I. Adoption of the Agenda

II. Minutes of the March 13, 2013 College Council (attachment A), Pg.3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 –B28) – Dean Anne Lopes

New Courses:

B1. HON 2XX (298) Intellectual Foundations II: Leadership & the Common Good (WC), Pg.6
B2. ISP 2XX The Stories We Tell (Com), Pg.20
B3. CJBA 3XX (365) Change and Innovation, Pg.35
B4. CJBA 3YY (380/381) Special Topics in Criminal Justice, Pg.49
B5. SEC 3XX Private Security and the Law, Pg.65
B6. SEC 3XX Executive & Event Protection, Pg.78
B7. SEC 3XX Private Security & Homeland Defense, Pg.90
B8. SEC 3XX Risk & Vulnerability Analysis, Pg.102
B9. SEC 3XX Security and Safety for Financial Institutions, Pg.111
B10. SEC 3XX Security in Art Museums and Cultural Institutions, Pg.122
B11. SEC 3XX Security Investigations and Consulting, Pg.134
B12. PAD 3XX Workplace Investigations: tools, Techniques and Issues, Pg.144
B13. ECO 1XX Introduction to Microeconomics, Pg.154
B14. ECO 1YY Introduction to Macroeconomics, Pg.164

Courses Being Mapped to Gen Ed Outcomes

B15. SPA 231 Interpreting I (Com), Pg.174

Course revisions:

B16. ECO 170 Introduction to the Economics of Crime & Social Problems (rev title: Crime, Class, Capitalism: the Economics of Justice) (JCI), Pg.186
B17. PHI 202 American Philosophy (rev title: Philosophical Visions of American Pluralism) (US Exp), Pg.197
B18. PHI 302 Philosophy of Rights (JCII), Pg.209
B19. SPA 207 The Spanish American Experience (rev title: Latin America through the Lens of Literature) (WC), Pg.227
B20. SPA 212 Intermediate Spanish II for Heritage Students (Com), Pg.239
B21. LAW 319 The Death Penalty, Pg.251
Motions from College Council Meeting on February 14th to be Renewed:

B22. Motion to approve SCI 114 Scientific Principles of Forensic Science (L/P Sci), **Pg.262**
B23. Motion to approve BIO 2XX The Incredible Living Machine: the Human Body (SciWld), **Pg.279**
B24. Motion to approve CHE 1XX Extraordinary Chemistry of Ordinary Things (SciWld), **Pg297**.

Academic Standards

B25. Proposal to Allow Double Majors, **Pg.313**
B26. Proposal to Revise the Undergraduate Grade Appeal Policy, **Pg.314**

Programs

B27. Proposal to Revise Name of BA in Criminal Justice (Research and Policy), **Pg.317**
B28. Proposal to Revise the Minor in Political Science, **Pg.318**

IV. Report from the Committee on Graduate Studies (attachments C1a – C2) – Dean Jannette Domingo

New Courses

C1a. PAD7XX Tools and Techniques of Policy Analysis-Course Proposal, **Pg.321**
C1b. Syllabus Tools and Techniques of Policy Analysis, **Pg.327**

Programs

C2. A NYSED application for curriculum revisions in the MPA-PPA program, **Pg.334**

V. Proposal to approve the Comprehensive Assessment Report (attachment D)-Professor Carla Barrett, **Pg.360**

VI. New Business

VII. Administrative Announcements – Provost Jane Bowers

VIII. Announcements from the Faculty Senate – Professor Karen Kaplowitz

IX. Announcements from the Student Council – President Mehak Kapoor
The College Council held its sixth meeting of the 2012-2013 academic year on Wednesday, March 13, 2013. The meeting was called to order at 1:50 p.m. and the following members were present: Emiliya Abramova, Schevaletta Alford, Andrea Balis, Salahdine Baroudi, Warren Benton, Adam Berlin, Jane P. Bowers, Erica Burleigh, James Cauthen, Katarzyna Celinska, Elise Champeil, Kinya Chandler, Lynette Cook-Francis, Lyell Davies, Jannette Domingo, Margaret Escher, Robert Terry Furst, Lior Gideon, Maki Haberfeld, Jay Hamilton, Charles Jennings, Janice Johnson-Dias, Shaobai Kan, Karen Kaplowitz, Ammarah Karim, Katherine Killoran, Maria Kiriakova, Angelos Kyriacou, Anru Lee, Ma'at Lewis, Richard Li, Anne Lopes, Amie Macdonald, Vincent Maiorino, Marisol Marrero, Nancy Marshall, Roger McDonald, Jean Mills, David Munns, Richard Ocejo, Robert Pignatello, Melinda Powers, Carina Quintian, Raul Romero, Richard Saulnier, Francis Sheehan, Staci Strobl, and Shonna Trinch.

Absent were: Jeffrey Aikens, Zeeshan Ali, Nicholas Calabro, Anthony Carpi, Shu-Yuan Cheng, John Clarke, Maria DCruze, Hashemul Khan, Kwando Kinshasa, Tom Kucharski, Evan Mandery, Michael Maxfield, Brian Montes, Nicholas Petraco, Amanda Stapleton, Jeremy Travis, Michelle Tsang, and Antonio Welch.

I. Adoption of the Agenda

A motion was made to amend the agenda as follows:

- To group B1-B4 as New Courses; group B5-B12 as New General Education Courses; group B17-B19 as Revised General Education Courses.
- To switch item V. stating ‘Angela Crossman was named by the ECCC to fill the vacant position on the Committee on Faculty Personnel as one of the alternate at-large faculty members’ with item VI. ‘Michael Scaduto was nominated to fill the vacant position on the Budget and Planning Committee as one of the two higher education officer representatives’.

The amended agenda was seconded and approved unanimously.

II. Minutes of the February 14, 2013 College Council Meeting

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B19)
It was moved to adopt the new course proposal marked “B1. LIT 3XX: Comic Books and Graphic Novels.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B2. LIT 2XX: The Horror Film.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B3. MAT 2XX: Computer Architecture.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B4. PHI 4XX: Senior Seminar in Metaphysics & Epistemology.” The motion was seconded and approved unanimously.

A motion was made to present New General Education Courses marked B5-B12 as a slate. The motion to approve the slate was seconded and approved unanimously.

A motion was made to adopt New General Education Courses marked:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>General Education Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5</td>
<td>ISP 3XX</td>
<td>Just Intentions: Global Humanitarianism (JCI)</td>
</tr>
<tr>
<td>B6</td>
<td>LLS 3XX</td>
<td>Ethical Strains in U.S. Latino/a Literature (JCI)</td>
</tr>
<tr>
<td>B7</td>
<td>ANT 1XX</td>
<td>The Ethnography of Youth &amp; Justice in NYC (JCI)</td>
</tr>
<tr>
<td>B8</td>
<td>MHC 2XX</td>
<td>Macauley Seminar 4: Shaping the Future of NYC (I&amp;S)</td>
</tr>
<tr>
<td>B9</td>
<td>MHC 2XX</td>
<td>Macauley Honors Seminar 3: Science &amp; Technology in NYC (SciWld)</td>
</tr>
<tr>
<td>B10</td>
<td>ART 1XX</td>
<td>Introduction to Painting (Com)</td>
</tr>
<tr>
<td>B11</td>
<td>ART 2XX</td>
<td>Museum &amp; Curatorial Studies (Com)</td>
</tr>
<tr>
<td>B12</td>
<td>ART 2XX</td>
<td>Haitian Art (WC)</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

A motion was made to present Courses Being Mapped to Gen Ed Outcomes marked B13-B15 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt Courses Being Mapped to Gen Ed Outcomes marked:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>General Education Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>B13</td>
<td>ART 105</td>
<td>Modern Art (CE)</td>
</tr>
<tr>
<td>B14</td>
<td>ART 224</td>
<td>African American Women in Art (USExp)</td>
</tr>
<tr>
<td>B15</td>
<td>SPA 211</td>
<td>Intermediate Spanish I for Heritage Speakers (WC)</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “B16. POL 244: Politics of Immigration.” The motion was seconded and approved unanimously.

A motion was made to present Revised General Education Courses marked B17-B19 as a slate. The motion to approve the slate was seconded and approved unanimously.

A motion was made to adopt Revised General Education Courses marked:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>General Education Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>B17</td>
<td>SPE 113</td>
<td>Speech Communication (Com)</td>
</tr>
<tr>
<td>B18</td>
<td>MUS 102</td>
<td>Music Skills (Com)</td>
</tr>
</tbody>
</table>
B19. MUS 115 Introduction to Vocal Technique, Style and Song Literature
(Com)

The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachments C1-C4)

It was moved to adopt the course revision marked “C1. CRJ 791: Criminal Justice Thesis Prospectus Seminar.” The motion was seconded and approved unanimously.

It was moved to adopt the program proposal marked “C2. A NYSED application for curriculum revisions in the MPA-I0 program.” The motion was seconded and approved unanimously.

It was moved to adopt the program proposal marked “C3. A proposal for a new program: The MS degree in Security Management.” The motion was seconded and approved unanimously.

It was moved to adopt the program proposal marked “C4. The NYSED application for an online degree in Security Management”. The motion was seconded.

Prof. Roger McDonald motioned to amend the proposal marked “C4. The NYSED application for an online degree in Security Management” to add a contingency that the program would not go into effect until the policies for online courses were in place. The motion was seconded and failed.

In Favor: 28 Oppose: 2 Abstentions: 6

It was then moved to adopt the program proposal marked “C4. The NYSED application for an online degree in Security Management”. The motion failed.

In Favor: 16 Oppose: 0 Abstentions: 16

V. Elections to the College Council Committees

It was moved to nominate Elise Champeil to the College Council Executive Committee and Michael Scaduto to the Budget and Planning Committee. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:15 p.m.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: November 26, 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: Honors Program

   b. Name and contact information of proposer(s): Dara N. Byrne

      Email address(es): dbyrne@jjay.cuny.edu
      Phone number(s): (212) 237-8179

2. a. Title of the course: Intellectual Foundations II: Leadership and the Common Good Across Cultures

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): HON 2XX Foundations Lead II

   c. Level of this course: ___100 Level ___200 Level ___300 Level ___400 Level

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

   This course is taken by Honors Program students in the second year to expand on knowledge of general concepts of the common good learned in the first year Honors courses. At this level students investigate theoretical models and ideas of leadership in global, international, and multicultural contexts, keeping in mind how questions of the common good shape such models. Students learn to apply acquired research skills and continue to develop their ability to write, read, and critically analyze. The readings and writing assignments challenge students to make use of their own experience with the common good and to consider the relation between collective goals and individual needs. Writing assignments are the appropriate length for Honors courses at this level and will prepare students for upper level Honors research and community-based projects at the 300 and 400 levels.

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

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.)

Approved by UCASC, March 22, to College Council, April 15, 2013
The overarching goal of this honors course is to provide a framework for exploring leadership issues in global, international, and multicultural contexts. Instructors for this course may use case studies, collaborative projects, and simulations in order to expand students understanding of the relationship between leadership concepts and the common good. As a core course in the college’s Honors Program, this course helps students to better understand why certain leaders and certain styles of leadership have emerged in the cultures of selected historical publics or social groups. These can range from electoral coalitions in political campaigns to religious organizations to transnational social movements, depending on the focus of the particular instructor. Likewise, the course project expands students’ learning through various theory-to-practice experiences in which they become more familiar with team leadership and team collaboration skills within a culturally diverse world. The aim is to engage students with concepts relevant ethical leadership, which includes global approaches to leadership skills, styles, practices, models, trends, theories, and concepts.

Though the topic focus may change depending on the disciplinary or research interests of the instructor, all students will receive the opportunity to practice a core set of practical skills relevant to collaborative leadership. Students participate in a hands-on experience in class wherein they will investigate an issue of global concern and apply some of the leadership methods discussed during the semester. As part of their work on the course project, students will develop critical thinking, problem-solving, decision-making and information literacy skills. The sample syllabus attached to this proposal makes use of the tools in the Rock Your World™ Innovation Lab, pioneered by the Creative Visions Foundation. In this instance, Rock Your World is used to help students explore how new media and the arts can be used to address a myriad of women’s issues globally.

By the end of the course students will be able to evaluate diverse approaches to leadership, discuss historical applications of some models of leadership, and consider how a range of leadership methods can be used to address issues of the common good. Assignments demand students’ creative and critical engagement with texts. The readings for this course extend beyond primary texts or excerpts of texts to challenge students to analyze the complexity of leadership in a more global context. Students receive a more sophisticated understanding of global concepts of leadership and cultural positions as a result. This prepares them to make more informed and ethical decisions in relation to collective goals and individual needs, especially as they advance toward the junior and senior levels of the Honors Program wherein they will be required to produce their own disciplinary research or community-based projects.

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 examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will
enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course offers students the opportunity to practice a core set of practical skills relevant to collaborative leadership.

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 and Honors Program Code – Sophomore Cohort

6. Number of:
   a. Class hours \( \boxed{3} \)
   b. Lab hours \( \boxed{\text{___}} \)
   c. Credits \( \boxed{3} \)

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

   \( \boxed{\text{____ No}} \quad \boxed{\text{____ x Yes. If yes, then please provide:}} \)
   a. Semester(s) and year(s): Spring 2012
   b. Teacher(s): Professors Ric Curtis and Anthony Marcus
   c. Enrollment(s): section 450 – 30 students, section 451 – 19 students
   d. Prerequisites(s): English 201 and HP program code

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?

   - Gather, interpret, and assess information from a variety of sources and points of view.
   - Evaluate evidence and arguments critically or analytically.
   - Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
   - Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
   - Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____ No  ___ Yes

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

John Jay Honors Program Core – Sophomore Cohort

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

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

Flexible Core:

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. World Cultures and Global Issues</td>
<td>X</td>
</tr>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td></td>
</tr>
<tr>
<td>C. Creative Expression</td>
<td></td>
</tr>
<tr>
<td>D. Individual and Society</td>
<td></td>
</tr>
<tr>
<td>E. Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

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

This course should be part of the World Cultures and Global Issues option because students learn to identify and apply the fundamental concepts and methods in leadership cross-culturally, examine the relationship between global issues and individual experiences with the common good, articulate and assess the principles and responsibilities leaders around the world share, and apply a core set of practical skills relevant to collaborative leadership.

Students will read and interpret various cultural models of leadership for the common good; assess and articulate debates and arguments about leadership effectiveness both orally and in written form; analyze the relationship between diverse approaches to leadership and current global issues; apply personal experiences and practical skills to explore their own notions of leadership.

The sample course proposal illustrates how this leadership course incorporates the core outcomes of the World Cultures and Global Issues option. This course examines women’s leadership and political participation across Asia, Europe, Africa, the Caribbean and Latin America. Students will be using the multi-media tools developed by the Rock Your World™ Innovation Lab, pioneered by the Creative Visions Foundation to identify and conduct research around a contemporary issues facing women globally, envision an organization to addresses it, and develop preliminary, key components necessary to launch such an organization.
11. How will you assess student learning?

This course assesses student learning through a combination of class discussion, participation in the class project, and written assignments.

- **Class Discussion – 20%:**
  In the first two-thirds of the course, discussion will center on exploring various forms of leadership approaches in global, international, and multicultural contexts. Class discussions will be centered on the issues and theoretical debates that emerge from the readings. During the last third of the course, discussion will focus on the hands-on practicalities that leaders confront and the methodologies they need to employ to reach goals. The Leadership Project also involves giving an oral and multi-media presentation to the class.

- **Class Project – 40%:**
  The final third of the course will be devoted to creating a mock-up of an organization whose mission is to address a critical global issue, informed by the insights students have acquired in the first two-thirds of the course. Students will identify the global issue in question, provide supporting documentation for why it is important, where the gaps lie in addressing it, and how they propose to address it by means of an organization the student will envision and begin developing. There are specific steps one must take to move an idea from its initial conception to actualizing it in real life. The leadership project provides students the opportunity to envision such an organization, and develop skills towards its actualization. This includes developing a letter of intent, the mission statement, a proposal and presenting it to the class. The Leadership Project is collaborative.

- **Writing Assignments – 40%:**
  The writing in this class is designed to stimulate critical thinking and analysis, as well as creativity and thoughtfulness. Students will use various methods to communicate what they are learning and the ideas that emerge from that learning. These narrative methods include the academic and scholarly essay, short summaries, and, as it relates to the final project, writing a letter of intent, a mission statement, a proposal, and developing a multi-media presentation.

Throughout the first two-thirds of the semester, there will be 4 essay assignments (ranging from 2-5 pages). Other assignments or “homework” may be given at any time.

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

   Yes ___x___ No ___

   - If yes, please state the librarian’s name: ____________________________
   - Are there adequate resources in the library to support students’ work in the course?
     Yes ___x___ No ________

Approved by UCASC, March 22, to College Council, April 15, 2013
• Will your students be expected to use any of the following library resources? Check all that apply.

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

13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval ___September 17, 2012 (Honors Program approval) __________

15. **Faculty** - Who will be assigned to teach this course? ___Professors Alisse Waterston, Andrea Balis, Ric Curtis and other qualified faculty__

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

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

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

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

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

___x__ No
___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: 

Chair, Proposer’s Department

Approved by UCASC, March 22, to College Council, April 15, 2013
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>HON 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intellectual Foundations II: Leadership and the Common Good Across Cultures</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>English 201</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>HP Program Code – Sophomore Cohort</td>
</tr>
</tbody>
</table>

Catalogue Description
This course will examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course offers students the opportunity to practice a core set of practical skills relevant to collaborative leadership.

Special Features (e.g., linked courses)
Sample Syllabus
Syllabus attached

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>During the semester, students will gather, analyze, and critically assess evidence and information from a variety of leadership sources and points of view. They will gain knowledge of various forms of leadership approaches in global, international, and multicultural contexts. Students develop their ability to gather, interpret, and assess information by means of class debate and discussion, in essays designed to encourage students to consistently probe, discuss and assess reading materials and points of view.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students evaluate cultural conceptions, models, and debates about leadership in relation to the common good. The readings for this course challenge students to analyze the complexity of leadership in more detail. Students receive a more sophisticated understanding of local, national, and global concepts and positions as a result. Students will be required to demonstrate knowledge of the evidence and arguments presented in assigned readings. This knowledge will be evaluated in written essays and in the final project that involves creating a mock-up of an organization whose mission is to address a critical global issue, informed by the insights students have acquired in the first two-thirds of the course. Students will identify the global issue in question, provide supporting documentation for why it is important, where the gaps lie in addressing it, and how they propose to address it by means of an organization the student will envision and begin developing. Students also conduct an oral presentation.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students learn to analyze arguments and counter-arguments in the readings in detail, giving them a more sophisticated understanding of leadership concepts and the common good. Students are taught to interpret key leadership concepts in relation to the common good on global, international, and multicultural levels, to understand and come up with their own views on leadership effectiveness, and to analyze the impact of leadership responsibilities and decision-making. By means of the final Leadership Project, students will synthesize leadership ideas from several texts, assess needs in particular communities, and provide an analysis of how their proposed organization may address a global issue.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.A) **must meet at least three of the additional learning outcomes** in the right column. A student will:

| Students will be able to identify and apply the fundamental leadership concepts and methods and apply this understanding to a global change endeavor. These will include reading and interpreting various positions on leadership effectiveness across various disciplines; assessing and articulating debates and arguments about leadership both orally and in written form; analyzing the relationship between various theories about | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |

Approved by UCASC, March 22, to College Council, April 15, 2013
transformational and collaborative leadership; applying a core set of skills to address a global issue. The final hands-on project provides students with opportunities to apply concepts and methods used in anthropology, political science, public affairs, among other disciplines.

<table>
<thead>
<tr>
<th>By the end of the course students will be able to articulate and assess various cultural models of leadership as they apply to global, international, and multicultural contexts. They will learn to forge connections between local, national, and global processes for social change and apply them their everyday leadership experiences. The final leadership project will be informed by a consideration of these cultural approaches and will be incorporated into the rationale for the program the student designs to address the global problem he/she has identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
<tr>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
</tr>
<tr>
<td>Throughout this course students examine the role of social difference in relation to collective goals, individual needs, and the challenges and choices that leaders and societies face in promoting the common good. Readings and assignments encourage students to raise their own questions and probe positions of leadership on the basis of their own experiences with race, ethnicity, class, gender, orientation, belief, and language. Aside from readings and assignments, the course project also provides students with a hands-on opportunity to examine how their background affects their values and choices while working. The potential impact of their experiences with social differentiation will be brought to the fore as students envision and design the final global leadership project.</td>
</tr>
<tr>
<td>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
</tr>
<tr>
<td>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
HONORS PROGRAM
524 W 59TH STREET, 8.64NB
NEW YORK, NY 10019

HON 2XX: Leadership and the Common Good Across Cultures

Professor: Dara N. Byrne
Office: 524 West 59th Street, Room 8.64NB
Office Hours: Thursdays 10am-2pm & by appointment
Phone: (212) 237-8179
Email: dbyrne@jjay.cuny.edu

COURSE DESCRIPTION
This course will examine models and ideas of leadership across cultures and over time, keeping in mind how questions of the common good shape such models and ideas. The course will enable students to consider the relation between collective goals, individual needs, and the challenges that leaders and communities face in promoting the common good. The final project for this course offers students the opportunity to practice a core set of practical skills relevant to collaborative leadership.

This semester we will examine women’s leadership and political participation across Asia, Europe, Africa, the Caribbean and Latin America. We will be using the multi-media tools developed by the Rock Your World™ Innovation Lab, pioneered by the Creative Visions Foundation to identify and conduct research around a contemporary issue facing women globally, envision an organization to addresses it, and develop preliminary, key components necessary to launch such an organization.

COURSE PREREQUISITES
English 201 and HP Sophomore Cohort

LEARNING OUTCOMES
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

REQUIRED TEXTS:

All other required readings listed in the syllabus are available on e-reserve:


Approved by UCASC, March 22, to College Council, April 15, 2013


**COURSE POLICIES**

**Attendance/Punctuality/Participation**

a. Students must arrive on time for class, and attend classes regularly. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.

b. Each two instances of arriving late for class will count as an absence.

c. In-class exercises cannot be made up outside of class or at a later date for credit.

**Classroom Conduct**

a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.

b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.

c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

**Plagiarism**

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

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

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

Accessibilities Students
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-311 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

GRADING POLICY
The assignments account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments, the final project, and your class participation. The written assignments are extremely important since they reflect the students’ academic seriousness and rigor.

Course Assignments:

- **Writing Assignments – 40%:**
The writing in this class is designed to stimulate critical thinking and analysis, as well as creativity and thoughtfulness. You will use various methods to communicate what you are learning and the ideas that emerge from that learning. These narrative methods include the academic and scholarly essay, short summaries, and, as it relates to the final project, writing a letter of intent, a mission statement, and developing a multi-media presentation. Throughout the first two-thirds of the semester, there will be 4 essay assignments (ranging from 2-5 pages). Other assignments or “homework” may be given at any time. Each of the 4 essay assignments will be given at least one week before it is due.

- **Leadership Project – 40%:**
The final third of the course will be devoted to creating a mock-up of an organization whose mission is to address a critical global issue, informed by the insights you have acquired in the first two-thirds of the course. You will be required to identify the global issue in question, provide supporting documentation for why it is important, where the gaps lie in addressing it, and how you propose to address it by means of an organization you will develop on paper. There are specific steps one must take to take an idea from its initial conception to actualizing it in real life. The leadership project provides you the opportunity to envision such an organization, and develop skills towards its actualization. This includes developing a letter of intent, the mission statement, a proposal and presenting it (“pitching it”) to the class. The Leadership Project is collaborative.

- **Class Discussion – 20%:**
You are expected to participate intelligently in class discussion, which will be part of your grade. In the first two-thirds of the course, discussion will center on exploring various forms of leadership approaches in global, international, and multicultural contexts. Class discussions will be centered on the issues and theoretical debates that emerge from the readings. During the last third of the course, class discussion will focus on the hands-on practicalities that leaders confront informed by the ethical and theoretical issues raised in the first part of the course. The Leadership Project involves giving an oral presentation to the class.
COURSE SCHEDULE

Part I: History of Women and Politics in the US

Week 1: Course overview and Orientation
Readings - Kathleen Dolan (pp. 79-90); Jennifer L. Lawless and Richard L. Fox (pp. 1-20)

Week 2: Women, Politics and American Society
Readings - Introduction and Part I – Nancy McGlen et al. (pp. 1-118)

Week 3: Women, Politics and American Society
Readings - Part II – Nancy McGlen et al. (pp. 133-234)
Discussion: Global 50/50 Campaign - Get the Balance Right. Women Candidates and Campaign Finance

Essay 1 Due: Is Political Participation Equitable for Women in America Today?

Part II: Women’s Leadership across the Globe

Week 4: Women and Power in the Middle East
Readings - Suad Joseph, ed. (Chapters 1-4/pp. 23-60)

Week 5: Women and the remaking of politics in Southern Africa
Readings - Gisela Geisler (Chapters 1-3/pp. 17-87)

Essay 2 due: Does Female Representation Matter?

Week 6: Southern Asia – India and Indonesia
Readings - Graham Davies, Sharyn (pp. 231-242); Sekhon, Joti (pp. 101-123)

Week 7: Women’s Political participation and Representation in East Asia
Readings - Kazuki Iwanaga (Chapters 1-4/pp. 1-80)

Essay 3 due: Are there Barriers to Participation?

Week 8: Gender Politics and democracy in Post-Socialist Europe (Eastern Europe)
Readings - Yvonne Galligan et al (Chapters 1, 2, 5/pp. 17-52 and 89-108)

Week 9: Women and Elected Office in Contemporary Western Europe
Readings - Miki Caul Kittilson (Chapters 1-3/pp. 1-50)

Week 10: Latin America and the Caribbean
Mala Htun and Jennifer Piscopo. (pp. 1-24); Craske, Nikki (Chapters 1 and 2/pp. 1-25).

Essay 4 due: Are there Common Issues for the Common Good?
Part III: Leadership Project

Weeks 11: Experiencing & Experimenting with Rock Your World™ Innovation Lab


Week 12: Assessing Issues and Proposing Solutions

Reading – McGlen, Familial and Reproductive Rights and Realities, Chapters 5-6 (pp. 244-335)

Handout: Principles of Team Leadership

Creating a Proposal: The who, what, where, how & why of your organization; Developing the Mission Statement From Concept to Reality

Week 13: Refining Your Solution

Reading – McGlen, The Future of the Movement, Chapter 7 (pp. 336-345)

Handout: Four Practices of Innovative Organizations

Revising and Editing Draft Proposal: Assessing the practicality of your goals.

Weeks 14-15: Pitching the Program

Oral Presentations

FINAL PAPERS DUE ON DATE OF SCHEDULED EXAM
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __________ 8/15/12 ____________

1. a. **Department(s) or program(s)*** proposing this course __________ ISP ________________

   b. **Name** and contact information of proposer(s) ____________ Prof. Valerie Allen _______________

      Email address(es) ____________ vallen@jjay.cuny.edu ________________

      Phone number(s) ____________ 212 237 8594 ________________

2. a. **Title of the course** ____________ The Stories We Tell ________________

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ________________ Stories We Tell ________________

   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:

   The course requires a range of skills from students: observational when engaging with narratives across a range of texts and genres in the humanities and social sciences; analytical when reading critical discussions about such narratives; practical when producing narratives of their own; meta-cognitive when reflecting on the constraints and opportunities offered by the narratives they produce. This is too demanding a range of skills for a 100-level course. It is ideal for a 200-level course, as it lays the groundwork for a more specialized study at the 300-level of the formal elements and audiences of communicative acts.

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

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 is a General Education course that satisfies the "Communications" requirement in the John Jay College Option. The emphasis in this course on telling one's own story and understanding/analyzing the stories told by others. This emphasis is consonant with the college option's commitment to clear expression, self-awareness, audience-awareness and collaboration. The course introduces students to a wide variety of texts in the humanities and social sciences, all of which tell "stories" (factual or fictional), and invites them to both identify
the formal elements and question the outcomes of those different narratives.

This course focuses on the narrative structure of communicative acts—examples of it, analyses of it, and practical knowledge of it. The aim is for students to learn how to communicate more effectively and to better understand the efforts of another to communicate with them. They achieve this through three different kinds of engagement with communicative acts: observation; theorization; and practice.

4. Course Description

This course explores the many ways in which we communicate by telling and retelling stories—in novels, eyewitness accounts, legal testimony, psychiatric case studies, biographies, memoirs, historical chronicles, and even logical arguments. Students will not only reflect upon and communicate their own stories, but also analyze a variety of texts in terms of voice and audience, point of view, factual or fictional status, and assumptions or outcomes.

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

6. Number of:
   a. Class hours ___3___
   b. Lab hours ______
   c. 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): Spring 2012
   b. Teacher(s): Valerie Allen; Dennis Sherman
   c. Enrollment(s): 30 per section
   d. Prerequisites(s): Eng 101

8. Learning Outcomes

Students will:

- Express themselves clearly orally and in written essays and narratives;
- Demonstrate self-awareness and critical distance through giving and receiving peer feedback and keeping a learning journal;
- Work collaboratively with other students in story-writing workshops;
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts and target audiences by reading and writing in different genres and for diverse audiences.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____No  _X____Yes

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

Theme B in ISP

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

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

College Option: Communication

Please explain why and how this course fits into the selected area: This course is concerned with storytelling, the most fundamental act of verbal communication. The curriculum investigates “story” both theoretically and inclusively, using a broad range of texts from the humanities and social-science texts.

11. How will you assess student learning?

Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other activities; and making and defending an oral argument.

The assessment criteria for this course test for students’ ability to:

• Produce well-reasoned written or oral arguments using evidence to support conclusions. Assessment may include but not be limited to: oral and/or visual presentations; essays; case-studies.
• Gather, assess, and interpret information from a variety of sources and points of view. Assessment may include but not be limited to: self-assessment; data searches and summary of data; review of bibliographical work; paraphrase of analytic arguments.
• Collaborate through group problem-solving tasks and take responsibility for class learning. Assessment may include but not be limited to: study groups; (online and in-class) discussion; formulation of thoughtful questions; peer response exercises.
• Construct a genre-specific story, whether written, oral, visual, or kinesthetic. Assessment may include but not be limited to: presentations; exhibitions; performances; and written submissions such as ethnographies, factual narrative accounts, (auto)biographies, and prose fiction.

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

   No _____ Yes____ If yes, please state the librarian’s name _____ Kathleen Collins

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

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ________July 31, 2012________

15. Faculty - Who will be assigned to teach this course? __Full-time and experienced, qualified part-time regular ISP faculty________________________

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

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

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

   __X__ Not applicable

Approved by UCASC, March 22, to College Council, April 15, 2013
B2

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

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

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

19. Approvals: Amy Green, Chair
### John Jay General Education College Option

**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 2XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>The Stories We Tell</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Eng 101</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course explores the many ways in which we communicate by telling and retelling stories—in novels, eye-witness accounts, legal testimony, psychiatric case studies, biographies, memoirs, historical chronicles, and even logical arguments. Students will not only reflect upon and communicate their own stories, but also analyze a variety of texts in terms of voice and audience, point of view, factual or fictional status, and assumptions or outcomes.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

**John Jay College Option Location**

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Justice &amp; the Individual (100-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Justice in Global Perspective (300-level)</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

## Learning Outcomes

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

### I. Communications
- Please explain how your course meets these learning outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
<td></td>
</tr>
</tbody>
</table>

- Maintain self-awareness and critical distance

- Work collaboratively

Students will demonstrate the ability to express themselves clearly in writing the 2 required essays (Weeks 4 & 8). In these essays students will build arguments that apply to and are evidenced by the weekly readings. They will demonstrate the ability to communicate orally (listening and speaking) in their story workshops, in which they will give and receive feedback on their work (Weeks 10-12 & final presentation).

Students will demonstrate critical distance and self-awareness through the required learning journal (Weeks 2-14) in which they will write about the process (as distinct from content) of learning. In these self-reflective journal entries, they will pinpoint areas of learning difficulty, formulate questions for discussion, and explain material through application to personal experience.

Students will demonstrate the ability to work collaboratively with classmates through the short story-writing workshops (Weeks 10-11) where students give and receive feedback.
Students will demonstrate the ability to observe, analyze, and adapt messages from a variety of contexts, as well as target diverse audiences through the diversity of their assignments. For example, they will write and/or analyze memoir (Weeks 2-4); history for children and history for college students (Weeks 7-8); fiction (Weeks 7-8). They will also discuss and write about audience in their learning journals and their short story writing (Weeks 10-12 & final presentation).

Course Description:

Students will demonstrate the ability to observe, analyze, and adapt messages from a variety of contexts, as well as target diverse audiences through the diversity of their assignments. For example, they will write and/or analyze memoir (Weeks 2-4); history for children and history for college students (Weeks 7-8); fiction (Weeks 7-8). They will also discuss and write about audience in their learning journals and their short story writing (Weeks 10-12 & final presentation).

Course Learning Objectives:

Students will:
- Express themselves clearly orally and in written essays and narratives;
- Demonstrate self-awareness and critical distance through giving and receiving peer feedback and keeping a learning journal;
- Work collaboratively with other students in story-writing workshops;
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.

The Stories We Tell

Interdisciplinary Studies Program
Valerie Allen and Dennis Sherman
Course B2; Spring, 2012
Mondays, 11:00 a.m. to 1:30 p.m.; or 5:40 p.m. to 8:10 p.m.
Room 208T

Faculty:
Prof. Valerie Allen
English
Room 432 C, T Bldg
(212) 237-8594
vallen@jjay.cuny.edu
Contact Hours: Before and after each class and by appointment

Prof. Dennis Sherman
History
Room 432 C, T Bldg
(212) 237-8457
dsherman@jjay.cuny.edu
Contact Hours: Before and after each class and by appointment

Course Description:

This course explores the many ways in which we communicate by telling and retelling stories—in novels, eye-witness accounts, legal testimony, psychiatric case studies, biographies, memoirs, historical chronicles, and even logical arguments. Students will not only reflect upon and communicate their own stories, but also analyze a variety of texts in terms of voice and audience, point of view, factual or fictional status, and assumptions or outcomes.
• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts and target audiences by reading and writing in different genres and for diverse audiences.

Required Texts:
For purchase at John Jay College Bookstore:


On Blackboard or other online resources:
The following assigned (excerpts from) texts are available on Blackboard or on the web. Listed in alphabetical order, they are:

Aristotle. *The Nicomachean Ethics*. Book V, chapter 10 (on equity). Taken from:

http://classics.mit.edu/Aristotle/nicomachaen.5.v.html (last accessed Jan 15, 2012)

_____. *Poetics*. To be accessed only from the following website:


(Epilogue to Part One, “The Rule of Three”)


http://www.gutenberg.org/files/9662/9662-h/9662-h.htm#section4 (last accessed Jan 15, 2012)


Poe, Edgar Allan. “The Purloined Letter.” To be accessed only from the following website:


Rich, Adrienne. “Aunt Jennifer’s Tigers.” To be accessed only from the following website:


Approved by UCASC, March 22, to College Council, April 15, 2013


**Grades and Assessment:**

Final grades will be determined based on the following:

1. A Learning Journal, maintained over the duration of the semester, in which you record your reactions to all materials assigned for preparation. The main purpose of this journal is to develop habits of self-reflection and critical distance in relation both to your own communication skills and to the material you read. You choose the space/medium for yours, whether it is a word-processing file, a blog, emails to yourself, or a hand-written notebook, but you must be able to keep all the entries in one place and submit them, **in hard copy**, as one entity. Low stakes writing. 25% of final grade.

2. Classroom participation, which includes doing the readings, demonstrating knowledge of the readings through quizzes and response papers, bringing the text to class, appropriate classroom behavior (including punctuality), speaking, listening, asking questions, collaborating, and in-class writing. 25% of final grade.

3. Paper assignments based on the assigned readings. The main purpose of these papers is to enhance skills in building arguments and in effective communication. 25% of final grade.

4. A short story you will write, giving and responding to feedback, and presenting and responding to a short-short story. The main purpose of writing a story is to learn about the structure of narrative by creating one, to make explicit your choices, to develop awareness of audience, and to offer constructive feedback to the short stories of your peers. 25% of final grade.

**Course Requirements:**

1) You must attend class having completed all reading assignments. **You must bring any assigned texts with you to class, in hard copy, including copies of any online materials assigned, in hard copy.** Class participation, which includes having the assigned readings in class, will affect your final grade.

2) Responsibility for all reading and writing assignments will lie with the student. Please consult your syllabus at all times. Suggestion: Get a “class partner” or a couple of “class partners” so that if you must miss a class you will have someone to fill you in on what you missed. If you must miss a class, be sure you get copies of any hand-outs or assignments that were distributed (copies will be posted on Blackboard.)

Approved by UCASC, March 22, to College Council, April 15, 2013
3. Quizzes will be a) unannounced, b) always during the first 5 minutes of class or the first 5 minutes after the break, and c) on the assigned reading for the day. Quizzes will test your basic knowledge of the assigned reading. Some quizzes may take the form of short response papers.

4. Typed papers must be brought to the beginning of class on the appropriate date. Papers on an assigned reading should reflect serious thought and engagement with the issues raised in it. **Be sure to keep a copy (on your computer or a paper copy) of every paper turned in.** Work handed in after the stipulated deadline will be subject to penalty and will not be accepted if excessively late. The College subscribes to the plagiarism-detection software Turnitin, to which you are required to submit your two papers (due 2/27 and 3/26).  

**Essay I**

**Instructions:** Your paper should have an introductory paragraph that tells the reader what you will argue and why it is important. The body of the paper should be well organized and the points you make should be well-supported. **Take great care to use short quotes from the whole book and any other relevant readings to support each of your points.** Your paper should demonstrate mastery over all the assigned readings through 2/27. The conclusion should summarize for the reader what you have argued and emphasize why it is important.

**Part I:** At the beginning of this book the author quotes Oscar Wilde: “The first duty in life is to assume a pose.” What “poses” toward people and toward life does Toby take over the years covered in this memoir? How do the poses relate to the reality of his life during those years?

**Part II:** What might this memoir by Wolff have to do with “stories” and “telling stories?”

**Length:** 4-5 pages (1000-1250 words)

**Due:** Beginning of class in hard copy, 2/27, and by submission to Turnitin.

**Format:** Typed, double-spaced, 12-point font, paginated, stapled.

**Essay II**

**Instructions:** Explain the meaning and context of each of the three quotes below, demonstrating your understanding of the texts and making meaningful connections between the quotes and other parts of the texts. (N.B. For the two short stories, give *explanations*, not plot summaries.) Then, thinking beyond the particulars of those texts, explain what general theme (or themes) you see connecting the separate quotes.

