Issues in Private Sector Justice**

18. **Date of Approval by the Program:** March 21, 2012

19. **Date of Approval by the Committee on Graduate Studies:** May 3, 2012
Syllabus for Legal, Regulatory and Administrative Issues in Private Sector Justice SEC 7XX
Section 01

Professor Charles P. Nemeth
Classroom: TBA
Office/Room No: North: 3521
Contact Hours: TBA or By appointment
Professor’s Phone and email address: (212) 237- 8756  cnemeth@jjay.cuny.edu

Textbooks:


Course Description:

The course delves into the legal ramifications and impacts natural to private security practice. Aside from particular laws that define the industry, the course weighs and scrutinizes the broad array of rules, regulations, and administrative legalities relevant to licensure and occupational privilege, operational authority and special classification of role and functions in private security as well as the pertinent state boards that provide oversight. Special attention is given the constitutional dynamics of private security services and how the industry has avoided the
implications of constitutional oversight evident in the public sector. Course evaluates and dissects relevant case authorities that set out the parameters of constitutional applicability. On another front, the course looks at how the private security industry becomes liable for its conduct in negligence and tort law theories, strict liability arguments as well as legal claims relating to intentional torts, civil rights violations and other civil harms.

Learning Objectives:

(a) Knowledge performance objectives for this course: (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Students will:

1. Identify, analyze and apply laws germane to the world of private security.
2. Interpret and put into practice the full panoply of constitutional case law relevant to the world of private security and the tests associated with their application in particular facts.
3. Illustrate the manner in which the current legal and regulatory requirements, or the lack thereof, lead to an increase of civil and criminal claims in private security.
4. Evaluate the legal and regulatory business and professional requirements that exist in the area of private security and demonstrate proper business practices in compliance with legal and regulatory requirements.
5. Differentiate the various criminal and civil actions that prompt liability for the private security company and employ effective strategies to avoid liability.
6. Summarize the various trends towards increased training and licensing in the private justice sector and produce policies that support increased professionalism.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college’s policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.
- Students must participate in all discussions posted on Blackboard as assigned.
- Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student: you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log into your courses regularly to check announcements, participate in discussions and access course content.
- Because of the nature of the online education experience, threaded discussions take the place of normal classroom interaction. It is extremely important that you participate in the threaded discussions taking place in each course you are enrolled in, therefore,
discussion responses are figured into the final grades. Answers, such as “yes”, “no” and “I agree with student X”, without further discussion or analysis are unacceptable. Please be sure your responses are well thought-out and reviewed for spelling errors and other inconsistencies. Volumes do not have to be written, just be sure that your point is made and sufficiently expounded upon to allow comments by others.

- All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If you are unfamiliar with Netiquette rules, please visit The Core Rules of Netiquette at http://www.albion.com/netiquette/corerules.html, excerpted from the book Netiquette by Virginia Shea or The Net: User Guidelines and Netiquette, by Arlene H. Rinaldi at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi.

Final Examination

The Final exam will assess students’ proficiency in assigned reading material and assignments. The exam will be in a format of multiple choice and essay questions that will address topics discussed in class up to the date of the exam.

Final Paper

Course culminates in a term paper, at a level of scholarly sophistication consistent with graduate research, on some facet of law and the private security industry. Examples might be recent attempts to apply constitutional remedies to the private sector; the elemental analysis and challenge of civil claims especially as relates to negligence reasoning and security practices or criminal culpability for security operatives as functions are carried out. Paper will be at least 12-15 pages, double spaced and with normal margins. Topic need be approved and a corresponding outline endorsed by the instructor. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:


Policy on grades

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active class participation on Blackboard</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Calendar (each unit is covered over a two week period)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Foundations of Private Security and Liability | 1. Nemeth: Ch 1  
2. Ross: Ch 1, 2,  
3. Vile: Ch 1 |
| 2    | Regulations, Licensing, Education & Training  | 1. Nemeth: Ch 2  
2. Ross: Ch 6, 7, 8, 13  
3. Vile: Ch 2 |
| 3    | The Law of Arrest, Search & Seizure           | 1. Nemeth: Ch 3  
2. Ross: Ch 9, 12  
3. Vile: Ch 9 |
| 4    | Civil Liability of Private Personnel         | 1. Nemeth: Ch 4  
2. Ross: Ch 3, 4, 5  
3. Vile: Ch 5, 11 |
| 5    | Criminal Liability of Private Personnel      | 1. Nemeth: Ch 5  
2. Ross: 9, 10, 11, 12  
3. Vile: Ch 9 |
| 6    | Enforcement of Laws and the Collection, Preservation & Interpretation of Evidence | 1. Nemeth: Ch 6  
4. Vile: Ch 9, 11 |
| 7    | Public & Private Law Enforcement Cooperation | 1. Nemeth: Ch 7  
2. Ross: Ch 14  
College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

a. Policy on Incomplete Grade

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management. Incomplete grades that are not resolved within the above-mentioned time period become permanent Incompletes. Such grades will not be counted in the student grade point average. No credit is awarded for Incompletes that have not been appropriately resolved.

b. Change of Final Grade

Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A−, B+, B, B−, C+, C, C− and F.

Application for Change of Final Grade

To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar’s Office. These forms must then be countersigned by the Dean of Graduate and Professional Studies and returned...
to the Registrar’s Office for entry on the student’s record.

Appeal for Change of Final Grade
In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the Committee on Graduate Studies whose decision will be final.

c. The Office of Accessibility Services (see the Graduate Bulletin, Chapter 10, Student Life).
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L level, 50th Street Building, Tel: 212.237.8144. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

The Office of Accessibility Services (212.237.8031) at John Jay College of Criminal Justice is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation. The mission of the Office of Accessibility Services, a department of the Division of Student Development, is to ensure that students with disabilities have equal access to all college programs, services and activities. Its objective is to see that students with disabilities are provided with an impactful learning experience. Every individual is challenged to be independent, responsible, problem-solvers and self-advocates in charge of their own lives. The Office of Accessibility Services offers a wide range of services, which include but are not limited to, individual counseling, priority registration, orientation, special testing accommodations, readers, note takers, sign language interpreters, special adaptive equipment and other support services for students with disabilities.

The Office of Accessibility Services (OAS) is an agency-based voter registration site. Students will be offered the opportunity to register to vote. There is no obligation to register to vote and the student’s decision will have no affect on accommodations offered. For additional information or assistance, please contact the office.

Statement of College’s Policy on Plagiarism:

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

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

*(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

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.

**Plagiarism detection software** – Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. **Program** proposing this course: Protection Management

   b. **Date** submitted to the Office of Graduate Studies: April 19th, 2012

   c. **Name** and contact information of the proposer(s): Dr. Robert Till, Department of Protection Management, John Jay College of Criminal Justice, 445 West 59th Street, Room 3531N, 3rd Floor-North Hall, New York, NY 10019
   Phone: 212.484.1379
   Email: rtill@jjay.cuny.edu

2. a. **Title of the course: Private Security: Function and Role in Homeland Defense**

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Func Homeland Def

3. a. **Course Description as it is to appear in the bulletin:** (This should be clear and informative; no more than 75 words).

   Course analyzes the interconnectedness of private security and homeland defense. Students study the interactions, conflicts and synergy between private sector security and government homeland security. Students review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect the private and public sectors. Goal of the course is to provide students with homeland defense and anti-terrorism knowledge to evaluate and mitigate vulnerabilities and risks in the private sector.

   b. **Course Prerequisites:**
   None

   c. **Number of:**
   I. Class hours - 3
   II. Lab hours - NA
   III. Credits - 3

4. Has this course been taught on an experimental basis?
Yes ____  No ___X____

If yes, please provide the following:
  I.  Semester(s) and Year(s):
  II. Teacher(s):
  III. Enrollment(s):
  IV. Prerequisite(s):

5. **Rationale for course:** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

The role of private security firms and entities in the homeland defense is both well established and emergent. While most public agencies have taken an aggressive role in setting and implementing policy for homeland security, the private justice sector can often be forgotten in this process. Even the Department of Homeland Security recognizes the necessity for active involvement by the private security industry. DHS urges state and local agencies, as well as its federal infrastructure to include and encourage the active participation of the industry and it has set up structures- such as Advisory Panels and Consortia to achieve this end. The cooperation between the public and private sector justice entities can only be describes as an entrenched methodology in homeland defense.

From another vantage point, the private sector world of security, especially by and through its corporate partners, educational institutions and medical facilities, museums and monuments, and a host of other critical infrastructure, is taking note that it has a significant role to play in the defense of the homeland. This course introduces and incisively critiques the role and function of private sector justice in homeland defense, and lays out templates for cooperation and mutual responsibility.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)
      Students will be able to:
      1. Assess and apply significant theories and developments in homeland defense and anti-terrorism.
      2. Compare and contrast the roles of private security and public security with regards to homeland defense.
      3. Describe interdependencies, intersections and conflicts between private security and homeland (public) security and employ methods to lead to greater cooperation and information sharing.
      4. Evaluate research published in peer-reviewed journals.
      5. Apply theoretical knowledge to practical implementation and discuss their effectiveness.
      6. Conduct an actual risk assessment on a building or aspect of critical infrastructure.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
      1. Apply theories of homeland defense and anti-terrorism in daily practice to mitigate risks and vulnerabilities.
      2. Employ methods to lead to greater cooperation and information sharing between the public and private sector to help evaluate the likelihood of incidents.
      3. Conduct a risk assessment on a building or aspect of critical infrastructure.

   c. **Assessment:**
      How will students demonstrate that they have achieved the objectives of the course? Through their: (1) class participation; (2) final examination; and (3) term paper.
7. Proposed texts and supplementary readings: (ISBN Number is required).
   1. *The Corporate Security Professional’s Handbook on Terrorism*
      Authors: Edward Halibozek, Andrew Jones and Gerald Kovacich.
      Published: AUG-2007
      ISBN 10: 0-7506-8257-4
   2. *Terrorism and Public Safety Policing: Implications for the Obama Presidency*
      Author: James F. Pastor
      Published: AUG-2007
      ISBN-10: 1439815801
   3. Additional readings shall be posted on Blackboard

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.
   Performed a search of John Jay’s library resources

9. Identify and assess the adequacy of available library resources
   a. Databases
      Adequate
   b. Books, Journals and e Journals
      Adequate

10. Identify recommended additional library resources
    None

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 __________ Yes ______X_____. If yes, please include the names.
    The library catalog, CUNY+
    EBSCOhost Academic Search Complete
    Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
    LexisNexis Universe
    Criminal Justice Abstracts
    PsycINFO
    Sociological Abstracts
    JSTOR
    EBSCOhost military & government collection

13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
    Yes ______X______ No _____________ (If no, what resources will be needed? With whom have these resource needs been discussed?)
14. **Proposed instructors:**
   Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

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:**

17. **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/JJC_Form_GS_001_9April2011.pdf](http://www.jjay.cuny.edu/JJC_Form_GS_001_9April2011.pdf)

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included.