“Beginning to end, you tell her, it’s all made up.” (Tim O’Brien, “How to Tell a True War Story”)

“As poet and mathematician, he would reason well; as mere mathematician, he could not have reasoned at all, and thus would have been at the mercy of the Prefect.” (Edgar Allan Poe, “The Purloined Letter”)

“For this reason poetry is something more scientific and serious than history, because poetry tends to give general truths while history gives particular facts.” (Aristotle, *Poetics*)

**Length:** 4-5 pages (1000-1250 words)
5. Academic integrity: Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf). 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 subject to severe penalty, including disciplinary action. If you plagiarize you will fail the course. “Plagiarism” is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as your 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 you of responsibility for plagiarism. It is your responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. If you are unsure how and when to provide documentation ask us and ask a Librarian for a free guide designed to help students with problems of documentation.

6. 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, we must receive written verification of your eligibility from the OAS (L66 in the new building: 212-237-8031). It is your responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to us.

7. ISP Policy on Attendance and Participation:
   - We ask and expect you to be present for all classes.
   - Official ISP policy states that 3 absences (for whatever reason) equal a final course grade of ‘F’ and that 3 latenesses equal 1 absence.
   - If you anticipate having difficulty meeting our attendance requirement do speak with us before you run up too many absences. With sufficient notice and for appropriate reasons, we will always attempt to accommodate you.

8. Writing: We believe in the importance of articulate, error-free writing and hope you do too! You are encouraged to consult with the ISP writing mentors and may on occasion be required to see a writing mentor to address some particular issue.
   - Liz Balla, ISP Writing Tutor
     isptutor@gmail.com

9. Important ISP contacts:
   - Bertha Peralta-Rodriguez, Program Counselor & Coordinator
     bperalta-rodriguez@jjay.cuny.edu
   - Priscila Acuna, Program Secretary
     pacuna@jjay.cuny.edu

10. Class Decorum:
    *** General rule – show consideration for your fellow students: do not disrupt class***
- All telephones, beepers, pagers, etc. must be turned off for class. Covered beverages are permitted in class but not food.

### Schedule of Classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Discussion Topic/Class activity</th>
<th>Reading Assignment due</th>
<th>Writing Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 30</td>
<td>Every Conclusion Begins with a Story</td>
<td>Tahan, excerpt from <em>The Man Who Counted.</em> Aristotle, excerpt from <em>Nicomachean Ethics</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>February 6</td>
<td>Remembered Stories: Fact or Fiction?</td>
<td><em>This Boy’s Life</em>, pp. 1-106</td>
<td>Journal</td>
</tr>
<tr>
<td></td>
<td>February 13</td>
<td>NO CLASS</td>
<td>LINCOLN’S</td>
<td>BIRTHDAY</td>
</tr>
<tr>
<td></td>
<td>February 20</td>
<td>NO CLASS</td>
<td>PRESIDENTS’</td>
<td>DAY</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, February 21</td>
<td>The Story-Teller’s Perspective</td>
<td><em>This Boy’s Life</em>, pp. 107-214</td>
<td>Journal</td>
</tr>
<tr>
<td>4</td>
<td>February 27</td>
<td>Sequences: Events as they Happened, Events as they are Recounted</td>
<td><em>This Boy’s Life</em>, pp. 215-288</td>
<td>Essay I (4-5 pp. on the meaning of poses in <em>This Boy’s Life</em>). Full instructions above (#4)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No Class April 9</td>
<td>NO CLASS</td>
<td>SPRING</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>Class 10: April 16</td>
<td>Who’s Speaking? How do you Know?</td>
<td>Short Story: Toni Morrison, “Recitif” Collaborative workshopping</td>
<td>Short Story draft</td>
<td></td>
</tr>
<tr>
<td><strong><strong>April 19 Last day to drop from a course without academic penalty</strong></strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11: April 23</td>
<td>Finding the “Telling” Incident</td>
<td>Collaborative workshopping. Short Stories: Richard Ford, “Great Falls” and “Optimists”</td>
<td>Short Story draft</td>
<td></td>
</tr>
<tr>
<td>Week 12: April 30</td>
<td>How Short is a Short Story? Communicating in Brief</td>
<td>Schickler, “Smokers” and Wolff, “Bullet to the Brain.” <em>Curious Incident of the Dog</em>, pp. 1-18 (chaps 2-31)</td>
<td>Short Story final draft</td>
<td></td>
</tr>
<tr>
<td>April 30-May 4</td>
<td>Research And Creativity</td>
<td><em>Curious Incident of the</em></td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>Class 13:</td>
<td>When</td>
<td><em>Curious Incident of the</em></td>
<td>Journal</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Reference</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>“Normal” Communication Skills are Lacking</td>
<td><em>Dog</em>, pp. 19-119 (chaps 37-163)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 14: May 14</td>
<td>The Comforts of Repetition</td>
<td><em>Curious Incident of the Dog</em>, pp. 119-226 (chaps 167-appendix)</td>
<td>Journal taken in</td>
</tr>
<tr>
<td>May 21:</td>
<td>Student Presentations of Their Short Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Times: 10.15-12.15 (for morning section) and 6.15-8.15 (for evening section)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: **July 20, 2011**

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

   **b. Name and contact information of proposer(s)**: **Hung-En Sung, Ph.D.**
   
   Email address(es): **hsung@jjay.cuny.edu**
   
   Phone number(s): **(212) 237-8412**

2. **a. Title of the course**: **Change and Innovation in Criminal Justice**

   **b. Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): **Change & Innovatn CJ**

   **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:

   **This course seeks to build new learning and analytical skills on students’ existing understanding of criminal justice operations and processes, including the role of law enforcement, prosecution and adjudication, sentencing, and corrections in justice administration. Also, since a 10- to 12-page analytical / argumentative paper will be assigned as the term project in this course, mastery of basic writing skills and empirical reasoning is crucial to the successful completion of the course. The acquisition of these required knowledge and skills is expected to be attained through the passing of the 100- and 200-level prerequisite courses.**

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

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.)

   **Criminal justice systems must be flexible, responsive, and adaptive if they are to meet the ever-changing needs of our time. Multiethnic populations, transnational migration, aging communities, technological advances, religious conflicts, and world economic integration create new forms of crime and make new resources available for crime control at the same time. These rapid changes of global scale will test America’s policies and practices in law enforcement, prosecution and adjudication, and corrections over the next decades. Effective**
institutions develop infrastructure and capacity to identify new challenges, plan strategic responses, implement and evaluate innovations, and routinize successful programs and interventions. There is an urgent need to expose future leaders and practitioners to the study of planned innovation with an emphasis on the understanding, analysis, and management of the change process. This course is designed to strengthen students’ awareness of social change, develop their preparedness to emerging crises, build their strategic skills for problem solving, and motivate them to contribute to the realization of justice and safety in an age of continuous evolution and revolution.

Students are offered an opportunity to explore the research literature under the mentoring of the instructor who provides ‘intellectual scaffolding’ by selecting discussion topics that all students are likely to have some relevant knowledge of. The instructor also raises questions that prompt students towards more sophisticated levels of policy thinking. Critique sessions, debates, case studies and integrated term projects are to stir students’ enthusiasm and encourage peer learning. Students thus have diverse opportunities to experience in a reasonably ‘safe’ and unconstrained context (while being evaluated by their peers and instructor), reactions to complex and ‘real’ crime and justice problems they may face later in their careers.

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

This course surveys theoretical frameworks, analytical approaches, and implementation methods for changing the behavior and output of criminal justice agencies. It includes the study of various planned alterations in institutions and communities to transform values, structures, and outcomes for crime control and justice administration. Learning focuses on the identification and assessment of different forms of change and key stages of reform (i.e., problem identification, intervention planning and implementation, process and outcome evaluation, and recalibration and standardization). This course is conducted as a seminar in which students meet to reflect on assigned theoretical readings and discuss case studies under the guidance of the instructor.

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:**
    - **ENG 102/201** Composition 2: Disciplinary Investigations-Exploring Writing across the Disciplines
    - **CJBA 110** Introduction to Major Problems in Criminal Justice I
    - **CJBA 111** Introduction to Major Problems in Criminal Justice II
    - **CJBA 240** Quantitative Inquiry of Problems in Criminal Justice

6. **Number of:**
   a. Class hours **3**
b. Lab hours ______
c. Credits ___3__

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

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

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

Students will:

1. Understand the components and mechanisms involved in the processes of institutional and social reform;
2. Identify major barriers and facilitators in criminal justice reform;
3. Explain change processes from multiple role perspectives (e.g. change agent, change target, leader, middle-manager, the public, etc.);
4. Apply critical analysis of published reports to assess the integrity and effectiveness of concrete cases of program innovation and policy experiment; and
5. Evaluate and summarize the rationale, design, implementation, and outcomes of a criminal justice innovation in an analytical essay.

These learning outcomes will help Criminal Justice BA majors to develop skills promised in the program’s mission statement, including: (1) to analytically, ethically, and critically assess the function of institutions engaged in crime control; (2) to understand how institutions achieve social goals; (3) to understand how to effectuate change within institutions; and (4) to think creatively and originally.

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)

This course will be an upper level elective course available for Criminal Justice BA majors.

Prepared for UCASC, March 1, 2013
10. How will you **assess student learning**?

Assessment is linked to the stated learning objectives and includes “real-time” observation, written tests, and a major term paper. “Real-time” assessment involves the continuous observation of student performance in group discussions in which they will be evaluated for how they grapple with the readings and how they articulate solutions from these readings to theoretical and empirical issues raised in class. Two written examinations will be used to assess students’ understanding of the new theoretical constructs and conceptual frameworks taught in class as well as their ability to link these cognitive tools to known problems in criminal justice. Finally, students are expected to demonstrate their capacity for inductive reasoning and critical thinking through the development of a case study in the term paper. In this writing assignment, students are to analyze and synthesize bibliographic data on a criminal justice innovation from the longitudinal perspective of planned change.

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 **Professor Marta Bladek**
- Are there adequate resources in the library to support students’ work in the course
  Yes____X____ No____

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

  ➢ The library catalog, CUNY+  **X**
  ➢ EBSCOhost Academic Search Complete  **X**
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)  **X**
  ➢ LexisNexis Universe ______
  ➢ Criminal Justice Abstracts  **X**
  ➢ PsycINFO ______
  ➢ Sociological Abstracts  **X**
  ➢ JSTOR ______
  ➢ SCOPUS ______
  ➢ Other (please name)  **NCJRS abstract database**

Prepared for UCASC, March 1, 2013
In addition, the library provides online access to such useful resources such as Oxford Criminology Bibliography Online, Criminal Justice Periodical Index, Sage Criminology.

There are two online guides that list many relevant information sources for students taking this and other criminal justice courses: http://guides.lib.jjay.cuny.edu/criminaljustice.

Since criminal justice is the library’s core mission, the collection includes a wealth of print and electronic books on the subject.

12. Syllabus – see attached

13. Date of Department curriculum committee approval  December 15, 2009

14. Faculty - Who will be assigned to teach this course? Jeff Mellow, Joshua Freilich, Karen Terry, Hung-En Sung, Mangai Natarajan, David Kennedy, Frank Pezzella

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

   Evan Mandery, Chair and Hung-En Sung, Major Coordinator
Syllabus

CJBA 365 CHANGE AND INNOVATION IN CRIMINAL JUSTICE
John Jay College of Criminal Justice – Department of Criminal Justice
Fall 2013

INSTRUCTOR: Hung-En Sung, Ph.D.  EMAIL: hsung@jjay.cuny.edu
CLASSROOM: 236T  CLASS HOURS: Mon & Wed 12:30 pm ~ 1:45 pm
OFFICE: Room 422.23  OFFICE PHONE: (212) 237-8412
OFFICE HOURS: Mon & Wed 10:00 am ~ 12:00 pm (or by appointment)

I. Course Description

This course surveys theoretical frameworks, analytical approaches, and implementation methods
for changing the behavior and output of criminal justice agencies. It includes the study of various
planned alterations in institutions and communities to transform values, structures, and outcomes
for crime control and justice administration. Learning focuses on the identification and
assessment of different forms of change and key stages of reform (i.e., problem identification,
intervention planning and implementation, process and outcome evaluation, and recalibration
and standardization). This course is conducted as a seminar in which students meet to reflect on
assigned theoretical readings and discuss case studies under the guidance of the instructor. Pre-
requites: ENG 102/201, CJBA 110, CJBA 111, and CJBA 240

II. Learning Objectives

Upon completion of this course students should be able to:

- Describe and explain the steps involved in the management of planned change and
  problem-solving in a variety of criminal justice contexts and settings.
- Identify the type and role of various drivers of organizational and community change.
- Identify and describe common barriers to organizational and community change.
- Explain change processes from multiple role perspectives (e.g. change agent, change
target, the public, etc.).
- Design a basic criminal justice innovation based on a comprehensive problem assessment
  and a careful planning for sustainable change.
- Synthesize, articulate, and disseminate information and knowledge concerning change.

III. Required Course Materials

Books
B3.


**Journal articles**


**IV. Course Requirements and Grading**

Grades will be calculated based on the following weights:

- Class participation: 30%
- First exam: 20%

Approved by UCASC, March 1, to College Council, April 15, 2013
Second exam       20%
Term paper        30%

The assignment of letter grades is as follows:

A   = 92-100  B-  = 80-81
A-  = 90-91 C+ = 77-79
B+ = 87-89 C   = 72-76
B   = 82-86 C-  = 70-71
F    = 0.0

Class Participation: Class participation will be graded after each class session. In principle, this will be a "did" or "did not" tally. An “A” rating will fall on those who regularly contribute substantive inputs and actively engage other students in meaningful and civic debates. Regular class attendance alone is not enough to receive participation credit. Commenting on reading assignments and offering encouragement and criticism on others’ contributions are the criteria on which participation credit will be given. While not all students are extroverted or have an articulate position on all topics, it is expected that all have something worthwhile to offer to at least an occasional topic.

Exams: Two exams will be given and each will consist of multiple-choice questions and essay questions. Multiple-choice questions will address key concepts and definitions from the assigned readings, essay questions will elicit critical elaborations on broader policy issues debated in class discussions. Make-up exams will be allowed in exceptional cases ONLY and in a format of instructor’s discretion.

Final Paper: Each student will choose one of the six criminal justice experiments or policies to be announced by the instructor and develop a case study. The analysis must be based on the seven-step planned change process (i.e., analyzing the problem, setting goals and objectives, designing the program or policy, developing an action plan, developing a plan monitoring program/policy implementation, evaluating a plan for outcomes, and initiating the program/policy plan). Students are expected to clearly identify strengths that have contributed to the success or the weaknesses that have led to its failure. Depending on the outcome of the innovation, students are to describe the mechanisms leading to the sustainability or the collapse of the planned change. Barriers that could have derailed the successful reform or strategies that could have rescued the failed experiment must also be identified. Project guidelines will be distributed on the day of the first partial exam. Students will submit their choice of topic the following class.

The final draft of the term paper must be typewritten, 12-page long, and double-spaced. Please leave one-inch margins on all sides, number all pages, and use a standard 12-pitch font size. At least ten bibliographic sources must be cited, using the APA format. The specific contribution of each member to the final product must be detailed at the end.

V. Attendance

Group processes and peer learning are key instructional mechanisms in this course. Each student is allowed to have THREE absences (excused or unexcused) without penalty. For every absence after three, 0.3 point will be deducted from the final grade. For example, if a B (3.0 points) student misses four days of class, 0.6 point will be deducted from his or her total points, resulting in a final grade of C+ (2.4 points). The attendance policy will be strictly enforced.
VI. 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. 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. 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.

VII. Classroom behavior

1. Classroom participation is a part of your grade in this course. To participate, you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

2. You are expected to be on time. Class starts promptly at 4:05pm. You should be in your seat and ready to begin class at this time. Class ends at 6:05pm. Packing up your things early is disruptive to others around you and to yourself.

3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

4. Any discussion from class that continues on any Blackboard class discussion list should adhere to these same rules and expectations.

VIII. College wide policies for undergraduate courses

A. Incomplete Grade Policy

An Incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place
during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete grade automatically becomes the grade of “FIN” at the end of that semester.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

B. Extra Work During the Semester
Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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 L.66 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.

IX. Course Outline and Schedule:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview: What is change? Why change?</td>
<td>Watzlawick et al., 2011, Chapter 1 (pp. 3-13)</td>
</tr>
<tr>
<td></td>
<td>o Innovation in the context of criminal justice practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Theoretical perspectives on persistence and change</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td><strong>Change in action</strong></td>
<td>Watzlawick et al., 2011, Chapter 2 (pp. 14-30)</td>
</tr>
<tr>
<td></td>
<td>o Practical perspectives on persistence and change</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Theory of change: Problem formation I</strong></td>
<td>Watzlawick et al., 2011, Chapter 3 (pp. 31-39)</td>
</tr>
<tr>
<td></td>
<td>o “More of the Same” – When the solution becomes the problem</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Theory of change: Problem formation II</strong></td>
<td>Watzlawick et al., 2011, Chapter 4 (pp. 40-46)</td>
</tr>
<tr>
<td></td>
<td>o Naïve simplifications of complex problems</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Theory of change: Problem formation III</strong></td>
<td>Watzlawick et al., 2011, Chapters 5-6 (pp. 47-74)</td>
</tr>
<tr>
<td></td>
<td>o The Utopian syndrome</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Paradoxes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Theory of change: Problem resolution I</strong></td>
<td>Watzlawick et al., 2011, Chapters 7-8 (pp. 75-107).</td>
</tr>
<tr>
<td></td>
<td>o Second-order change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Reframing the problem</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Theory of change: Problem resolution II</strong></td>
<td>Watzlawick et al., 2011, Chapters 9-10 (pp. 108-154).</td>
</tr>
<tr>
<td></td>
<td>o The practice of change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Exemplifications</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Problem formation in criminal justice reform</strong></td>
<td>Welsh &amp; Harris, 2013, Chapter 1 (pp. 31-53).</td>
</tr>
<tr>
<td></td>
<td>o The fragmentation of the CJ system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o The ‘hydraulic pressure’ in the CJ process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Problem definition amidst competing goals and conflicting interests</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Case study of problem formation in police innovation I:</strong></td>
<td>Moore &amp; Braga, 2003 (pp. 439-453)</td>
</tr>
<tr>
<td></td>
<td>o COMSTAT and the measurement of police performance</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Case study of problem formation in police innovation II:</strong></td>
<td>Willis et al, 2004 (pp. 463-496)</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>11</td>
<td>Case study of problem formation in court reform:</td>
<td>Palermo et al, 1998 (pp. 111-123). Bowen, 2009 (pp. 2-29)</td>
</tr>
<tr>
<td>12</td>
<td>Problem definition in criminal justice reform I:</td>
<td>Welsh &amp; Harris, 2013, Chapter 2 (pp. 77-102).</td>
</tr>
<tr>
<td>13</td>
<td>Problem definition in criminal justice reform II:</td>
<td>Welsh &amp; Harris, 2013, Chapter 2 (pp. 103-122).</td>
</tr>
<tr>
<td>14</td>
<td>Problem definition in criminal justice reform III:</td>
<td>Welsh &amp; Harris, 2013, Chapter 4 (pp. 123-144).</td>
</tr>
<tr>
<td>15</td>
<td>Movie and discussion:</td>
<td>N.A.</td>
</tr>
<tr>
<td>16</td>
<td><strong>FIRST EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Problem resolution in criminal justice reform:</td>
<td>Welsh &amp; Harris, 2013, Chapter 5 (pp. 145-172).</td>
</tr>
<tr>
<td>18</td>
<td>Evaluating process and outcomes I:</td>
<td>Welsh &amp; Harris, 2013, Chapter 6 (pp. 173-200).</td>
</tr>
<tr>
<td>19</td>
<td>Evaluating process and outcomes II:</td>
<td>Welsh &amp; Harris, 2013, Chapter 7 (pp. 201-215).</td>
</tr>
<tr>
<td>20</td>
<td>Case study of program implementation in crime control I:</td>
<td>Chajewski &amp; Mercado, 2009 (pp. 44-61)</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>stigmatization and exclusion</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td><strong>Case study of program evaluation in crime control II</strong></td>
<td>Welchans, 2005 (pp. 123-140)</td>
</tr>
<tr>
<td></td>
<td>- Sex offender registry: When evidence contradicts common sense</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><strong>Case study of problem resolution in prison management:</strong></td>
<td>Mears &amp; Watson, 2006 (pp. 232-270)</td>
</tr>
<tr>
<td></td>
<td>- Supermax: Controlling the uncontrollable</td>
<td>Pizarro &amp; Narag, 2008 (pp. 23-42)</td>
</tr>
<tr>
<td>23</td>
<td><strong>Failure in criminal justice innovations</strong></td>
<td>Berman &amp; Fox, 2010, Chapters 1 &amp; 6 (pp. 11-26; 97-111)</td>
</tr>
<tr>
<td></td>
<td>- Defining failure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Types of failure</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td><strong>Case study of failed innovation I</strong></td>
<td>Rosenbaum, 2007 (pp. 815-824) Perin, 2008. (pp. 22-28)</td>
</tr>
<tr>
<td></td>
<td>- D.A.R.E.: Fighting the Drug War in classrooms</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td><strong>Case study of failed innovation II</strong></td>
<td>Berman &amp; Fox, 2010, Chapter 4 (pp. 61-77)</td>
</tr>
<tr>
<td></td>
<td>- Parole and the battle for reform in California: The billion-dollar failure</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td><strong>Success in criminal justice innovation</strong></td>
<td>Armenakis et al, 1999 (pp. 97-128) Berman et al, 2007 (pp. 7-11) Christopher, 2001 (pp. 24-25)</td>
</tr>
<tr>
<td></td>
<td>- Organizational facilitators of success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Strategies for failure avoidance</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td><strong>Case study of successful innovation I</strong></td>
<td>Berman &amp; Fox, 2010, Chapter 2 (pp. 27-44)</td>
</tr>
<tr>
<td></td>
<td>- Drug courts: A few failures among many successes</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td><strong>Case study of successful innovation II</strong></td>
<td>Berman &amp; Fox, 2010, Chapter 3 (pp. 45-60)</td>
</tr>
<tr>
<td></td>
<td>- Gun violence reduction: The complicated legacy of Operation Ceasefire</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td><strong>SECOND EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>
THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SYLLABUS. STUDENTS WILL BE GIVEN NOTICE, SHOULD THESE CHANGES TAKE PLACE.
John Jay College OF Criminal Justice  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted __July 10, 2011____

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 ___Criminal Justice________________
   b. Name and contact information of proposer(s) ___Hung-En Sung________________
      Email address(es) ___hsung@jjay.cuny.edu________________
      Phone number(s) ___(212) 237-8412________________

2. a. Title of the course ___Special Topics in Criminal Justice Research________________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Special Topics________________
   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:

This course seeks to build new learning and analytical skills on students’ existing understanding of criminal justice operations and processes, including the role of law enforcement, prosecution and adjudication, sentencing, and corrections in justice administration. Also, since a 10- to 12-page analytical / argumentative paper will be assigned as the term project in this course, mastery of basic writing skills and empirical reasoning is crucial to the successful completion of the course. The acquisition of these required knowledge and skills is expected to be attained through the passing of the 100- and 200-level prerequisite courses.

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

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 is a seminar designed for Criminal Justice BA majors in their junior year who are considering the thesis option. The purpose is to enable students to analyze and synthesize new and emerging areas of criminal justice, to challenge accepted learning or to understand more objectively some of the controversial issues in the discipline. It adopts a seminar format where every student is expected to contribute to the discussion and be responsible for an analytical project on a sub-topic of his or her own choosing. This original written paper must be well documented. It will be presented and defended by the student before the group.

Students are offered an opportunity to explore the research literature under the mentoring of the instructor who provides ‘intellectual scaffolding’ by selecting discussion topics that all students are likely to have some relevant knowledge of. The instructor also raises questions that prompt students towards more sophisticated levels of policy thinking. The goal is to move students from rote-memory learning to inquiry-based learning.

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 seminar analyzes critical issues affecting the criminal justice process. It provides students with an opportunity to critically explore and reflect on timely challenges to the administration of justice not examined in regular course offerings in departments across college. Topics may include LGBT individuals and the American criminal justice system, individual rights and public welfare, criminalization of illness and medicalization of justice, authority and power, democracy and crime, gun and gun control, therapeutic courts in America, comparative analysis of religion and justice, among others.

(Note: Students may take this course more than once providing the topics are substantially different)

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; CJBA 340 or permission of instructor

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

Approved by UCASC, March 22, to College Council, April 15, 2013
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:**

   1) Compare and contrast competing explanations of the topic
   2) Analyze the strength of evidence supporting competing explanations of the topic
   3) Examine important past, present, and future directions of the topic.
   4) Apply critical thinking to appreciation of the topic.
   5) Demonstrate understanding of the topic through analytical and argumentative writing.

   These learning outcomes comport with the pedagogical emphasis of the major on teaching skills and perspectives rather than facts. This desire to move criminal justice education away from a vocational program with a training academy atmosphere seeks to base criminal justice learning not on facts that a student can recite, but on the process of intellectual discovery.

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

   _____No  **X** Yes

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

   This course will be required for all students choosing the thesis-track in the Criminal Justice BA program. Students from other tracks or majors will be welcome to enroll, with the permission of instructor.

10. Will this course be part of JJ’s **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
11. How will you assess student learning?

As an advanced seminar, this course will rely on mentored discussions and be writing-intensive. While assignments and activities will vary by course topic and instructor, analytical and argumentative writing in the forms of a research proposal, a term paper, and peer reviews of these writing assignments will take the center stage in this seminar series.

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

Yes __X__ No ___

- If yes, please state the librarian’s name __Professor Marta Bladek________________
- Are there adequate resources in the library to support students’ work in the course

Yes ___X__ No __________

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

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

In addition, the library provides online access to such useful resources such as Oxford Criminology Bibliography Online, Criminal Justice Periodical Index, Sage Criminology.

There are two online guides that list many relevant information sources for students taking this and other criminal justice courses: http://guides.lib.jjay.cuny.edu/criminaljustice.

Since criminal justice is the library’s core mission, the collection includes a wealth of print and electronic books on the subject.

13. Syllabus – see attached

14. Date of Department curriculum committee approval __December 15, 2009__________
15. **Faculty** - Who will be assigned to teach this course? ___Marcia Esparza, Joshua Freilich, William Heffernan, Stanley Ingber, David Kennedy, Dennis Kenney, John Kleinig, Barry Latzer, Evan Mandery, Jeffrey Mellow, Mangai Natarajan, Frank Pezzella, Charles Strozier, Hung-En Sung, Karen Terry, and Valerie West

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

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

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

   ___X__ Not applicable
   ___N__o
   ___Y__es. If yes, give a short summary of the consultation process and results.

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

   ___X__ No
   ___Y__es. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   **Evan Mandery**
   Chair, Proposer’s Department

   **Hung-En Sung**
   Major or Minor Coordinator (if necessary)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

SYLLABUS – FALL 2014  
CJBA 380 Special Topics in Criminal Justice:  
Public Health Challenges within Criminal Justice Populations

Instructor: Hung-En Sung, Ph.D.  
Office: Room 422.23T  
Office Hours: Thursday (2:00pm-4:00pm)  
Telephone: (212) 237-8412  
Email: hsung@jjay.cuny.edu

Class Hours: 4:05pm-6:05pm, Thursdays  
Classroom: 239T

I. Course description

This seminar analyzes critical issues affecting the criminal justice process. It provides students with an opportunity to critically explore and reflect on timely challenges to the administration of justice not examined in regular course offerings in departments across college. Topics may include LGBT individuals and the American criminal justice system, individual rights and public welfare, criminalization of illness and medicalization of justice, authority and power, democracy and crime, gun and gun control, therapeutic courts in America, comparative analysis of religion and justice, among others.

II. Section description

This section surveys major public health challenges to the administration of criminal justice and covers the theory and research of correctional epidemiology. Students examine the distribution and determinants of disease and mortality within criminal justice populations and the contribution of penal policies to health disparities in our communities. This course adopts the format of a research seminar in which students study under an active researcher with each doing original research and all exchanging results through progress reports and group discussions. Through critical reading of scientific papers, peer learning, and analytical and argumentative writing students will produce a research paper and attain all of the learning objectives. Brief lectures on epidemiological concepts and approaches will supplement seminar activities. The use of information technology for literature search and review, statistical analysis of data, and presentation of research findings will be refreshed and reinforced throughout the semester.

III. Course pre-requisites or co-requisites

- CJBA 340 Research Methods in Criminal Justice; OR
- permission of instructor

IV. Learning outcomes

After completion of the course, students will be competent in the analysis of the relationship between disease and crime in American society and major policy issues at the intersection of public health and criminal justice.
Overall, students will:

- Compare and contrast competing explanations of the topic
- Analyze the strength of evidence supporting competing explanations of the topic
- Examine important past, present, and future directions of the topic.
- Apply critical thinking to appreciation of the topic.
- Demonstrate understanding of the topic through analytical and argumentative writing.

Specifically, students will be able to:

- Understand the prevalence and incidence of major categories of morbidity and identify related risk factors among former and current criminal offenders
- Evaluate rival explanations of the causal and non-causal associations between disease and crime
- Analyze the impact of racial and class disparities on public health and public safety
- Explain public health approaches to the prevention of crime and related ethical or legal dilemmas
- Write and critique analytical assessments of public health challenges in criminal justice

V. Required readings

Required textbook:


Required journal articles and research reports (all readings are available under Course Documents in Blackboard):


VI. Course requirements and grading

Grades will be calculated based on the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Research proposal</td>
<td>15%</td>
</tr>
<tr>
<td>Evaluation of peer research</td>
<td>10%</td>
</tr>
<tr>
<td>Term paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
The assignment of letter grades is as follows:

- **A** = 92-100
- **A-** = 90-91
- **B+** = 87-89
- **B** = 82-86
- **B-** = 80-81
- **C+** = 77-79
- **C** = 72-76
- **C-** = 70-71
- **F** = 0.0

**Class Participation:** Readings will be analyzed and critiqued in class. Students are expected to eagerly contribute to class discussion with their comments, observations, questions, and data findings. Those who often engage in meaningful exchanges with other classmates by responding to their inquiries or offering other types of assistance will be rewarded.

**Exams:** Two non-cumulative exams will be administered to assess students understanding of the key theoretical constructs as well as their ability to critically evaluate and practically apply these conceptual tools in the context of real policy problems.

**Research Proposal:** Students will choose a health issue among criminal justice populations and develop an analytical study over the semester. The selected topic should be submitted to the instructor for review and approval within three weeks of the first class session. The proposal will begin with a literature review in which students are required to survey between 5 and 7 scholarly works relevant to their particular area of research, providing a summary and critical evaluation of extant literature. The goal is to propose and justify new research questions or hypotheses in a mid-term paper. The 5-page research proposal must include a problem statement (half-page±), literature review (4-page±), and a set of research questions or hypotheses (half-page±). The final version of the research proposal must contain up to 1,200 words in the main body and end in an Appendix where you address the comments or critiques from your peers. It must be typewritten, double-spaced, properly structured, and adequately copy-edited. Please leave one-inch margins on all sides, number all pages, and use a standard 12-pitch font size. Manuscript should be prepared in accordance with the **AMA Manual of Style** or **APA Publication Manual**. This research proposal must be submitted to Turnitin for peer evaluation by Session 5. The revised proposal will be submitted to the instructor and verbally presented with PowerPoint slides in class.

**Appendix (Responses to Classmates’ Comments):** An important part of your grade will come from this Appendix. In this section, you will have to list the most important comments or critiques you have obtained from your peer reviewers and the instructor. Specify how you have addressed each of these feedbacks and made the recommended revision. If you have chosen to reject a suggestion for change, provide a justification. Credit will be given to those who take advantages of the interactive process of peer review to improve their work. A sample Appendix is attached at the end of this syllabus.

**Evaluation of Peer Research:** Each student will be required to evaluate two research proposals and two final papers from their classmates. These peer evaluations will consist of essay answers to the assessment questions posted by the instructor on Turnitin. They will be graded for their depth, clarity, and usefulness to the authors of the proposal/paper.

**Term Paper:** The term paper is intended to be an enjoyable learning experience in which students become familiar with the basic correctional health issues, sharpen statistical skills, and
communicate results of their own epidemiological analyses. This is a semester-long, individual effort with group input, culminating in the submission and presentation of the student's term paper at the end of the semester. Research design and statistical techniques learned in the past will be applied to examine the research questions or hypotheses proposed in the proposal.

The manuscript must address feedback provided by the reviewers and the instructor and contain up to 3,000 words in the main text, an abstract of 100 words, up to 4 tables/figures, and an Appendix summarizing your responses to reviewers' comments (see explanation above). It must be typewritten, 10- to 12-page long, double-spaced, properly structured, and adequately copy-edited. Please leave one-inch margins on all sides, number all pages, and use a standard 12-pitch font size. Manuscript should be prepared in accordance with the *AMA Manual of Style* (10th edition) or *APA Publication Manual* (6th edition). The first draft of the write-up must be submitted for peer review by Session 11 and the revised term paper must be uploaded to Turnitin by Session 15.

**Final Presentation:** The last two class meetings will be dedicated to student presentations. Each presentation is expected to be 10 minutes long, leaving 5 minutes for questions and set-up/takedown. They must be of professional quality and supplemented with PowerPoint slides and/or handouts. Students in the audience are expected to provide substantive feedback to the presenter.

**VII. Policy on attendance**

Group processes and peer learning are key instructional mechanisms in this course. Each student is allowed to have THREE absences (excused or unexcused) without penalty. For every absence after three, 0.3 point will be deducted from the final grade. For example, if a B (3.0 points) student misses four days of class, 0.6 point will be deducted from his or her total points, resulting in a final grade of C+ (2.4 points). *The attendance policy will be strictly enforced.*

**VIII. 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. 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. 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.

**IX. Classroom behavior**

1. Classroom participation is a part of your grade in this course. To participate, you must attend
class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

2. You are expected to be on time. Class starts promptly at 4:05pm. You should be in your seat and ready to begin class at this time. Class ends at 6:05pm. Packing up your things early is disruptive to others around you and to yourself.

3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

4. Any discussion from class that continues on any Blackboard class discussion list should adhere to these same rules and expectations.

X. **College wide policies for undergraduate courses**

A. **Incomplete Grade Policy**

An Incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete grade automatically becomes the grade of “FIN” at the end of that semester.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.
B. Extra Work During the Semester
Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

X. Class Schedule

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Discussion: Health disparities I</td>
<td>Barr (2008): Chapter 3 (pp. 42-72)</td>
</tr>
<tr>
<td>3</td>
<td>Discussion: Health disparities II</td>
<td>Wells et al (2010) (pp. 2507-2512)</td>
</tr>
<tr>
<td>4</td>
<td>Discussion: Poverty and disease I</td>
<td>Barr (2008): Chapters 4 (pp. 73-104)</td>
</tr>
<tr>
<td></td>
<td>Due: Research topic (including questions and hypotheses) submitted to the instructor for review and approval</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Discussion: Poverty and disease II</td>
<td>Nuru-Jeter &amp; LaVeist (2011) (pp. 270-282)</td>
</tr>
<tr>
<td>6</td>
<td>Discussion: Race as a determinant of</td>
<td>Barr (2008): Chapter 5 (pp. 74-105)</td>
</tr>
<tr>
<td>SESSION</td>
<td>TOPICS</td>
<td>READINGS</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Due</em>: Reference list of the 5-7 journal articles to be examined in the literature review submitted to the instructor</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Discussion</em>: Race as a determinant of health II</td>
<td>Massoglia (2008b) (pp. 275-306)</td>
</tr>
<tr>
<td>8</td>
<td><em>Discussion</em>: Race, SES, and Health: Spuriousness and Causality</td>
<td>Barr (2008): Chapter 6 (pp. 134-168)</td>
</tr>
</tbody>
</table>
| 9       | *Discussion*: Substance use disorders: A chronic brain disease behind bars  
*Due*: First draft of the research proposal uploaded to Turnitin for peer review (will not be graded) | Karberg & Mumola (2006, October) (pp. 1-12)  
CASA (2010): Executive Summary (pp. 1-8) |
| 10      | *Discussion*: Mental health problems and their criminalization I  
*Due*: Review comments uploaded to Turnitin (to be graded) | Hoehne (1985) (pp. 39-44)  
| 11      | *Discussion*: Mental health problems and their criminalization II | James & Glaze (2006, September) (pp. 1-12) |
| 12      |          | **Mid-term Exam** |
| 13      |          | **Presentation of the Research Proposal** |
| 14      | *Discussion*: Death penalty by any other name? Mortality and the criminal justice process I  
*Due*: Revised research proposal uploaded | Mumola (2007, October) (pp. 1-22)  
Patterson (2010) (pp. 587-607) |

Approved by UCASC, March 22, to College Council, April 15, 2013
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Discussion: Infectious diseases: Correctional systems as networks of risk and hope I</td>
<td>Maruschak (2008, April) (pp. 1-27)</td>
</tr>
<tr>
<td>17</td>
<td>Discussion: Infectious diseases: Correctional systems as networks of risk and hope II</td>
<td>Massoglia (2008a) (pp. 56-71) Sylla et al (2010) (pp. 982-985)</td>
</tr>
<tr>
<td>18</td>
<td>Discussion: Biological determinants of crime: Evidence and Controversies I</td>
<td>Wright &amp; Boisvert (2009) (pp. 1228-1240)</td>
</tr>
</tbody>
</table>

**Due:** First draft of the term paper uploaded to Turnitin for peer review (will not be graded)
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Discussion: Can public health and criminal justice be promoted at the same time?</td>
<td>Barr (2008): Chapter 10 (pp. 247-272)</td>
</tr>
<tr>
<td>25</td>
<td>Presentation of Term Paper I</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Presentation of Term Paper II</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Presentation of Term Paper III</td>
<td>Due: Final draft of the term paper uploaded to Turnitin (to be graded)</td>
</tr>
<tr>
<td>28</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

The instructor reserves the right to modify the syllabus and to offer extra-credit activities. Students will be given notice, should these changes take place.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: 4/17/2012  

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: Security, Fire and Emergency Management  
b. Name and contact information of proposer(s): Dr. Charles Nemeth  
   Email address(es): cnemeth@jjay.cuny.edu  
   Phone number(s): 212-237-8756  

2. a. Title of the course: Private Security and the Law  
b. Abbreviated title: Private Security Law  
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:  
   A course at this level assumes base knowledge about the security sector. Since it is highly specialized, dealing with legal nuances of the industry itself, prior knowledge of that industry, from an operational perspective is essential. In addition, the course calls for complex analysis of case law and statutory materials in private security practice.  
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEC  

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.)  
   Course is essential to any professional seeking a career in the private security complex. Understanding the legal principles of the field is critical to liability avoidance and professional best practice. Success in this course and the industry itself depends on one’s ability to mitigate potential litigation arising from malpractice, negligence and other unprofessional conduct. This course lays out the not only the definition and scope of applicable laws, but also the steps to minimize and eliminate liability. In addition, the course expends considerable energy on the emerging constitutional challenges that the
industry has long avoided as well as the more recent Civil Rights actions that seem to be gaining traction. Finally, the course stresses cooperative programs between public entities and private security interests and advises on how these partnerships might operate without legal challenges.

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 a comprehensive look at how private security and private sector justice are historically and structurally woven into the American experience. How the private security industry is legally governed, subject to regulatory and administrative oversight as well as guided by judicial decision are the primary aims of the course. Participants will be exposed to the foundational liability issues, from both a civil and criminal context, and critique and assess the nature of rights in the private sector domain. Special emphasis is given to the constitutional ramifications of private security action. The course fully outlines emerging case law and statutory directions regarding the industry; projects how the problems of entanglement between public and private law enforcement cause legal dilemmas and ends with concrete suggestions on how to avoid liability problems.

5. **Course Prerequisites or co-requisites:** ENG 201, SEC 101, SEC 210

6. **Number of:**
   a. Class hours: 3
   b. Lab hours: NA
   c. 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): Spring of 2012
      b. Teacher(s): Charles P. Nemeth JD, PhD, LL.M
      c. Enrollment(s): 5
      d. Prerequisites(s): ENG 101/SEC 101

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?

Approved by UCASC, March 1, to College Council, April 15, 2013
• Differentiate the constitutional implications of police powers in the public and private sector.

• Analyze fact patterns which involve private sector justice professionals as to legal liability and assess and interpret and apply statutes, codes, rules and regulations which guide the security industry.

• Examine critical legal case law applicable to the private security industry, discern civil and criminal remedies applicable to private sector conduct, and argue and defend evidentiary principles which apply to private sector justice and emerge from professional activity.

• Compare and contrast the professional outlook and mission of the private and public system.

• Apply legal doctrines, once solely applicable to the world of public policing, to the private sector and author significant research relating to the legal liability of private sector justice.

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)

Bachelor of Science in Security Management; Core Curriculum

10. How will you assess student learning?

While assessment will broadly employ major evaluative criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.

2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.

3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.

4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department also utilizes SEC 405 - the Senior Seminar, as its capstone course for all majors.

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: Mark Zubarev
- 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
  X  Criminal Justice Abstracts
  X  PsycINFO
  X  Sociological Abstracts
  X  JSTOR
    - SCOPUS
    - Other (please name) ____________________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval ____December 7, 2011____

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

  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. 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.

   LAW 207 has been offered for quite a few years. SFEM offers up a more complex and sophisticated examination of the subject matter and this sort of advanced course offering more properly belongs in the Security, Fire and Emergency Management Program. The department consulted with the Chair of Law and Police Science, Dr. Maki Habberfield and the Chair of this department resulted in an agreement for this course to be a replacement.

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.

   The Chair of Law and Police Science, Dr. Maki Habberfield concurred that the course properly belongs in Security, Fire and Emergency Management and it was a hold-over under her department’s previous design.

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

   CHARLES P. NEMETH JD, PHD, LLM
   Chair, Proposer’s Department
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Department of Security, Fire and Emergency Management
The City University of New York

Syllabus for Private Security and the Law SEC 380-01

Professor: Charles P. Nemeth
Office location: North 3521
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00
Phone: EXT 8756
E-mail address: cnemeth@jjay.cuny.edu

Course description

This course is a comprehensive look at how private security and private sector justice are historically and structurally woven into the American experience. How the private security industry is legally governed, subject to regulatory and administrative oversight as well as guided by judicial decision are the primary aims of the course. Participants will be exposed to the foundational liability issues, from both a civil and criminal context, and critique and assess the nature of rights in the private sector domain. Special emphasis is given to the constitutional ramifications of private security action. The course fully outlines emerging case law and statutory directions regarding the industry; projects how the problems of entanglement between public and private law enforcement cause legal dilemmas and ends with concrete suggestions on how to avoid liability problems.

Learning Outcomes

The student will be able to:

• Differentiate the constitutional implications of police powers in the public and private sector.
• Analyze fact patterns which involve private sector justice professionals as to legal liability and assess and interpret and apply statutes, codes, rules and regulations which guide the security industry.
• Examine critical legal case law applicable to the private security industry, discern civil and criminal remedies applicable to private sector conduct, and argue and defend evidentiary principles which apply to private sector justice and emerge from professional activity.
• Compare and contrast the professional outlook and mission of the private and public system.
• Apply legal doctrines, once solely applicable to the world of public policing, to the private sector and author significant research relating to the legal liability of private sector justice.

Course pre-requisites or co-requisites

ENG 201, SEC 101, SEC 210

Outlook and Approach to the Course

Hybrid Instruction method. Instruction in this course is classroom and internet based and designated a “hybrid.” In this sense, both classroom activity and virtual contributions are evaluated. Various synchronous and asynchronous methods of instruction will be utilized. Both threaded and classroom discussions, virtual visits, streaming video and audio, and independent and group exercises may be employed. Case advocacy and advanced legal research are expected in this course.

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of graduate students. Grammar, rhetoric, spelling, attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.

Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Respect is central to academic discourse. Never forget the central role that disagreement plays in the life of a university. It should not be personalized but treasured as part of the experience itself.

Netiquette. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. "Netiquette" is network etiquette, the do’s and don’ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. "The Netiquette Home Page at http://www.albion.com/netiquette/index.html provides links to both summary and detailed information about Netiquette.

"The Core Rules of Netiquette". Learn Netiquette basics by reading this concise overview of network etiquette excerpted from the book Netiquette by Virginia Shea. Shea's "Core
Rules” are the classic introduction to the subject and are widely cited in cyberspace. Available at http://www.albion.com/netiquette/book/index.html.

Course Policies

**Participation.** In both class and the virtual setting, there are high expectations for contributions. 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.

**Attendance is expected in this class.** A portion of your grade is aligned with your pattern of attendance.

**Make-up exams** and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

**Academic Dishonesty.** The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism:** Plagiarism consists of using another author’s words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author’s work off as your own are also considered to be plagiarism.
- **Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source’s intent by misquoting or taking out of context.
- **Multiple submissions:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Course Requirements

**Mid-term and Final Examination:** The exams will assess students’ proficiency in assigned reading material and seminar lectures. The exams 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 undergraduate 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:


**Required Texts**


**Grading**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion and Attendance</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: The Concepts of Self-Help and Self-Protection Historical Foundations</td>
<td>Nemeth: Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Coming of Age: Private Security Contemporary Private Security</td>
<td>Nemeth: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Source</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Regulation, Licensing, Education, and Training: The Path to Professionalism in the Security Industry</td>
<td>Nemeth: Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>Constitutional Framework of American Criminal Justice</td>
<td>Nemeth: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Arrest and Private Sector Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Law of Search and Seizure: Public Police</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Law of Search and Seizure: Private Police</td>
<td>Nemeth: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Challenges to the Safe Harbor of Private Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constitutional Prognosis for Private Security</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The Nature of Civil Liability</td>
<td>Nemeth: Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Classification of Civil Wrongs/Torts</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Remedies under the Civil Rights Act: 42 U.S.C. § 1983</td>
<td>Nemeth: Chapter 4</td>
</tr>
<tr>
<td>8</td>
<td>Mid-Term Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• False Imprisonment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Malicious Prosecution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Premises Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peak v. W.T. Grant Co., 386 S.W. 685</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Case Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vicarious Liability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Negligence and Foreseeability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Negligence and the Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• State Action Theory</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Introduction: The Problem of Criminal Liability</td>
<td>Nemeth: Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Defenses to Criminal Acts: Self-Help</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Case Analysis: Crimes and Private Sector Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RICO and other Conspiratorial Offenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Miranda Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Third-Party Criminal Acts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hatt v. Hammond, NO. 236637 (Pima County Superior Court, Tuscon, Arizona, October 20, 1987)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Introduction: Private Security’s Role in Enforcing the Law</td>
<td>Nemeth: Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Defining Criminal Liability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classification of Criminal Offenses and Related Penalties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific Types of Crimes and Offenses</td>
<td></td>
</tr>
</tbody>
</table>
| 13 | The Relationship between the Public and Private Sectors  
Positive Programs on Interaction and Cooperation  
Recommendations | Nemeth: Chapter 7  
|---|---|---|
| 14 | Selected Case Readings  
- Aetna Casualty & Surety Company v. Pendleton Detectives of Mississippi, Inc.  
- Arthur Letourneau Et Al. V. The Department Of Registration And Education Et Al.,  
- Beverly Jean Whitehead, et al. v. USA-One, Inc.,  
- Burdeau v. McDowell  
- State of Minnesota v. Jeffrey Scott Buswell  
- Kelley et al. v. Baker Protective Services, Inc.,  
- Leroy Ross v. Texas One  
- Marta Rivas & Alberto Rivas v. Nationwide Personal Security Corporation  
- N.C. Private Protective Services Board v. Gray, Inc., D/B/A Superior Security  
- Andrew J. Neuens v. City Of Columbus  
- Barry Walker v. May Department Stores Co.  
- Kyong Wood & Sheila Copeland v. The City Of Topeka  
- The People v. Virginia Alvinia Zelinski  
- Douglas Moore v Detroit Entertainment, L.L.C.  
- Ramirez v. Fifth Club, Inc.  
- State Of Louisiana v. Steven Michael Presson  
- Wesley Locke v. Ozark City Board of Education  
- Michael Wells v. Securitas Security Services USA, Inc. and The University Of Michigan.  
- Nick White v. Martel Moylan, Melissa | Nemeth: Chapter 8 |
<table>
<thead>
<tr>
<th>15</th>
<th>Final Exam Paper Submission</th>
</tr>
</thead>
</table>

**College wide policies for undergraduate courses** (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

**A. Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student's outstanding coursework as specified on the form and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

**B. Extra Work During the Semester**

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

**C. 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.
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)

**Plagiarism detection software** - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.

**THE FIRST INSTANCE OF PLAGIARISM WILL RESULT IN A FAILING GRADE FOR THE ASSIGNMENT IN QUESTION. A SECOND INFRACTION WILL RESULT IN COURSE FAILURE AND POTENTIAL EXPULSION FROM THE UNIVERSITY.**
New Course Proposal Form

Date Submitted: 4/17/2012

1. a. **Department(s) or program(s)** proposing this course: Security, Fire and Emergency Management
   
b. **Name** and contact information of proposer(s): Charles P. Nemeth, JD, PhD, LL.M
      
      Email address(es): cnemeth@jjay.cuny.edu
      Phone number(s): 212-237-8756

2. a. **Title of the course:** Introduction to Executive and Event Protection
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Exec & Event Protect
   
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:

   Dealing with specialized environments, such as public arenas, entertainment venues or special classes of parties, such as celebrities, assumes a base level of knowledge in security practice. Course opens up new occupational vistas for students and affords another avenue of success. To be effective at this level, highly specialized tactics and strategies must be covered in addition to the foundational requirements. Hence, the course is properly labeled 300 level.

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

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.)

   Course provides an overview of security planning and protocol relating to the security of both public events and the protection of high profile executives and other well-known figures. The role of the private sector in the security of large scale events is covered as well as the particular strategies that ensure a safe and secure setting. The course will explore, analyze and examine research on best practices in public settings and plan and mitigate terrorist activities. On the executive side, best practices in the protection of person and property are covered to assure day to day safety or the temporary transport of a designated executive, celebrity or other public figure. Celebrities and political
figures, as well as other persons of notoriety, are in need of sophisticated protection to self and property. Specific guidance on how these individuals remain untouched, unharmed and safe in person and property are fully covered.

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

This course introduces and comprehensively analyzes standard and advanced protocols relating to security protection for special events and special categories of people, namely executives, celebrities and political figures. How to secure a large scale public setting to insure or minimize the potential for harm and injury within a large event, such as a sporting or entertainment affair, is a central course aim. The second phase of the course is dedicated to the standards and practice of professional executive protection. Protection of person, property, transport, use of decoy and deception, intelligence gathering and usage, are a few of the topics considered in this vital area of security. Other topics include risk assessments for sport and entertainment venues, the importance of public-private interface in high profile protection, case studies on real world situations and tactics to mitigate harm and risk.

5. **Course Prerequisites:** ENG 201, SEC101, SEC 210

6. Number of:
   a. Class hours __3__
   b. Lab hours __NA__
   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?

   • Discuss and explain the importance and significance of executive and event protection from the perspective of private security.
• Analyze, examine and research security strategies in executive protection and arena security.
• Distinguish the differences in how security strategies are designed and implemented in public and private forums.
• To apply diverse security protocols for purposes of celebrity protection.
• To critique plans of 3rd party protection and defense in light of location, environment, population and other variables which impact security integrity.

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)

   Bachelor of Science in Security Management; Security Applications Component

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

   While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

   1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
   2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
   3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
   4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
   5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

   Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department designates SEC 405 as its capstone class for purposes of assessment.

Approved by UCASC, March 1, to College Council, April 15, 2013
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: Mark Zubarev
   • 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
     X Criminal Justice Abstracts
     X PsycINFO
     X Sociological Abstracts
     X JSTOR
     – SCOPUS
     – Other (please name) ____________________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval ___December 7, 2011____

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

   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. 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?

   ____Not applicable
   ___X__ No
16. 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

   CHARLES P. NEMETH JD, PHD, LLM
   Chair, Proposer’s Department
   ROBERT MCCRIE PHD

   Major or Minor Coordinator
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
Department of Security, Fire and Emergency Management  
The City University of New York

Syllabus for Introduction to Executive and Event Protection SEC 3XX-01

Professor: Charles P. Nemeth, JD, PhD, LL.M
Office location: North 3521
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00
Phone: EXT 8756
E-mail address: cnemeth@jjay.cuny.edu

Course description:

This course introduces and comprehensively analyzes standard and advanced protocols relating to security protection for special events and special categories of people, namely executives, celebrities and political figures. How to secure a large scale public setting to insure or minimize the potential for harm and injury within a large event, such as a sporting or entertainment affair, is a central course aim. The second phase of the course is dedicated to the standards and practice of professional executive protection. Protection of person, property, transport, use of decoy and deception, intelligence gathering and usage, are a few of the topics considered in this vital area of security. Other topics include risk assessments for sport and entertainment venues, the importance of public-private interface in high profile protection, case studies on real world situations and tactics to mitigate harm and risk.

Learning Outcomes

The student will be able:

- Discuss and explain the importance and significance of executive and event protection from the perspective of private security.
- Analyze, examine and research security strategies in executive protection and arena security.
- Distinguish the differences in how security strategies are designed and implemented in public and private forums.
- To apply diverse security protocols for purposes of celebrity protection.
- To critique plans of 3rd part protection and defense in light of location, environment, population and other variables which impact security integrity.

Course pre-requisites or co-requisites:

ENG 201, SEC 101, SEC 210

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.
Keep your sense of humor as you argue with others. One can still respect someone who disagrees.

Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism**: Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

- **Falsification**: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

- **Multiple submissions**: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance: Attendance is required except for excused absences. Any student with more than 2 unexcused absences will automatically fail this course. If there is an emergency, please notify the professor as soon as reasonably possible. Students are responsible for all missed work.

For John Jay College Policy, please refer to:
http://www.jjay.cuny.edu/academics/749.php

Course Requirements

Assignments: Refer to your calendar for all assignments. There will be 2 papers, plus a mid-term and a final. Discussion board questions will also be asked regularly and be part of your grade.

Mid-term and Final Examination: The exams will assess students' proficiency in
assigned reading material and seminar lectures. The exams 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.

**Papers:** Papers are to be double spaced, in black, and the font size must be 12. No cover page is required. Page numbering, including the first page, is to be placed in the lower right hand corner of your pages. Only 2 footnotes per paper are acceptable. Papers are not to exceed 7 pages.

Acceptable methods of citation/documentation and formatting include:


**Required Texts**


**Grading**

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Active class participation (including Bb)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
## Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
</tr>
</thead>
</table>
| 1    | Introduction  
|      | Review of Course Documents  
|      | Major sport and special event threats: Creating a Risk Assessment         | Read preface and chapter 1 in Sports and Special Events.  
|      |                                                                           | Read preface and chapter 1 in Executive Protection.  
|      |                                                                           | Answer the question on the discussion board.                                                                                               |                     |
| 2    | Human need for security: Discussion of the Olympic Park Bombing  
|      | Violence in society, Fear of Terrorism and Crime, Psychology of Fear & Danger  
|      | Discussion for first Paper      | Read chapter 2 in Executive Protection.  
|      |                                                                           | Research Gavin de Becker.  
|      |                                                                           | Read chapter 2 in Sports and Special Events.  
|      |                                                                           | Answer the question on the discussion board.                                                                                               | HW #1               |
| 3    | Discussions regarding leadership and multi-agency collaboration:  
|      | Communication & information sharing  
|      | Motivations of criminals, psychological aspects of the protector and National Response Framework (NRF)  
|      | Discussion for first Paper      | Read chapter 3, 4 in Sports and Special Events.  
|      |                                                                           | Read chapter 3 in Executive Protection.  
|      |                                                                           | Read this article http://www.oprah.com/oprahshow/MOSAIC-Gavin-de-Beckers-Online-Threat-Assessment-Tool  
|      |                                                                           | Answer the question on the discussion board.                                                                                               |                     |
| 4    | Discussion of de Becker Article: The risk assessment process and the Georgia Dome case study  
|      | History of assassinations and profiling the professional assassin        | Read chapter 4, 5 in Executive Protection.  
|      |                                                                           | Answer the question on the discussion board.                                                                                               | Short Paper #1      |
| 5    | Bodyguards verses executive protection; stalking and principals of protection  
|      | Creating plans for risk management; Policies & protective measures; Anticipate, plan & prepare | Read chapter 5, 6 in Sports and Special Events.  
|      |                                                                           | Read chapter 6 in Executive Protection.  
|      |                                                                           | Answer the question on the discussion board.                                                                                               |                     |
| 6    | Business continuity planning and reviewing the Hillsborough Disaster case study  
|      | Components of emergency management and the                              | Read this article: http://www.forbes.com/2007/04/27/security-ceo-compensation-tech-security-ex_ll_0430ceosecurity.html  
<p>|      |                                                                           | Read chapters 6 and 7 in Executive Protection                                                                                               | Term Paper Prospectus |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Stages of planning, situation reports, protective intelligence and</td>
<td><strong>Review For Midterm</strong></td>
</tr>
<tr>
<td></td>
<td>intelligence analysis</td>
<td>Read chapter 8 in Executive</td>
</tr>
<tr>
<td></td>
<td><strong>Midterm</strong></td>
<td>Protection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research to yearly cost of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guarding POTUS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion board.</td>
</tr>
<tr>
<td>8</td>
<td>Examples of client profiling and working in close quarters:</td>
<td>Read chapter 7 in Sports</td>
</tr>
<tr>
<td></td>
<td>Discussion for 2nd paper</td>
<td>and Special Events.</td>
</tr>
<tr>
<td></td>
<td>Understanding training and policy implementation; reviewing the</td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td>case study at Tulane University</td>
<td>discussion board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch the 1973 movie “Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the Jackal”: A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>professional assassin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>codenamed &quot;Jackal&quot; plots to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kill Charles de Gaulle, the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>President of France.</td>
</tr>
<tr>
<td>9</td>
<td>Discussion of the movie and errors and omissions made by both sides</td>
<td>Read the following article:</td>
</tr>
<tr>
<td></td>
<td>Discussion of presidential assassinations and attempts; protecting</td>
<td><a href="http://www.archives.gov/">http://www.archives.gov/</a></td>
</tr>
<tr>
<td></td>
<td>dignitaries at special events</td>
<td>research/jfk/warren-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>commission-report/appendix7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read chapter 8 in Sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Special Events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion board.</td>
</tr>
<tr>
<td>10</td>
<td>Types of event security discussed, protecting crowds and crowd</td>
<td>Read this article:</td>
</tr>
<tr>
<td></td>
<td>control, working with law enforcement</td>
<td><a href="http://www.telegraph.co.uk/">http://www.telegraph.co.uk/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>news/worldnews/africaand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>indianocean/egypt/9055387/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Egypt-football-riot-Dozens-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>killed-in-Egyptian-football-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stadium-riot.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read chapter 9 in Executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Protection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion board.</td>
</tr>
<tr>
<td>11</td>
<td>Estate and event planning; Physical and psychological barriers and</td>
<td>Read chapters 10, 11 and 12</td>
</tr>
<tr>
<td></td>
<td>technical systems</td>
<td>in Executive Protection.</td>
</tr>
<tr>
<td></td>
<td>Discussion regarding vehicle security; ambushes and the ABC’s of</td>
<td>Read chapter 9 in Sports</td>
</tr>
<tr>
<td></td>
<td>medicine</td>
<td>and Special Events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion board.</td>
</tr>
<tr>
<td>12</td>
<td>The future of safety &amp; security for sports &amp; special events,</td>
<td>Read chapters 13, 14 and 15</td>
</tr>
<tr>
<td></td>
<td>reviewing the case study of fan behavior</td>
<td>in Executive Protection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer the question on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read this article:</td>
</tr>
<tr>
<td></td>
<td>Discussion regarding legal considerations, requirements of a specialist/protective agent and ethics and honesty</td>
<td><a href="http://bleacherreport.com/articles/959666-benfica-stadium-fire-video-watch-irate-sporting-fans-try-to-burn-down-venue">http://bleacherreport.com/articles/959666-benfica-stadium-fire-video-watch-irate-sporting-fans-try-to-burn-down-venue</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>Fire safety and fire suppression systems in sports venues; discussion of the Benfica Stadium Fire Keys to professionalism and success in security; dynamics of protective team building</td>
<td>Read chapters 16, 17, 18, 19 in Executive Protection. Answer the question on the discussion board.</td>
</tr>
<tr>
<td>14</td>
<td>Defining terrorism and terrorists and how terrorism is financed; kidnapping and explosive devices How to recognize and react to an attack, stadium exit strategies, and keeping a safe &amp; secure environment</td>
<td>Read chapters 20, and 21 in Executive Protection. Answer the question on the discussion board. Review For Final</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination</td>
<td>Sessions 8-14</td>
</tr>
</tbody>
</table>

**College wide policies for undergraduate courses** *(see the Undergraduate Bulletin, Chapter IV Academic Standards)*

A. **Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student's outstanding coursework as specified on the form and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

B. **Extra Work During the Semester**
Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. **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.

*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)

**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)*

**Plagiarism detection software** - The College subscribes to **Turnitin.com** and Blackboard has a similar module called **SafeAssign.** I will be using plagiarism detection software in this course for all writing assignments.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/17/2012

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: Security, Fire and Emergency Management
   b. Name and contact information of proposer(s): Charles P. Nemeth, JD, PhD, LL.M
      Email address(es): cnemeth@jjay.cuny.edu
      Phone number(s): 212-237-8756

2. a. Title of the course: Private Security and Homeland Defense
   b. Abbreviated title: Pvt Sec&Homeland Def
   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:
   The concept of private security as it relates to homeland defense is a specialized topic and is viewed as a senior level function in the security industry. Therefore, prior knowledge is mandatory. Homeland defense activity is usually an application of theoretical knowledge. A 300 level offering is recommended.

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

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.)

   As the public sector increases its reliance on the private sector to provide security to critical infrastructure and capabilities, its inroads into homeland defense are more marked. Companies, educational institutions, hospitals and other entities increasingly rely on homeland protocols shaped by the security industry. In addition, the private security industry actively engages emergency planning, disaster preparedness and recovery, terrorism and counterterrorism policy and a host of other aligned homeland responsibilities. Future success in the private security industry will be inexorably linked to this content 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.)

How the idea of homeland defense connects with private security and private sector justice is the chief aim of this course. In a more particular sense, the course reviews and analyzes threats to private infrastructure and interests, as well as 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, and identification of various threats common to private security. Special emphasis is given to vulnerability analysis and risk management as well as suggestions on how public entities can partner with private sector justice in the defense of the homeland.

5. **Course Prerequisites or co‐requisites:** ENG 201, SEC 101, SEC 210

6. **Number of:**
   a. Class hours 3
   b. Lab hours NA
   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?

   • Identify and explain significant theories and developments in homeland defense and anti-terrorism.
   • Understand the difference between the roles of private security and public security with regards to homeland defense.
   • Describe the many interdependencies, intersections and conflicts between private security and homeland (public) security.
   • Evaluate research published in peer-reviewed journals and then apply theoretical knowledge to practical implementation and discuss their effectiveness.
• Conduct an actual risk assessment on a building or aspect of critical infrastructure.

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)
   Bachelor of Science in Security Management; Security Applications Component

10. How will you assess student learning?

    While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

    Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department assesses its SEC 405 Senior Seminar course as its capstone experience.

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: MARK ZUBAREV
    • Are there adequate resources in the library to support students’ work in the course
      Yes _X____   No________

Approved by UCASC, March 1, to College Council, April 15, 2013
• 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
X Criminal Justice Abstracts
X PsycINFO
X Sociological Abstracts
X JSTOR
  — SCOPUS
  — Other (please name) ________________________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval ____December 7, 2011____

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

_____Not applicable
_____X 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

CHARLES P. NEMETH JD, PHD, LLM
Chair, Proposer’s Department
ROBERT MCCRIE PHD

Major or Minor Coordinator
Syllabus for Private Security and Homeland Defense SEC 3XX-01

Professor: Charles P. Nemeth, JD, PhD, LL.M  
Office location: North 3521  
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00  
Phone: EXT 8756  
E-mail address: cnemeth@jjay.cuny.edu

Course description:

How the idea of homeland defense connects with private security and private sector justice is the chief aim of this course. In a more particular sense, the course reviews and analyzes threats to private infrastructure and interests, as well as 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, and identification of various threats common to private security. Special emphasis is given to vulnerability analysis and risk management as well as suggestions on how public entities can partner with private sector justice in the defense of the homeland.

Learning outcomes

The student will be able to:

- Identify and explain significant theories and developments in homeland defense and anti-terrorism.
- Understand the difference between the roles of private security and public security with regards to homeland defense.
- Describe the many interdependencies, intersections and conflicts between private security and homeland (public) security.
- Evaluate research published in peer-reviewed journals and then apply theoretical knowledge to practical implementation and discuss their effectiveness.
- Conduct an actual risk assessment on a building or aspect of critical infrastructure.

Course pre-requisites or co-requisites:

ENG 101/201/SEC 101/210

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.
Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
- Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.
- Multiple submissions: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance and Participation: Lectures will introduce important concepts, discuss reading material supplemented, as well as provide valuable insights into field applications. For this reason attendance is required and necessary. Every student is expected to arrive on time, prepared with assigned reading materials, and prepared to be engaged in class discussion. Arriving late or leaving early without notifying the instructor beforehand is not acceptable. Three (3) late arrivals will be marked as an absence. Any student with more than three (3) absences will receive a failing grade in the course. Make sure to turn off all electronic devices (IPods, cellular phones, pagers etc.) before entering the class. During each lesson students will be asked question about their reading assignments (oral quizzes). Students must participate in all discussions posted on Bb as assigned.

Course Requirements

Homework Assignments: Homework assignments will be given regularly throughout the course. The homework assignments will be primarily based on online homeland security material which will apply the theoretical knowledge gained in class and introduce the practical implementation of various concepts in field practice. Students
will be required to complete various Homeland Security-related FEMA’s Independent Study Program (ISP) courses, and submit their certificate of completion to the instructor. These trainings are all available free of charge online at the FEMA ISP website. The links to these courses have been provided with the course list below as well as on Bb.

**Homework List and Links:**
- HW 4: FEMA Introduction to Hazard Mitigation at [http://training.fema.gov/EMIWeb/IS/is393A.asp](http://training.fema.gov/EMIWeb/IS/is393A.asp)
- HW 5: FEMA Retail Security Awareness: Understanding the Hidden Hazards at [http://training.fema.gov/EMIWeb/IS/is912.asp](http://training.fema.gov/EMIWeb/IS/is912.asp)

**NOTE:** All homework assignments MUST be submitted on time. Late work will NOT be accepted. The college’s policies on cheating and plagiarism apply to all assignments.

**Short Writing Assignments:** Each student to write two (2) papers of 4-6 pages on the following:
- The first paper will detail current issues in homeland security as it pertains to the private sector
- The second paper will require students to research on risk assessment and provide a case study analysis on historical risk assessments or security concepts or policies that have been effective OR unsuccessful in deterring terrorism.

**NOTE:** All writing assignments MUST comply with the college’s policy on plagiarism, and MUST be submitted on time. Late work will NOT be accepted.

**Mid-term Examination:** The mid-term exam will assess students’ proficiency in assigned reading material and seminar lectures. The mid-term 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 and Presentation:** The final assignment will be comprised of a 10-12 page paper on the topics covered during the semester. The paper shall detail deficiencies and successes in energy industry or infrastructure security based on published reports and academic journal articles. By session 6, each student must submit a term paper prospectus (outline) for approval by the course instructor. Each student will then prepare and present their assessments (in MS PowerPoint format) to the class as if they are doing so for a client or a group of policy-makers. 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:

Required Texts


Grading

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Active class participation (including Bb)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>HW assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper and presentation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Nemeth: Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Syllabus</td>
<td>Lee: Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Homeland Security</td>
<td>Additional readings: Available on Black Board (Bb)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Homeland Security; Terrorism</td>
<td>Nemeth: Chapter 2, 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal Basis for Homeland Defense</td>
<td>Additional readings: Available on Bb</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Assessing Risks and Threats to Private Security Sensitive Location Security</td>
<td>Nemeth: Chapter 4 Lee: Chapter 2 Additional readings: Available on Bb</td>
<td>Short Paper #1</td>
</tr>
<tr>
<td>7</td>
<td>Mid-Term Examination Sessions 1-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mitigating Security Risks</td>
<td>Nemeth: Chapter 7, Appendix C Lee: Chapter 3, 4 Additional readings: Available on Bb</td>
<td>HW #3</td>
</tr>
<tr>
<td>9</td>
<td>Anti-Terrorism; Security Emergency Planning Information Sharing</td>
<td>Nemeth: Chapter 8, 9 Lee: Chapter 5, 6 Additional readings: Available on Bb</td>
<td>Short Paper #2</td>
</tr>
<tr>
<td>10</td>
<td>Anti-Terrorism; Security Emergency Preparedness and Training</td>
<td>Nemeth: Chapter 5 Lee: Chapter 9 Additional readings: Available on Bb</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Anti-Terrorism; Security Response to Emergencies</td>
<td>Lee: Chapter 7, 8 Additional readings: Available on Bb</td>
<td>HW #4</td>
</tr>
<tr>
<td>12</td>
<td>National and Future Issues in Homeland and Private Security</td>
<td>Nemeth: Chapter 6, 12 Lee: Chapter 10 Additional readings: Available on Bb</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Case Study Analysis</td>
<td>Nemeth: Appendix A, D Lee: Appendix E Additional readings: Available on Bb</td>
<td>HW #5</td>
</tr>
<tr>
<td>14</td>
<td>Final Presentations</td>
<td>NONE</td>
<td>Term Paper</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination Sessions 8-14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**College wide policies for undergraduate courses** (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

**A. Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they
were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

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)

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)

**Plagiarism detection software** - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/17/2012

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management
   
   b. Name and contact information of proposer(s): Dr. Charles Nemeth
      
      Email address(es): cnemeth@jjay.cuny.edu
      Phone number(s): 212-237-8756

2. a. Title of the course: Risk and Vulnerability Analysis
   
   b. Abbreviated title: Risk & Vulner Analy
   
   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:
   
   The concept of risk assessments and vulnerability analysis is a specialized topic and is viewed as a senior level function in the industry requiring prior knowledge. Therefore several foundation courses should be completed before engaging this security application.
   
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEC

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.)

   Security’s primary purpose is the protection of assets—both human and capital forms. The idea of risk and its corresponding assessment undergirds every security function. The current course is designed to assess research and analyze data regarding diverse risks and threats which exist in communities and the marketplace. In addition, the course provides future practitioners with innovative protocols, tools to measure threat and the remedial plans crucial to business, community organizations and government.

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

   The course assesses, evaluates and researches data by analyzing asset identification and classification and corresponding vulnerabilities, threat analysis and an effective baseline security program. The coverage will address a broad array of approved methodologies in the matter of risk and vulnerability including the Central Intelligence Agency (CIA), Department of Defense (DOD), Department of State, Federal Emergency Management

Approved by UCASC, March 1, to College Council, April 15, 2013
Agency (FEMA) and Department of Homeland Security (DHS) models. Specific facilities and industrial applications will be highlighted. The course culminates this analysis by recommended countermeasure methodologies which mitigate risk and threat.

5. **Course Prerequisites or co-requisites:** ENG 201, STA 250, SEC 101, SEC 210

6. Number of:
   a. Class hours 3
   b. Lab hours  NA
   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?
   
   - Conduct, analyze and interpret basic statistical evaluations methods to determine effectiveness of security programs.
   - Identify and explain risk & vulnerability models of various facilities and industries.
   - Apply knowledge with practical implementation and discuss their security effectiveness.
   - Evaluate research published in peer-reviewed journals.
   - Offer an explanation of the security industry and concepts of private security assessment

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)
   Bachelor of Science in Security Management; Security Applications Component

10. How will you **assess student learning**?
   
   While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:
1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.

2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.

3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.

4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.

5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department utilizes its capstone course, SEC 405- Senior Seminar in Security, as the chief means of measurement.

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: Mark Zubarev
   • 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
     X   Criminal Justice Abstracts
     X   PsycINFO
     X   Sociological Abstracts
     X   JSTOR
         – SCOPUS
     X   Other (please name) EBSCOhost military & government collection

12. Syllabus – see attached
13. Date of **Department curriculum committee** approval ____December 7, 2011____

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

   CHARLES P. Nemeth JD PHD LLM
   Chair, Proposer’s Department

---

Approved by UCASC, March 1, to College Council, April 15, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Department of Security, Fire and Emergency Management
The City University of New York

Syllabus for Risk and Vulnerability Analysis SEC 3XX-01

Professor: Charles P. Nemeth
Office location: North 3521
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00
Phone: EXT 8756
E-mail address: cnemeth@jjay.cuny.edu

Course description:

The course assesses, evaluates and researches data by analyzing asset identification and classification and corresponding vulnerabilities, threat analysis and an effective baseline security program. The coverage will address a broad array of approved methodologies in the matter of risk and vulnerability including the Central Intelligence Agency (CIA), Department of Defense (DOD), Department of State, Federal Emergency Management Agency (FEMA) and Department of Homeland Security (DHS) models. Specific facilities and industrial applications will be highlighted. The course culminates this analysis by recommended countermeasure methodologies which mitigate risk and threat.

Learning outcomes

The student will be able to:

- Conduct, analyze and interpret basic statistical evaluations methods to determine effectiveness of security programs.
- Identify and explain risk & vulnerability models of various facilities and industries.
- Apply knowledge with practical implementation and discuss their security effectiveness.
- Evaluate research published in peer-reviewed journals.
- Offer an explanation of the security industry and concepts of private security assessment.

Course pre-requisites or co-requisites:

ENG 201, STA 250, SEC 101, SEC 210

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.
Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism**: Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

- **Falsification**: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source’s intent by misquoting or taking out of context.

- **Multiple submissions**: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Classroom Participation: In order to convey to the class that the student has read the required readings prior to class and understands the work, the student will participate in class and offer opinions germane to the matters being discussed. Classroom participation constitutes 5% of the course work. The professor has the discretion to deduct this percentage based on individual participation level, tardiness, and absenteeism

Course Requirements

Midterm and Final Examination: The midterm and final examinations for this course will each consist of brief essay questions and multiple choice questions. Both examinations will be closed-book.

Quizzes: Multiple quizzes will be given during the semester to evaluate the student’s progress.

Classroom Presentation: Students are expected to give a classroom presentation, conveying the class of the critical aspects of his/her research paper.
**Final Paper:** The final assignment will be comprised of a 10-12 page paper on the topics covered during the semester. The paper shall detail deficiencies and successes in energy industry or infrastructure security based on published reports and academic journal articles. By session 6, each student must submit a term paper prospectus (outline) for approval by the course instructor. The quality, completeness, and accuracy of the paper will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:


**Required Texts**


**Grading**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction Private Security Analysis: An Overview Critical Thinking, Theory, Practice &amp; Tools Qualitative Analysis versus Quantitative</td>
<td>Norman: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Risk Analysis Basics &amp; the Department of Homeland Security, Risk Analysis Methods</td>
<td>Norman: Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Risk Analysis &amp; Tools</td>
<td>Norman: Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Critical Thinking and the Risk Analysis Process</td>
<td>Norman: Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Asset Characterization and Identification</td>
<td>Norman: Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>Criticality and Consequence Analysis Threat Analysis</td>
<td>Norman: Chapters 6, 7</td>
</tr>
<tr>
<td>7</td>
<td>Assessing Vulnerability</td>
<td>Norman: Chapter 8</td>
</tr>
<tr>
<td>8</td>
<td>Mid-Term Exam Estimating Probability</td>
<td>Norman: Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>The Risk Analysis Process Prioritizing Risk</td>
<td>Norman: Chapters 10, 11</td>
</tr>
<tr>
<td>10</td>
<td>Security Policy Introduction Security Policy &amp; Countermeasure</td>
<td>Norman: Chapters 12, 13</td>
</tr>
<tr>
<td>11</td>
<td>Developing Effective Security Policies</td>
<td>Norman: Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Countermeasure Goals and Strategies Types of Countermeasures</td>
<td>Norman: Chapters 15, 16</td>
</tr>
<tr>
<td>13</td>
<td>Countermeasure Selection and Budgeting Tools</td>
<td>Norman: Chapter 17</td>
</tr>
<tr>
<td>14</td>
<td>Security Effectiveness Metrics Cost Effectiveness Metrics</td>
<td>Norman: Chapter 18, 19</td>
</tr>
<tr>
<td>15</td>
<td>Writing Effective Reports Final Exam</td>
<td>Norman: Chapter 20</td>
</tr>
</tbody>
</table>

**College wide policies for undergraduate courses** *(see the Undergraduate Bulletin, Chapter IV Academic Standards)*

**A. Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the
Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

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)

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)

Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.
New Course Proposal Form

Date Submitted: 4/17/2012

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s): Charles P. Nemeth, JD, PhD, LL.M

      Email address(es): cnemeth@jjay.cuny.edu
      Phone number(s): 212-237-8756

2. a. Title of the course: Security and Safety for Financial Institutions

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

   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:

      When dealing with specialized environments, such as financial institutions, a base level of knowledge in security practice is essential. To be effective at this level, the tactics and strategies adopted depend upon foundational knowledge and a prior body of concepts which edify the subject matter. Hence the 300 level designation is appropriate.

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

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.)