   [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

   Please see attached syllabus for SEC 7XX- Private Security: Function and Role in Homeland Defense

18. **Date of Approval by the Program:** March 21, 2012

19. **Date of Approval by the Committee on Graduate Studies:**
   May 3, 2012
John Jay College of Criminal Justice  
899 Tenth Avenue New York, NY, 10019  
Semester: Fall 2012  

Syllabus for Private Security: Function and Role in Homeland Defense SEC 7XX Section 01  

Professor Charles P. Nemeth  
Classroom: TBA  
Office/Room No: North: 3521  
Contact Hours: TBA or By appointment  
Professor’s Phone and email address: (212) 237- 8756  cnemeth@jjay.cuny.edu  

Textbooks:  

Course Description:  
This course analyzes and assesses the interconnectedness of private security and homeland defense. Students will study the interactions, conflicts and synergy between the private sector security and government homeland security. Students will review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect both the private and public sectors. Topics covered include the impact of terrorism on the private sector, intelligence gathering and sharing between private and public security, private security countermeasures for terrorism, and performing a comprehensive risk and threat assessment. The goal of the course is to provide students with essential homeland defense and anti-terrorism knowledge to critically evaluate and mitigate vulnerabilities and risks in the private sector.  

Learning Objectives:  
(a) Knowledge performance objectives for this course: (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)  
Students will:  
1. Assess and apply significant theories and developments in homeland defense and anti-
terrorism.

2. Compare and contrast the roles of private security and public security with regards to homeland defense.

3. Describe interdependencies, intersections and conflicts between private security and homeland (public) security and employ methods to lead to greater cooperation and information sharing.

4. Evaluate research published in peer-reviewed journals.

5. Apply theoretical knowledge to practical implementation and discuss their effectiveness.

6. Conduct an actual risk assessment on a building or aspect of critical infrastructure.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college’s policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.

- Students must participate in all discussions posted on Blackboard as assigned.

- Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student: you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log into your courses regularly to check announcements, participate in discussions and access course content.

- Because of the nature of the online education experience, threaded discussions take the place of normal classroom interaction. It is extremely important that you participate in the threaded discussions taking place in each course you are enrolled in, therefore, discussion responses are figured into the final grades. Answers, such as “yes”, “no” and “I agree with student X”, without further discussion or analysis are unacceptable. Please be sure your responses are well thought-out and reviewed for spelling errors and other inconsistencies. Volumes do not have to be written, just be sure that your point is made and sufficiently expounded upon to allow comments by others.

- All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If you are unfamiliar with Netiquette rules, please visit The Core Rules of Netiquette at http://www.albion.com/netiquette/corerules.html, excerpted from the book Netiquette by Virginia Shea or The Net: User Guidelines and Netiquette, by Arlene H. Rinaldi at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi.

Final Examination

The Final exam will assess students’ proficiency in assigned reading material and assignments. The exam will be in a format of multiple choice and essay questions that will address topics
discussed in class up to the date of the exam.

Final Paper

Course culminates in the draft and construction of a term paper, at a scholarly level reflective of graduate level analysis and proper authority. The term paper shall be 12-15 pages in length, double spaced and with normal margins. Term paper topics and a corresponding outline need be approved by the instructor. Topics may cover the broad array of subject matter relevant to risk and threat in the security sector, but students are encouraged to focus their research on a designated type of critical infrastructure such as power plants, transportation hubs, museum or other public facility, by way of example, which may capture the eye of a terrorist. It is best to zero in on a narrow analysis of a particular piece of infrastructure rather than cover the more global topic of risk. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:


Policy on grades

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active class participation on Blackboard</td>
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</tr>
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<td>Final exam</td>
<td>40%</td>
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<td>40%</td>
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</tr>
<tr>
<td>Unit</td>
<td>Topic(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 1    | Introduction to Terrorism  
Legal Basis for Homeland Defense  
The Role of Private Security in Defending the Public and Private Clients | 1. Pastor: Ch 1, 2, 3  
2. CSPHT: Ch 1, 2, 3  
4. Additional readings: Available on Black Board (Bb) |
| 2    | Law Enforcement & Private Security Partnerships | 1. Pastor: Ch 7  
4. Additional readings: Available on Bb |
| 3    | Assessing Risks and Threats to Private Security; Sensitive Location Security; Private Security Infrastructure; Risk Analysis and Protection | 1. Pastor: Ch 2, 3, 4, 6  
2. CSPHT: Ch 5, 6, 7  
4. Additional readings: Available on Bb |
| 4    | Mitigating Security Risks; Anti-Terrorism; Security Emergency Planning Information Sharing | 1. Pastor: Ch 5, 8  
2. CSPHT: Ch 8, 9, 10  
4. Additional readings: Available on Bb |
| 5    | Anti-Terrorism; Security Emergency Preparedness and Training; Security Response to Emergencies | 1. CSPHT: Ch 13  
2. Pastor: Ch 9  
4. Additional readings: Available on Bb |
| 6    | National and Future Issues in Homeland and Private Security | 1. Pastor: Ch 10  
2. CSPHT: Ch 11, 12  
College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

a. Policy on Incomplete Grade
   A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management. Incomplete grades that are not resolved within the above-mentioned time period become permanent Incompletes. Such grades will not be counted in the student grade point average. No credit is awarded for Incompletes that have not been appropriately resolved.