   Course provides students the skills to operate within a broad security framework of the financial industry. Course delivers an overview of the characteristics, functions, resources and challenges of protecting assets while adhering to and applying the “Bank Protection Act”, “The Gramm-Leach-Bliley Act”, “Racketeer Influenced and Corrupt Organization” (RICO Principles) and Sarbanes-Oxley. On a more practical level, the course provides far reaching information on how to protect bank assets, the suitability of physical security systems, the discussion of new challenges of information technology in privacy and control and oversight of bank and financial personnel. On another front,
the course prepares security professionals for the white collar crime world natural to financial transactions and the exchange of funds and other instruments. Exposure to the language of the illicit activities and its methodology is essential knowledge for the security professional.

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

This course introduces the theory of providing security for financial institutions. Financial institution security refers to the various security measures for the purpose of protecting life and property, protecting the confidentiality of critical data and information and other financial assets. The course also reviews laws and regulations that guide security practices such as those promulgated by the Federal Trade Commission (FTC) and its Safeguards Rule amongst many other designs. This class will analyze the basics of this industry and review practical approaches to protecting them against threats such as theft, both internal and external, vandalism, data center security, cyber-crimes and fraud. Topics include the value of conducting a business impact analysis, conducting security audits, implementing security systems and interfacing with the public.

5. **Course Prerequisites or co-requisites:** ENG 201, SEC 101, SEC 210

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

7. Has this course been taught on an experimental basis?
   
   **X** No
   ____ Yes. If yes, then please provide:

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?

   - Demonstrate, discuss and explain security methods and strategies for financial institutions.
   - Identify the characteristics, functions, resources and challenges of protecting assets in the financial industry environment.
   - Apply the various legal and regulatory guidelines that exist in the financial security industry.
   - Summarize the process and necessary information in a physical security audit.
   - Describe the nature and types of financial crimes.
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)

   Bachelor of Science in Security Management; Security Applications Component

10. How will you assess student learning?

   While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

   1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
   2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
   3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
   4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
   5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

   Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department fully assesses its capstone class- SEC 405- the Senior Seminar.

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: MARK ZUBAREV
   • 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
  X Criminal Justice Abstracts
  X PsycINFO
  X Sociological Abstracts
  X JSTOR
  – SCOPUS
  – Other (please name) ______________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval ___December 7, 2011___

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

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

   CHARLES P. NEMETH JD, PHD, LLM and Robert McCrie, Major Coordinator

Approved by UCASC, March 22, to College Council, April 15, 2013
Chair, Proposer’s Department

Approved by UCASC, March 22, to College Council, April 15, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Department of Security, Fire and Emergency Management
The City University of New York

Syllabus for Introduction to Security for Financial Institutions SEC 3XX-01

Professor: Charles P. Nemeth, JD, PhD, LL.M
Office location: North 3521
Contact hours: Tuesday: 12:00- 5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00
Phone: EXT 8756
E-mail address: cnemeth@jjay.cuny.edu

Course description:

This course introduces the theory of providing security for financial institutions. Financial institution security refers to the various security measures for the purpose of protecting life and property, protecting the confidentiality of critical data and information and other financial assets. The course also reviews laws and regulations that guide security practices such as those promulgated by the Federal Trade Commission (FTC) and its Safeguards Rule amongst many other designs. This class will analyze the basics of this industry and review practical approaches to protecting against threats such as theft, both internal and external, vandalism, data center security, cyber-crimes and fraud. Topics include the value of conducting a business impact analysis, conducting security audits, implementing security systems and interfacing with the public.

Learning outcomes

The student will be able to:

- Demonstrate, discuss and explain security methods and strategies for financial institutions.
- Identify the characteristics, functions, resources and challenges of protecting assets in the financial industry environment.
- Apply the various legal and regulatory guidelines that exist in the financial security industry.
- Summarize the process and necessary information in a physical security audit.
- Describe the nature and types of financial crimes.

Course pre-requisites or co-requisites: ENG 201, SEC 101, SEC 210

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.
Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

- **Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

- **Multiple submissions:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance: Attendance is required except for excused absences. Any student with more than 2 unexcused absences will automatically fail this course. If there is an emergency, please notify the professor as soon as reasonably possible. Students are responsible for all missed work.

For John Jay College Policy, please refer to:

http://www.jjay.cuny.edu/academics/749.php

Assignments: Refer to your calendar for all assignments. There will be 2 papers, plus a mid-term and a final. Discussion board questions will also be asked regularly and be part of your grade.

Mid-term and Final Examination: The exams will assess students' proficiency in assigned reading material and seminar lectures. The exams 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.
Papers: Papers are to be double spaced, in black, and the font size must be 12. No cover page is required. Page numbering, including the first page, is to be placed in the lower right hand corner of your pages. Only 2 footnotes per paper are acceptable. Papers are not to exceed 7 pages.

Acceptable methods of citation/documentation and formatting include:


Required Texts


Grading

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Active class participation (including Bb)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
<table>
<thead>
<tr>
<th></th>
<th>Introduction</th>
<th>Read Manning, chapters 1 and 2. Read Holteen, chapter 1. Answer the question on the discussion board</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review of Course Documents, Overview of financial institutions Economics of crime and financial crime: Security audits</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Foreign financial protection management systems Focusing on security systems: Discussion for first Paper</td>
<td>Read Manning, chapter 3. Answer the question on the discussion board. Read this article: <a href="http://www.bankinfosecurity.com/articles.ph?art_id=706">http://www.bankinfosecurity.com/articles.ph?art_id=706</a></td>
</tr>
<tr>
<td>3</td>
<td>Discussion of Sarbanes-Oxley and RICO Business impact analysis and business continuity</td>
<td>Read Holteen chapter 3. Read Manning, chapter 4. Answer the question on the discussion board.</td>
</tr>
<tr>
<td>4</td>
<td>Protection, security, and conservation of collections action guides. Discussion of physical security standards and alarm systems Paper Due</td>
<td>Read Holteen chapter 3. Read Manning, chapters 5 and 6. Answer the question on the discussion board.</td>
</tr>
<tr>
<td>5</td>
<td>Discussion of RICO and civil verses criminal acts Case studies and security audits</td>
<td>Read Manning, chapters 7 and 8. Read Holteen chapter 4. Answer the question on the discussion board.</td>
</tr>
<tr>
<td>6</td>
<td>Building management, check fraud, and federal regulations Electronic building security, and investigations</td>
<td>Read Holteen chapter 5. Read Manning, chapter 9. Answer the question on the discussion board.</td>
</tr>
<tr>
<td>7</td>
<td>Security systems continued and incorporating a business impact analysis <strong>Midterm: all reading since Week 1.</strong></td>
<td><strong>Review for midterm. All readings since week 1.</strong> Read this article: <a href="http://cit.nih.gov/ServiceCatalog/DataCenterSecurity.htm">http://cit.nih.gov/ServiceCatalog/DataCenterSecurity.htm</a></td>
</tr>
<tr>
<td>8</td>
<td>Data center security Discussion for 2nd paper Best practices for SAS 70 compliance</td>
<td>Read this article: <a href="http://www.sas70.us.com/industries/data-center-colocations.php">http://www.sas70.us.com/industries/data-center-colocations.php</a> Read Manning, chapter 12. Answer the question on the discussion board.</td>
</tr>
</tbody>
</table>
### Discussions Regarding the Bank Secrecy Act

- **Paper Due**

  **Read this article:** 326.8 Bank Secrecy Act

  **Read Manning, chapter 17.**

  **Answer the question on the discussion board.**

### Consumer Fraud Protection and How it Applies to the Financial Industry

- **Discussions Regarding Sections 1 and 2 from Kabay; Fire and Water Hazards**

  **Research the Facilities and Security Audit Check List authored by M.E. Kabay and read sections 1 and 2.**

  **Research the Facilities and Security Audit Check List authored by M.E. Kabay and read sections 3 and 4.**

  **Answer the question on the discussion board.**

### Discussions Regarding Sections 3 and 4 from Kabay; HVAC and Electricity

- **Discussions Regarding Sections 5 and 6 from Kabay; Business Continuity and Disaster Recovery**

  **Research the Facilities and Security Audit Check List authored by M.E. Kabay and read sections 5 and 6.**

  **Research the Facilities and Security Audit Check List authored by M.E. Kabay and read sections 7 and 8.**

  **Answer the question on the discussion board.**

### Discussions Regarding Sections 7 and 8 from Kabay: Access Control and Maintenance

- **Financial Institution Audit Checklist Interfacing Security and Facilities**

  **Research the Facilities and Security Audit Check List authored by M.E. Kabay and read section 9.**

  **Answer the question on the discussion board.**

  **Read this article:** [http://www.toptenz.net/top-10-heists-robberies.php](http://www.toptenz.net/top-10-heists-robberies.php)

### Review of Famous Bank Robberies and Break-ins

- **Interfacing Security, Fire Safety and Business Continuity**

  **Read Manning, chapter 28.**

  **Answer the question on the discussion board.**

  **Review for final. All readings since week 8**

### College Wide Policies for Undergraduate Courses

(See the Undergraduate Bulletin, Chapter IV Academic Standards)

#### A. Incomplete Grade Policy

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.
When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

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)

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)

Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.

Approved by UCASC, March 22, to College Council, April 15, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/17/2012

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:** Security, Fire and Emergency Management

   **b. Name and contact information of proposer(s):** Charles P. Nemeth, JD, PhD, LL.M

   Email address(es): cnemeth@jjay.cuny.edu

   Phone number(s): 212-237-8756

2. **a. Title of the course:** Security in Art Museums and Cultural Institutions

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

   **c. Level of this course** ___100 Level ___200 Level ___300 Level ___400 Level

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

   Art and cultural institutions are a specialized task for the security professional and requires some advance knowledge of basic security protocols. In this course, the program assumes that its participants are well versed in security theory and application. To be effective at this level, highly specialized tactics and strategies must be covered in addition to the foundational requirements. Hence, the course is properly labeled 300 level.

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

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.)

   Most successful security practitioners will eventually encounter the world of art and cultural institutions. A specialized course in the security of art, musical, museum collections and other cultural entities fills a critical occupational void in most security programs. At no place is the demand as pressing than in the New York Metropolitan
area - an environment blessed with a myriad of these institutions. The course will provide broad based protocols for museums and cultural settings especially as it relates to the security, fire safety and business continuity of artifacts. In the latter phase of the course, specialized protocols and procedures relating to security and asset protection are covered and scrutinized for efficacy.

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 covers security and safety protocols for Museums and Cultural Institutions. How do cultural institutions begin to secure and protect valuable art, documents, employees and visitors? Course coverage is expansive and includes internal theft; external concerns such as vandalism or irate patrons as well as specific perimeter controls for the protection of valuable collections. The course will also delve into the possibility of violent acts or other deeds against art, landmarks and other cultural venues including natural disasters, fire and environmental hazards. Other topics include conducting a business impact analysis specifically for museums and cultural institutions, the design of security systems, security staffing, and standard operating procedures unique to museum and cultural institutions, as well as fire safety and business continuity issues and public accessibility management.

5. **Course Prerequisites:** ENG102; SEC 210, SEC 211

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

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

   X  No
   ___ Yes. If yes, then please provide:

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?

   - Discuss and explain museum and cultural institution security, fire safety and business continuity.
   - Operate within a broad framework of museums and cultural institutions.
   - Explain the characteristics, functions, resources and challenges of protecting life and property within a cultural environment.
   - Summarize the procedure for preparing a business impact analysis.
• Describe the concept of guard force management and in light of this management strategy.
• Classify the roles of other key departments in museums and cultural institutions and outline how the security department functions with the other departments.

As to the overall Program Goals and Outcomes, Security in Art Museums and Cultural Institutions neatly fit within the desired mission of the BS in Security Management. The course content directly relates to “structure of security management” and deals with “countermeasures for the control of loss and disorder” and the “common areas of occupational proficiency for security executives.

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)

Bachelor of Science in Security Management; Security Applications Component

10. How will you assess student learning?

While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a

Approved by UCASC, March 22, to College Council, April 15, 2013
specified Learning Objective of this course. As a matter of departmental policy, the SEC 405 course- Senior Seminar in Security- serves as the department’s capstone course for purposes of assessment. In SEC 405, students are required to develop and author a major research product that is the culminating experience for our majors.

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: Mark Zubarov
• Are there adequate resources in the library to support students’ work in the course

   Yes  X  No

   The department needs a few purchases of texts and treatises as well as some professional magazines and journals that deal with art and cultural protection.

• 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
   X  Criminal Justice Abstracts
   X  PsycINFO
   X  Sociological Abstracts
   X  JSTOR
   –  SCOPUS
   –  Other (please name) _____________________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval ____December 7, 2011____

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

   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. 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?
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

   CHARLES P. NEMETH JD, PHD, LL.M

   Chair, Proposer’s Department
Syllabus for Introduction to Art Museums & Cultural Institutions SEC 3XX-01

Professor:  Charles P. Nemeth, JD, PhD, LL.M  
Office location:  North 3521  
Contact hours:  Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00  
Phone:  EXT 8756  
E-mail address:  cnemeth@jjay.cuny.edu

Course description:

This course covers security and safety protocols for Museums and Cultural Institutions. How do cultural institutions begin to secure and protect valuable art, documents, employees and visitors? Course coverage is expansive and includes internal theft; external concerns such as vandalism or irate patrons as well as specific perimeter controls for the protection of valuable collections. The course will also delve into the possibility of violent acts or other deeds against art, landmarks and other cultural venues including natural disasters, fire and environmental hazards. Other topics include conducting a business impact analysis specifically for museums and cultural institutions, the design of security systems, security staffing, and standard operating procedures unique to museum and cultural institutions, as well as fire safety and business continuity issues and public accessibility management.

Learning Outcomes

The student will be able to:

- Discuss and explain museum and cultural institution security, fire safety and business continuity.
- Operate within a broad framework of museums and cultural institutions.
- Explain the characteristics, functions, resources and challenges of protecting life and property within a cultural environment.
- Summarize the procedure for preparing a business impact analysis.
- Describe the concept of guard force management and in light of this management strategy.
- Classify the roles of other key departments in museums and cultural institutions and outline how the security department functions with the other departments.

Course pre-requisites:  ENG 102, SEC 210, SEC 211

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.
Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.

Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism**: Plagiarism consists of using another author’s words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
- **Falsification**: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source’s intent by misquoting or taking out of context.
- **Multiple submissions**: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance: Attendance is required except for excused absences. Any student with more than 2 unexcused absences will automatically fail this course. If there is an emergency, please notify the professor as soon as reasonably possible.

Students are responsible for all missed work.

For John Jay College Policy, please refer to: http://www.jjay.cuny.edu/academicChapter5/749.php

Assignments: Refer to your calendar for all assignments.

Course Requirements

**Short Writing Assignments**: Each student to write two (2) papers of 4-6 pages on the following:

- The first paper will detail current issues in security as it pertains to the protection of museums and cultural venues.
- The second paper will require students to research on risk assessment and
provide a case study analysis on historical risk assessments or security concepts or policies that have been effective OR unsuccessful in deterring theft, vandalism or other threat.

NOTE: All writing assignments MUST comply with the college’s policy on plagiarism, and MUST be submitted on time. Late work will NOT be accepted.

Examinations: The mid-term and final exams will assess students’ proficiency in assigned reading material and lectures. The exams 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: The final assignment will be comprised of a 10-12 page paper on the topics covered during the semester. The paper shall detail deficiencies and successes in securing museums and cultural institutions based on published reports and academic journal articles. By session 6, each student must submit a term paper prospectus (outline) for approval by the course instructor. The quality, completeness, and accuracy of the paper will count towards the student’s grade.

Acceptable methods of citation/documentation and formatting include:


Required Texts


Grading

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Active class participation (including Bb)</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Work Due</th>
</tr>
</thead>
</table>
| 6  | Physical security action guides and MOMA Building management and control action guides and the Guggenheim Museum | 1. ICOM: Section 7.  
2. Answer the question on the discussion board pertaining to the Guggenheim Museum.  
|---|---|---|---|
| 7  | Electronic building security and discussion of the article Building fire protection and incorporating a business impact analysis | 1. ICOM: Section 8.  
2. Answer the question on the discussion board pertaining to the Museum of Natural History.  
**Review for midterm. All readings since week 1.** | --- |
| 8  | Midterm: all reading since Week 1. Building construction and renovation Discussion for 2nd paper | 1. ICOM: Section 9.  
2. Answer the question on the discussion board pertaining to the Guggenheim Museum.  
3. Read this article at [http://searchstorage.techtarget.com/definition/business-impact-analysis](http://searchstorage.techtarget.com/definition/business-impact-analysis) | --- |
| 9  | Business impact analysis and guard force management Guard force management and hourly costs | 1. ICOM: Section 9, review sections D, E, F and G  
2. Comparison of art museums in Paris and New York.  
3. Answer the question on the discussion board. | --- |
2. Comparison of museums in Rome and Ireland.  
3. Answer the question on the discussion board. | --- |
2. ICOM: Section 10.  
3. Answer the question on the discussion board pertaining to the National Museum of China. | Short Paper #2 |
| 12 | Non-building cultural property protection and fire safety Interfacing fire safety and security in museums | 1. Read this article at [http://www.museum-security.org/listtext2.html](http://www.museum-security.org/listtext2.html)  
3. ICOM: Section 11.  
4. Answer the question on the discussion board pertaining to the Fire at the Soviet Academy of Science Library in Leningrad, USSR | --- |
2. ICOM: Section 12.  
3. Answer the question on the discussion board pertaining to this article at [http://www.firemuseumnetwork.org/directory/webdir.html](http://www.firemuseumnetwork.org/directory/webdir.html) |  
14 | The fire museum network and emergency action planning | 1. Answer the question on the discussion board pertaining to this article at [http://www.msnbc.msn.com/id/38884911/ns/technology_and_science-science/t/security-problems-abound-egypts-museums/](http://www.msnbc.msn.com/id/38884911/ns/technology_and_science-science/t/security-problems-abound-egypts-museums/)  
2. Answer the question on the discussion board pertaining to this article at [http://www.msnbc.msn.com/id/38884911/ns/technology_and_science-science/t/security-problems-abound-egypts-museums/](http://www.msnbc.msn.com/id/38884911/ns/technology_and_science-science/t/security-problems-abound-egypts-museums/) |  
15 | Final | Review For Final. All Readings Since Week 8 | Term Paper |

**College wide policies for undergraduate courses** *(see the Undergraduate Bulletin, Chapter IV Academic Standards)*

**A. Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester.

If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

**B. Extra Work During the Semester**

Any extra credit coursework opportunities during the semester for a student to improve his or
her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

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)

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)

Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/17/2012

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management
   
   b. Name and contact information of proposer(s): Charles P. Nemeth, JD, PhD, LL.M

   Email address(es): cnemeth@jjay.cuny.edu

   Phone number(s): 212-237-8756

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

   The idea of investigative practice as relates to the private security industry builds upon general investigative practice and tends to be narrow in scope and design. Hence, the course targets a narrower band of practices not often seen in the public sector. Also any idea of “Consulting” assumes a higher level of applied sophistication. Therefore, prior knowledge is essential to success in this class.

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

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 investigative regimen of the security industry encompasses many unique practices that are generally not covered in foundational investigative courses. Here the emphasis will be on those tasks and functions that private security so often performs such as asset protection, employee/employer safety and due diligence as well as background review, insurance and risk analysis as well as corporate and business protection. Finally, the course culminates in teaching how security operatives can shape, mold and create a business enterprise - a consulting business that so many of the industry experts
eventually find themselves a part of. The mechanics of consulting are essential to any successful graduate in security management.

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 the diverse investigative functions that are unique to the private security domain yet complimentary to public law enforcement. Aside from the generic investigative tasks, such as interview and interrogation, witnesses and evidence collection, report writing and other documentation, the course targets those realms common to the private security sector by stressing investigative function within theft and other property offenses, insurance, fraud, employment and personnel crime and drugs in the workplace. The course culminates with advice on how a security office should be structured and how a security consulting business, using these investigative tools, might be built into a profitable enterprise.

5. **Course Prerequisites or co-requisites:** ENG 201, SEC 101, SEC 210

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

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

   X No
   ___ Yes. If yes, then please provide:

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?

   • Evaluate the origins and current structure of security investigations and consulting.
   • Identify and explain the objectives, types and methods of the investigative process.
   • Recognize the value of the collection of information, proper report writing, surveillance techniques and administrative issues.
   • Discuss and describe security consulting as a profession and apply theoretical knowledge to practical implementation as a qualified consultant.
   • Explain starting a consulting business, conducting a survey, proper fees and administrative needs.
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)

Bachelor of Science in Security Management; Security Applications Component

10. How will you assess student learning?

While assessment will broadly employ major evaluation criteria, namely, (1) class participation; (2) mid-term and final examinations; and (3) term papers and assignments, the program has broad goals and directly correlated learning objectives for each course in the major. The Program Goals are:

1. To critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. To discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
3. To weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Each course in the major must be attuned to these global goals when delivering each course required in the major. All courses in the major are curricularly mapped to a specified Learning Objective of this course. The department assesses the results of SEC 405- the Security Seminar as its capstone class.

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: MARK ZUBAREV
- 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
  X Criminal Justice Abstracts
  X PsycINFO
  X Sociological Abstracts
  X JSTOR
    – SCOPUS
    – Other (please name) ________________________________

12. **Syllabus – see attached**

13. Date of **Department curriculum committee** approval ____December 7, 2011____

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

  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. 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?

  ____Not applicable
  ____X_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**

    CHARLES P. NEMETH JD, PHD, LLM and ROBERT MCCRIE PHD

Approved by UCASC, March 22, to College Council, April 15, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
Department of Security, Fire and Emergency Management  
The City University of New York

Syllabus for Security Investigations and Consulting SEC 3XX-01

Professor: Charles P. Nemeth, JD, PhD, LL.M  
Office location: North 3521  
Contact hours: Tuesday: 12:00-5:00; Wednesday: 9:00-4:00; Thursday: 9:00-12:00  
Phone: EXT 8756  
E-mail address: cnemeth@jjay.cuny.edu

Course description:
This course examines the diverse investigative functions that are unique to the private security domain yet complimentary to public law enforcement. Aside from the generic investigative tasks, such as interview and interrogation, witnesses and evidence collection, report writing and other documentation, the course targets those realms common to the private security sector by stressing investigative function within theft and other property offenses, insurance, fraud, employment and personnel crime and drugs in the workplace. The course culminates with advice on how a security office should be structured and how a security consulting business, using these investigative tools, might be built into a profitable enterprise.

Learning outcomes
The student will be able to:

- Evaluate the origins and current structure of security investigations and consulting.
- Identify and explain the objectives, types and methods of the investigative process.
- Recognize the value of the collection of information, proper report writing, surveillance techniques and administrative issues.
- Discuss and describe security consulting as a profession and apply theoretical knowledge to practical implementation as a qualified consultant.
- Explain starting a consulting business, conducting a survey, proper fees and administrative needs.

Course pre-requisites or co-requisites: ENG 201, SEC 101, SEC 210

Outlook and Approach to the Course

Be literate and intellectual. This is an upper division course and you will be held to the high standards of scholarship expected of undergraduate students. Grammar, rhetoric, spelling, and attention to clarity of arguments will be insisted upon.

Keep your sense of humor as you argue with others. One can still respect someone who disagrees.

Argue from reason, not passion and emotion. Education is first and foremost a journey into the intellect. Use it. The instructor will be happy to educate in conjunction with a vital, vibrant and fully participatory intellect.
Never be afraid to ask questions and request clarification. This class explores issues never touched upon for many people. Ignorance only exists in those who think they know it all!

Course Policies

Make-up exams and late work will not be permitted or allowed except in extreme extenuating circumstances. The instructor has full discretion to make said determinations and as a matter of policy, rarely grants exceptions to stated dates of performance.

Academic Dishonesty. The following are forms of academic dishonesty. These practices will not be tolerated.

- **Plagiarism**: Plagiarism consists of using another author's words without proper identification and documentation of that author. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.
- **Falsification**: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.
- **Multiple submissions**: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Class Attendance: Learning depends for its success upon active class participation. Studies from real world circumstances are never about right or wrong, it is always about sharing different viewpoints about a particular set of facts. In this course there are never any wrong or dumb comments. The only failure is when a student doesn’t contribute to the discussion.

In view of the above, students will be graded on their classroom participation and knowledge of assigned readings. Very often, I will call upon students to begin the lecture and stimulate discussion; this process will be completely random.

Obviously attendance is vital to the learning experience, students will be allowed three (3) absences and upon the occasion of the fourth (4th) absence the students grade will be reduced one level. (Example: A to A- or B+ to B.) For John Jay College Policy, please refer to: http://www.jjay.cuny.edu/academics/749.php.

Course Requirements

**Assignments**: Refer to your calendar for all assignments. There will be a paper, plus a mid-term and a final. Discussion board questions will also be asked regularly and be part of your grade.

**Mid-term and Final Examination**: The exams will assess students’ proficiency in assigned reading material and seminar lectures. The exams 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.
Papers: A term paper with a 10 to 15 page requirement on a specific topic covered during the semester. This topic will be selected by the professor as one with significant importance to the security industry and one that enjoins several weekly assignments and classroom discussions. Discussion board questions will also be asked regularly and be part of your grade.

Acceptable methods of citation/documentation and formatting include:


Required Texts


Grading

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Board &amp; Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Private Security Industry and the Investigative Process</td>
<td>Nemeth: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Trends towards Privatization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Investigative Process</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, March 22, 2013
| 2 | General Characteristics of a Competent Investigator  
    Initial Interview and Case Evaluation | Nemeth: Chapter 2, 3 |
| 3 | The Purpose of Witnesses  
    Processing Witnesses  
    The Nature of Information and the Rules of Collections  
    Private Sources of Information | Nemeth: Chapter 4, 5 |
| 4 | Collection of Evidence and Preservation of the Scene  
    Surveillance Techniques  
    Surveillance Types, Purposes and Functions | Nemeth: Chapter 6, 7 |
| 5 | Characteristics of Solid Report Writing  
    Standard Reports for the Private Investigator  
    Investigative Method and Techniques | Nemeth: Chapter 8, 9 |
| 6 | Investigative Methods-Insurance Case  
    Investigative Methods-Background Investigation  
    The Security Office-Administrative Issues | Nemeth: Chapter 10, 11, 12 |
| 7 | MID TERM EXAM  
    Security Consulting as a Profession  
    Qualifications of a Professional Management Consultant  
    TERM PAPER ASSIGNMENT ISSUED | Sennewald: Chapter 1, 2 |
| 8 | Questions entering the Profession  
    Starting the Business | Sennewald: Chapter 3, 4 |
| 9 | Marketing  
    The Proposal and Contract | Sennewald: Chapter 5, 6 |
| 10 | The Survey  
    The Consultant's report | Sennewald: Chapter 7, 8 |
| 11 | Fees and expenses  
    Forensic Consulting | Sennewald: Chapter 9, 10 |
| 12 | Ethics and Consulting | Sennewald: Chapter 11 |
| 13 | The use of Technology  
    The need for Professional Growth | Sennewald: Chapter 12, 13 |
| 14 | Insurance and Liability Issues  
    A Successful Security Consulting | Sennewald: Chapter 14, 15 |
| 15 | FINAL EXAM | |

**College wide policies for undergraduate courses** (see the Undergraduate Bulletin, Chapter IV Academic Standards)

**A. Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an Incomplete Grade, the faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

Prepared for UCASC, March 22, 2013
If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. 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.

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)

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)

Prepared for UCASC, March 22, 2013
Plagiarism detection software - The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. I will be using plagiarism detection software in this course for all writing assignments.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted January 23, 2013

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 **Public Management**
   b. **Name** and contact information of proposer(s) **Maria D’Agostino**
      
      Email address: mdagostino@jjay.cuny.edu
      Phone number(s): 212-237-8068

2. a. **Title of the course:** **Workplace Investigations: Tools, Techniques and Issues**
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): **Workplace Investigations**
   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:

      **This course builds on the knowledge gained in PAD 346, Human Resources Management and will be part of our HR concentration. Students will be expected to apply knowledge gained in lower level PAD (including PAD 346) courses. Students will know about malfeasance in the workplace and learn to conduct investigate about cases of harassment, discrimination, and violence in the workplace. These types of investigations are a core activity of human resources agencies and HR professionals.**

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

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 will enhance our human resource concentration for undergraduate students. Its focus on corruption and malfeasance in the workplace closely aligns to the mission of the College and University. Students will learn the moral, legal, political and ethical implications of corruption and malfeasance. They will be better able to detect, prevent and investigate corruption and malfeasance in the workplace setting, including, but not limited to discrimination, harassment and violence.**
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course explores the core mechanisms of public administration and human resources management in relation to corruption and malfeasance in the workplace including harassment, discrimination, and workplace violence. Students will learn about the forms and origins of malfeasance and its influence on organizational effectiveness. Students are also exposed to the tools and techniques used for investigating different forms of corruption and malfeasance. They will develop interview protocols and presentation skills as required by enforcement bodies including the Equal Employment Opportunity Commission.

**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; PAD 346

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

6. 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 learn:**
   1. identify the core mechanisms of public administration and human resources management in relation to malfeasance in the workplace.
   2. analyze the legal, social, political, and historical efforts to minimize and/or eliminate malfeasance in the workplace.
   3. apply tools and techniques used for investigating different forms of malfeasance.
   4. develop interview protocols and presentations as required by enforcement agencies.
   5. summarize knowledge gained to make informed decisions about reducing malfeasance in human resources.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____No       X Yes

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

This course will be offered as an elective course within the Human Resources and Managerial Investigation and Oversight concentrations (Part II, Concentration A. and B. The human resources concentration resides within the undergraduate PAD major.

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

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

11. How will you assess student learning?

Students will be assessed via a number of activities, assignments and examinations. Generally, assessment will be conducted in the following ways:

Students will work in groups of three to develop their own case study of workplace harassment. The scenario will highlight a situation that is illegal, but also somewhat ambiguous. Each group will present their scenario in a 3-5 minute oral analysis.

Students will be given 3 case studies about employment discrimination, harassment and retaliation. For each case, each student will write a 3 page memo (single-spaced) response to the situations raised in the case. The memo will include: citation of the relevant laws or policies, important facts of the case, primary and secondary actors, and a list of questions that the case raises. The case responses will show that students know and understand important EEO related laws and complaint processes; understand the various forms of discrimination, harassment and retaliation; have improved communication, interview, and writing skills; know when to involve other important parties in the assessment, audit, investigative processes; and know how to conduct an initial interviews and assessments related to violations of employment laws.

3 paged single-spaced memos equals about 5 regular writing pages for students. The total writing for this course will be over 15 pages.

Midterm and Final
One midterm and one final examination will be given in this course.

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

Yes X       No _____
• If yes, please state the librarian’s name: **Janice Dunham**

• 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+  ➢ Criminal Justice Abstracts **X**
  ➢ EBSCOhost Academic Search  ➢ PsycINFO ______
     Complete **X**  ➢ Sociological Abstracts ______
   ➢ Electronic encyclopedia  ➢ JSTOR ______
     collections (e.g. from Gale; Sage;  ➢ SCOPUS ______
     Oxford Uni Press) ______  ➢ Other (please name)
  ➢ LexisNexis Universe **X**

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: **September 2012**

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

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
   **X**  No
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   **X**  Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?
   **X**  No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**
   **Ned Benton**
   Chair, Proposer’s Department

Approved by UCASC, March 22, to College Council, April 15, 2013
Human Resources Investigations PAD 3XX-XX
Roddrick Colvin
North Hall, Room 3515
Contact hours: Mondays, 10 am to 2 pm, and Wednesday, 1 pm to 4 pm
Phone: 212-237-8919
rcolvin@jjay.cuny.edu

Course description
This course explores the core mechanisms of public administration and human resources management in relation to malfeasance in human resources including sexual harassment, racial discrimination, and workplace violence. Students will learn about the forms and origins of malfeasance and its influence on organizational effectiveness. Students are also exposed to the tools and techniques used for investigating different forms of malfeasance. Student will develop interview protocols and presentation skills as required by enforcement bodies including the Equal Employment Opportunity Commission.

Learning outcomes
Students will learn to:

- identify the core mechanisms of public administration and human resources management in relation to malfeasance in the workplace.
- analyze the legal, social, political, and historical efforts to minimize and/or eliminate malfeasance in the workplace.
- apply tools and techniques used for investigation different forms of malfeasance.
- develop interview protocols and presentations for varies enforcement agencies.
- summarize knowledge gained to make informed decisions about reducing malfeasance in human resources.

Course pre-requisites: ENG 201; PAD 346 Human Resources Administration

Requirements
Blackboard
Students can find all materials related to this course on the Blackboard website. On frequent occasions, I will post additional materials and information on the site. I will also use Blackboard as a form of communication in the course; please make sure you have a valid email address in the system.

Writing Assignments and Professional Communications
Memos are a standard form of communication in many public organizations. Memos are often used to help a decision-maker understand the critical issues requiring his or her attention. In order to foster efficient and effective communication, students will submit memorandums for their writing assignments as well as general communication with the professor. Please see the supplemental materials on Blackboard for how to write a memo.

Approved by UCASC, March 22, to College Council, April 15, 2013
Students should also use professional standards when communicating with the professor via e-mail.

Timely Completion of Assignments
Assignments are due at the end of class. Unexcused late assignments are penalized ½ letter grade per business day.

**Required Texts**


Additional articles and cases are available on Blackboard.

**Grading**
Case Responses (15 points each)
Students will be given case studies about employment discrimination, harassment and violence in the workplace. For each case, each student will write a short memo response to the situations raised in the case. The memo will include: citation of the relevant laws or policies, important facts of the case, primary and secondary actors, and a list of questions that the case raises.

Workplace Harassment and Group Scenario (10 points)
Student will work in groups of three to develop their own scenario of workplace harassment. The scenario should highlight a situation that is illegal, but also somewhat ambiguous. That is to say, the scenario should not be an obvious quid-pro-quo situation (we’ll discuss what this means). Each group will present their scenario in a 3 minute oral analysis.

Midterm and Final (20 points each)
One midterm and one final examination will be given in this course.

Attendance and Participation (10 points)
Both are critical for success in this course.

**Course calendar**

*Background – Legal, Social, Political and Historical Context*

Week 1
Session 1: Introduction to the Course
Session 2: Introduction to Employment Rights and the Investigative Framework– Gutman – Chapter 1

*Discrimination*

Week 2
Session 1: What is discrimination?
Session 2: Protected Categories – Legal Discrimination - Gutman – Chapter 2
Week 3  
Session 1: Understanding Affirmative Action – Gutman - Chapter 7  
Session 2: Understanding Affirmative Action (Part II) – Congressional Quarterly – Blackboard  

Measuring and Testing for Discrimination  

Week 4  
Session 1: Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States – Tilcsik – Blackboard  
Session 2: Latino Employment Discrimination – Bendick – Blackboard  

*Employment discrimination case study response is due  

Week 5  
Session 1: Americans With Disabilities Act (Legal) - Gutman - Chapter 8  
Session 2: Americans With Disabilities Act – (Moral, Social and Political Context) - Congressional Quarterly – Blackboard  

Week 6  
Session 1: Guest speaker, The Anti-Discrimination Center of Metro New York  
Session 2: Midterm Examination  

Week 7  
Session 1: Beginning an Investigation – Guerin – Chapter 1  
Session 2: Continued discussion and exercise  

Sexual Harassment and the Law  

Session 1: Sexual Harassment: A Legal Perspective for Public Administrators – Strickland – Blackboard, Sexual harassment: a defining moment and its repercussions – Paul – Online or handout  
Session 2: Video on Sexual Harassment  

Week 8  
Session 1: How to Conduct an Investigation – Guerin – Chapter 2  
Session 2: Continued discussion and exercise  

*Sexual harassment case study response is due  

Investigations of Human Resources Malfeasances  

Week 9  
Session 1: Beginning an Investigation – Guerin – Chapter 1  
Session 2: Continued discussion and exercise  

Week 10  
Session 1: Case study racial harassment  
Session 2: Continued discussion and case exercise  

Week 11
Session 1: Exercises in Investigations: Guerin – Chapter 3
Session 2: Interviewing the accuser, accused, and witnesses – Handout (Salisbury)

Violence in the Workplace
Week 12
Session 1: Violence by Employees – Guerin – Chapter 4
Session 2: Developing an Investigation Protocol – Handout (Salisbury)

Week 13
Session 1: Breaking the Cycle – HR Magazine - Blackboard
Session 2: Investigation Follow-up – Handout (Salisbury)

*Violence case study response due

Week 14
Session 1: Guest speaker, Equal Employment Opportunity Commission
Session 2: Writing an Investigative Report - Handout (Salisbury)

Week 15
Session 1: Workplace Scenarios (presentations)
Session 2: Workplace Scenarios (presentations)

Week 16
Final Examination

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

An Incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

If a faculty member decides to give an incomplete grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the
missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of “FIN” at the end of that semester. This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation. (p. 232 College Bulletin 2012-13. http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf)

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course.

The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students. (p. 234, College Bulletin 2012-13. http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf)

C. 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.”

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)

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)*

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

**Reference List**


*Congressional Quarterly Topics and Citations:*


NEW COURSE PROPOSAL FORM

Date Submitted: June 26, 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: Economics

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

   Email address(es): cmulder@jjay.cuny.edu
   Phone number(s): 212-484-1309

2. a. Title of the course: Introduction to Microeconomics

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

   c. Level of this course: __x__ 100 Level ___200 Level ___300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level: This is a basic microeconomics literacy course. Students need no prior knowledge of economics to take this class. It is also consistent with the new curriculum the economics department is developing to further the “scaffolding” aspect of our major.

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

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 consistent with not only other CUNY institutions, but also most U.S. economics departments. It will greatly facilitate the transfer of economics credits to John Jay from other institutions and also AP credits students earned in High School. An introductory knowledge of microeconomics benefits all citizens and students as they have a vested interest in their future as workers, consumers, and agents in the U.S. and global economies. This is the “stepping stone” class to the revised Intermediate Microeconomics, ECO 225 course in which students delve much deeper into the models and theories, particularly those of alternative microeconomics paradigms.

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 introductory course examines price theory, the laws of supply and demand, costs, profits, market structure, production, and marginal analysis. Specifically, individual consumer and producer behaviors are analyzed and models are explored on the micro level and how their behaviors both influence and are influenced by local, national and global economies.
Students will learn the competing theories of economic behavior to understand the “real world” issues and their implications.

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):

   None

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

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

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

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

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

   Students will:

   - graphically, mathematically, and verbally demonstrate how issues of scarcity affect economic decisions.
   - Interpret measurements of consumer demand; producer supply; prices; revenues and profits.
   - Understand how individual consumers and producers affect and are affected by local, national, and global political and economic trends.
   - Demonstrate graphically and explain verbally how markets work via supply and demand and how prices are determined.
   - Demonstrate graphically and explain verbally the various market structures, i.e. perfect competition, monopolistic competition, oligopolies, and monopolies.