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   Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A-, B+, B, B-, C+, C, C- and F.

   Application for Change of Final Grade
   To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar’s Office. These forms must then be countersigned by the Dean of Graduate and Professional Studies and returned to the Registrar’s Office for entry on the student’s record.
Appeal for Change of Final Grade
In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the Committee on Graduate Studies whose decision will be final.

c. The Office of Accessibility Services (see the Graduate Bulletin, Chapter 10, Student Life). Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L level, 59th Street Building, Tel: 212.237.8144. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

The Office of Accessibility Services (212.237.8031) at John Jay College of Criminal Justice is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation. The mission of the Office of Accessibility Services, a department of the Division of Student Development, is to ensure that students with disabilities have equal access to all college programs, services and activities. Its objective is to see that students with disabilities are provided with an impactful learning experience. Every individual is challenged to be independent, responsible, problem-solvers and self-advocates in charge of their own lives. The Office of Accessibility Services offers a wide range of services, which include but are not limited to, individual counseling, priority registration, orientation, special testing accommodations, readers, note takers, sign language interpreters, special adaptive equipment and other support services for students with disabilities.

The Office of Accessibility Services (OAS) is an agency-based voter registration site. Students will be offered the opportunity to register to vote. There is no obligation to register to vote and the student’s decision will have no affect on accommodations offered. For additional information or assistance, please contact the office.

Source: Reasonable accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.
Statement of College’s Policy on Plagiarism:

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

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

*(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

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.

**Plagiarism detection software** – Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. Program proposing this course: Protection Management

   b. Date submitted to the Office of Graduate Studies: April 19th, 2012

   c. Name and contact information of the proposer(s): Dr. Robert Till, Department of Protection Management, John Jay College of Criminal Justice, 445 West 59th Street, Room 3531N, 3rd Floor-North Hall, New York, NY 10019
   Phone: 212.484.1379
   Email: rtill@jjay.cuny.edu

2. a. Title of the course: Privatization: Models and Applications for Private Justice

   b. Abbreviated title (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Mdl App Pvt Just

3. a. Course Description as it is to appear in the bulletin: (This should be clear and informative; no more than 75 words).
   Course discusses how the public and private justice sector agency partners develop and execute effective partnerships which provide services in the justice system, especially policing; requirements and market potentials to develop products and services which minimize governmental costs as well as trends and movements in once sacrosanct public justice functions moving towards private sector delivery. The course deals with privatized operations and provides templates, knowledge of potential marketing tools and real-world examples of success.

   b. Course Prerequisites:
   None

   c. Number of:
      I. Class hours - 3
      II. Lab hours - NA
      III. Credits - 3

4. Has this course been taught on an experimental basis?
Yes ______ No ___X____

If yes, please provide the following:
I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

5. **Rationale for course:** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

*Any serious examination of private security in the American experience must consider the increased role the industry takes on as public justice agencies continue to shed their historic roles and functions. While the costs of governmental services continue to escalate and corresponding tax receipts unabatedly decrease, states, localities and the federal government continue to contract out services to private entities. In the world of policing and security, the shift towards private delivery has been dramatic. Hence a course in privatization is crucial to managers and upper echelon leaders in both the public and private sector.*

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)
      Students will be able to:
      1. Analyze the opportunities for commercialization of privatized justice services in homeland security.
      2. Illustrate and demonstrate the structural complexities and legal and economic nuances in successful public-private partnerships in the justice sector.
      3. Assess the markets for potential partnerships of private-public justice entities and identify the market with the highest potential for success in a given practice area.
      4. Devise potential marketing tools and templates will be successful when promoting private-public partnerships.
      5. Evaluate and assess successful public-private partnerships in select justice settings, such as policing, and interpret their success.
      6. Design and develop a successful partnerships describe the reasons for its success.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
      1. Identify public justice services with an opportunity for commercialization in private sector justice functions from policing to homeland security.
      2. Develop potential marketing tools and templates to promote private-public partnerships.
      3. Design and implement public-private justice partnerships.
      4. Evaluate and assess the performance of public-private justice partnerships and modify plans as necessary.
      5. Gauge and calculate the economic impacts of privatized delivery of justice services.

   c. **Assessment:**
      How will students demonstrate that they have achieved the objectives of the course?
      Through their: (1) class participation; (2) final examination; and (3) term paper.

7. **Proposed texts and supplementary readings:** (ISBN Number is required).
   1. *A Guide to Innovative Public-Private Partnerships*
2. **The Privatization of Police in America**
   Author: James F. Pastor
   Published: 2003
   ISBN-10: 0-7864-1574-8

3. Additional readings shall be posted on Blackboard

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.
   Performed a search of John Jay’s library resources

9. **Identify and assess the adequacy of available library resources**
   
   a. **Databases**
      Adequate
   
   b. **Books, Journals and e Journals**
      Adequate

10. **Identify recommended additional library resources**
    None

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 __________ Yes ______X_____. If yes, please include the names.
    The library catalog, CUNY+
    EBSCOhost Academic Search Complete
    Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
    LexisNexis Universe
    Criminal Justice Abstracts
    PsycINFO
    Sociological Abstracts
    JSTOR
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13. **Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?**
    Yes ______X______ No _______________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. **Proposed instructors:**
Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

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:**

17. **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/JJC_Form_GS_001_9April2011.pdf](http://www.jjay.cuny.edu/JJC_Form_GS_001_9April2011.pdf)

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

   Please see attached syllabus for SEC 7XX- Privatization: Models and Applications for Private Justice

18. **Date of Approval by the Program:** March 21, 2012

19. **Date of Approval by the Committee on Graduate Studies:**
   May 3, 2012
John Jay College of Criminal Justice  
899 Tenth Avenue New York, NY, 10019  
Semester: Fall 2012  

Syllabus for Private Security: Function and Role in Homeland Defense SEC 7XX Section 01  

Professor Charles P. Nemeth  
Classroom: TBA  
Office/Room No: North: 3521  
Contact Hours: TBA or By appointment  
Professor’s Phone and email address: (212) 237- 8756 cnemeth@jjay.cuny.edu  

Textbooks:  


Course Description:  

This course analyzes and assesses the interconnectedness of private security and homeland defense. Students will study the interactions, conflicts and synergy between the private sector security and government homeland security. Students will review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect both the private and public sectors. Topics covered include the impact of terrorism on the private sector, intelligence gathering and sharing between private and public security, private security countermeasures for terrorism, and performing a comprehensive risk and threat assessment. The goal of the course is to provide students with essential homeland defense and anti-terrorism knowledge to critically evaluate and mitigate vulnerabilities and risks in the private sector.  

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(a) Knowledge performance objectives for this course: (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Students will:

1. Assess and apply significant theories and developments in homeland defense and anti-terrorism.

2. Compare and contrast the roles of private security and public security with regards to homeland defense.

3. Describe interdependencies, intersections and conflicts between private security and homeland (public) security and employ methods to lead to greater cooperation and information sharing.

4. Evaluate research published in peer-reviewed journals.

5. Apply theoretical knowledge to practical implementation and discuss their effectiveness.

6. Conduct an actual risk assessment on a building or aspect of critical infrastructure.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college’s policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.

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Final Paper

Course culminates in the draft and construction of a term paper, at a scholarly level reflective of graduate level analysis and proper authority. The term paper shall be 12-15 pages in length, double spaced and with normal margins. Term paper topics and a corresponding outline need to be approved by the instructor. Topics may cover the broad array of subject matter relevant to risk and threat in the security sector, but students are encouraged to focus their research on a designated type of critical infrastructure such as power plants, transportation hubs, museum or other public facility, by way of example, which may capture the eye of a terrorist. It is best to zero in on a narrow analysis of a particular piece of infrastructure rather than cover the more global topic of risk. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

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<td>Active class participation on Blackboard</td>
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### Final Exam Grading 

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**Course Calendar (each unit is covered over a two week period)**

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<td>Additional Readings</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 6    | National and Future Issues in Homeland and Private Security | 1. Pastor: Ch 10  
2. CSPHT: Ch 11, 12  
| 7    | Case Study Analysis | 1. CSPHT: Ch 4  

### College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

**a. Policy on Incomplete Grade**

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Source: *Reasonable accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. ([http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)).

Statement of College’s Policy on Plagiarism:

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

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

**Internet plagiarism** includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

*(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

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.

**Plagiarism detection software** – Turnitin.com and Blackboard’s SafeAssign plagiarism detection software will be used on all submitted papers.
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. **Program** proposing this course: **Protection Management**

   b. **Date** submitted to the Office of Graduate Studies: April 19\(^{th}\), 2012

   c. **Name** and contact information of the proposer(s): Dr. Robert Till, Department of Protection Management, John Jay College of Criminal Justice, 445 West 59th Street, Room 3531N, 3rd Floor-North Hall, New York, NY 10019
   Phone: 212.484.1379
   Email: rtill@jjay.cuny.edu

2. a. **Title of the course**: Risk, Threat and Critical Infrastructure

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Rsk Thrt Crit Infra

3. a. **Course Description as it is to appear in the bulletin**: (This should be clear and informative; no more than 75 words).
   A broad overview of the concept of threat and risk with a special emphasis on how private security plays a critical role in its control and maintenance. Targets CI in light of risk and threat by defining specific targets. Introduces CI as an industrial and enterprise risk conductor, the reality that a CI failure can cascade to other CI sectors and the entire economic eco-system. Considers the new global forces behind threats and hazards.

   b. **Course Prerequisites**: None

   c. Number of:
      I. Class hours - 3
      II. Lab hours - NA
      III. Credits - 3

4. Has this course been taught on an experimental basis?
Yes ______ No ___X____

If yes, please provide the following:

I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

5. **Rationale for course:** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