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) This course can be taken as a prerequisite for ECO 225 in lieu of ECO 101. It is an elective course in Part IV, Specialization A. Public Sector Cluster.
10. How will you **assess student learning**?
   - Quizzes
   - 3 exams (2 exams and 1 final exam)
   - Problem sets (Homework)
   - Class Participation and current events. Students will be expected to come to class ready to apply what they learn in class to a “real world” event/issue.

11. Did you meet with a librarian to discuss **library resources** for the course?
   - Yes by email
   - 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
   - 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 University Press)
       - LexisNexis Universe
       - Criminal Justice Abstracts
       - PsycINFO
       - Sociological Abstracts
     - JSTOR
     - SCOPUS
     - Other (please name) ECON LIT

12. **Syllabus (Attached)**

13. Date of **Department curriculum committee** approval
   - May 14, 2012

14. **Faculty** - Who will be assigned to teach this course?
   - All of our faculty are qualified to teach this course

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**?
   - 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?
   - Not applicable
   - 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:

Jay P. Hamilton, Chair, Economics
INTRODUCTION TO MICROECONOMICS
SYLLABUS
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

Professor: Catherine P. Mulder
Semester: Fall/Spring 0000
Course Code: 1XX:000
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 0000
Office Hours: M/W or T/Th @ 00.00-00.00
Professor’s phone and e-mail: (212) 484-1309: cmulder@jjay.cuny.edu

Course Prerequisite: None

Course Description:

This introductory course examines price theory, the laws of supply and demand, costs, profits, market structure, production, and marginal analysis. Specifically, individual consumer and producer behaviors are analyzed and models are explored on the micro level and how their behaviors both influence and are influenced by local, national and global economies. Students will learn the competing theories of economic behavior to understand the “real world” issues and their implications.

Learning Objectives:

Students will:

• graphically, mathematically, and verbally demonstrate how issues of scarcity affect economic decisions.
• Interpret measurements of consumer demand; producer supply; prices; revenues and profits.
• Understand how individual consumers and producers affect and are affected by local, national, and global political and economic trends.
• Demonstrate graphically and explain verbally how markets work via supply and demand and how prices are determined.
• Demonstrate graphically and explain verbally the various market structures, i.e. perfect competition, monopolistic competition, oligopolies, and monopolies.

Required Text/s: Microeconomics, 19/e (MBF)
Campbell R. McConnell, University of Nebraska, 2011
Stanley L. Brue, Pacific Lutheran University
Sean M. Flynn, Scripps College
ISBN: 0077337735

ATTENDANCE POLICY:

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the
number of absences that constitutes excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.

EXAMS:
1. The first exam will be held in class in week 5. This is subject to change, however I will make every attempt to keep this exam as scheduled.
2. The midterm exam will be held in class in week 10. This is subject to change, however I will make every attempt to keep this exam as scheduled.
3. The final exam will be held at the scheduled time given by the Registrar’s office. The exam will be held in our regular classroom.

Please note that there will be NO MAKE-UPS WILL BE GIVEN FOR UNEXCUSED, MISSED EXAMS, UNLESS APPROVED BY THE PROFESSOR.

QUIZZES:
There will be occasional quizzes. They will be announced or not, so please come prepared. Typically, there will be no make-ups for missed quizzes, excused or not. Therefore, the lowest quiz grade will be dropped.

ASSESSMENT:
1st EXAM 15%
2nd EXAM 20%
FINAL EXAM 25%
QUIZZES 25%
HOMEWORK/PROJECTS 15%

GRADING:
A, A- Excellent
B+, B, B- Very Good
C+, C Satisfactory
C-, D+, D, D- Poor (Passing, but too many can lead to dismissal)
F Failure (not erased when course is retaken and passed)
WU Withdrew Unofficially

FRIENDLY EXPECTATIONS

➢ Students are expected to have read all the required assignments PRIOR to class; this includes texts, films as well as newspapers and any additional readings handed out in class. Footnotes typically have helpful information in them, so please read them.

➢ Class participation is strongly encouraged and may help to raise your grade.

➢ Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.

➢ Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom or if you take notes on your computer.
If you should have a documented learning disability, please get me the paperwork as soon as possible.

Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the *John Jay College of Criminal Justice Undergraduate Bulletin*. If caught cheating or plagiarizing on any assignment, quiz or test, you will fail that particular assignment. If there is a second violation, you will fail the course. See: [http://www.jjay.cuny.edu/academics/762.php](http://www.jjay.cuny.edu/academics/762.php), or see below.

Students are expected to come prepared for any test, and/or assignment. There will be **NO MAKE-UPS FOR MISSED TESTS AND/OR ASSIGNMENTS** unless approved by me.

Any homework assignments should be typed.

Students are expected to come to my office and to seek help from the math lab and/or classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.

My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

Please be respectful of other people’s opinions. This class will address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that’s great!! However, while we do not have to agree with each other, let’s use this as a time to have an intellectual discussion/debate.

Good Luck and let’s have a wonderful semester.

---

**John Jay College’s Policy on Academic Integrity**

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

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

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

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

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

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents.** The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record;

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document.
# INTRODUCTION TO MICROECONOMICS AGENDA

Subject to Change

Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Microeconomics and review of the syllabus</td>
<td>Appendix to MBF Chapter: pp 21-27 (Review of math and graphing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Diagnostic Self Test</td>
</tr>
<tr>
<td>Week 2</td>
<td>Limits, Alternatives, and Choices</td>
<td>MBF Chapter 1: pp 1-26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 1: What are the opportunity costs to taking this class?</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Market System and Circular Flow</td>
<td>MBF Chapter 2: pp 29-46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 2: How are goods circulated in a market economy?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Supply &amp; Demand</td>
<td>MBF Chapter 3: pp 47-74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 3: Shifts versus movements in supply and demand analysis</td>
</tr>
<tr>
<td>Week 5</td>
<td>1st Exam</td>
<td>In Class Chapters 1-3</td>
</tr>
<tr>
<td>Week 5 &amp; 6</td>
<td>Elasticity</td>
<td>MBF Chapter 4: pp 75-91</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 4: Does raising college tuition necessarily increase revenues?</td>
</tr>
<tr>
<td>Week 7</td>
<td>Market Failures: Public Goods &amp; Externalities</td>
<td>MBF Chapter 5: pp 92-114</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 5: The case of the light house; who pays?</td>
</tr>
<tr>
<td>Week 8</td>
<td>Consumer Behavior/Businesses and the Costs of Production</td>
<td>MBF Chapter 6 &amp; 7: pp 116-162</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 6: Consumption and Production decisions.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Pure Competition (Short Run/Long Run)</td>
<td>MBF Chapter 8 &amp; 9: pp 163-193</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 7: Diminishing Marginal Returns</td>
</tr>
<tr>
<td>Week 10</td>
<td>2nd Exam</td>
<td>In Class Chapters 4-9</td>
</tr>
<tr>
<td>Week 10</td>
<td>Pure Monopoly</td>
<td>MBF Chapter 10: pp 194-215</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 7: How do monopolists choose the price they charge?</td>
</tr>
<tr>
<td>Week 11</td>
<td>Natural Resource &amp; Energy Economics</td>
<td>MBF Chapter 15: pp 312-334</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 8: What are the gains and consequences for putting government regulations on how much firms can pollute?</td>
</tr>
<tr>
<td>Week 12</td>
<td>Public Finance: Expenditures &amp; Taxes Asymmetric Information, Voting and Public Choice</td>
<td>MBF Chapters 16 &amp; 17: pp 336-372</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 9: Is there “really” choice?</td>
</tr>
<tr>
<td>Week 13</td>
<td>Antitrust Policy &amp; Regulation</td>
<td>MBF Chapter 18: pp 374-390</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 10: The case of “Ma Bell.”</td>
</tr>
<tr>
<td>Week 14</td>
<td>Income Inequality and Poverty</td>
<td>MBF Chapter 20: pp 410-432</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 11: What states have the most income inequality? Poverty?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Set 12: Tracking patterns of international trade.</td>
</tr>
<tr>
<td>Final Exam Review</td>
<td></td>
<td>In Class, 2 hours, per the official John Jay College Final</td>
</tr>
<tr>
<td>Exam Schedule.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Date Submitted __________ June 26, 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 ______Economics__________
   b. Name and contact information of proposer(s) ______ Catherine Mulder ______
      Email address(es) _______ cmulder@jjay.cuny.edu ______
      Phone number(s) _______ 212-484-1309 ______

2. a. Title of the course ______ Introduction to Macroeconomics ______
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _____ Intro Macroeconomics ______
   c. Level of this course _______ 100 Level ______ 200 Level ______ 300 Level ______ 400 Level ______
      Please provide a brief rationale for why the course is at the level: This is a basic microeconomics literacy course. Students need no prior knowledge of economics to take this class. It is also consistent with the new curriculum the economics department is developing to further the “scaffolding” aspect of our major.
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ______ ECO ______

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 consistent with not only other CUNY institutions, but also most U.S. economics departments. It will greatly facilitate the transfer of economics credits to John Jay from other institutions and also AP credits students earned in High School. An introductory knowledge of macroeconomics benefits all citizens and students as they have a vested interest in their future and the US and global economies. It prepares students for ECO 220, Intermediate Macroeconomics, in which students are required to use more sophisticated models and understand the different economic paradigms addressed by macroeconomic issues.

4. Course description as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)
   This course introduces the vocabulary, concepts and models of analysis of macroeconomics. Specifically, the course covers economic growth, inflation, unemployment, the role of the government and international trade. Students will learn how to these concepts are measured, analyzed and critiqued from various economic points of view.

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):
   None
6. Number of:
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

7. Has this course been taught on an experimental basis?
   ___x___ No
   ____ Yes. If yes, then please provide:

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 National Income Accounting (Gross Domestic Product and Gross Domestic Income) and their expansions and contractions are measured and analyzed.
• understand and analyze the debates on monetary and fiscal policies and their effects on society.
• learn how to measure and interpret unemployment and inflation indicators.
• access a variety of government and economic data sources including The Bureau of Economic Analysis; the Bureau of Labor Statistics; the Federal Reserve Bank; and Federal Statistics (FEDSTATS).
• understand and measure how money is created and how actions by the FED are limited because of fractional reserve banking that is used to increase or decrease the money supply.
• be familiar with the basic theories of international trade and finance and the effects technological advances in communication have had on them.

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) This course can be taken as a prerequisite for ECO 220 in lieu of ECO 101.

10. How will you assess student learning?
• Quizzes
• 3 exams (2 midterms and 1 final)
• Problem sets (Homework)
• Class Participation and current events. Students will be expected to come to class ready to apply what they learn in class to a “real world” event/issue.

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

- 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_____ 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
  X JSTOR
  – SCOPUS
  – Other (please name) ______Econlit _____________________

12. Syllabus (Attached)

13. Date of Department curriculum committee approval __May 14, 2012____

14. Faculty - Who will be assigned to teach this course? ____All of our faculty are qualified to teach this course____

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

Jay P. Hamilton
Chair, Proposer’s Department

Approved by UCASC, March 22, to College Council, April 15, 2013
INTRODUCTION TO MACROECONOMICS
SYLLABUS

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

Professor: Catherine P. Mulder
Semester: Fall/Spring 0000
Course Code: 1XX:000
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 0000
Office Hours: M/W or T/Th @ 00.00-00.00
Professor’s phone and e-mail: (212) 484-1309: cmulder@jjay.cuny.edu

Course Prerequisite: None

Course Description:

This course introduces the vocabulary, concepts and models of analysis of macroeconomics. Specifically, the course covers economic growth, inflation, unemployment, the role of the government and international trade. Students will learn how to these concepts are measured, analyzed and critiqued from various economic points of view.

Learning Outcomes:

Students will:

- understand how National Income Accounting (Gross Domestic Product and Gross Domestic Income) and their expansions and contractions are measured and analyzed.
- understand and analyze the debates on monetary and fiscal policies and their effects on society.
- learn how to measure and interpret unemployment and inflation indicators.
- access a variety of government and economic data sources including The Bureau of Economic Analysis; the Bureau of Labor Statistics; the Federal Reserve Bank; and Federal Statistics (FEDSTATS).
- understand and measure how money is created and how actions by the FED are limited because of fractional reserve banking that is used to increase or decrease the money supply.
- be familiar with the basic theories of international trade and finance and the effects technological advances in communication have had on them.

Required Text/s: Macroeconomics, 19/e
Campbell R. McConnell, University of Nebraska
Stanley L. Brue, Pacific Lutheran University
Sean M. Flynn, Scripps College
ISBN: 0077337727

ATTENDANCE POLICY:

Approved by UCASC, March 22, to College Council, April 15, 2013
Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitutes excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.

EXAMS:
1. The first exam will be held in class in week 5. This is subject to change, however I will make every attempt to keep this exam as scheduled.
2. The second exam will be held in class in week 10. This is subject to change, however I will make every attempt to keep this exam as scheduled.
3. The final exam will be held at the scheduled time given by the Registrar’s office. The exam will be held in our regular classroom.

Please note that there will be NO MAKE-UPS WILL BE GIVEN FOR UNEXCUSED, MISSED EXAMS, UNLESS APPROVED BY THE PROFESSOR.

QUIZZES:
There will be occasional quizzes. They be announced or not, so please come prepared. Typically, there will be no make-ups for missed quizzes, excused or not. Therefore, the lowest quiz grade will be dropped.

ASSESSMENT:
1st EXAM 15%
2nd EXAM 20%
FINAL EXAM 25%
QUIZZES 25%
HOMEWORK/PROJECTS 15%

A, A- Excellent
B+,B,B- Very Good
C+,C Satisfactory
C-,D+,D,D- Poor (Passing, but too many can lead to dismissal)
F Failure (not erased when course is retaken and passed)
WU Withdrawed Unofficially

FRIENDLY EXPECTATIONS

➢ Students are expected to have read all the required assignments PRIOR to class; this includes texts, films as well as newspapers and any additional readings handed out in class. Footnotes typically have helpful information in them, so please read them.

➢ Class participation is strongly encouraged and may help to raise your grade.

➢ Students are expected to attend class on time. If you must leave class early, please let me know and sit by the door. Try to leave in an inconspicuous manner.

➢ Students are expected to shut off cell phones and any electronic devices. Texting is prohibited in class. Students must refrain from using computers in class unless there is a specific exercise that is assigned. If you have any reason why this might be burdensome, please come talk to me. For example, if you have a sick child at home, you will be permitted to leave your cell phone on vibrate and take the call outside of the classroom or if you take notes on your computer.
If you should have a documented learning disability, please get me the paperwork as soon as possible.

Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Undergraduate Bulletin. If caught cheating or plagiarizing on any assignment, quiz or test, you will fail that particular assignment. If there is a second violation, you will fail the course. See: http://www.jjay.cuny.edu/academics/762.php or see below.

Students are expected to come prepared for any test, and/or assignment. There will be NO MAKE-UPS FOR MISSED TESTS AND/OR ASSIGNMENTS unless approved by me.

Any homework assignments should be typed.

Students are expected to come to my office and to seek help from the math lab and/or classmates if they do not understand the material. See me immediately if you believe you are falling behind. Either I will help you or I will refer you to someone who can.

My email address is: cmulder@jjay.cuny.edu, however, please only use the email if it’s an emergency. Most questions should either be posted to the appropriate discussion board, or you can send me a private message via the “communications” tab in BB. Please let me know if you are having any problems with the class, work schedules, personal issues, whatever; I will try my best to accommodate most requests/issues. Any information you provide to me will be held with the utmost confidentiality.

Please be respectful of other people’s opinions. This class will address some “sensitive” topics and there is bound to be a variety of ideological slants with regard to them and that’s great!! However, while we do not have to agree with each other, let’s use this as a time to have an intellectual discussion/debate.

Good Luck and let’s have a wonderful semester.

John Jay College’s Policy on Academic Integrity
http://www.jjay.cuny.edu/academics/762.php

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

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

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

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

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

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in the student’s academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials;
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them;
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam;
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents.** The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record;

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document.
# Introduction to Macroeconomics Agenda

Subject to Change

Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Macroeconomics and review of the syllabus</td>
<td>Appendix to MBF: pp 22-28 Chapter 1 (Review of math and graphing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Diagnostic Self Test</td>
</tr>
<tr>
<td>Week 2</td>
<td>Limits, Alternatives, and Choices</td>
<td>MBF Chapter 1: pp 3-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Clothing Project: Where are 10 pieces of clothing produced?</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Market System and Circular Flow</td>
<td>MBF Chapter 2: 29-45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: What are the resource and product markets?</td>
</tr>
<tr>
<td>Week 4</td>
<td>An Introduction to Macroeconomics</td>
<td>MBF Chapter 6: 116-128</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: What are the differences between the Great Depression and the Great Recession?</td>
</tr>
<tr>
<td>Week 5</td>
<td>1st Midterm Exam</td>
<td><strong>In Class Chapters 1-2 and 6</strong></td>
</tr>
<tr>
<td>Week 5 &amp;6</td>
<td>Measuring Domestic Output and National Income Economic Growth</td>
<td>MBF Chapters 7 &amp; 8: 129-169</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Using data from the Bureau of Economic Analysis (<a href="http://www.bea.gov">www.bea.gov</a>) find the latest data on the variables that make up GDP? How did it change from the previous year?</td>
</tr>
<tr>
<td>Week 7</td>
<td>Business Cycles, Unemployment and Inflation</td>
<td>MBF Chapter 9: 170-189</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Using data from the Bureau of Labor Statistics (<a href="http://www.bls.gov">www.bls.gov</a>) find the unemployment rate for a person like you, although lives in another US city?</td>
</tr>
<tr>
<td>Week 8</td>
<td>Basic Macroeconomic Relationships</td>
<td>MBF Chapter 10: 191-201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Investment Instability &amp; its effect on the working class</td>
</tr>
<tr>
<td>Week 9 &amp;10</td>
<td>Aggregate Expenditure models, Aggregate Supply and Demand</td>
<td>MBF Chapters 11 &amp; 12: 211-256</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: The difference between how Keynesians’ and Monetarists’ view Aggregate Demand?</td>
</tr>
<tr>
<td>Week 10</td>
<td>2nd Midterm Exam</td>
<td><strong>In Class Chapters 7-12</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Fiscal Policy, Deficits, and Debt</td>
<td>MBF Chapter 13: 257-278</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Current Events—What is the Government up to?</td>
</tr>
<tr>
<td>Week 12</td>
<td>Money, Banking, and Financial Institutions</td>
<td>MBF Chapter 14: 280-298</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Should the US Government bail-out private banking institutions?</td>
</tr>
<tr>
<td>Week 13</td>
<td>Money Creation</td>
<td>MBF Chapter 15: 299-313</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Does it concern you that your bank does not hold your money there, only a portion of it? Why?</td>
</tr>
<tr>
<td>Week 13</td>
<td>Interest Rates and Monetary Policy</td>
<td>MBF Chapter 16: 314-340</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Using <a href="http://www.federalreserve.gov">www.federalreserve.gov</a>, what are the current goals of the Federal Reserve Bank? Why?</td>
</tr>
<tr>
<td>Week 14</td>
<td>The Economics of Developing Countries</td>
<td>MBF CHAPTER 22W (available on the web)</td>
</tr>
<tr>
<td></td>
<td>The US and the Global Economy</td>
<td>Homework: What is the difference between a “Developed” and “Developing” countries? What is happening in the US?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBF COI 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: How are trade deficits affecting the domestic economy</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam Review</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>In Class, 2 hours, per official College Final Exam Schedule.</td>
<td></td>
</tr>
</tbody>
</table>
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPA 231</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Interpreting I</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages</td>
</tr>
<tr>
<td>Discipline</td>
<td>Spanish; Interpreting</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 101; and SPA 202 or 212 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>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.</td>
</tr>
<tr>
<td>Course Description</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Sample syllabus attached</td>
</tr>
</tbody>
</table>

#### Indicate the status of this course being nominated:

- [X] current course
- [ ] revision of current course
- [ ] a new course being proposed

#### John Jay College Option Location

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Justice in Global Perspective (300-level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
## Learning Outcomes

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

<p>| I. Communications - Please explain how your course meets these learning outcomes |
|------------------|-------------------------------------------------------------------------------------------------|
| Students will:   |                                                                                                                                                       |
| - develop oral skills in English and Spanish (focus on public speaking on wk. 2 &amp; 3, and implicitly on wk. 7, 8, 9, 12, 14, 15) | • Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic. |
| - produce speeches in English and Spanish in a variety of styles and registers in class activities (wk. 7, 8, 9, 12, 14, 15) and home exercises (due on wk 10 &amp; 15) | • Maintain self-awareness and critical distance |
| - improve lexical availability in English and Spanish (wk. 5) |                                                                                                                                                       |
| - develop written skills by producing a research paper |                                                                                                                                                       |
| - discuss their own interpreting process with the class and justify their interpretation options (wk. 7, 8, 9, 12, 14, 15). | • Work collaboratively |
| - discuss potential ethical dilemmas in community interpreting settings (wk. 12 to 15). |                                                                                                                                                       |
| - select resources in preparation for an interpreting assignment and assess their usability and appropriateness (wk. 13, and implicitly wk. 14, 15) |                                                                                                                                                       |
| - participate in a variety of short activities in small groups or pairs (see schedule for group activities) |                                                                                                                                                       |
| - participate in interpretation role plays (wk. 12, 14, 15) |                                                                                                                                                       |
| - develop skills for analysis and preparation of texts to be sight translated: chunking, restructuring (wk. 6) | • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
| - develop discourse analysis skills, including textual and non-textual elements: content, illocutionary force, |                                                                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Contextual cues, extra-/paratextual features (wk. 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- produce impromptu speeches according to the abovementioned factors (wk. 11)</td>
</tr>
<tr>
<td>- conduct pre-interpretation activities to analyze the features of their target interpretation scenarios in terms of language and cultural background, knowledge of the topic, educational level, etc. (wk. 7, 8, 9, 12, 14, 15)</td>
</tr>
<tr>
<td>- interpret from English to Spanish and vice versa in educational settings (wk. 7 &amp; 12)</td>
</tr>
<tr>
<td>- interpret from English to Spanish and vice versa in social service settings (wk. 8 &amp; 14)</td>
</tr>
<tr>
<td>- interpret from English to Spanish and vice versa in immigration settings (wk. 9 &amp; 15)</td>
</tr>
<tr>
<td>- analyze and interpret different regional varieties of Spanish (wk. 7, 8, 9, 12, 14, 15)</td>
</tr>
<tr>
<td>- interpret into a variety of registers and styles in order to accommodate to function and intended audience (wk. 7, 8, 9, 12, 14, 15 – note that each week a formal and an informal communicative event are practiced)</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY  
524 West 59th Street, 7th Floor, New York, NY 10019  
SYLLABUS FOR “Interpreting I”  
Department of Foreign Languages and Literatures

Professor:  
Semester: Fall 2013  
Course Code: SPA 231  
Course Section: 01  
Classroom and Time:  
Professor’s office:  
Office Hours: By Appointment  
Professor’s e-mail:

Course Prerequisite: ENG 101; and SPA 202 or 212 or placement exam

Course description: 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 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.

Learning Outcomes:

• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
• Maintain self-awareness and critical distance
• Work collaboratively
• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

Textbooks and materials:

* Interpretation materials (texts, exercises and practice audio files) and some background papers on interpreting theory and practice will be provided by the instructor. They will be posted on Blackboard. They will be extracted from the following sources:

Approved by UCASC, March 22, to College Council, April 15, 2013
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 Foreign Language Lab, subject to availability.

COURSE REQUIREMENTS

Participation and Practice (10%):

You will get a lot out of 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 instructor and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

Research project (15%)

Each student will have to write a research paper on one of the following topics:

- the contributions of non-professional interpreters to the evolution of the profession
- the impact of technological developments in shaping different interpreting modes
- ethical dilemmas for community interpreters and limitations to the guidance provided by current codes of conduct

Formatting, presentation and grammar/spelling, as well as content, will be taken into consideration when grading this assignment. See below for details.

Sight translation and Interpretation exercises (20%)

You will be required to do a series of sight translation and interpretation exercises at home in order to consolidate the skills presented in class. The instructor will provide the texts for sight translation and the recordings for liaison interpreting via Blackboard.

You will need to record your translations and interpretations on the device of your choice. MP3 recorders, cell phones, computers, etc., all work well for this purpose. The Foreign Language Lab is also available for John Jay students to do their exercises there (subject to availability). The Lab will have a copy of the materials (texts and recordings). Please check their website for opening hours and contact information: http://www.jjay.cuny.edu/academics/596.php

ASSESSMENT

Evaluation Criteria for Participation

Exemplary (A):

The student

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient (B):

The student

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader

Approved by UCASC, March 22, to College Council, April 15, 2013
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D):**
The student
- participates more passively than actively
- is frequently not well prepared

**Unacceptable (F):**
The student
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- makes no effort to correct errors

**Evaluation Criteria for Research paper**

<table>
<thead>
<tr>
<th>Requirements (length of paper, topic chosen, presentation)</th>
<th>Writing</th>
<th>Organization</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>All requirements are met.</td>
<td>Very few errors; work was well edited for language. Precise and effective word use/choice.</td>
<td>Content is logically and effectively ordered. Main points and details are connected. Essay flows smoothly thanks to well-constructed paragraphs and good distribution (introduction, main body and conclusion)</td>
<td>The content is relevant to the chosen topic and original. Substantial information; good development of ideas with supporting details or evidence.</td>
</tr>
<tr>
<td></td>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. Some erroneous word usage or choice, but meaning is not confused or obscured.</td>
<td>An apparent order to the content is intended (introduction, main body and conclusion); well-constructed paragraphs. Somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.</td>
<td>The content is relevant to the chosen topic but not very original. Adequate information; some development of ideas; some ideas lack supporting detail</td>
</tr>
<tr>
<td></td>
<td>Frequent errors in grammar use and form; erroneous use of language often impedes comprehensibility; work</td>
<td>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering;</td>
<td>The content is not original and not developed. Limited information; ideas present but not</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
developed; lack of supporting details or evidence.

very choppily, disjointed. Paragraphs are not well-constructed

was poorly edited for language. Erroneous word use or choice leads to confused or obscured meaning.

Unacceptable (F)

Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. Any kind of plagiarism is detected.

Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.

Abundance of errors in grammar use and form; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. Inadequate, repetitive word choice; literal translation.

Any requirement is not met.

<table>
<thead>
<tr>
<th>Evaluation criteria for sight translation and liaison interpretation</th>
</tr>
</thead>
</table>

**Rubric for grading**
Grading will be based on the following rubric (adapted from that used by the UK’s Institute of Linguists in their Diploma in Public Service Interpreting Certification Exams).

<table>
<thead>
<tr>
<th>Message transfer</th>
<th>Language use</th>
<th>Delivery</th>
<th>Modality-specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (A)</strong></td>
<td>Original message conveyed faultlessly and with complete accuracy. No omissions, additions or distortions.</td>
<td>Excellent knowledge/use of the language (including vocabulary/specialist terminology, grammar, syntax and register). Message is very clear and appropriate paraphrasing is used where necessary.</td>
<td>The translation is fluent. Very clear and distinct pronunciation, good intonation and accent which facilitate comprehension. Professional demeanor and frequent visual contact.</td>
</tr>
<tr>
<td><strong>SIGHT T:</strong> Message transferred within the allotted time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LIAISON I:</strong> The student always: - switches effortlessly between languages - displays a courteous and confident manner - remains impartial - displays good management strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficient (B)</strong></td>
<td>Original message conveyed accurately. Only a few minor omissions/distortions not affecting correct transfer</td>
<td>Good knowledge/use of the language (including vocabulary/specialist terminology, grammar, syntax and register).</td>
<td>The translation is fluent, apart from some minor lapses. Pronunciation, intonation and accent are clear for</td>
</tr>
<tr>
<td><strong>SIGHT T:</strong> Message transferred within the allotted time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
of information or complete comprehension  | Message is clear and occasional paraphrasing is used where necessary.  | the most part, which make for ease of comprehension. Professional demeanor and good visual contact.  | LIAISON I: The student, for the most part: -switches effortlessly between languages -displays a courteous and confident manner -remains impartial -intervenes justifiably S/he makes the occasional slip or shows some sign of nervousness but not leading to communication problem. |
Marginal (C-D)  | General meaning of original message conveyed. Some omissions, inaccuracies, distortions in the transfer of information which might lead to not serious misunderstandings  | Adequate knowledge/use of the language (including vocabulary/specialist terminology, grammar, syntax and register). Several errors are made but the intended meaning can be discerned without too much difficulty. Paraphrasing is kept to an acceptable level without distorting the meaning.  | Some faults and hesitation which may hamper the flow of the translation. Faulty pronunciation and intonation and a pronounced accent may occasionally be present but these will not impede meaning. Demeanor is somewhat informal and visual contact is scarce.  | SIGHT T: Message transferred slightly over the allotted time  |

MARGINAL (C-D)  | General meaning of original message conveyed. Some omissions, inaccuracies, distortions in the transfer of information which might lead to not serious misunderstandings  | Adequate knowledge/use of the language (including vocabulary/specialist terminology, grammar, syntax and register). Several errors are made but the intended meaning can be discerned without too much difficulty. Paraphrasing is kept to an acceptable level without distorting the meaning.  | Some faults and hesitation which may hamper the flow of the translation. Faulty pronunciation and intonation and a pronounced accent may occasionally be present but these will not impede meaning. Demeanor is somewhat informal and visual contact is scarce.  | SIGHT T: Message transferred slightly over the allotted time  |
Unacceptable (F)  | Sense of the original message not conveyed or conveyed only partially. Serious omissions, inaccuracies and/or distortions preventing comprehension and transfer of information.  | Poor knowledge/use of the language. Too many errors. Translation is not always coherent. Excessive and inaccurate paraphrasing, which distorts the meaning.  | Frequent pauses and hesitations hamper the flow of the translation. Faulty pronunciation, intonation and/or a strong accent make it difficult or impossible for the intended listener to discern the meaning. Demeanor is very informal and visual contact is poor.  | SIGHT T: Message transferred much over the allotted time  |

Final grade weighting

Approved by UCASC, March 22, to College Council, April 15, 2013
Participation: 10%
Research project: 15%
Sight translation and Interpretation exercises: 20%
Midterm exam: 25%
Final exam: 30%

*Students must receive a passing grade on the final exam to pass the course as a whole.*

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B,B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D,D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

CHEATING AND 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.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.

INCOMPLETE GRADE POLICY
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

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).”


TENTATIVE SCHEDULE
Please note that the daily syllabus may be subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1    | Introduction to the course.  
The John Jay Program in Translation and Interpretation.  
Modes of interpreting |
|      | Presentation of the course, syllabus and the T&I program  
Ice-breakers: students’ introductions and interpretations  
Reading: Phelan. 2001. The interpreter’s resource.  
Ch. 2 (6-17) |

Approved by UCASC, March 22, to College Council, April 15, 2013
| 3 | Rhetoric as an integral part of interpreting (II) Understanding meaning (I) | Student oral presentations on a topic of their choice Reading out loud + summarizing + Q&A on details of the text (in pairs) Reading: Phelan, 2001, ch. 1 (1-5) |
| 4 | Understanding meaning (II) | Reading comprehension – individual activity Skimming and scanning– individual activities (contest) Reading ahead (in pairs) |
| 8 | Equal access to government support Sight translation in social services settings Research paper due | Sight translation of: Informal texts: housing information, benefits Formal texts: lease agreement, application forms |
| 9 | Advocacy vs. interpreting Sight translation in immigration settings | Sight translation of: Informal texts: informational leaflets, website content |

Approved by UCASC, March 22, to College Council, April 15, 2013
<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Review &amp; midterm exam</td>
<td>Sight translation exercises due before midterm exam</td>
</tr>
<tr>
<td>12</td>
<td>Liaison interpreting in educational settings Ethical dilemmas in educational settings</td>
<td>Liaison interpreting (in role plays) of: Less formal conversations: parent-teacher conference Formal conversations: after lecture Q&amp;A session, research group meeting Class discussion on ethical dilemmas Reading: Tse. 1996. “Who decides? The effects of language brokering on home-school communication” (9 pp.)</td>
</tr>
<tr>
<td>13</td>
<td>Prepping for an assignment: documentation and glossary building Codes of ethics and the role of associations</td>
<td>Group deduction of prepping process from real scenarios: sources and techniques Presentation on effective glossary building Group review of codes of ethics and discussion Readings: interpreter's codes of ethics for NAJIT, NYS court system, NCICH, ATA</td>
</tr>
<tr>
<td>14</td>
<td>Liaison interpreting in social services settings Ethical dilemmas in social services settings</td>
<td>Liaison interpreting (in role plays) of: Less formal conversations: information requests at Housing Authority, DMV, Office of Vital Statistics. Formal conversations: international adoption interview Class discussion on ethical dilemmas</td>
</tr>
<tr>
<td>15</td>
<td>Liaison interpreting in immigration settings Ethical dilemmas in immigration settings</td>
<td>Liaison interpreting (in role plays) of: Less formal conversations: client-lawyer conference Formal conversations: deportation hearing Class discussion on ethical dilemmas</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
<table>
<thead>
<tr>
<th><strong>Final exam</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(check the College examination schedule for date, time and location)</td>
<td></td>
</tr>
<tr>
<td><strong>Liaison interpretation translation exercises due before final exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted:  
August 23, 2012 -- resubmitted March 17, 2013

1. Name of Department or Program:  
ECONOMICS

2. Contact information of proposer(s):

   Name(s):  
   Jay Hamilton & Geert Dhondt  
   Email(s):  
   jhamilton@jjay.cuny.edu & gdhondt@jjay.cuny.edu  
   Phone number(s):  
   x8093

3. Current number, title, and abbreviated title of course:  
   (Abbreviated title can be found on SIMS)  
   ECO 170: Introduction to the Economics of Crime and Social Issues  
   Eco Crime&Soc Pro

4. Current course description:  
   This course analyzes the links between socioeconomic conditions and crime. Paired topics include: recession and domestic violence, affluence and white collar crime, poverty and robbery/theft, youth labor frustrations and youth crime, illegal drug markets and addict/dealer crime, unemployment and crime rates, government budgets and police spending, and income bias and the criminal justice system. Basic economic literacy is taught as part of this course.

   a. Number of credits:  
   3

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

   c. Current prerequisites:  
   none

5. Describe the nature of the revision:  
The course title, description and learning objectives are changed.

6. Rationale for the proposed change(s):

Approved by UCASC, March 22, to College Council, April 15, 2013
It is time for the course to be updated and adjusted to serve as a 100-level: *Justice and the Individual* First Year Experience Seminar in the John Jay College Option.

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

   a. Revised course description:

   This course examines the connections between capitalism and the criminal justice system in the United States. It investigates the relationships among economic injustice, poverty, wealth, anti-social behavior, crime and the criminal justice system. The course studies how the criminal justice system shapes the lives of individuals from a variety of socioeconomic classes.

   b. Revised course title:

   *Crime, Class, Capitalism: The Economics of Justice*

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

   **ECONOMICS OF JUSTICE**

   d. Revised learning outcomes

Upon completion of this course students are expected to:
- Describe their own relationship to significant issues of justice and economics status (class).
- Identify problems and propose solutions using evidence-based, economic methods of inquiry.
- Assess the effectiveness of their own role in collaborations with people of diverse backgrounds.
- Demonstrate effective planning and reflection to accomplish a long research project.
- Engage with co-curricular activities such as *The Economic Justice Speaker Series* to develop academic goals and personal growth.

   e. Revised assignments and activities related to revised outcomes

   **Students will:**

   | Students will write reflection papers about how their economic status (class) affects their relationship to the criminal justice system. | Describe one’s own relationship to significant issues of justice |
   | During in-class exams students will write essays that describe, analyze and propose solutions to current event issues such as Stop & Frisk, violent competition among street vendors and crackdowns on counterfeit goods. The issues will be identified. | Identify problems and propose solutions through evidence-based inquiry |
Students will work in randomly assigned teams to present summaries and critical analysis of assigned readings. Part of the grading rubric will be a self-assessment of the overall group and individuals’ performances. Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds.

Students will be assigned a long research project with several intermediate due dates. The first due date will be to develop a plan for the rest of the benchmark due dates. Demonstrate effective planning and reflection to accomplish specific course outcomes.

Students will be required to attend The Economic Justice Speaker Series sponsored by the Economics Department and the Economics Student Club. Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: 60 students

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No ______ Yes XXXXX If yes, please indicate the area:

**Required Core:** English Composition _____ Quantitative _____ Natural/Life Sciences _____

**Flexible Core:**

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

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

This course examines the links between socioeconomic conditions and crime. This course critically evaluates the role of US Capitalism and US Economic Class Structure and how these forces generate anti-social behavior, crime and poverty. This course studies how individuals are shaped by the criminal justice system and socioeconomic conditions. This course provides a way for students of low, medium and high economic status to evaluate their role in capitalism and crime.

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

<table>
<thead>
<tr>
<th>Every semester</th>
<th>Number of sections: 2 or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semesters only</td>
<td>Number of sections: _____</td>
</tr>
<tr>
<td>Spring semesters only</td>
<td>Number of sections: _____</td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

May 14, 2012

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

Jay Hamilton
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ECO 170</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Crime, Class, Capitalism: The Economics of Justice</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Economics</td>
</tr>
<tr>
<td>Discipline</td>
<td>Economics</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>none (ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>none</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course examines the connections between capitalism and the criminal justice system in the United States. It investigates the relationships among economic injustice, poverty, wealth, anti-social behavior, crime and the criminal justice system. The course studies how the criminal justice system shapes the lives of individuals from a variety of socioeconomic classes.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:
- ☐ current course
- ☑ revision of current course
- ☐ a new course being proposed

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

Justice Core
- ☑ Justice & the Individual (100-level)
- ☐ Struggle for Justice & Inequality in U.S. (300-level)
- ☐ Justice in Global Perspective (300-level)

☐ Learning from the Past
☐ Communication

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

1. Justice Core I Freshman Year Seminars: Justice and the Individual
Justice Core First Year seminar courses are designed to support student's academic success by helping them to transition to the college environment and academic expectations; specifically:

Please explain how your course meets each of these 5 learning outcomes

Approved by UCASC, March 22, to College Council, April 15, 2013
Students will:

<table>
<thead>
<tr>
<th>Students will write reflection papers about how their economic status (class) affects their relationship to the criminal justice system.</th>
<th>● Describe one's own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>During in-class exams students will write essays that describe, analyze and propose solutions to current event issues such as Stop &amp; Frisk, violent competition among street vendors and crackdowns on counterfeit goods. The issues will be described in Newspaper or equivalent publications.</td>
<td>● Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will work in randomly assigned teams to present summaries and critical analysis of assigned readings. Part of the grading rubric will be a self-assessment of the overall group and individuals’ performances.</td>
<td>● Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>Students will be assigned a long research project with several intermediate due dates. The first due date will be to develop a plan for the rest of the benchmark due dates.</td>
<td>● Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>Students will be required to attend <em>The Economic Justice Speaker Series</em> sponsored by the Economics Department and the Economics Student Club.</td>
<td>● Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth</td>
</tr>
</tbody>
</table>

For more information on FYS content of your course, please contact Kate Szur, Director, First Year Experience, Rochelle German, Associate Director, First Year Experience, or Daniel Auld, Director of Student Support Service and Assessment.
ECO 170.01
Crime, Class, Capitalism: The Economics of Justice

John Jay College of Criminal Justice
Instructor: Professor Yo Prof

Course Syllabus
Fall 2013

Office: North Hall, 445 West 59th Street, New York, NY 10019
E-mail: yoprof@jjay.cuny.edu
Phone: (212) 237-5555
Fax: (212) 237-5555
Office Hours: right before and right after class

Class Meeting Time: Tuesdays & Thursdays 12:15 to 1:30
Final Exam: December 18
Room: NB 1.71

Course Description:

This course examines the connections between capitalism and the criminal justice system in the United States. It investigates the relationships among economic injustice, poverty, wealth, anti-social behavior, crime and the criminal justice system. The course studies how the criminal justice system shapes the lives of individuals from a variety of socioeconomic classes.

Learning Outcomes:

Upon completion of this course students are expected to:

- Describe their own relationship to significant issues of justice and economic status (class).
- Identify problems and propose solutions using evidence-based, economic methods of inquiry.
- Assess the effectiveness of their own role in collaborations with people of diverse backgrounds.
- Demonstrate effective planning and reflection to accomplish a long research project.
- Engage with co-curricular activities such as the Economic Justice Speaker Series to develop academic goals and personal growth.
<table>
<thead>
<tr>
<th>First Year Seminar Objectives:</th>
<th>How these objective are met in this course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe one’s own relationship to significant issues of justice.</td>
<td>Students will write reflection papers about how their economic status (class) affects their relationship to the criminal justice system.</td>
</tr>
<tr>
<td>Identify problems and propose solutions through evidence-based inquiry.</td>
<td>During in-class exams students will write essays that describe, analyze and propose solutions to current event issues such as Stop &amp; Frisk, violent competition among street vendors and crackdowns on counterfeit goods. The issues will be described in Newspaper or equivalent publications.</td>
</tr>
<tr>
<td>Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds.</td>
<td>Students will work in randomly assigned teams to present summaries and critical analysis of assigned readings. Part of the grading rubric will be a self-assessment of the overall group and individuals’ performances.</td>
</tr>
<tr>
<td>Demonstrate effective planning and reflection to accomplish specific course outcomes.</td>
<td>Students will be assigned a long research project with several intermediate due dates. The first due date will be to develop a plan for the rest of the benchmark due dates.</td>
</tr>
<tr>
<td>Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth.</td>
<td>Students will be required to attend the Economic Justice Speakers Series sponsored by the Economics Department and the Economics Student Club.</td>
</tr>
</tbody>
</table>

**Texts**
- *Capitalism and its Discontents* Sasha Lilley (editor).
- *The Rich Get Richer and the Poor Get Prison* 9th Edition by Jeffrey Reiman,
- *Yo’ Mama’s Dysfunktional!: Fighting the Culture Wars in Urban America* by Robin Kelley
- *The Real Cost of Prisons Comix* by Lois Ahrens (editor).

**Grading**

<table>
<thead>
<tr>
<th>Grading Item</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
<td>September 20</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>5%</td>
<td>September 27</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>October: To Be Assigned</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
<td>November 8</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>December 18</td>
</tr>
<tr>
<td>Research Project</td>
<td>25%</td>
<td>see below</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
Research Project
Your project for the semester is to research a famous criminal case, write an essay in which you briefly describe the case, briefly describe how the case changed society and describe how the tools of economic analysis developed in this class changes the way you think about the case. Your project will be submitted in five phases. In phase one (due September 13) you must submit a plan for the three intermediate phases before the final project is due on December 13. The plan must include due dates for phases two, three and four and what you will submit on each of those due dates. You can expect your professor to make modifications to the plan you submit on September 13.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Percent of Project Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>5%</td>
<td>September 13</td>
</tr>
<tr>
<td>Two</td>
<td>5%</td>
<td>To Be Determined by YOU</td>
</tr>
<tr>
<td>Three</td>
<td>5%</td>
<td>To Be Determined by YOU</td>
</tr>
<tr>
<td>Four</td>
<td>5%</td>
<td>To Be Determined by YOU</td>
</tr>
<tr>
<td>Five</td>
<td>80%</td>
<td>Final Project Due</td>
</tr>
</tbody>
</table>

Group Presentations
You will be randomly assigned a group to make a presentation about an assigned reading. Your group will be tasked with summarizing and critically evaluating the reading.

Academic Integrity Policy
For the entire policy on academic integrity please go to:
http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf

Plagiarism Policy
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.
The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.

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.

Attendance Policy
If a student misses more than four regularly scheduled class meetings they will automatically receive a grade of WU for the course. Attendance will be taken every class.

Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details.

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 4</td>
<td><strong>Topic 1:</strong> Introduction</td>
<td>Capitalism and its Discontents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1 BEFORE class on August 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 2 BEFORE class on September 4</td>
</tr>
<tr>
<td>September 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 13</td>
<td><strong>Topic 2:</strong> Supply and Demand</td>
<td>Capitalism and its Discontents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3 BEFORE class on August 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 4 BEFORE class on September 11</td>
</tr>
<tr>
<td>September 13</td>
<td><strong>Phase I of Research Project Due.</strong></td>
<td>Note: after YOU have created YOUR phase II, III and IV deadlines you should add those dates to YOUR schedule.</td>
</tr>
<tr>
<td>September 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td><strong>Reflection Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td><strong>Topic 3:</strong> Illegal and Black Markets</td>
<td>Capitalism and its Discontents</td>
</tr>
<tr>
<td>October 2</td>
<td></td>
<td>Chapter 5 BEFORE class on October 2</td>
</tr>
<tr>
<td>October 4</td>
<td></td>
<td>Chapter 6 BEFORE class on October 9</td>
</tr>
<tr>
<td>October 9</td>
<td>Additional readings To Be Assigned</td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td><strong>Topic 4:</strong> Drugs and Prostitution GROUP PRESENTATIONS</td>
<td>Capitalism and its Discontents</td>
</tr>
<tr>
<td>October 18</td>
<td></td>
<td>Chapters 7 – 9</td>
</tr>
<tr>
<td>October 23</td>
<td></td>
<td>Chapter 7 BEFORE class on Oct. 16</td>
</tr>
<tr>
<td>October 25</td>
<td></td>
<td>Chapter 8 BEFORE class on Oct. 18</td>
</tr>
<tr>
<td>November 1</td>
<td></td>
<td>Chapter 9 BEFORE class on Oct. 23</td>
</tr>
<tr>
<td>November 6</td>
<td><strong>Topic 5:</strong> Incarceration GROUP PRESENTATIONS</td>
<td>The Real Cost of Prisons Comix</td>
</tr>
<tr>
<td>November 8</td>
<td><strong>Exam 2</strong></td>
<td>The WHOLE book BEFORE class on Oct. 30</td>
</tr>
<tr>
<td>November 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 20</td>
<td><strong>Topic 6:</strong> Economic Bias in the Criminal Justice System</td>
<td>The Rich Get Richer and the Poor Get Prison</td>
</tr>
<tr>
<td>November 27</td>
<td></td>
<td>Chapters 1-3 BEFORE class on Nov. 13</td>
</tr>
<tr>
<td>November 29</td>
<td></td>
<td>Chapters 4-5 BEFORE class on Nov. 15</td>
</tr>
<tr>
<td>November 29</td>
<td></td>
<td>Chapters 6-8 BEFORE class on Nov. 20</td>
</tr>
<tr>
<td>December 4</td>
<td><strong>Topic 7:</strong> Crime and Poverty</td>
<td>Yo’ Mama’s Dysfunktional!: Fighting the Culture Wars in Urban America</td>
</tr>
<tr>
<td>December 6</td>
<td></td>
<td>The WHOLE book BEFORE class on Nov. 27</td>
</tr>
<tr>
<td>December 11</td>
<td><strong>Topic 8:</strong> Current Events in Crime and Criminal justice</td>
<td>To Be Assigned</td>
</tr>
<tr>
<td>December 13</td>
<td><strong>Research Project</strong></td>
<td></td>
</tr>
<tr>
<td>December 18</td>
<td><strong>FINAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

The Course Schedule is subject to change with prior announcement from the instructor.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: September 14, 2012

1. Name of Department or Program: PHILOSOPHY

2. Contact information of proposer(s):

   Name(s): JACOBY ADESHEI CARTER  
   Email(s): jcarter@jjay.cuny.edu  
   Phone number(s): 212-237-8343

3. Current number, title, and abbreviated title of course: PHI 202  
   (Abbreviated title can be found on SIMS)

4. Current course description:

   This course is a look at the history of philosophy as it has been practiced in the United States. The course will pay close attention to the uniquely American philosophical movement known as pragmatism, but the course may also study some intellectual precursors to pragmatism such as transcendentalism, and intellectual figures such as Thoreau, and Emerson. Moreover, the course may involve the study of philosophical works and figures that are often left out of the history of American philosophy, such as David Walker, Martin R. Delaney, Ida B. Wells, Frederick Douglas, and W.E.B. Du Bois. The course may also include some contemporary texts or issues in American philosophy.

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

5. Describe the nature of the revision: Revised title, revised description, and addition of learning outcomes

6. Rationale for the proposed change(s):

   To make American Philosophy more explicitly fit the Pathways general education learning outcomes.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

    a. Revised course description:

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

    b. Revised course title: Philosophical Visions of American Pluralism

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

    d. Revised learning outcomes:

        Students will:

        - Gather, interpret, and assess information from a variety of philosophical sources and points of view.
        - Evaluate evidence and arguments critically or analytically using philosophical skills and methods.
        - Produce well-reasoned written and oral philosophical arguments using evidence to support conclusions.
        - Identify and apply fundamental philosophical concepts and methods in exploring ideas relating to the U.S. in its diversity.
        - Analyze and explain one or more major themes of U.S. history from a philosophical perspective.
        - Analyze and discuss common institutions or patterns of life in contemporary U.S. society in terms of race, gender, and other forms of social differentiation.

    e. Revised assignments and activities related to revised outcomes NA

    f. Revised number of credits: NA

    g. Revised number of hours: NA

    h. Revised prerequisites: NA

8. Enrollment in past semesters: On average 30 students

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

    No ______  Yes ___X__  If yes, please indicate the area:

Approved by UCASC, March 22, to College Council, April 15, 2013
Flexible Core:

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

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

PHI 202, A central focus of the course is the role of pluralism both as an idea and as ideal in the development of American democracy. The course explores the response of American philosophers to the challenges and questions raised by racial, gender, and other types of diversity in the U.S.

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

| Every semester _X_ | Number of sections: _24_ |
| Fall semesters only | Number of sections: ______ |
| Spring semesters only | Number of sections: ______ |

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: SEPTEMBER 11, 2012

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

   Jonathan Jacobs, Director, Institute for Criminal Justice Ethics,
   Professor of Philosophy,
   Chair, Department of Philosophy,
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College | John Jay College of Criminal Justice
--- | ---
Course Number | PHI 202
Course Title | Philosophical Visions of American Pluralism
Department(s) | Philosophy
Discipline | Philosophy
Subject Area | Enter one Subject Area from the attached list. PHILOSOPHY
Credits | 3
Contact Hours | 3
Pre-requisites | ENG 101
Mode of Instruction | Select only one:
- [ ] In-person
- [ ] Hybrid
- [ ] Fully on-line

Course Attribute | Select from the following:
- [ ] Freshman Seminar
- [ ] Honors College
- [ ] Quantitative Reasoning
- [ ] Writing Intensive
- [ ] Other (specify):

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

Syllabus | Syllabus must be included with submission, 5 pages max

Indicate the status of this course being nominated:
- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

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

Required
- [ ] English Composition
- [ ] Mathematical and Quantitative Reasoning
- [ ] Life and Physical Sciences

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

Approved by UCASC, March 22, to College Council, April 15, 2013
**Learning Outcomes**

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

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

<table>
<thead>
<tr>
<th>B. U.S. Experience in its Diversity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Flexible Core course must meet the three learning outcomes in the right column.</td>
<td></td>
</tr>
</tbody>
</table>

|  |
|------------------|--|
| Students will demonstrate the ability to gather, interpret and assess information from philosophic writing from various cultural traditions and historical periods. For example, in a paper (week 8) they will draw on assigned readings to write a dialog between Vasconcelos and Alain Locke. | • Gather, interpret, and assess information from a variety of sources and points of view. |

|  |
|------------------|--|
| Students will evaluate philosophical arguments critically and analytically. Specifically, they will complete 5 “Discussion-Starter” assignments that involve summarizing and critiquing a writer’s argument using philosophical methods. | • Evaluate evidence and arguments critically or analytically. |

|  |
|------------------|--|
| Students will produce well-reasoned oral and written arguments in the “Discussion Leading” assignment using philosophical skills of argument analysis. Orally, they will demonstrate their ability to construct a well reasoned argument by leading two class discussions in the course of the semester. | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

|  |
|------------------|--|
| A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will: |  |

|  |
|------------------|--|
| In class discussion and papers students will apply the fundamental concepts of American Philosophy. For ex, in week 8 students will write a paper in dialog form analyzing, comparing, and contrasting two philosophical arguments relating to pluralism in the U.S. | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |

|  |
|------------------|--|
| In the five “Discussion Leading” assignments students will analyze and explain one or more major themes of U.S. history from more than one philosophical perspective. In these assignments every student will draw on philosophical readings to discuss major themes relating to pluralism, such as racism, ethnic identity, immigration, and gender equity. | • Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |

|  |
|------------------|--|
| Orally and in writing, students will demonstrate their ability to analyze and discuss common institutions or patterns of life in contemporary U.S. | • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |

|  |
|------------------|--|
| | • Explain and evaluate the role of the United States in international relations. |

|  |
|------------------|--|
| | • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |

|  |
|------------------|--|
| | • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |
society and how they influence, or are influenced by, race, ethnicity, class, gender, etc. from various philosophical perspective. They will do so in their Discussion Starter assignments (weeks 5 and 11-15) relating to topics such as immigration, immigrant labor, gender, and race. orally in
Syllabus

PHI 202: Philosophical Visions of American Pluralism

John Jay College of Criminal Justice
524 W. 59th Street, New York, NY 10019

Syllabus for PHI 202: Philosophical Visions of American Pluralism

Professor's name: Dr. Jacoby Adeshe Carter
Office location: NB/8.63.10
Contact hours: MW, 10:50 - 12:05pm
Phone: 212.237.8343
E-mail address: jcarter@jjay.cuny.edu

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

PHI 202: American Philosophy

Learning outcomes

Students will:

- Gather, interpret, and assess information from a variety of philosophical sources and points of view.
- Evaluate evidence and arguments critically or analytically using philosophical skills and methods.
- Produce well-reasoned written or oral philosophical arguments using evidence to support conclusions.
- Identify and apply fundamental philosophical concepts and methods in exploring ideas relating to the U.S. in its diversity.
- Analyze and explain one or more major themes of U.S. history from a philosophical perspective.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. Society in terms of race, gender, and other forms of social differentiation.
Course pre-requisites: ENG 101

Course Requirements: / Your course policies

Discussion Starters (5 at 5% each—25 %) of total grade.
Each student will be responsible for five (5) discussion starters. The purpose of these discussion starters is to stimulate critical analysis and discussion of the material we cover in class, and to challenge each student to critically evaluate the course material. The discussion starter is intended to help you develop the skills necessary for doing philosophy well. A discussion starter is a 1 page, typed, single-spaced, short summary (3-5 sentences) followed by a set of critical comments and questions on the readings for that day. The student’s comments and questions should constitute the bulk of the discussion starter. Your discussion starter should not merely summarize the readings for that class period. You are expected to either develop a critical question or comment. If you raise a question or make a comment, you should attempt to answer that question or respond to that comment on behalf of the philosopher we are reading. Discussion starters and in-class questions and comments will constitute the student’s class participation grade which is 25% of the overall course grade.

Discussion Leading (2 at 25% each—50% of total grade).
Each student—in conjunction with the professor—will be responsible for leading a discussion of the assigned reading for two class sessions. The student leader will be responsible for formulating questions, or prompts that encourage critical engagement with the text and answering questions concerning the text posed by members of the class. The student is expected to demonstrate a detailed and critical understanding of the assigned reading, as evidenced by an accurate and coherent analysis and interpretation of the text, the ability to comprehend and respond to questions (both critical and interpretive) about the text, and the ability to raise critical questions of her own concerning the text and respond to them. (Note: All analyses and interpretations are not created equal. The mere fact that an interpretation is your own does not make it accurate and coherent or insightful).

Paper Assignment (25 %) of total grade.
This assignment asks you to imagine a dialog between Alain Locke and Vasconcelos on the subject of pluralism and race. Your dialog should draw on assigned readings to represent fully each philosopher’s positions. You may include a third philosopher in the conversation if you wish. (5 pages)
This paper requires students to critically engage with the texts under discussion. By critical engagement, I mean a demonstrated understanding of the central argument of the text, an understanding of the key concepts and principles involved in that argument, an understanding and analysis of important distinctions involved in the argument and a clear understanding of what hangs on those distinctions, and a clear articulation of a criticism of the central argument of the text. As the time for writing the papers approaches, I will provide further explanation of the requirements and expectations for this assignment.

Required Texts


Approved by UCASC, March 22, to College Council, April 15, 2013


**Grading**

So, the overall grade breakdown for the course is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Discussion Starters (5% each)</td>
<td>25 %</td>
</tr>
<tr>
<td>First Discussion Leading</td>
<td>25 %</td>
</tr>
<tr>
<td>Second Discussion Leading</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**Course calendar**

**I. WEEKS 1 – 3: What is Pluralism in a Democracy?**

**Week One:** Some Definitions

- **MON** Course Introduction
- **WED** Locke “Values and Imperatives” pp. 31–50.

**Week Two:** The Idea of Pluralism


**Week Three:** Pragmatism and Pluralism

- **WED** Locke “Color: The Unfinished Business of Democracy” pp. 455–461.

**II. WEEKS 4 – 7 Pluralism and Philosophical Conceptions of Race**

**Week Four:** Concepts of Race and Pluralism

- **MON** MacMullan “Global Citizenship through Reciprocity: Alain Locke and Barack Obama’s Pragmatist Politics” pp. 203–216.
  Locke “Race, Culture and Democracy” pp. 1–10.
- **WED** Harris “Conundrum of Cosmopolitanism and Race: The Great Debate between Alain Locke and William James” pp. 57–73.
  Du Bois “The Conservation of Races” (Internet source)

**Week Five:** Race, Ethnicity, and Culture

Week Six:   The Birth of an Ideal
WED   Vasconcelos The Cosmic Race pp. 7–40.

Week Seven:   The Cosmic Race
MON   Vasconcelos The Cosmic Race pp. 7–40.
WED   Martí “My Race” (Internet Source)

III. WEEKS 8 – 11:   Pluralism and Philosophical Conceptions of Gender

Week Eight   Race and Gender
WED   Aptheker “Introduction” pp. 1–21.

*** Paper Due***
This assignment asks you to imagine a dialog between Alain Locke and Vasconcelos on the subject of pluralism and race. Your dialog should draw on assigned readings to represent fully each philosopher’s positions. You may include a third philosopher in the conversation if you wish. Further instructions will be provided. (5 pages)

Week Nine:   Race and Gender Cont.

Week Ten:   Pragmatism, Feminism, and the Pluralistic Ideal
MON   Whipps “Jane Addams's Social Thought as a Model for a Pragmatist–Feminist Communitarianism” pp. 118–133.
Seigfried “Shared Communities of Interest: Feminism and Pragmatism” pp. 1–14.
WED   Wells “Pragmatism, Feminism, and the Problem of Bad Coherence” pp. 1645–1666.
Sullivan “Pragmatist Feminism as Ecological Ontology: Reflections on Living across and through Skins” pp. 201–217.

Week Eleven:   Ethics, Pluralism and Feminism(s)
MON   Carter “Maria W. Stewart: Towards an Insurrectionist Feminist Ethics”
WED   Cooper, Excerpts from A Voice from the South (Internet source)
IV. WEEKS 12 – 15: Pluralism and the Ethics of Immigration

Week Twelve: Pragmatism and Immigration
Campos “Understanding Immigration as Lived Personal Experience” pp. 245–261.

WED Martí “Our America”

Week Thirteen: Race, Class, and Immigration
WED Orosco “Jose Vasconcelos, White Supremacy and the Silence of American Pragmatism” pp. 404–419.

Week Fourteen Evaluations and Revaluations
Fanning and Munck “Migration, Racism and Integration: Beyond Vision vs. Pragmatism?” pp. 1–11.

Week Fifteen: Visions of Pluralism
MON Dewey “The Search for the Great Community”
Tichenor “Navigating an American Minefield: The Politics of Illegal Immigration” (Internet source)

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy
B. Extra Work During the Semester
C. Americans with Disabilities Act (ADA) Policies

Sample syllabus statement: “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.”

Approved by UCASC, March 22, to College Council, April 15, 2013
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)

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

For a syllabus template, see the Faculty eHandbook on the Center for Teaching website at: http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus
Course Revision Form

Date Submitted: 12 September 2012

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):
   Name(s): Amie A. Macdonald
   Email(s): amacdonald@jjay.cuny.edu
   Phone number(s): 212.237.8345

3. Current number, title, and abbreviated title of course: PHI 302, Philosophical Issues of Rights
   (Abbreviated title: PHI RIGHTS)

4. Current course description:

   This course will explore a number of philosophical issues regarding the nature, content and scope of
   rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what
   sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all
   humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans,
   and whether rights exist for groups as well as individuals.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 102 OR ENG 201 and PHI 231

5. Describe the nature of the revision:
   Addition of Student Learning Outcomes and revision of prerequisites.

6. Rationale for the proposed change(s):
   To make the course description suitable for inclusion in the PATHWAYS program, College Option, Justice in
   Global Perspective

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

   a. Revised course description: NA

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
d. Revised learning outcomes:

- Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world.
- Students will analyze how struggles for justice have shaped societies and cultures throughout the world.
- Students will learn to differentiate multiple perspectives on the same subject, namely, to identify various notions and justifications of human rights that are based in culturally specific traditions: a western conception, a Muslim conception and an Asian/Buddhist conception.

e. Revised assignments and activities related to revised outcomes

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 201, and any 200-level Philosophy course

8. Enrollment in past semesters:
Fall 2012: 27 Students
Fall 2010: approximately 30 students

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

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

**College Option:**

<table>
<thead>
<tr>
<th>Justice Core 100-level: Justice and the Individual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core 300-level: Struggle for Justice &amp; Inequality in the U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice Core 300-level: Justice in Global Perspective</td>
<td>X</td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
</tr>
</tbody>
</table>

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

This course will explore a number of philosophical issues regarding the nature, content and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals.

The primary question that motivates this course is whether there can be a politically viable conception of human rights. To be viable the conception has to be perceived as practicable and therefore not utopian in its assumptions and demands and it has to be open to multiple local or culturally based interpretations since the international community is culturally diverse. What kind of conception of human rights can meet both of these criteria? In this course we will critically examine texts that discuss Western, Muslim, and Asian/Buddhist
conceptions of human rights.

The course is not merely comparative however. One of our major intellectual goals is to consider whether there is a politically and theoretically viable conception of human rights. In this course, then, we will:

- Consider the importance and relevance of developing a conception of human rights.
- Identify various notions and justifications of human rights that are based in culturally specific traditions: a Western conception, a Muslim conception, and an Asian/Buddhist conception.
- Test these particular conceptions, as well as a provisional universal conception of human rights, on hard cases (such as humanitarian intervention).

We will be especially concerned in this course to be aware of dialogues and disputes among different cultures regarding human rights. The idea of human rights has been intensely debated during the 20th Century, but we can find justifications for human rights in a variety of locations, including Western, Muslim, and Buddhist texts. We will consider whether this convergence may be the grounds for universal claims to human rights, and ultimately the grounds for international communication regarding justice and injustice.

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

- Every semester _____ Number of sections: _____
- Fall semesters only __X__ Number of sections: ___1____
- Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: February, 2013

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

Professor Jonathan Jacobs, Chair, Philosophy Department
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Philosophy 302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Philosophical Issues of Rights</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>NA</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course will explore a number of philosophical issues regarding the nature, content and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals.</td>
</tr>
</tbody>
</table>

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

- current course [x] revision of current course [ ] a new course being proposed

#### John Jay College Option Location

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

**Justice Core**

- [ ] Justice & the Individual (100-level)
- [ ] Struggle for Justice & Inequality in U.S. (300-level)
- [x] Justice in Global Perspective (300-level)

- [ ] Learning from the Past
- [ ] Communication

#### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
## Justice Core II: Justice in Global Perspective

Please explain how your course meets these learning outcomes:

**Students will:**

Every Thursday class meeting will focus on the application of the assigned ethical theories, concepts, and ideas to contemporary human rights issues in our world. All students will consult with reputable printed journalistic sources and prepare every week a one to three paragraph (typed) reflection that includes consideration of the intersections between the theories we are studying that week and the actual practice and condition of human rights around the world. *The Wall Street Journal, The New York Times, The New Yorker, The Economist* are all acceptable. The compilation of these reflections on contemporary human rights issues, as well as class participation and other small in-class writing assignments, comprise 30% of the final grade.

Through in-class discussion and formal and informal writing assignments students will explore philosophical issues of rights under the following subject headings: What Rights Do; The Potential of Human Rights; Are Human Rights Western; Islam and Human Rights; Asian/Buddhist Values and Human Rights; Human Rights and Democracy; Human Rights and Gender; Human Rights/Social Rights; Humanitarian Intervention; Human Rights and Solidarity. Students will complete two formal essays on these topics (5-7 pages each) as well as an in-person one-on-one oral midterm exam with me (20 minutes in length), and a final exam (written) and class presentation (5-7 minutes).

The proposed syllabus includes philosophical perspectives on the issues of human rights written from varying philosophical standpoints within the broad categories of the secular American academy, Buddhist philosophy, and Islamic thought. There are various lines of tension and disagreement within these broad categories as well as between these categories. For example, various authors defend humanitarian intervention while others critique such a process as contemporary imperialism. Feminist philosophers highlight the issues of gender based violations of human rights and the theoretical limits of pursuing rights for women within religious societies. Islamic theorists disagree on the conceptual relationship between democracy and Shar'iya law. To some degree, most readings on the syllabus offer varying and sometimes conflicting perspectives on the origin and function of human rights, on the relation between democracy and human rights, on the role of religion in the protection of human rights, and the function of national sovereignty in protection of human rights.

### Learning Outcomes

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
PHILOSOPHY 302 – PHILOSOPHICAL ISSUES OF RIGHTS
Tuesday and Thursday, Period 3, Section 01
Fall 2012

Amie A. Macdonald, Ph.D.
Associate Professor
Department of Philosophy
John Jay College/CUNY
524 West 59th Street
Suite 8.63.16
New York, NY 10019
212.237.8345
amacdonald@jjay.cuny.edu

Office Hours:
Tuesday and Thursday, 4:15 – 5:15 PM, and by appointment

Course Description:

This course will explore a number of philosophical issues regarding the nature, content and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals.

The primary question that motivates this course is whether there can be a politically viable conception of human rights. To be viable the conception has to be perceived as practicable and therefore not utopian in its assumptions and demands and it has to be open to multiple local or culturally based interpretations since the international community is culturally diverse. What kind of conception of human rights can meet both of these criteria? In this course we will critically examine texts that discuss Western, Muslim, and Asian/Buddhist conceptions of human rights.

The course is not merely comparative however. One of our major intellectual goals is to consider whether there is a politically and theoretically viable conception of human rights. In this course, then, we will:

- Consider the importance and relevance of developing a conception of human rights.
- Identify various notions and justifications of human rights that are based in culturally specific traditions: a Western conception, a Muslim conception, and an Asian/Buddhist conception.
- Test these particular conceptions, as well as a provisional universal conception of human rights, on hard cases (such as humanitarian intervention).

We will be especially concerned in this course to be aware of dialogues and disputes among different
cultures regarding human rights. The idea of human rights has been intensely debated during the 20th Century, but we can find justifications for human rights in a variety of locations, including Western, Muslim, and Buddhist texts. We will consider whether this convergence may be the grounds for universal claims to human rights, and ultimately the grounds for international communication regarding justice and injustice.

Student Learning Outcomes:

- Students will develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world.
- Students will analyze how struggles for justice have shaped societies and cultures throughout the world.
- Students will learn to differentiate multiple perspectives on the same subject, namely, to identify various notions and justifications of human rights that are based in culturally specific traditions: a western conception, a Muslim conception and an Asian/Buddhist conception.

Course Readings:

There is only one required BOOK for the course. It is available in the JJC Bookstore:


There is one recommended book for the course. It is available as an eBook through the JJC Library:


The majority of our readings are journal articles that you can access electronically, either through the JJC Library Databases, or through our course e-reserve.

**The following are accessible on the web or through the JJC ejournals:**


Approved by UCASC, April 15, 2103


Todorov, Tzvetan. 2002. “Right to Intervene or Duty to Assist?” In *Human Rights, Human
Approved by UCASC, April 15, 2103


The following are on reserve through the JJC library website. The password for our course is: phirights

|---|

If you are unsure of how to access the JJC ejournals please go directly to the library today and ask a reference librarian how to do this.

**Course Goals and Requirements:**

1. **Class Participation, Writing Exercises, and Contemporary Human Rights Issues – 30% of final grade.**
   - Every Thursday class meeting we will focus on the application of ethical theories, concepts, and ideas to contemporary human rights issues in our world. All students will consult with reputable printed journalistic sources and prepare a one to three paragraph (typed) reflection that includes consideration of the intersections between theory and practice. *The Wall Street Journal, The New York Times, The New Yorker, The Economist* are all acceptable. If you
wish to use a different source please get clearance from me in advance. This activity will evolve over the course of the semester, but be sure to bring to class each Thursday a hard copy of at least one article from your reputable source and your one to three paragraph typed reflection.

- Attendance at all class meetings is required. Be ready to respond to questions about the assigned texts. There will be a considerable reduction in the class participation grade of students who reveal that they have not completed the assigned reading by their inability to ask and answer basic questions about the text.

- The classroom is a collaborative learning space; accordingly, active class participation is not an option, but an essential part of the learning process. Your mere physical presence does not “count” as class participation any more than four blank sheets of paper count as an essay. My definition of class participation means that you are actively engaged in the process of learning, which helps you to develop not only your speaking skills but also the vital skill of critical thinking and listening.

- To give you an idea of what good class participation involves, I have included the following guide to participation grade levels:
  
  - **A-level:** Your active, thoughtful and consistent participation reveals thorough preparation and consistent attention to close textual analysis and class discussions. Your frequent contributions to class include both your own ideas and responses to other students’ comments. You regularly cite specific passages in the assigned texts to discuss, explain, defend, or amplify your analysis. You keep your contributions focused on the topic of discussion. You always have your own copy of the assigned reading with you in class. You do not attempt to use cell phones, or email, etc. during class.

  - **B-level:** Your participation is A-level in quality but not entirely consistent OR you share your own ideas frequently but do not pay much attention to other students’ comments. You do refer to the text, though with less regularity and precision than **A-level.** You keep your contributions focused on the topic of discussion. You always have your own copy of the assigned reading with you in class. You do not attempt to use cell phones, or email, etc. during class.
• **C-level:** Your participation is thoughtful but infrequent OR regular but perfunctory and reveals a satisfactory level of preparation and competence. Your comments are more general than specific, especially in regards to analysis and citation of the assigned reading. You always have your own copy of the assigned reading with you in class. You do not attempt to use cell phones, or email, etc. during class.

• **D-level:** Your participation is rare and/or reveals poor or careless preparation. Your comments are not focused on the topic of discussion. You do not refer to or ask questions about the text. You occasionally attempt to text message or email during class.

• **F-level:** By the end of the semester, you have not participated meaningfully in discussions. You do not have a copy of the assigned reading with you in class. You occasionally attempt to text message or email during class. You are unprepared for class.

• We will be completing a variety of in-class writing exercises designed to improve your writing skills and enhance your ability to perform a variety of literacy skills in reading, writing, listening, and speaking. In order to maximize your learning, it is imperative that you are prepared for every class meeting. There will be no make-ups for in class writing assignments. It is your responsibility to complete all assigned readings on schedule, participate in class, and complete occasional in class and overnight writing assignments.

• **ALWAYS BRING YOUR ASSIGNED READING FOR THE DAY.**

• Your commitment to class preparation will ensure genuine interpretive give and take in discussion, and will enable all of us to learn from one another. Be reassured that you will be rewarded for your hard work.

• Please commit yourself to being on time for class sessions. Lateness is disruptive. **Repeated lateness will result in a considerable reduction of your grade.** Likewise, coming and going during class is not permitted.

• Students who are absent from class are fully responsible for material covered and assigned during that class period. **Repeated absence will result in a considerable reduction of your grade.** **Excessive absence (i.e. anything more than four absences) may result in failure**
in the course. If you are not in class I assume you have a good reason for being absent; therefore it is not necessary to bring in doctor’s notes, etc. since I do not distinguish between “excused” and “unexcused” absences.

- Eating is not permitted in the classroom.

- All cell phones must be turned OFF while in the classroom and stored out of sight: no exceptions. This includes texting, checking messages, etc. I do not ever want to see or hear your cell phone during class time. I VERY STRONGLY prefer that you use actual books and notebooks/pens in class. However, if you use a tablet or laptop for your course books or for taking notes I expect you to be 100% responsible 100% of the time and not use the web for personal reasons during class time or disrupt class in any way with your computer, with personal web use, email, etc.

- Students who are absent from class are fully responsible for material covered and assigned during that class period. Repeated absence will result in a considerable reduction of your grade. Excessive absence may result in failure in the course.

2. Two formal essays on topics to be assigned. 20% each essay, for 40% of final grade.

- Be sure to follow the MLA or APA format for citation and include a Works Cited page for all of your written assignments. The MLA format is a standard format for citation in the humanities (philosophy, literature, history, etc.) You will find explanatory handouts on the MLA and APA styles on the JJC website of the Lloyd Sealy Library. I will only accept assignments that include a Works Cited page and either MLA or APA citation.

- Please read carefully the attached handout “Grading Rubric for Essays.” Use this handout as a guide in preparing your essays. This handout specifically outlines my expectations for formal essays and the criteria I use to evaluate your essays.

- The John Jay College Writing Center provides free one-on-one tutoring to all John Jay College students. At the Writing Center you will find outstanding peer tutors who are able to assist you at every stage of the writing process. The Writing Center also offers a regular series of writing workshops, covering skill areas such as MLA format for citation, paraphrasing, word processing, writing for ESL students, organization, paragraphing, etc. I strongly encourage you to make use of the services available at the Writing Center. Call now to schedule a tutoring session in advance of the assignment due dates! The Writing Center is
located in Room 01.68 New Building. You may drop in at the Center, though you should call ahead to guarantee an appointment (212-237-8569). The Writing Center is open Monday to Thursday from 9:00 AM to 8:00 PM, and Friday from 10:00 AM – 4:00 PM.

http://jjcweb.jjay.cuny.edu/writing/homepage.htm

- The JJC Center for English Language Support (CELS) provides free one-on-one tutoring specifically for ESL students and for students that are encountering difficulty reading and writing academic English. CELS is located in the New Building, room L2.75. The Director of CELS is Professor Christopher Davis, cdavis@jjay.cuny.edu, 212.237.8231. CELS is open by appointment on Monday-Thursday 9:30AM – 7:00PM, and Friday 9:30AM – 5:00PM. http://www.jjay.cuny.edu/academics/587.php

- Please use a standard size and style typeface (e.g. Times 14, Palatino 12, New York 12, etc.), leave adequate margins (1 to 1.5 inches on all sides), number each page, and staple the pages together. Please: do not use report covers, folders, or paperclips.

- Late assignments will be marked down 10 points for each day past the due date. I will not accept any formal assignment more than two weeks after the due date. In addition, I will not accept any assignments (other than the final exam) after the last day of Fall semester classes (i.e. 11 December 2012).

- College Policy on Plagiarism: “Plagiarism is the presentation of another person’s ideas, research, or writings as your own”(John Jay College of Criminal Justice, Undergraduate Bulletin, p.167.) If you paraphrase or summarize, and/or quote directly from another source, YOU MUST CITE THE ORIGINAL SOURCE. Plagiarism is a serious violation of basic standards of academic honesty, and may result in disciplinary action. Students will receive no credit for essays or exams that are plagiarized. Plagiarism may also result in failure in the course.

- My Additional Thoughts on Plagiarism: I have no mercy for students who submit plagiarized work in my courses. You will fail the course if you do so, and you may also be subject to disciplinary action by the College and a permanent notation of academic fraud on your academic record. Do not plan to ask me for an exception to this policy. To protect the integrity of the vast majority of students who do not plagiarize, I may require you to submit all of your papers to turnitin.com prior to handing them in to me.
I STRONGLY ADVISE YOU NOT TO USE WEBSITES SUCH AS SPARKNOTES, WIKIPEDIA, ETC. YOU WILL RECEIVE NO CREDIT FOR CITING CORRECTLY FROM SUCH SOURCES AND IF YOU USE THESE SOURCES IN ANY WAY (PARAPHRASING, QUOTING, ETC) WITHOUT CITING THEM (IN YOUR TEXT AND ON YOUR WORKS CITED PAGE) YOU WILL FAIL THE COURSE FOR PLAGIARIZING.

- Essays must be five to six typed pages, not including the References page, and must be double-spaced. Please use a standard size and style typeface (e.g. Times 14, Palatino 12, New York 12, etc.), leave adequate margins (1 to 1.5 inches on all sides), number each page, and staple the pages together. Please: do not use report covers, folders, or paperclips.

3. A midterm oral examination scheduled during class time on either 13 November or 15 November. 15% of final grade.

4. A final project and examination (essay and oral presentation to the class) during the Final Exam Period: 18 December 2012. 15% of final grade.

- Except in the case of truly extreme, unexpected, and documented emergencies, make-up exams will not be given.

5. Eligibility to Pass the Course: In order to be eligible to pass the course, you must complete each of the two assigned formal essays and both the midterm and final examinations. YOU WILL NOT PASS THIS COURSE IF YOU DO NOT COMPLETE ALL ASSIGNMENTS.