How risk and threat are measured in the broadest of contexts is a perpetual security concern for professionals in the private sector. Private Security is forever vigilant about both the man-made and natural versions of risk and threat- from the earthquake to the dirty bomb, the security professional need anticipate the potentiality of every sort of risk and plan accordingly. This course focuses on the best practices relating to risk and threat. In a second way, the course targets how risk and threat impact “critical infrastructure.” The term critical infrastructure encompasses many locales including but not limited to military installations, power plants, government entities, bridges and tunnels and the like and all such designations tend to provide the risk analyst with large impact problems. Hence in the natural disaster, what alternatives for a collapsed viaduct or a subway tunnel that floods or a train station that has been bombed by terrorist? Since most course attendees will be mid-managers and policy makers in the security industry, preparation for risk and threat as to specified critical infrastructure will be a central occupational responsibility.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)
      Students will be able to:
      1. Compare and contrast the nature of the various critical infrastructure systems, and recognize the vulnerabilities, interdependencies and importance of each of the critical infrastructure systems.
      2. Demonstrate the various approaches and variables considered when assessing critical infrastructure interdependency.
      3. Assess the various methodologies of threat-risk assessment and choose the most appropriate method for a given assessment.
      4. Prepare a threat-risk assessment using all of the various methodologies available.
      5. Summarize the global nature of threats and hazards facing critical infrastructures.
      6. Design risk assessments with cultural differences and variables in mind.
      7. Indicate how risk continues to evolve over time and generate risk assessments taking this variable into consideration.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).
      1. Choose the most appropriate threat-risk assessment method for a given entity or situation.
      2. Prepare a threat-risk assessment using all of the various methodologies available.
      3. Identify and focus upon the various dynamics of critical infrastructure.
      4. Design a Mitigation Plan for Critical Infrastructure.

   c. **Assessment:**
      How will students demonstrate that they have achieved the objectives of the course?
Through their: (1) class participation; (2) final examination; and (3) term paper.

7. **Proposed texts and supplementary readings: (ISBN Number is required).**

1. *Managing Emerging Risk*
   Author: Kevin D. Burton
   Year: 2012

2. *Critical Infrastructure*
   Author: Tyson Macaulay
   Year: 2009
   ISBN 10: 1-4200-6835-1

   Proceedings of the 2nd Annual West Point Critical Infrastructure Symposium
   (Winter 2011)
   ISSN: 1554-3234

4. Additional readings shall be posted on Blackboard

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.
   Performed a search of John Jay’s library resources

9. **Identify and assess the adequacy of available library resources**
   
   a. **Databases**
      Adequate
   
   b. **Books, Journals and e Journals**
      Adequate

10. **Identify recommended additional library resources**
    None

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 ____________ Yes ______X_____. If yes, please include the names.
   The library catalog, CUNY+
   EBSCOhost Academic Search Complete
   Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
   LexisNexis Universe
   Criminal Justice Abstracts
   PsycINFO
   Sociological Abstracts
   JSTOR
13. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes ______ X______ No _____________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. Proposed instructors:
Proposed instructors include current full or part time faculty members that possess a Master’s degree or higher in the specific course subject matter, coupled with practical experience in the field.

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:

17. 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/JJC_Form_GS_001_9April2011.pdf](http://www.jjay.cuny.edu/JJC_Form_GS_001_9April2011.pdf)

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

Please see attached syllabus for SEC 7XX- Risk, Threat and Critical Infrastructure

18. Date of Approval by the Program: March 21, 2012

19. Date of Approval by the Committee on Graduate Studies:
May 3, 2012
Syllabus for Risk, Threat and Critical Infrastructure SEC 7XX Section 01

Professor Charles P. Nemeth
Classroom: TBA
Office/Room No: North: 3521
Contact Hours: TBA or By appointment
Professor’s Phone and email address: (212) 237- 8756  cnemeth@jjay.cuny.edu

Textbooks:


Course Description:

A broad overview of the concept of threat and risk is first provided in the course approach with a special emphasis on how the private security industry plays a critical role in the control and maintenance thereof. Next, the course targets specified Critical Infrastructure in light of risk and threat by cataloguing and defining specific targets. The class introduces the concept of CI as an industrial and enterprise risk conductor, highlighting the reality that a CI failure can propagate a crisis with cascading repercussions to other CI sectors and the entire economic eco-system. The course then considers the new global forces behind threats and hazards facing
the public and private sectors. What is needed to better cultivate, design, develop, and operate emerging management and preparedness thinking in the current environment is explored.

Learning Objectives:

(a) Knowledge performance objectives for this course: (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Students will:

1. Compare and contrast the nature of the various critical infrastructure systems, and recognize the vulnerabilities, interdependencies and importance of each of the critical infrastructure systems.
2. Demonstrate the various approaches and variables considered when assessing critical infrastructure interdependency.
3. Assess the various methodologies of threat-risk assessment and choose the most appropriate method for a given assessment.
4. Prepare a threat-risk assessment using all of the various methodologies available.
5. Summarize the global nature of threats and hazards facing critical infrastructures.
6. Design risk assessments with cultural differences and variables in mind.
7. Indicate how risk continues to evolve over time and generate risk assessments taking this variable into consideration.

Course pre-requisites or co-requisites: None

Course Policy/requirements

- All writing assignments MUST comply with the college's policy on plagiarism, and must be submitted on time. Late work will NOT be accepted.
- Students must participate in all discussions posted on Blackboard as assigned.
- Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student: you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log into your courses regularly to check announcements, participate in discussions and access course content.
- Because of the nature of the online education experience, threaded discussions take the place of normal classroom interaction. It is extremely important that you participate in the threaded discussions taking place in each course you are enrolled in, therefore, discussion responses are figured into the final grades. Answers, such as “yes”, “no” and “I agree with student X”, without further discussion or analysis are unacceptable. Please
be sure your responses are well thought-out and reviewed for spelling errors and other inconsistencies. Volumes do not have to be written, just be sure that your point is made and sufficiently expounded upon to allow comments by others.

- All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If you are unfamiliar with Netiquette rules, please visit The Core Rules of Netiquette at http://www.albion.com/netiquette/corerules.html, excerpted from the book Netiquette by Virginia Shea or The Net: User Guidelines and Netiquette, by Arlene H. Rinaldi at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi.

Final Examination

The Final exam will assess students' proficiency in assigned reading material and assignments. The exam will be in a format of multiple choice and essay questions that will address topics discussed in class up to the date of the exam.

Final Paper

Course culminates in the draft and construction of a term paper, at a scholarly level reflective of graduate level analysis and proper authority. The term paper shall be 12-15 pages in length, double spaced and with normal margins. Term paper topics and a corresponding outline need be approved by the instructor. Topics may cover the broad array of subject matter relevant to risk and threat in the security sector, but students are encouraged to focus their research on a designated type of critical infrastructure such as power plants, transportation hubs, museum or other public facility, by way of example, which may capture the eye of a terrorist. It is best to zero in on a narrow analysis of a particular piece of infrastructure rather than cover the more global topic of risk. The quality, completeness, and accuracy of the paper and presentation will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:


### Policy on grades

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active class participation on Blackboard</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Course Calendar (each unit is covered over a two week period)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Risk and the Market State</td>
<td>1. Burton: Ch 1, 2</td>
</tr>
<tr>
<td></td>
<td>Scenario Planning, Strategy and Risk Assessments</td>
<td>2. FEMA Hazard Mitigation Planning Resources at</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.fema.gov/plan/mitplanning/resources.shtm#1">http://www.fema.gov/plan/mitplanning/resources.shtm#1</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: <strong>Available on Bb</strong></td>
</tr>
<tr>
<td>2</td>
<td>Sources of Data</td>
<td>1. Burton: Ch 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: <strong>Available on Bb</strong></td>
</tr>
<tr>
<td>3</td>
<td>Coolhunters and Pattern Recognition</td>
<td>1. Burton: Ch 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Additional readings: <strong>Available on Bb</strong></td>
</tr>
<tr>
<td>4</td>
<td>Data Trends</td>
<td>1. Burton: Ch 8,9</td>
</tr>
<tr>
<td></td>
<td>Putting it all into Practice</td>
<td>2. Hazus: FEMA’s Methodology for Estimating Potential Losses from Disasters at</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.fema.gov/plan/prevent/hazus/">http://www.fema.gov/plan/prevent/hazus/</a></td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Critical Infrastructure</td>
<td>1. Macaulay: Ch 1, 2</td>
</tr>
<tr>
<td></td>
<td>Econometrics and Critical Infrastructure (CI) Interdependency</td>
<td>2. National Infrastructure Protection Plan at</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.dhs.gov/files/programs/editorial_0827.shtm">http://www.dhs.gov/files/programs/editorial_0827.shtm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Additional readings: <strong>Available on Bb</strong></td>
</tr>
</tbody>
</table>
Information and Data Dependency Analysis
CI Correlation, Dependency Latency, and Vulnerabilities

1. Macaulay: Ch 3, 4
4. Additional readings: Available on Bb

Critical Infrastructure Threat-Risk CI Interdependency Case Studies

1. Macaulay: Ch 5, 6
4. Additional readings: Available on Bb

Final Examination
Week 15 Cumulative

College wide policy for graduate course (see the Graduate Bulletin, Chapter 7, Academic Standards)

a. Policy on Incomplete Grade

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate and Professional Studies or the Vice President for Enrollment Management.
Incomplete grades that are not resolved within the above-mentioned time period become permanent Incompletes. Such grades will not be counted in the student grade point average. No credit is awarded for Incompletes that have not been appropriately resolved.

b. Change of Final Grade

Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A–, B+, B, B–, C+, C, C– and F.
Application for Change of Final Grade
To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar’s Office. These forms must then be countersigned by the Dean of Graduate and Professional Studies and returned to the Registrar’s Office for entry on the student’s record.