6. Office Hours and Communicating with me: I encourage you to see me in my office when you have any questions about the course, readings, assignments, etc. If you cannot stop by during my scheduled office hours please call me to make an appointment. If you reach my voice mail be sure to leave me a number where you can be reached so that I can return your call. Please be aware that I do not check or respond to email or voicemail at night, on the weekends or during vacations/holidays.

7. EMAIL Accounts: Please access and familiarize yourself with your John Jay personal email account. This is the College’s primary method for communicating with you and it is the default address for the Blackboard system. Regular checking of your John Jay email is therefore not only important for your success in this class, but for making sure
that you are totally up to date on college related information. If you have any problems accessing your JJC email please take care of this immediately.

8. **BLACKBOARD ACCOUNT:** We have a BLACKBOARD account for our sections of this course. I will post the syllabus and all major assignments on our course page. Students are responsible for all information, assignments, schedule changes, etc. posted on our BlackBoard account. **In the case of any unusual event (i.e. interruptions of bus/subway service, email difficulties, weather or power related cancellations, or absence of your professor) you must check the BlackBoard announcements section for instructions on how to proceed with reading, assignments, etc. This is your responsibility.**

9. **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.”

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)
Important Note: I may amend this syllabus, the requirements, the schedule of readings and assignments, at any time during the semester. If I do update the syllabus I will post it on our Blackboard account.

Reading and Study Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 August</td>
<td>Course Introduction and semester goals</td>
</tr>
<tr>
<td>30 August</td>
<td>WHAT RIGHTS DO</td>
</tr>
<tr>
<td></td>
<td>Raz, “On the Nature of Rights” (pgs. 194-214)</td>
</tr>
<tr>
<td>6 September</td>
<td>Brown, “Suffering Rights as Paradox” (pgs. 230-241)</td>
</tr>
<tr>
<td>11 September</td>
<td>THE POTENTIAL OF HUMAN RIGHTS</td>
</tr>
<tr>
<td></td>
<td>Ignatieff, “Human Rights as Politics”</td>
</tr>
<tr>
<td>13 September</td>
<td>Ignatieff, “Human Rights as Idolatry”</td>
</tr>
<tr>
<td>18 September</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>20 September</td>
<td>ARE HUMAN RIGHTS WESTERN</td>
</tr>
<tr>
<td></td>
<td>Pagden, “Human Rights, Natural Rights, and Europe’s Imperial Legacy” (pgs. 171-190)</td>
</tr>
<tr>
<td>25 September</td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>27 September</td>
<td>Narayan, “What Do Rights Have to Do With It?” (pgs. 186-199)</td>
</tr>
<tr>
<td>2 October</td>
<td>ISLAM AND HUMAN RIGHTS</td>
</tr>
<tr>
<td></td>
<td>Pogge, “The International Significance of Human Rights” (pgs. 45-69)</td>
</tr>
<tr>
<td>9 October</td>
<td>Arab Charter on Human Rights</td>
</tr>
<tr>
<td></td>
<td>Rishmawi, “THE ARAB CHARTER ON HUMAN RIGHTS AND THE LEAGUE OF ARAB STATES: AN UPDATE” (pgs. 169-178)</td>
</tr>
<tr>
<td>11 October</td>
<td>Hashmi, “Islamic Ethics in International Society” (pgs. 148-172)</td>
</tr>
<tr>
<td>18 October</td>
<td>ASIAN/BUDDHIST VALUES AND HUMAN RIGHTS</td>
</tr>
<tr>
<td></td>
<td>Sen, “Human Rights and Asian Values”</td>
</tr>
<tr>
<td>23 October</td>
<td>WRITING WORKSHOP ONE</td>
</tr>
<tr>
<td>25 October</td>
<td>ESSAY #1 DUE IN CLASS</td>
</tr>
<tr>
<td>9 November</td>
<td>HUMAN RIGHTS AND DEMOCRACY</td>
</tr>
<tr>
<td></td>
<td>Langlois, “Human Rights Without Democracy?” (pgs. 990-1019)</td>
</tr>
<tr>
<td>30 October</td>
<td>Abou El Fadl, “Islam and The Challenge of Democracy” (pgs. 3-46)</td>
</tr>
<tr>
<td>1 November</td>
<td>Mahmood, “Is Liberalism Islam’s Only Answer?” (pgs. 74-77)</td>
</tr>
<tr>
<td>6 November</td>
<td>HUMAN RIGHTS AND GENDER</td>
</tr>
<tr>
<td></td>
<td>Felmeth, “Feminism and International Law” (pgs. 658-733)</td>
</tr>
<tr>
<td>9 November</td>
<td>LAST DAY TO DROP A CLASS WITHOUT ACADEMIC PENALTY</td>
</tr>
<tr>
<td>13 November</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>15 November</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>20 November</td>
<td>Nussbaum, “Capabilities and Human Rights” (pgs. 117-149)</td>
</tr>
<tr>
<td>22 November</td>
<td>NO CLASSES</td>
</tr>
</tbody>
</table>
27 November  HUMANITARIAN INTERVENTION
Todorov, “Right To Intervene or Duty to Assist” (pgs. 26-48)

29 November  Ignatieff, “Human Rights, Sovereignty, and Intervention” (pgs. 49-88)

4 December  WRITING WORKSHOP TWO

6 December  HUMAN RIGHTS AND SOLIDARITY
Daisaku and Tehranian, “In Search of Global Ethics” (pgs. 99-124)

11 December  ESSAY #2 DUE IN CLASS
Wellman, “Solidarity, the Individual, and Human Rights” (pgs. 639-657)

18 DECEMBER  FINAL EXAMINATION: 10:15 AM – 12:15 PM
Professor Macdonald - Grading Rubric for Essays

A (90-100)
• clear, defensible, and philosophically important thesis which reflects critical engagement with text
• clear, well-developed introduction
• clear and well-placed topic sentences for each supporting paragraph
• organized arguments which support AND develop the thesis/topic statements or ideas
• solid transitions between ideas and paragraphs; well-written paragraphs with development of excellent and accurate content/ideas
• excellent and proper citation of text; excellent grammar, syntax, vocabulary and punctuation
• excellent writing style; clear communication of ideas and analysis
• original thinking and/or creativity of thought

B (80-89)
• thesis reflects critical thought, is defensible, philosophically important, and sufficiently clear
• somewhat developed introduction with sufficient clarity
• many logical supporting arguments; accurate representation of ideas; some good transitions
• majority of paragraphs are well written and developed
• adequate citation of text; mostly correct usage of grammar with one or two exceptions
• most ideas are communicated clearly; writing style is effective (many excellent sentences)
• original thinking and/or creativity of thought

C (70-79)
• thesis needs more clarification and development but makes sense and is philosophically relevant
• introduction is somewhat clear but needs to be developed more
• at least half the arguments are significant and support the thesis
• too much summary of other’s ideas
• many ideas are abandoned before being developed sufficiently
• transitions exist but need to be improved for more clarity
• at least a couple of good citations of text which support thesis or topic statements
• organization of ideas needs improvement but textual content is sufficiently represented
• a few grammatical inconsistencies and deficiencies, but main ideas are still communicated

D (60-69)
• thesis is deficient (indefensible, not critically engaged, superficial, incomplete, unclear, irrelevant, etc)
• introduction is unclear and not adequately developed
• supporting arguments are absent or do not support the thesis in a clear manner

Approved by UCASC, April 15, 2103
• textual content is misrepresented or unclear; ideas are not developed
• excessive summary of other’s ideas; transitions do not exist or are ineffective
• absence of or invalid citation of text (doesn't support arguments)
• many grammatical deficiencies; poor writing style (excessive use of short sentences, run-on sentences, sentences do not communicate ideas effectively, etc.)

F (below 60)
• no thesis or completely indefensible thesis
• deficient introduction; illogical or unrelated arguments; pure summary of other’s ideas
• majority of writing is grammatically incorrect and impedes communication of most of ideas
no citation of text; no apparent original thinking

Approved by UCASC, April 15, 2103
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted: 3/13/13

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

2. Contact information of proposer(s):

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

   (Abbreviated title can be found on SIMS)

4. Current course description: Reading, discussion and analysis in English of selected masterpieces in Spanish-American literature. The development of an independent American conscience through the struggle and search for self determination and self-expression. Course content is selected from topics such as the impact of conquest and colonization, myth and reality, man vs. nature, literature and revolution in such authors as Cortes, Azuela, Borges, Garcia Marquez, Rulfo and others. Students with a reading knowledge of Spanish are encouraged to read all materials in the original.

   a. Number of credits: 3 credits / 3 hours

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

   c. Current prerequisites: ENG 102 or ENG 201, or permission of the section instructor.
5. Describe the nature of the revision: Revision of course description & course title

6. Rationale for the proposed change(s): Alignment with course objectives

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

   a. Revised course description:
      This course explores the diverse cultures of Latin America through the lens of literature. Students examine political, economic, and social issues through textual analysis of literary and non-literary works representing diverse voices of the cultures of the Spanish-speaking world (e.g. indigenous people, women, Afro-Hispanic groups, and the various national cultures). This course is taught in English.

   b. Revised course title: Latin America Through the Lens of Literature

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

   d. Revised learning outcomes:

      Learning Outcomes: Students will:
      ▪ Gather, interpret, and assess information from a variety of sources and points of view
      ▪ Evaluate evidence and arguments critically or analytically
      ▪ Produce well-reasoned written or oral arguments using evidence to support conclusions
      ▪ Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, cultural studies, ethnic studies, history, political science, sociology, and world literature
      ▪ Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view
      ▪ Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

   e. Revised assignments and activities related to revised outcomes (See attached syllabus)

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: ENG 101.
8. Enrollment in past semesters: 15 per semester

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)
   
   No _____   Yes ___X___  If yes, please indicate the area:

   **Flexible Core:**

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

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

   This course fits into “World Cultures & Global Issues” because it meets the required learning outcomes. It explores the diverse voices of the cultures of the Spanish-speaking world (e.g. indigenous people, women, Afro-Hispanic groups, and the various national cultures) through the lens of literature.

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

   Every semester _____   Number of sections: ___1___
   Fall semesters only ____X___   Number of sections: _____
   Spring semesters only _____   Number of sections: _____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/13/2013

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

   Silvia Dapia

Approved by UCASC, March 22, to College Council, April 15, 2013
CUNY Common Core
Course Submission Form

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

College | John Jay College of Criminal Justice
---|---
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX) | SPA 207
Course Title | Latin America Through the Lens of Literature
Department(s) | Foreign Languages and Literatures
Discipline | Foreign Languages and Literatures
Credits | 3
Contact Hours | 3
Pre-requisites (if none, enter N/A) | ENG 101
Co-requisites (if none, enter N/A) | N/A
Catalogue Description | This course explores the diverse cultures of Latin America through the lens of literature. Students examine political, economic, and social issues through textual analysis of literary and non-literary works representing diverse voices of the cultures of the Spanish-speaking world (e.g. indigenous people, women, Afro-Hispanic groups, and the various national cultures). This course is taught in English.

Special Features (e.g., linked courses)

Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

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

Required
- [ ] English Composition
- [ ] Mathematical and Quantitative Reasoning
- [ ] Life and Physical Sciences

Flexible
- [x] World Cultures & Global Issues
- [ ] Individual & Society
- [ ] US Experience in its Diversity
- [ ] Scientific World
- [ ] Creative Expression

Learning Outcomes

Approved by UCASC, March 22, to College Council, April 15, 2013
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

## II. Flexible Core (18 credits)

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

### A. World Cultures and Global Issues

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

| Students will gather information about target cultures from a variety of relevant print and electronic sources in order to capture different modes of the target language’s regions and socio-political realities while assessing a wide-range of points of view. This will be done in a two-fold format. First, in some cases, students will engage in the directed study of materials found online (including websites, readings, etc.) on a wide-range of topics and will produce **written and oral presentation assignments** that ask them to evaluate provided sources or find sources on their own *(See weeks 1, 4, 5, 8, 13).* Secondly, students will employ discovery approaches in order to gather, interpret and assess points of view pertaining to readings that present cultural history topics, (including, geographical and regional specificities, social relationships, political and ideological systems, linguistic variations, personal identity, and indigenous cultures) via various formats. These formats include **collaborative work (including interviews) with an end-product, written reactions, and oral defense** *(See weeks 2, 5, 6).* | • Gather, interpret, and assess information from a variety of sources and points of view.

| Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they expand their ability to communicate and express themselves analytically in order to evaluate specific linguistic and cultural situations. This is completed via the practice of **evaluative and critical activities (including class discussions and debates).** This will prompt students to reflect on cultural stereotypes, socio-historical circumstances, and to critically understand cultural complexities *(See weeks 2, 4, 5, 9, 10).* | • Evaluate evidence and arguments critically or analytically.

| Using the information they have gathered students will produce oral and written texts that reference cultural relevancy and complexity. **Oral presentations (Mini-Presentations, serving as Discussion Leader, Collaborative Work with an** | • Produce well-reasoned written or oral arguments using evidence to support conclusions.
end-product delivery) and writing (Weekly Reaction Paragraphs & a Final Paper) are among the genres students will employ to expand and express their newly acquired cultural insights. (See weeks 2, 4, 5, 9, 10, 15). In addition, on a meta-cognitive level, students are expected to explain their choices based on cultural understanding in specific communicative situations, based on contextual evidence of the cultural systems of the target culture. Thus, well-reasoned arguments are an integral and important aspect of gaining knowledge of world cultures in this course.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

| Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students will analyze, compare and contrast several cultural practices and products of the target cultures to those of the United States and other cultures that they may know first-hand. This will be done in order to analyze global events in a critical manner, through more than one point of view. Readings, films, interviews and other resources from within (and sometimes from outside) the target cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through written assignments and oral presentations (See weeks 2, 3, 4, 5). Students will specifically engage in activities that critically compare the study of multiple points of view related to national and regional social-political |
| Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |

The information that students gather about the target cultures will span the fields associated with cultural studies, including literature, historical texts, ethnic studies, anthropology, and **humanities disciplines** including art, media, film, and theatre. Students will specifically utilize literary and cultural theory pertaining to Latin America via the reading and responding to position articles written in a disciplinary perspective. This will be done in individual and collaborative manners. Group Work or individual projects will be delivered via written assignments or oral presentations in which student's gained knowledge on methods would be demonstrated. Methods of inquiry will be organized in thematic clusters and through contrastive analysis will be expressed through oral and written pieces (See weeks 2, 5, 6, 9, 12).
### Considerations including revolutionary process, totalitarian states, democracy, and peace.

- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.

Through **class discussions, oral presentations and written assignments, students** will critically evaluate the roles and complexities associated with socio-cultural issues of the diverse cultures of Latin America, specifically engaging in the **meanings of difference and the diversity associated with the issues of race, ethnicity, class, gender, language, sexual orientation, and belief** (See weeks 5, 6, 7, 9, 13). Students will specifically engage in activities that critically contrast cultural expressions of identity (including, gender, sexualities, and ethnicity). Particular attention will be made to comparing and contrasting differences and similarities between the diverse range of countries associated with Latin America and the different communities associated with U.S. Latino cultures.

- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
Syllabus for Spa 207 - Latin America Through the Lens of Literature

Professor: [Name]
Classroom and Time: [Location and Time]
Semester: [Semester]
Professor's office: [Office Address]
Course Code: SPA 207
Office Hours: [Office Hours]
Course Section: [Section]
Professor's e-mail: [Email]

Course Prerequisite: ENG 101.

Course Description: This course explores the diverse cultures of Latin America through the lens of literature. Students examine political, economic, and social issues through textual analysis of literary and non-literary works representing diverse voices of the cultures of the Spanish-speaking world (e.g. indigenous people, women, Afro-Hispanic groups, and the various national cultures). This course is taught in English.

Required Texts:
- Azuela, Mariano. *The Underdogs: A Novel of the Mexican Revolution.* (Edited by Beth Jorgensen)
- Borges, Jorge Luis. *Labyrinths.*
- De la Cruz, Sor Juana Inés. *Sor Juana Inés de la Cruz: Poems, Protest, and a Dream.*
- Portalatin, Aida. *Yania Tierra*
- Valdés, Zoé. *Yocandra in the Paradise of Nada.*
- Vargas Llosa, Mario. *The Bad Girl.*

Learning Outcomes: Students will:
- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, cultural studies, ethnic studies, history, political science, sociology, and world literature
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Course Requirements and Criteria:
Students are expected to read, think, and engage with the supplementary readings provided in order to discuss primary texts. If supplementary readings are not provided, students should take it upon themselves to further investigate the background of the primary text. This task is an essential part of the course as these will be Final training components. This preparation may include background information on the text and/or author, the genre, the literary or cultural movement, as well as, literary criticism and theory. You will be trained as to the Final tools that are to be used.

Incomplete Grade Policy: An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. Source: Undergraduate Bulletin, Chapter IV Academic Standards

Extra (Credit) Work during the Semester: The instructor assigns no “extra credit work.”

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.” Source: [http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Plagiarism: Plagiarism and cheating are violations of CUNY’s policy on academic integrity [http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). 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. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

**Course Grading Criteria:**

- Active Class Participation: 10%
- Presentations / Class Discussant: 20%
- Response Paragraphs (Due, Thursdays, in class, typed): 20%
- Final Paper (7-9 pages): 20%
- Midterm & Final (Exam): 30%

**Participation:** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.

**Class Presentations/Class Discussant:**

Students will engage in short presentations throughout the semester. In order to practice the oratory expression of critical perspectives presentations may sometimes be impromptu and other times planned in advance. During these presentations students may use cue cards or notes. However, presentations should not be read from a script. Students should be familiar with the ideas and thoughts they would like to relay.

Students will serve as discussants for two class meetings. During these presentations students will be responsible for leading the class discussion on the topics of the day, offering insightful comments and tying together topics that arise. The schedule will be organized in the first weeks of the class.

**Response Paragraphs:**

These short (two paragraph) response paragraphs are turned in to the professor on a weekly basis in order to demonstrate an understanding and reaction to readings and films. They are due on Thursdays, in class, typed and in edited format. You should be prepared to turn-in hard paper copies at the time of class. Although these paragraphs are short assignments by nature, they should be seriously regarded and prepared with time and careful thought. Rather than reporting on what you read, you should give a brief reaction (or response) to the reading. Please edit carefully and make sure your mini-thesis, your argumentation, and examples are clearly explained.

**Final Paper:**

This course features the completion of a Final Paper (7-8 pages in length). In addition, you will be required to turn in a one-page proposal for your final paper which will describe your main thesis and supporting arguments. Instructions will be posted in Blackboard.

**Midterm & Final Exams:**

This course features a comprehensive final exam and a midterm exam.

---

**Evaluation Criteria for Written Assignments**


<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

**Organization**

| Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate. | Unacceptable F |
| Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. | Marginal D-C |
| An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete | Proficient B |

Form last revised: July 31, 2012
The John Jay Undergraduate Bulletin allows for the following grades only:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure
- WU Withdrawn Unofficially
- P PASS
- R REPEAT

Tentative Course Schedule

Please note that the daily syllabus may be subject to change

<table>
<thead>
<tr>
<th>In Class</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Introduction to course themes, expectations, and materials.</strong></td>
</tr>
<tr>
<td></td>
<td>Latin American history, literature and our thematic clusters.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Carribean Cultural Heritage: A Dominican Perspective</strong></td>
</tr>
<tr>
<td></td>
<td>Commonalities in Caribbean: The poetic novel in the Dominican Republic Yania Tierra by Aida Portalatin Mini-Presentations on a website on Latin Am Lit.</td>
</tr>
<tr>
<td></td>
<td><strong>The exilic perspective in Cuba: Home and homeland</strong></td>
</tr>
<tr>
<td></td>
<td>Discussion: Bitter Sugar (movie). Introduction novel; Discussion: first two chapters of novel: Yocandra in the Paradise of Nada.</td>
</tr>
<tr>
<td></td>
<td><strong>The exilic perspective in Cuba (Cont.)</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Negritud in Cuba</strong></td>
</tr>
<tr>
<td></td>
<td>Discussion: Ch 3-7 Yocandra Collaborative Pair Workshop (topics will be assigned)</td>
</tr>
<tr>
<td></td>
<td>Discussion of selection of poetry by Nancy Morejón</td>
</tr>
<tr>
<td>5</td>
<td>Beyond the national: The art of Ana Mendieta</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Individual Mini-Presentations and Class Discussion on Ana Mendieta:  
Discussion: “How art, like literature, is not only about the “national”  
Gender issues in Ana Mendieta’s work.  
http://www.akinci.nl/Ana_Mendieta/Mendieta.htm  
*Continue working on Reaction Paper.* |
| Read assigned documents:  
http://www.hostos.cuny.edu/library/hostos%20page/Works_by/WORKS_BY.htm  
http://www.miquelluciano.com/  
http://www.cueartfoundation.org/miguel-luciano.html |

<table>
<thead>
<tr>
<th>6</th>
<th>From Hostos to Contemporary Puertorrican\nes</th>
</tr>
</thead>
</table>
| Compare Hostos Themes with the Art of Miguel Luciano  
Mini-Presentations  
Read the Introduction to the anthology.  
Choose one poem out of the poetry section. Write a one page commentary on the perspective of gender and the theme of the poem. |
| Mexican Heritage, Sor Juana’s Role |
| Introduction to Sor Juana  
Discussion: Sor Juana Inés de la Cruz: Poems, Protest, and a Dream.  
Women’s rights (social, political, intellectual)  
Read “Response to Sor Filotea” pp. 253-291. |
| Mexican Heritage, Sor Juana’s Role (cont.) |
| Sor Juana Inés (cont.)  
Discuss “Response to Sor Filotea”  
Clip from film, Yo la peor de todas (1990)  
Women’s rights (cont.)  
Read Isabel Allende’s “Two Words.”  
Find one academic article on Salvador Allende and Chile. Prepare a two minute presentation on the article. |
| Isabel Allende (Chile): Approaching the Latin American Boom |
| Discussion: Isabel Allende’s “Two Words”.  
Presentations on Salvador Allende and Chile.  
Video on Isabel Allende |

<table>
<thead>
<tr>
<th>7</th>
<th>REVIEW &amp; MIDTERM</th>
</tr>
</thead>
</table>
| Read Intro. By Ilan Stavans  
Azuela, Mariano. The Underdogs pp. 3-25 |

<table>
<thead>
<tr>
<th>8</th>
<th>Mexico’s Revolution</th>
</tr>
</thead>
</table>
| Read Azuela, Mariano. The Underdogs pp. 26-80  
Due: Final Paper Title & Abstract Draft  
Discussion: Azuela The Underdogs (cont.)  
Read Introduction to Mexican Fiction Anthology I-XV |

<table>
<thead>
<tr>
<th>9</th>
<th>Contemporary Mexico</th>
</tr>
</thead>
</table>
| Read “Nostalgia” by Cristina Rivera-Garza, Mexican Fiction Anthology  
pp. 129-149  
Read “The Woman in the Red Coat” by Guillermo Samperio, from  
Mexican Fiction Anthology pp. 405-435  
*Nostalgia* by Cristina Rivera-Garza  
“The Woman in the Red Coat” by Guillermo Samperio  
Class Discussion on cultural stereotypes  
Read Borges’s essay, “The Argentine Writer and Tradition” pp. 177-186  
Read Borges’s “Averroes’ Search” 148-156 |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11</strong></td>
<td><strong>Intellectual Cosmopolitanism: Borges</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>Intellectual Cosmopolitanism: Borges (cont.)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group presentations on Borges.</td>
<td>Read <em>The Bad Girl</em> pp. 1-75</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td><strong>Contrasting Cosmopolitanism and Indigenous cultures in Peru and Latin America</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to the literary world of Mario Vargas Llosa</td>
<td>Read <em>The Bad Girl</em> pp. 76-142</td>
</tr>
<tr>
<td></td>
<td>Discussion on <em>The Bad Girl</em> by Mario Vargas Llosa</td>
<td>Research one or two websites on Environmentalism and Indigenous Communities. Prepare a 2/3 Mini-Presentation on your findings.</td>
</tr>
<tr>
<td></td>
<td>Concluding Discussions on <em>The Bad Girl</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini-Presentations on Indigenous Communities &amp; Environmentalism</td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 3/13/13

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

2. Contact information of proposer(s):

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

3. Current number, title, and abbreviated title of course: SPA 212 Intermediate Spanish II for Heritage Students

   Abbreviated title: INTERMED II Heritage

4. Current course description: This is the second half of the Intermediate Spanish sequence to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning. Open only to heritage students.

   a. Number of credits: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 credits / 3 hours
   c. Current prerequisites: SPA 211 or Placement Exam and ENG 101

5. Describe the nature of the revision: Revision of course description

6. Rationale for the proposed change(s): Alignment with course objectives

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

   a. Revised course description:

      This is the second half of the Intermediate Spanish sequence for Heritage Students. This course aims to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.

   b. Revised course title: N/A

Approved by UCASC, March 22, to College Council, April 15, 2013
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): INTERMED II Heritage

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: 18 Students

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

College Option:

| Justice Core 100-level: Justice and the Individual |   |
| Justice Core 300-level: Struggle for Justice & Inequality in the U.S. |   |
| Justice Core 300-level: Justice in Global Perspective |   |
| Learning from the Past |   |
| Communications | x |

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

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. In this course students will demonstrate their ability to express themselves in oral and written communication in the target language and culture. They will also show their ability to respond to informational and literary texts through written and oral assignments.

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

| Every semester | x | Number of sections: 1 |
| Fall semesters only |   | Number of sections:   |
| Spring semesters only |   | Number of sections:   |

Approved by UCASC, March 22, to College Council, April 15, 2013
10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3/13/2013

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

    Silvia Dapia
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SPA 212</td>
</tr>
<tr>
<td>Course Title</td>
<td>Intermediate Spanish II for Heritage Students</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101; SPA 211 or Placement Exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This is the second half of the Intermediate Spanish sequence for Heritage Students. This course aims to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.</td>
</tr>
<tr>
<td>Special Features</td>
<td>N/A</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

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

John Jay College Option Location

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☒ Justice in Global Perspective (300-level)</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 22, to College Council, April 15, 2013
## Learning Outcomes

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

### I. Communications - Please explain how your course meets these learning outcomes

- **Through class discussions** (weeks ), **oral presentations** (weeks 2, 3, 7, 9, 12, 14), **compositions** (weeks 4, 8, 11, 15), **mid-term** (week 8), and **final exam** (week 15), students will demonstrate their ability to express themselves in oral and written communication in the target language and culture.

- They will also show their ability to respond to informational and literary texts through **written assignments** (Weeks 3, 8, 13), such as descriptions, ads, journal entries, and letters.

- Furthermore, students will explore and **respond to other cultural products**, (Weeks 1, 3, 7, 9, 11, 13) such as non-print media, music, film, and other art forms.

- **Students will enhance their self-awareness** by keeping a **reflective journal** (weeks 2, 3, 4, 8, 10, 12) in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson. Furthermore, the student will write about how their discoveries concerning the Spanish language and culture affect their understanding of culturally-based meanings, contexts, and their own cognitive and emotional awareness of themselves as bilingual/bicultural people.

- **Students will promote critical distance** by **self-critiquing their work and by pairing into dyads to critique on another’s work** at the end of each lesson (weeks ).

- **Students will work in pairs or groups**

- **Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.**

- **Maintain self-awareness and critical distance**

- **Work collaboratively**

---

Approved by UCASC, March 22, to College Council, April 15, 2013
(every class session). For example, they will receive a description of their role and then they will have a few minutes to organize and practice. The emphasis is on spontaneous speech, but the situations will reflect, to some degree, linguistic functions and cultural, historical, or political topics covered in class.

- The elaboration of **collaborative work** (2,7,9,12,13) will result in an **end product** (reporting back to whole class, turning in a deliverable, or presentation).

- **Students will demonstrate an understanding of a diverse variety of language and cultural sources by listening, observing, analyzing and adapting cultural contexts.**
  
  In order to adapt to strategies of a variety of situations and audiences (for example, different regional varieties of Spanish, cultural contexts, gender differences, formal or informal registers, etc.) student’s will engage in the practice of adaptation and response mechanisms for working out cultural differences. These activities involve the understanding of a variety of messages by summarizing important ideas or responding to statements in a cultural text (be it a dialogue, a document) (weeks, 1,3,7,9,11,13).

- They will do **online listening practice individually** (weekly as part of the online lab and online enrichment tools)
  
  Assignments include listening to recordings available at a language learning website. Students may listen to them for as many times as they needed for a complete comprehension, then subsequently **read tape-scripts**, which are available on the learning site, and analyze texts and explain how specific elements in them contribute to meaning.

- **Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society**
John Jay College of Criminal Justice, CUNY  
524 West 59th street, 7th floor, New York, NY 10019  
SYLLABUS FOR “Intermediate Spanish II for Heritage Students”

Professor:  
Classroom and Time:  
Semester:  
Office Hours:  
Course Code: SPA 212  
Course Section:  
Course Prerequisite: SPA 211 or Placement Exam and ENG 101  
Course Description: This is the second half of the Intermediate Spanish sequence for Heritage Students. This course aims to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.

Required Texts:  

Learning Outcomes: Students will:
- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic;
- Maintain self-awareness and critical distance;
- Work collaboratively;
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society.

Important note: The use of the target language dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. English is used sparingly in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

The Language Lab: The Lab has a staff of trained tutors who work with students to help them become more effective in their use of the target language. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it. Check out: http://www.jjay.cuny.edu/academics/596.php

Course Requirements:
1. Participation (10 % of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.

   Evaluation Criteria for Participation

   Exemplary
   - initiates and maintains interaction with students and instructor from beginning of class
   - shows leadership in group activities
   - never uses English in discussions and group activities
   - asks questions only in the target language
   - is always prepared and demonstrates a minimum of errors
   - attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

   Proficient
   - shows willingness to participate
   - cooperates fully in discussions and group activities although may not necessarily be the leader
   - answers readily when called upon and has few errors
   - elaborates somewhat on answers
   - occasionally resorts to English
Marginal
- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- is frequently not well prepared

Unacceptable
- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct.

2. Online Student Manual-Homework (10%) — You will have to complete Student Manual assignments of the chapters covered. The exercises target culture, reading, listening, writing, and speaking abilities. In the online activity manual, you get immediate feedback on exercises and can attempt an activity up to three times before the due date, with your highest grade recorded in the system. Since you can do these online exercises repeatedly throughout the semester, they also serve as excellent study tools for quizzes and tests. Deadlines are posted next to the activities.

3. Journal (10%) — During the course of the semester you will have to write 4 journal entries as stated on the tentative schedule. The main purpose of the journal is to practice your writing and communicative skills, to use the vocabulary and expressions that you have learned for each chapter and to develop fluency in writing. Instructions for each journal entry will be posted in Blackboard.

4. Writing Assessment Projects (10%) — During the course of the semester, you will also have 4 written compositions that deal with material covered in class. Instructions for each writing assignment will be posted in Blackboard.

Evaluation Criteria for Composition

<table>
<thead>
<tr>
<th>Content</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Logical and effective order to the content is intended; main points and details are connected; fluent</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
<tr>
<td>Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.</td>
<td>Marginal D-C</td>
</tr>
<tr>
<td>Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.</td>
<td>Proficient B</td>
</tr>
<tr>
<td>Precise and effective word use/choice; broad; extensive use of words studied.</td>
<td>Exemplary A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.</td>
<td>Unacceptable F</td>
</tr>
</tbody>
</table>
Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.  | Marginal  
| D-C |

Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.  | Proficient  
| B |

Very few errors in the grammar presented in lesson; work was well edited for language.  | Exemplary  
| A |

5. **Quizzes (10%)** — 4 quizzes will be given. **There is no make-up quizzes.**

6. **Oral Interview (15%)** — Interview in form of a short conversation will be held at the end of the semester (see calendar for exact dates) in a one-to-one setting with your course instructor. The interview will be held during regularly scheduled class hours and will last approximately 5-10 minutes. You will be required to prove not only your listening comprehension, but also the active competence (vocabulary, fluency and proper use of language) you have acquired during the semester.

### Criteria for Oral Assessment

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td>Superior completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
<td>Responses barely comprehensible or in English.</td>
</tr>
<tr>
<td><strong>Fluency and Pronunciation</strong></td>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation errors</td>
<td>Some hesitation, but manages to continue and complete thought and occasional pronunciation errors</td>
<td>Speech choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No or almost no grammatical errors</td>
<td>Occasional grammatical errors</td>
<td>Frequent grammatical errors</td>
<td>Few correct grammatical structures</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Rich use of vocabulary with frequent attempts at elaboration</td>
<td>Adequate and accurate use of vocabulary</td>
<td>Somewhat inadequate use of vocabulary</td>
<td>Most vocabulary usage is not appropriate and makes comprehension challenging to the listener</td>
</tr>
</tbody>
</table>

6. **Midterm (15%)** — There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**

7. **Final Exam (20%)** — If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation. **Students must take the exam within 24 hours of the originally-scheduled time.**

8. **Final Grade Weighting:**

   - 10% Participation
   - 10% Online Student *Manual / Homework*
10% Compositions or Writing Assessment Projects
10% Journal
10% Quizzes
15% Oral Interview
15% Midterm
20% Final Exam

The John Jay Undergraduate Bulletin allows for the following grades only:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- P PASS
- WU Withdrew Unofficially
- R REPEAT

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.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student's original work.

Incomplete Grade Policy

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

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).

TENTATIVE CLASS SCHEDULE

Please note the daily syllabus may be subject to change.
Please pay attention to in-class or Blackboard announcements
For date and time of the final, consult the university examination schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topics</th>
<th>Capítulo</th>
<th>Tarea/Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-Class Activity: Reaction to Online YouTube Interview Clips. Oral Presentation</td>
<td>Cap. # 6: Nuevas democracias WB Actividad 5, 6, 7, 8 y 9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hechos versus Opinion</td>
<td>Capítulo 6: Dicatadura y democracia</td>
<td>Cap. # 6: Nuevas democracias WB Actividad 10, 11, 12, 13, 14 y 15.</td>
</tr>
<tr>
<td>3</td>
<td>Auto-reflexión sobre la dictadura y la democracia</td>
<td>Capítulo 6: Dicatadura y democracia</td>
<td>Cap. # 6: Nuevas democracias WB Entrega y evaluación Cap.# 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective Journal, group share, and Writing Assignment due. (Position paragraph)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Research and Group-share</td>
<td>Find an online in-person Interview on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentation</td>
<td>Sustainability in Latin America.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orally Present your findings pertaining to an in-person Interview on</td>
<td></td>
</tr>
<tr>
<td>Capítulo</td>
<td>Título</td>
<td>Actividad</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>La crisis ecológica</td>
<td>Nuestro medio ambiente WB Actividad: 7-13</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>En busca de seguridad económica</td>
<td>Hablemos de trabajo WB Actividad 1-6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Arte, identidad y realidad</td>
<td>Es una obra de arte WB Actividad 1-6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Arte, identidad y realidad</td>
<td>Es una obra de arte WB Actividad 14-20</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Arte, identidad y realidad</td>
<td>Es una obra de arte WB Actividad 6-13</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Narrativas de arte y de Julio Cortazar</td>
<td>Es una obra de arte WB Actividad 14-19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capítulo</th>
<th>Título</th>
<th>Actividad</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Lo femenino y lo masculino</td>
<td>Las relaciones humanas WB Actividad 1-6</td>
</tr>
<tr>
<td>10</td>
<td>Cultural counterpoints: Machismo y Marianismo</td>
<td>Actividad 7-13</td>
</tr>
<tr>
<td>12</td>
<td>Lo femenino y lo masculino</td>
<td>Actividad 14-19</td>
</tr>
</tbody>
</table>
on the short chronicle by Cuban author, Pedro Juan Gutierrez. Page, 205-207. Turn in Journal for review.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Las drogas, ¿legales o ilegales?</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Capítulo 11: Actos ilegales</td>
</tr>
<tr>
<td></td>
<td>Contexto Cultural: ¿El lenguaje sexista?</td>
</tr>
<tr>
<td></td>
<td>Group Reading and Reaction Discussion on drug use and it legal ramifications</td>
</tr>
<tr>
<td></td>
<td>Cap. # 11: Sociedad y justicia WB. Act. 1-6</td>
</tr>
<tr>
<td></td>
<td>Composición # 4 y Quiz # 4 (Capítulo 10)</td>
</tr>
<tr>
<td></td>
<td>Capítulo 11: Actos ilegales</td>
</tr>
<tr>
<td></td>
<td>Conversación de clase: los delitos y los crímenes (p. 217)</td>
</tr>
<tr>
<td></td>
<td>Cap. # 11: Sociedad y justicia WB. Act. 7-13</td>
</tr>
<tr>
<td>Topic</td>
<td>Repaso y entrevista</td>
</tr>
<tr>
<td>14</td>
<td>Oral Exam</td>
</tr>
<tr>
<td></td>
<td>Repaso para el examen final</td>
</tr>
<tr>
<td></td>
<td>Estudiar para el examen final</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: December 20, 2012

1. Name of Department or Program: Criminal Justice

2. Contact information of proposer(s):

   Name(s): Evan Mandery
   Email(s): emandery@jjay.cuny.edu
   Phone number(s): 212-237-8389

3. Current number, title, and abbreviated title of course: Law 319 The Death Penalty
   (Abbreviated title: Death Penalty)

4. Current course description:

   This is a study of the death penalty as practiced in the United States. Among other issues, the course examines the morality of the death penalty, constitutional limitations on the types of crimes and criminals for which the death penalty is appropriate, and procedural restrictions on the death sentencing process including jury selection and the performance of counsel. This is a writing-intensive course, with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions both to teach legal doctrine and to highlight moral and ethical issues.

   a. Number of credits: 3

   b. Number of class hours: 3 hours per week (no lab)

   c. Current prerequisites: ENG 201, and GOV 202 or POL 202 or LAW 203

5. Describe the nature of the revision: This revision broadens the focus of the course, which heretofore had been exclusively on law, to include the policy dilemmas involved in capital punishment as practiced in the United States, with an emphasis on current research. This course will be an option under Part III. Research Focus for the Criminal Justice BA.

6. Rationale for the proposed change(s): The course is being revised to more accurately reflect the scope of public debate over capital punishment and to facilitate moving the course to the criminal justice department.