Appeal for Change of Final Grade
In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate and Professional Studies, who will appoint a three member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate and Professional Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the Committee on Graduate Studies whose decision will be final.

c. The Office of Accessibility Services (see the Graduate Bulletin, Chapter 10, Student Life).
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L level, 50th Street Building, Tel: 212.237.8144. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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DOCUMENT 4(a)

Committee on Graduate Studies
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: April 23, 2012

1. Name of Program: Master’s Program in Digital Forensics and Cybersecurity

2. Contact information of proposer(s):

   Name(s): Richard Lovely, Ph.D.
   Email(s): rlovely@jjay.cuny.edu
   Phone number(s): (212) 237-8685

3. Current number, title, and abbreviated title of course: FCM 740 Data Communications and Forensic Security
   (Abbreviated title can be found on SIMS)

4. Current course description:

   Study of the problems of securing, monitoring and investigating the content of private data communications. Issues considered include such topics as securing and monitoring private data exchanges over the Internet or between systems, vulnerabilities of communications protocols and media, cryptography and steganography.

   a. Number of credits and hours: 3 credits, 30 hr. lecture plus conferences

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

   c. Current prerequisites:
FCM 700, FCM 710 and FCM 742

5. Describe the nature of the revision:

Removal of a prerequisite based on a realignment of the program of study in conjunction with the program revision approved Fall 2012.

6. Rationale for the proposed change(s):

Review of the role of the course in the curriculum suggested it could be removed as a required course and dropped as a prerequisite.

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:

      FCM 710 and FCM 742


10. Does this change affect any other program?

    ___ No

    _____ Yes

    What consultation has taken place? N/A

11. Date of Program Committee approval: November 17, 2010

12. Signature Program Director proposing this revision: Professor Richard Lovely
Committee on Graduate Studies
Course Revision Form

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Date Submitted: April 23, 2012

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2. Contact information of proposer(s):

   Name(s): Richard Lovely, Ph.D.
   Email(s): rlovely@jjay.cuny.edu
   Phone number(s): (212) 237-8685

3. Current number, title, and abbreviated title of course: FCM 745 Network Forensics (Abbreviated title can be found on SIMS)

4. Current course description:

   Concerns the forensic security issues related to access to data stored on computer systems and the transmission of data between systems. Topics include detecting and monitoring intrusions of networks and systems, authentication protocols, viruses and worms and management of intrusion response teams. The course includes laboratory work, such as attack and defend exercises.

   a. Number of credits and hours: 3 credits, 30 hr. lecture plus conferences
   b. Number of class hours (please specify if the course has lab hours):
   c. Current prerequisites:
FCM 700, FCM 710 and FCM 742

5. Describe the nature of the revision:

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   d. Revised number of hours: N/A
   e. Revised prerequisites:

       FCM 710 and FCM 742


10. Does this change affect any other program?

    X  No

    ____ Yes

What consultation has taken place? N/A

11. Date of Program Committee approval: November 17, 2010

12. Signature Program Director proposing this revision: Professor Richard Lovely
### Committee Agendas Minutes Attendance Lists No. Scheduled Meetings Meetings Held

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
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<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>N/R</td>
<td>Y</td>
<td>12</td>
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<td>College Council</td>
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<td>Y (7)†</td>
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<td>Graduate Studies</td>
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<td>Honors, Prizes and Awards</td>
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<td>Student Evaluation on the Faculty</td>
<td>Y</td>
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<td>Y</td>
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<td>Council of Undergraduate Program Coordinators</td>
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<td>Student Interests</td>
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<td>UCASC</td>
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<td>Y</td>
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<td>Faculty-Student Disciplinary Committee (formally Judicial Committee)</td>
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<td>N/R</td>
<td>Y</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Budget and Planning Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>9</td>
<td>9*</td>
</tr>
<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget &amp; Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

†May minutes have not yet been approved, therefore not submitted
N/R: not required due to confidentiality of its nature
N/S: not submitted

*Interim ECCC meetings on July 20, 2011 and September 12, 2011 included

---

### Submitted Proposals and Reports for Academic Year 2011-2012

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Proposals/Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Curriculum and Academic Standards</td>
<td>96</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>12</td>
</tr>
<tr>
<td>Executive Committee of the College Council</td>
<td>1</td>
</tr>
<tr>
<td>Faculty Senate and UCASC</td>
<td>1</td>
</tr>
<tr>
<td>Provost Jane Bowers</td>
<td>1</td>
</tr>
<tr>
<td>Dean Jannette Domingo</td>
<td>1</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>1</td>
</tr>
<tr>
<td>Professor Roger McDonald</td>
<td>1</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>5</td>
</tr>
<tr>
<td>Student Council</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 120

120 proposals were put on the College Council agenda for consideration in academic year 2011-2012.

**Last Updated: September 14, 2012**
## John Jay College of Criminal Justice
The City University of New York

### Proposed College Council Calendar 2012-2013

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 27, 2012</td>
<td>Wednesday, September 5, 2012</td>
<td>Thursday, September 20, 2012</td>
</tr>
<tr>
<td>Monday, September 24, 2012</td>
<td>Wednesday, October 3, 2012</td>
<td>Thursday, October 18, 2012</td>
</tr>
<tr>
<td>Monday, October 29, 2012</td>
<td>Monday, November 12, 2012</td>
<td>Wednesday, November 21, 2012</td>
</tr>
</tbody>
</table>

**NO MEETINGS IN JANUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, February 27, 2013</td>
<td>Tuesday, March 5, 2013</td>
<td>Thursday, March 13, 2013</td>
</tr>
<tr>
<td>Monday, March 25, 2013</td>
<td>Wednesday, April 3, 2013</td>
<td>Monday, April 15, 2013</td>
</tr>
<tr>
<td>Monday, April 22, 2013</td>
<td>Thursday, May 2, 2013</td>
<td>Wednesday, May 16, 2013</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.