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

This is an exploration of the major legal and policy issues relating to the practice of the death penalty in the United States. Among other issues, the course examines the morality of capital punishment, current research on deterrence, cost, risk of error, and necessity of incapacitation, constitutional limits on the types of crimes and criminals for which the death penalty is permitted, and procedural restrictions on capital sentencing. This is a writing-intensive course, with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions and original research to highlight the major policy issues.

b. Revised course title: CJBA 364 Death Penalty: Law and Policy
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): CJBA 364 Death Penalty
d. Revised learning outcomes: LEARNING OBJECTIVES

1) Students will be able to present and critically assess the principal moral arguments in favor of and against the death penalty.
2) Students will be able to explain and critique the Supreme Court major decisions on capital punishment.
3) Students will be able to state and evaluate relevant statistical data and current empirical research relating to the implementation of capital punishment in the U.S.
4) Students will develop critical reasoning skills through reading original cases and research and through classroom discussion.

e. Revised assignments and activities related to revised outcomes: Response papers, and a term paper that requires students to take a position on a current policy debate by using original research.

f. Revised number of credits: 3
g. Revised number of hours: 3

h. Revised prerequisites: ENG 102 or ENG 201, and CJBA 210 or LAW 203 or POL 301

8. Enrollment in past semesters: 30 students when last offered in spring 2012

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

   No ___x___   Yes _____  If yes, please indicate the area:
10. Does this change affect any other departments?

[ ] No  [x] Yes (if so what consultation has taken place)?

LPS chairperson Maki Haberfeld and the curriculum committee has endorsed this change.

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

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Evan J. Mandery
COURSE DESCRIPTION AND OBJECTIVES
This is an examination of the American judicial system’s implementation of the death penalty. The course will consider: (1) substantive constitutional limitations on the death penalty including the Eighth Amendment prohibition against cruel and unusual punishment, (2) procedural constitutional limitations including the process of selecting a capital jury and the role of aggravating and mitigating circumstances, (3) the process of state and federal habeas corpus review, (4) issues relating to the implementation of the death penalty, (5) the morality of the death penalty, and (6) statistical evidence of its effectiveness and fairness. The course will also review the history of the abolition movement and the Supreme Court’s internal deliberations on the capital cases.

LEARNING OBJECTIVES
1) Students will be able to present and critically assess the principal moral arguments in favor of and against the death penalty.
2) Students will be able to explain and critique the Supreme Court major decisions on capital punishment.
3) Students will be able to state and evaluate relevant statistical data relating to the implementation of capital punishment.
4) Students will develop critical reasoning skills through reading original cases and research and through classroom discussion.

CLASSROOM MECHANICS
I teach this course in the same manner as a law school course. Because the emphasis of the course is on developing logical reasoning skills, preparation and classroom participation are critical components of the course. Satisfactory preparation for class involves reading and synthesizing all of the cases assigned for a given class. At a minimum, this means being able to state the outcome of a case, the holding, and the reasoning employed. I call on students randomly and expect that all are prepared, unless arrangements have been made with me before class, as discussed below. All of the topics covered are cumulative. We will refer back to them over the course of the semester and in the exam. I recommend that students brief cases as they read. I will offer some suggestions for how to do this effectively. As much as possible, we will try to follow the schedule of readings on the syllabus.

TEXTS

COURSE REQUIREMENTS
Classroom Participation 10%
Response Papers 10%
Midterm 10%
Paper 35%
Final Exam 35%
Term Paper: You are required to write a paper of 10-15 pages on a topic or set of topics that will be presented on April 5th. The paper will involve a critical assessment of one or more of the issues raised in A Wild Justice. Paper requirements will be distributed on April 5th.

Classroom Participation: My expectation is that if you are in class, you are prepared. If you are not prepared, you should hand me a note before the start of class. If you do not hand me a note before class and I find that you are unprepared, you will receive a grade of F for this component of the course. Provided you give notice to me, you may be unprepared three times without penalty. After the third unprepared, this component of your grade will be dropped by one full grade for each successive unprepared. Failing to attend class is equivalent to an unprepared. Satisfactory classroom participation means having read all of the cases for the week and being able to state the outcomes and holdings of the cases.

Plagiarism: I refer you all to the college policy on plagiarism. Any student plagiarizing on any assignment will receive an F for the course. Plagiarism extends to both the content and expression of an idea. Any time you use an idea that is not your own, the source must be cited. Any time you quote from any work, the source must be cited. There are no exceptions to this policy.

SCHEDULE OF CLASSES AND READINGS

All readings are from Capital Punishment in America unless otherwise indicated.

January 31  Introduction

Topic I. The Moral Debate Over Capital Punishment

February 2  Introduction (Public Opinion)

Chapter 1 (Retribution)

Critical Documents:
Immanuel Kant, “The Right of Punishing” from Metaphysics of Morals
Perspectives: Does Retribution Demand the Death Penalty?
Claire Finkelstein “Death and Retribution”
Michael Davis “A Sound Retribution Argument for the Death Penalty”

February 7  Chapter 2 (Religion)

Critical Documents:
Perspectives: Does the Bible Support Capital Punishment?
Kerby Anderson, “Should Christians Support the Death Penalty?”
Gardner C. Hanks, “Against the Death Penalty: Christian and Secular Arguments Against Capital Punishment”

Chapter 7 (Innocence)

Critical Documents:
Perspectives: What Is the Risk of Executing the Innocent and Is It a Conclusive Argument Against Capital Punishment?
Hugo Adam Bedau and Michael L. Radlet, “Miscarriages of Justice in Potentially Capital Cases”

Approved by UCASC, March 1, to College Council, April 15, 2013
Stephen Markman and Paul G. Cassell, “Protecting the Innocent: A Response to the Bedau-Radelet Study”
Hugo Adam Bedau & Michael Radelet, “The Myth of Infallibility: A Reply to Markman & Cassell”
Evan J. Mandery, “Innocence as a Death Penalty Issue”

February 9

**Chapter 3 (Deterrence)**

*Critical Documents:*

Michael L. Radelet and Traci L. Lacock, “Do Executions Lower Homicide Rates? The Views of the Experts”

*Perspectives: Does the Empirical Data Demonstrate a Deterrent Effect of the Death Penalty?*
John J. Donohue and Justin Wolfers, “The Death Penalty: No Evidence for Deterrence”

*Perspectives: If the Death Penalty Deters, Is There a Moral Obligation to Execute Criminals?*
Carol S. Steiker, “No, Capital Punishment is Not Morally Required: Deterrence, Deontology, and the Death Penalty”

**Chapter 4 (Brutalization)**

*Perspectives: Does the Death Penalty Cause Additional Murders?*
Joanna Shephard, “Deterrence versus Brutalization: Capital Punishment’s Differing Impacts Among States”
Jon Sorensen, Robert Wrinkle, Victoria Brewer, and James Marquart, “Capital Punishment and Deterrence: Examining the Effect of Executions on Murder in Texas”

February 14

**Chapter 5 (Incapacitation)**

*Critical Documents:*

James W. Marquart and Jonathan R. Sorensen, “A National Study of the Furman-Commuted Inmates: Assessing the Threat to Society From Capital Offenders”

*Perspectives: Are Capital Murderers a Greater Threat than Noncapital Murderers?*
Jon Sorensen & Robert D. Wrinkle, “No Hope for Parole: Disciplinary Infractions Among Death-Sentenced and Life-Without-Parole Inmates”
Matt DeLisi and Ed A. Munoz, “Future Dangerousness Revisited”

**Chapter 6 (Cost)**

*Critical Documents:*

Philip J. Cook and Donna B. Slawson, “Costs of Processing Murder Cases in North Carolina”

*Perspectives: Is the Cost of the Death Penalty Relative to Other Forms of Punishment a Valid Argument Against Capital Punishment?*
Richard C. Dieter, “What Politicians Don't Say About the High Costs of the Death Penalty”
Kent S. Scheidegger, “The Death Penalty and Plea Bargaining to Life Sentences”

**Topic II. Constitutional Considerations**

February 16

**Introduction to Chapter 8 (Arbitrariness)**

*Critical Documents:*

Furman v. Georgia

February 21

NO CLASS (Monday schedule)
February 23  Chapter 8 (Arbitrariness)

Critical Documents:
Gregg v. Georgia

Perspectives: Has the Supreme Court Reduced Arbitrariness in Death Sentencing?
Carol S. Steiker and Jordan M. Steiker, “Sober Second Thoughts: Reflections on Two Decades of Constitutional Regulation of Capital Punishment"
David McCord, “Judging the Effectiveness of the Supreme Court’s Death Penalty Jurisprudence According to the Court's Own Goals: Mild Success or Major Disaster?”

February 28  Chapter 9 (Mitigating Evidence)

Critical Documents:
Woodson v. North Carolina
Jurek v. Texas
Lockett v. Ohio

Perspectives: Does the Lockett Rule Create Arbitrariness in Capital Sentencing?
Jeffrey L. Kirchmeier, “Aggravating and Mitigating Factors: The Paradox of Today's Arbitrary and Mandatory Capital Punishment Scheme”

March 1  Chapter 10 (Proportionality and Rape)

Critical Documents:
Coker v. Georgia
Kennedy v. Louisiana

Perspectives: Is the death penalty a proportionate punishment for child rapists?
Lawrence Tribe, “The Supreme Court is Wrong on the Death Penalty”
Ed Whelan, “Tribal Thinking”

March 6  Chapter 11 (Felony-Murder)

Critical Documents:
Enmund v. Florida
Tison v. Arizona

Perspectives: Should Felony Murderers Be Exempt from the Death Penalty?
Richard Rosen, “Felony Murder and the Eighth Amendment”
David McCord, “State Death Sentencing for Felony Murder Accomplices under the Enmund and Tison Standards”

March 8  Chapter 12 (Juveniles)

Critical Documents:
Roper v. Simmons

Perspectives: Should Juveniles Be Exempt from the Death Penalty?
Perspectives: Was Roper Correctly Decided?
Mitchel Brim, “A Sneak Preview into How the Court Took Away a State’s Right to Execute Sixteen and Seventeen Year Old Juveniles: The Threat of Execution Will No Longer Save an Innocent Victim’s Life”

Approved by UCASC, March 1, to College Council, April 15, 2013
Harry F Tepker, “Tradition and the Abolition of Capital Punishment for Juvenile Crime”

March 13

Chapter 13 (The Mentally Retarded)

Critical Documents:

Atkins v. Virginia

Perspectives: Should the Mentally Retarded Be Exempt from the Death Penalty

Human Rights Watch, “Beyond Reason: The Death Penalty & Offenders With Mental Retardation”

Barry Latzer, “Misplaced Compassion: The Mentally Retarded and the Death Penalty”

March 15

Chapter 14 (The Insane)

Critical Documents:

Ford v. Wainwright

Perspectives - Is it Ethical to Medicate the Insane for the Purpose of Execution?

Charles Patrick Ewing, “Diagnosing and Treating 'Insanity' on Death Row: Legal and Ethical Perspectives”

Barry Latzer, “Between Madness and Death: The Medicate-to-Execute Controversy”

March 20

MIDTERM

March 22

Chapter 15 (Race)

Critical Documents:

McClesky v Kemp


Perspectives: Is Racism a Conclusive Moral Argument Against the Death Penalty?


Stephen Nathanson, “The 'Arbitrariness Argument' for Abolishing Capital Punishment”

Manuscript of Killing Court distributed

March 27

Chapter 16 (Victim Impact Evidence)

Critical Documents:

Payne v Tennessee

Perspectives: Does Victim Impact Evidence Balance the Scales in Capital Sentencing?


Evan J. Mandery, “Notions of Symmetry and Self in Death Penalty Jurisprudence”

March 29

Chapter 17 (Capital Juries)

Critical Documents:

Witherspoon v. Illinois

Wainwright v. Witt

Lockhart v. McCree

Perspectives: What Is the Effect of Death Qualification on Jury Decision-Making?

Claudia L. Cowan, William C. Thompson, and Phoebe C. Ellsworth, “The Effects of Death Qualification on Jurors' Predisposition to Convict and on the Quality of Deliberation”
Nancy J. King, “Silencing Nullification Advocacy Inside the Jury Room and Outside the Courtroom”

April 3

Chapter 18 (Sentencing Alternatives)

Critical Documents:

Simmons v. South Carolina

Perspectives: Can Juries Accurately Predict Future Dangerousness?
James W. Marquart, Sheldon Ekland-Olson, and Jonathan R. Sorensen, “Gazing Into the Crystal Ball: Can Jurors Accurately Predict Dangerousness in Capital Cases?”

Perspectives: When Is Future Dangerousness “At Issue” in a Capital Case?

Perspectives: What Do Jurors Believe About Alternative Sentences?

April 5

Chapter 19 (Trial Counsel)

Critical Documents:

Strickland v. Washington

Perspectives: Do Capital Defendants Receive Adequate Representation?
Stephen B. Bright, “Counsel for the Poor: The Death Sentence Not for the Worst Crime but for the Worst Lawyer”
Joshua Marquis, “Not So Dire After All: Gideon's Legacy”

Final Paper Topic Distributed

SPRING BREAK

Topic III. The History of Furman and Gregg

April 17 A Wild Justice– Part One

April 19 A Wild Justice– Part Two

April 24 A Wild Justice– Part Three

April 26 Chapter 20 (Habeas Corpus and the Role of Innocence)

Critical Documents:

Herrera v. Collins
U. S. v. Quinones

Perspectives: What Is the Legal Significance of Innocence?
Barry Latzer, “Reflections on Innocence”

Topic IV. Issues of Application

May 1 Introduction to Issues of Application
Chapter 21 (Appellate Delay)

Critical Documents

*Perspectives: Do Capital Appeals Take Too Long?*
Dwight Aarons, “Can Inordinate Delay Between a Death Sentence and Execution Constitute Cruel and Unusual Punishment?”
Franklin Zimring, “The Executioner's Dissonant Song: On Capital Punishment and American Legal Values”

Chapter 23 (Televised Executions)

Critical Documents:

KQED v. Vasquez
Jeremy G. Epstein, “Require Judge and Jury to Witness Executions”

*Perspectives: Should Executions Be Televised?*
John Bessler, “Death in the Dark: Midnight Executions in America”
George F. Will, “Capital Punishment and Punishment and Public Theater”

Chapter 22 (Methods of Execution)

Critical Documents:

Baze v. Rees

*Perspectives: What is the Proper Way to Measure the Cruelty of Execution*
Jason D. Hughes, “The Tri-Chemical Cocktail: Serene Brutality”
Evan J. Mandery, “A Human Death: Legal and Ethical Restraints on Methods of Execution”

Chapter 24 (Clemency)

Critical Documents:

Governor George Ryan's Speech at Northwestern University College of Law, January 11th, 2003

*Perspectives: Was Governor Ryan Justified in Commuting the Sentences of Illinois’ Death Row?*
Jack Dunphy, “Cowardice Masquerading as Courage”
Scott Turow, “Clemency Without Clarity”

*Perspectives: Is Clemency a Reliable Failsafe?*
Adam M. Gershowitz, “The Diffusion of Responsibility in Capital Clemency”

Mercy and Contrition (to be distributed)

FINAL PAPERS DUE

Chapter 26 (International Law and American Exceptionalism)

Critical Documents:

Minister of Justice v. Burns

*Perspectives: How Can American Exceptionalism Be Explained?*
Carol S. Steiker, “Capital Punishment and American Exceptionalism”

Chapter 27 (The Future of the Death Penalty in the United States)

Critical Documents:

Callins v. Collins

*Perspectives: Is the Death Penalty Beyond Repair?*
Alex Kozinski and Sean Gallagher, “Death: The Ultimate Run-On Sentence”

Approved by UCASC, March 1, to College Council, April 15, 2013
May 24  FINAL EXAM
12:30 – 2:30
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: Science
   b. Name and contact information of proposer(s) Marcel Roberts
      Email address maroberts@jjay.cuny.edu
      Phone number(s) 6465574831

2. a. Title of the course: SCI 1XX (114) Scientific Principles of Forensic Science
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Sci Princip FOS
   c. Level of this course: ___X___100 Level ___200 Level ___300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level:
   This course will be offered at the 100 level because it does not require any prior knowledge in science. Students will be introduced to fundamental scientific procedures and definitions. The information provided is line with a general education science requirement.
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SCI 114

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.)

   To comply with the Common Core structure recommended by the Pathways Task Force: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.
Forensic Science is the application of all natural sciences to the criminal justice system. This course will present fundamental scientific principles such as the scientific method, data collection, analysis and interpretation and error analysis. Students will learn how to draw and map a crime scene, scale sketches, and use microscopes. The identifying of unknowns, such as the presence of blood and the determination of the DNA’s origin, will reintroduce students to observe a phenomenon, generate a theory, predict an outcome and test their theory. The forensic science’s criminal justice component will be outlined by studying how the courts affect what science is admissible and how it relates to contemporary culture.

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

This course is an introduction to basic scientific investigative methods used in forensic science. It is primarily laboratory based and students will examine materials for the presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study landmark cases in forensic science to contrast fact from fiction. To be an effective “scientific investigator,” students will learn how to apply chemistry, biology, and physics to analyze data in order to solve criminal justice problems.

[Note: this course is for non-Forensic Science majors.]

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): None.

6. Number of:
   a. Class hours       3 (1 lecture, 2 lab)
   b. Lab hours         2 lab
   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?

Approved by UCASC, Feb 1, to College Council, Feb 14, and April 15, 2013
1. Identify and apply the fundamental concepts and methods of a life or physical science.

Establish broad fundamental scientific concepts, theories, and principles in physical and biological sciences, and scientific literacy by performing several laboratory experiments where students will:
- Correctly use tools for measurements and reproduce crime scenes to scale;
- Recognize the scientific method by performing laboratory experiments such as the presumptive test for blood;
- Learn to use correct terminology in a scientific setting;
- Recognize the importance of controls in a scientific experiment by running a DNA gel;
- Distinguish between accuracy and precision, and the significance of errors;
- Learn to reproduce established protocols;
- Draw appropriate scientific conclusions from evidence and experimental data;
- Understand the role of creativity in problem solving.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance, objectivity in scientific data collection and how these relate to the system of professional ethics in science. Students will:
- Study fundamental parameters such as density and the influence of mass and volume, by looking at the liquid displacement of objects of various composition;
- Outline positive and negative controls for the presumptive test of blood and DNA gel electrophoresis in order to validate their experiment;
- Make predictions on the outcome of tests and theories by investigating the statistics of throwing dice.

3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

- Demonstrate lab safety and proper laboratory protocol while performing laboratory experiments;
- Use spot testing techniques when testing for the presence of blood;
- Discover liquid-liquid extraction when isolating DNA;
- Learn gel chromatography when identifying the origin of a DNA sample;
- Familiarize themselves with scientific databases when researching landmark forensic science cases and the impact of forensic science on society.

4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

- Learn proper harvesting methods and gather their own samples for the hair and fiber experiment;
- Record and be able to present on demand their actions in performing laboratory experiments;
- Interpret their results and report on the identity or composition of unknown samples such as: presence or not of blood;
- Density of a material;
- Origin of a DNA sample;
Components of a soil sample.

5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
   - Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements;
   - Be introduced to popular scientific journals, such as Scientific American and the American Journal of Forensic Sciences, to assess their validity;
   - Look at representations of forensic scientists in the media and popular culture in shows such as CSI, Law and Order and Dexter to compare to non-fiction scenarios.

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

   X No ______ Yes
   If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

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

   No ____ Yes X If yes, please indicate the area:

   Required Core: English Composition _____ Quantitative _____ Natural/Life Sciences __X__

Please explain why this course should be part of the selected area.
The course should be part of the required core because of the following:

Fundamentals of science education required in the common core curriculum: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.

The core concepts and skills underlying this course are a part of the fundamental concepts of physics, chemistry, geology, and biology. They are concepts that all undergraduate students should know and be able to do as a part of a well-rounded college education.

11. How will you assess student learning?

   Blackboard Discussions, Turning Technologies Response System, laboratory experiments, in-class group work, quizzes and tests. These will be assessed using the established departmental rubrics.

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

   Yes__X__ No
• If yes, please state the librarian’s name: Marta Bladek
• Are there adequate resources in the library to support students’ work in the course
  Yes ___ X ____  No ________
• Will your students be expected to use any of the following library resources? Check all that apply.
   The library catalog, CUNY+: X
   EBSCOhost Academic Search Complete _____
   Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press): X
   LexisNexis Universe _X___
   Criminal Justice Abstracts ___X__
   PsycINFO ____
   Sociological Abstracts ____
   JSTOR ____
   SCOPUS :
   Other (please name) ACSPUB, PUBMED, popular science

13. Syllabus – see attached

14. Date of Department curriculum committee approval ______ November 15, 2012_____

15. Faculty - Who will be assigned to teach this course? Dr Marcel Roberts and others

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
  X  No
  ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
  X  Not applicable
  ____No
  ____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be withdrawn, if this course is approved?
  X  No
  ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
Lawrence Kobilinsky

Approved by UCASC, Feb 1, to College Council, Feb 14, and April 15, 2013
Chair, Proposer’s Department

CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>SCI 114</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number not</td>
<td></td>
</tr>
<tr>
<td>assigned, enter XXX)</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Scientific Principles of Forensic Science</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>General sciences</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites (if none, enter</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course is an introduction to basic scientific investigative methods used in forensic science. It is primarily laboratory based and students will examine materials for the presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study landmark cases in forensic science to contrast fact from fiction. To be an effective “scientific investigator,” students will learn how to apply chemistry, biology, and physics to analyze data in order to solve criminal justice problems.</td>
</tr>
<tr>
<td>Special Features</td>
<td></td>
</tr>
<tr>
<td>(e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☒ Life and Physical Sciences</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
</tbody>
</table>
C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Establish broad fundamental scientific concepts, theories, and principles in physical and biological sciences, and scientific literacy by performing several laboratory experiments where students will:</th>
<th>Identify and apply the fundamental concepts and methods of a life or physical science.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correctly use tools for measurements and reproduce crime scenes to scale;</td>
<td></td>
</tr>
<tr>
<td>• Recognize the scientific method by performing laboratory experiments such as the presumptive test for blood;</td>
<td></td>
</tr>
<tr>
<td>• Learn to use correct terminology in a scientific setting;</td>
<td></td>
</tr>
<tr>
<td>• Recognize the importance of controls in a scientific experiment by running a DNA gel;</td>
<td></td>
</tr>
<tr>
<td>• Distinguish between accuracy and precision, and the significance of errors;</td>
<td></td>
</tr>
<tr>
<td>• Learn to reproduce established protocols;</td>
<td></td>
</tr>
<tr>
<td>• Draw appropriate scientific conclusions from evidence and experimental data.</td>
<td></td>
</tr>
<tr>
<td>• Understand the role of creativity in problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance, objectivity in scientific data collection and how these relate to the system of professional ethics in science. Students will:</th>
<th>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study fundamental parameters such as density and the influence of mass and volume, by looking at the liquid displacement of objects of various composition:</td>
<td></td>
</tr>
<tr>
<td>• Outline positive and negative controls for the presumptive test of blood and DNA gel electrophoresis in order to validate their experiment;</td>
<td></td>
</tr>
<tr>
<td>• Make predictions on the outcome of and test theories by investigating the statistics of throwing dice.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate lab safety and proper laboratory protocol while performing laboratory experiments;</td>
<td></td>
</tr>
<tr>
<td>• Use spot testing techniques when testing for the presence of blood;</td>
<td></td>
</tr>
<tr>
<td>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
<td></td>
</tr>
</tbody>
</table>
- Discover liquid-liquid extraction when isolating DNA;
- Learn gel chromatography when identifying the origin of a DNA sample;
- Familiarize themselves with scientific databases when researching landmark forensic science cases and the impact of forensic science on society.

- Learn proper harvesting methods and gather their own samples for the hair and fiber experiment;
- Record and be able to present on demand their actions in performing laboratory experiments;
- Interpret their results and report on the identity or composition of unknown samples such as: presence or not of blood;
  - Density of a material;
  - Origin of a DNA sample;
  - Components of a soil sample.

- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

- Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements;
- Be introduced to popular scientific journals, such as Scientific American and the American Journal of Forensic Sciences scientific, to assess their validity;
- Look at representations of forensic scientists in the media and popular culture in show such as CSI, Law and order and Dexter to compare to non-fiction scenarios.

- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

Approved by UCASC, Feb 1, to College Council, Feb 14, and April 15, 2013
SCI 114 Syllabus

City University of New York- John Jay College of Criminal Justice
524 West 59th Street, New York, NY, 10019

SCI 114 Section XX

Professor’s name: Dr. Marcel Roberts
Office location: 5.61.04 New Building
Contact hours: M/W 1300-1400 hrs or by appointment.
Phone: (646) 557 4831
E-mail address: marobert@jjay.cuny.edu

Course description

This course is an introduction to basic scientific investigative methods used in forensic science. It is primarily laboratory based and students will examine materials for the presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study landmark cases in forensic science to contrast fact from fiction. To be an effective “scientific investigator,” students will learn how to apply chemistry, biology, and physics to analyze data in order to solve criminal justice problems.

[Note: this course is for non-Forensic Science majors.]

Learning outcomes

1. Identify and apply the fundamental concepts and methods of a life or physical science.

   Establish broad fundamental scientific concepts theories, and principles in physical and biological sciences, and scientific literacy by performing several laboratory experiments where students will:
   • Correctly use tools for measurements and reproduce crime scenes to scale;
   • Recognize the scientific method by performing laboratory experiments such as the presumptive test for blood;
   • Learn to use correct terminology in a scientific setting;
   • Recognize the importance of controls in a scientific experiment by running a DNA gel;
   • Distinguish between accuracy and precision, and the significance of errors;
   • Learn to reproduce established protocols;
   • Draw appropriate scientific conclusions from evidence and experimental data;
   • Understand the role of creativity in problem solving.
2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

   Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance, objectivity in scientific data collection and how these relate to the system of professional ethics in science. Students will:
   • Study fundamental parameters such as density and the influence of mass and volume, by looking at the liquid displacement of objects of various composition:
   • Outline positive and negative controls for the presumptive test of blood and DNA gel electrophoresis in order to validate their experiment.
   • Make predictions on the outcome of and test theories by investigating the statistics of throwing dice.

3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

   • Demonstrate lab safety and proper laboratory protocol while performing laboratory experiments;
   • Use spot testing techniques when testing for the presence of blood;
   • Discover liquid-liquid extraction when isolating DNA;
   • Learn gel chromatography when identifying the origin of a DNA sample;
   • Familiarize themselves with scientific databases when researching landmark forensic science cases and the impact of forensic science on society.

4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

   • Learn proper harvesting methods and gather their own samples for the hair and fiber experiment;
   • Record and be able to present on demand their actions in performing laboratory experiments;
   • Interpret their results and report on the identity or composition of unknown samples such as: presence or not of blood;
     ◊ Density of a material;
     ◊ Origin of a DNA sample;
     ◊ Components of a soil sample.

5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

   • Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements;
   • Be introduced to popular scientific journals, such as Scientific American and the American Journal of Forensic Sciences scientific, to assess their validity;
   • Look at representations of forensic scientists in the media and popular culture in shows such as CSI, Law and order and Dexter to compare to non-fiction scenarios.

Course prerequisites or co-requisites: None
Requirements / Course policies

- Quizzes may be given at any point during the semester and may be unannounced. Quizzes will be given during the first ten minutes of the lecture session. If you are late you will not be allowed to take the quiz. There are no make up quizzes.

- Attendance is required for both lecture and laboratory sections. A total of four or more unexcused absences will adversely affect your grade. Students are responsible for legibly signing the attendance sheet and will considered absent if they do not. Students are required to observe all safety rules, including wearing safety glasses during lab work and cleanup. Students without safety glasses will be barred from the lab for that period and will receive an absent mark. Whoever has not expressed attendance within the first 15 min or arrives later will be counted as late. Two lateness marks will equal one absence. Three absences will incur a deduction from lab participation. Students arriving late must contact the instructor at the end of the session before leaving the lab.

- Cell/Smart phone usage is not permitted in lab or lecture and must be turned off or placed on silent (not vibrate). Texting or messaging during class is strictly forbidden. During an exam the usage of a cell phone or texting will result in a zero for that exam. If the student needs to use the phone they can leave the room. If caught using the phone in the room the student will be asked to leave to room and upon multiple infractions may be barred from the lab for that sessions and marked absent. (We would not have this rule if it were not needed)

- We cannot guaranty any makeup exams or labs.

- Proper laboratory attire is mandatory. Deviation from the guidelines presented in the safety list will lead to a dismissal from the period and a mark of absent.

- **Failure to possess and wear lab goggles is inexcusable.**

- **Goggles are mandatory for all lab sessions including recitations! The minimum penalty for not having or wearing your goggles is a zero for the lab and dismissal from the period with a marked absence**

- Students are required to address their professors and each other with respect. This applies to in and outside of the classroom and also in electronic
communications.

**Required Texts**

*Forensic Science: Fundamentals and Investigations*
By Anthony J. Bertino South-Western Educational Pub
ISBN-10: 0538445866
Marble notebook needed for lab.

**Grading**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case report: presumptive blood 12.5</td>
<td>Lab 1: Scaling and conversions 3.75</td>
<td>Attendance:</td>
</tr>
<tr>
<td>Case report: predicting outcomes 12.5</td>
<td>Lab 2: Analysis of blood 3.75</td>
<td>Participation: 2</td>
</tr>
<tr>
<td>Case report: DNA fingerprinting 12.5</td>
<td>Lab 3: Crime scene 3.75</td>
<td>Protocol: 2</td>
</tr>
<tr>
<td>Case report: Hair analysis 12.5</td>
<td>Lab 4: Predicting outcomes 3.75</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Lab 5: Isolation of DNA 3.75</td>
<td>Lab 6: Hairs and fibers 3.75</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 1: Presumptive blood 4.5</td>
<td>Unknown 2: DNA victim or suspect 4.5</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 3: Hairs and fibers 4.5</td>
<td>Midterm: 9</td>
<td>Protocol: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 5: Isolation of DNA 3.75</td>
<td>Lab 6: Hairs and fibers 3.75</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 1: Presumptive blood 4.5</td>
<td>Unknown 2: DNA victim or suspect 4.5</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 3: Hairs and fibers 4.5</td>
<td>Midterm: 9</td>
<td>Protocol: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 5: Isolation of DNA 3.75</td>
<td>Lab 6: Hairs and fibers 3.75</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 1: Presumptive blood 4.5</td>
<td>Unknown 2: DNA victim or suspect 4.5</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 3: Hairs and fibers 4.5</td>
<td>Midterm: 9</td>
<td>Protocol: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 5: Isolation of DNA 3.75</td>
<td>Lab 6: Hairs and fibers 3.75</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 1: Presumptive blood 4.5</td>
<td>Unknown 2: DNA victim or suspect 4.5</td>
<td>Protocol: 1</td>
</tr>
<tr>
<td>Unknown 3: Hairs and fibers 4.5</td>
<td>Midterm: 9</td>
<td>Protocol: 1</td>
</tr>
</tbody>
</table>

**Grading**

- There will be 4 case reports (presumptive blood, predicting outcomes, DNA fingerprinting and hair analysis) for 12.5 points each (for a total of 50 points). Each report will include a short 10 question section.
The laboratory grade itself consists of 6 labs (3.75 point each), 3 unknowns (blood, DNA and hair/fiber 4.5 points each) and midterm (9 points) for a total of 45 points.

- Attendance, participation and protocol together are worth 5 points

Letter grades determination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

1. **Case Reports**
   Each student is expected to write and submit 4 case reports (presumptive blood, predicting outcomes, DNA fingerprinting and hair analysis), a hard copy and electronic submission to Turnitin.com. Each report will detail the origin and implication of the experiment and summarize the landmark case associated with it. Each lab will end with a 10 question quiz. A separate handout will provide additional details on the requirements for the successful completion of this assignment. **Reports will be due on XXXX** No reports will be accepted after this date. Please see additional Handout for Research Guidelines.

3. **Lab Manuals and labs**
   Proper note taking and recording of ones work is imperative in forensic science. The Lab Manual is to be completed during the Laboratory exercise and should be handed in at the end of each Lab to signed off (prior to the student leaving the Lab). The manuals are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.
   **We cannot guaranty make-ups of labs due to time constraints**

4. **Unknowns**
   There will be unknowns for some the laboratories (Presumptive blood, DNA and hair/fiber analysis). Students will be asked to confirm their abilities by identifying these unknowns.
   **We cannot guaranty make-ups of unknowns due to time constraints**

4. **Laboratory Midterm**
There will be a practical exam for the Lab. The exam will cover information discussed in the Recitations as related to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or PDA’s may be used.

Course calendar

**Week 1** Introduction to Forensic science and the role of observation

Chapter 1: Observation Skills
Lecture will focus on the role of forensic science and the power of observation. What do we look for, how do we record it and how we interpret it.
Students will learn about safety and protocol.
Lab 1: Lab Safety. Observation and recording in science. Measurements, significant figure and scientific notation. Focusing on properly recording distances
Lab 2: First day working the crime scene. Students will learn how to process the scene and record the information.
Reading/Viewing:
Visionlearning.com: The Process of Science by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

**Week 2** How to approach and unknown: the generation of a method.
Lecture: Detailing the scientific method to approach an unknown.
Lab 1 Study of early work of pioneers in forensic science: Edmond Locard
Lab 2 Study of early work of pioneers in forensic science: Mathieu Orfila
Reading/Viewing:
Visionlearning.com: Research Methods: Experimentation by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

**Week 3** Measures and scales.
Students will learn how to use the proper tools for measurements and scaling methods.
Lecture: Crime scene analysis (scaling), measurements in forensic science and errors
Chapter 2: Crime Scene Investigation and Evidence Collection.
Lab 1: Scaling and conversions. Collecting evidence at the scene and measurements.
Lab 2: Reproduction of the scene in smaller scale.

**Week 4** The fluid of life: Blood
Chapter 8: Blood and Blood Spatter
Students will learn about spot test chemical reactions and how to use positive and negative controls.
Lab 1: Chemical analysis of blood. phenolphthalein and false positives
Lab 2: Continuation of false positives and study of blood spatter.

**Week 6** Reporting and interpreting multiple data.
Lecture: Data doesn’t exist in a vacuum, how to we pull it all together.
Students will learn about the importance of scrutinizing data and pooling information.
What is valid versus invalid information?
Lab 1: The significance of one piece of data in class versus TV. (recitation)
Lab 2: How to select data and interpret error. (recitation)
**Week 7** Case study about blood at crime scene  
Lecture: Case study.  
Students will study a case involving a bloody crime scene: the military training camp murder.  
Lab 1: offered a case study (of a bloody crime scene). How to make a first step?  
Lab 2: Students have to develop their own method for the collection and analysis of the scene. It will be compared to current protocols

**Week 8** Statistics  
Chapter 7: DNA Fingerprinting  
Lecture: Basic Statics: What are the odds?  
Students will learn about the importance of statistic in forensic science. How the propagation of odds influences evidence selection. Students will learn to make predictions based on possible outcomes.  
Lab 1: Predicting dice throws, generation of possibility tables (standard statistic lab)  
Lab 2: Commutation and propagation of odds.  
Lab midterm.  
Reading/Viewing:  
Visionlearning.com: Data: Statistics by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.  
Visionlearning.com: Data: Uncertainty, Error, and Confidence by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

**Week 9** DNA  
Chapter 7: DNA Fingerprinting  
Lecture: DNA Fingerprinting  
Student will learn about the fundamental of DNA and how it is used in paternity testing.  
Lab 1: Isolation of DNA from cheek cells.  
Lab 2: Gel electrophoresis of DNA standards. Whose DNA is it, victims’ or suspect’s?

**Week 10** DNA in popular culture.  
Lecture How has DNA shaped the role of the forensic scientist?  
Lab 1: Case studies involving DNA (The forensic community’s response to September 11th).  
Lab 2: Report Due on the influence of DNA.  
Reading/Viewing:  
NOVA: forensics on trial

**Week 11** Study of the composition of matter and density  
Chapter 14: Glass Evidence  
Lecture: What are matter and density?  
Students will learn what constitutes density and how it is used to separate evidence and microcomponents.  
Lab 1: Study of volumes and compositions.  
Lab 2: Study of densities.

**Week 12** Hairs and fibers.  
Chapter 3: The Study of Hair  
Chapter 4: A study of Fibers and Textiles
Lecture: hairs and fibers.  
Students will learn how hairs and fibers are processed. Students will also be taught to find and mount and compare their own hair/fiber evidence.  
Lab 1: Study of fibers.  
Lab 2: Study of hairs.  

**Week 13** The importance of Forensic science in modern life  
Lecture: How did forensic science shape our past, future and present?  
Lab 1: Recitation in computer lab. Looking at literature for landmark forensic cases part 1 (Sacco and Vanzetti).  
Lab 2: Recitation in computer lab. Looking at literature for landmark forensic cases part 2 (The O.J. Simpson trial).  
Reading:  
Once more unto the breech: the firearms evidence in the Sacco and Vanzetti case revisited: Part I. Starks JE.  
The naked Scientists post cast: Forensic Science.  
EurekAlert.org

**Week 14** Forensic science in popular culture  
Lecture: The CSI effect, today’s Quincy.  
Lab 1: Recitation in computer lab. Fact versus Fiction in TV series part 1. Entertaining forensics (Collage of scenes containing forensic science from Quincy, CSI and CSI NY, Dexter, NCIS and Bones).  
Lab 2: Recitation in computer lab. Fact versus Fiction in TV series part 2. Informative(?) forensics: True-Crime TV (Collage of scenes containing forensic science from, Dateline, Forensic files, and 48 hours).  
Reading:  
American Scientist: Science Observer column  
Io9.com: debunker, daily explainer and data evaluator.

**Week 15** Forensic Science in the Media.  
Lecture: How is forensic information given to the public?  
Lab 1: Recitation in computer lab. Paper press (NY times, Times, NY Post, Daily News)  
Lab 2: Recitation in computer lab. Fact versus Fiction in TV series part 2. Informative(?) forensics: True-Crime TV (Collage of scenes containing forensic science from, Dateline, Forensic files, and 48 hours). TV press and commercials on Youtube.com, TruTV and Dailymotion.com  
Last report due  
Reading/Viewing:  
Scientific American, Popular Science  

**College wide policies for undergraduate courses** (see the Undergraduate Bulletin, Chapter IV Academic Standards)  

A. **Incomplete Grade Policy**  
B. **Extra Work During the Semester**
C. Americans with Disabilities Act (ADA) Policies

Sample syllabus statement: “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.”

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)

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)

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

For a syllabus template, see the Faculty eHandbook on the Center for Teaching website at: http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

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_______Sciences__________  

b. Name and contact information of proposer(s)____Dr. Kobilinsky_____________  
Email address(es)____lkobilinsky@jjay.cuny.edu__________________  
Phone number(s)_____212.237.8884________________

2. a. Title of the course ___The Incredible Living Machine: the Human Body___  

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

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:

This course will be offered at the 200 level because it is intended to build upon prior science knowledge from any of the 100 level science courses. Although no prior knowledge of anatomy and physiology of the human body is expected, the laboratory skills and the readings are more sophisticated. This course is a general introduction to the human body, how the body stays healthy (homeostasis), and how it may be affected by disease. Scientific research, biotechnology, and ethical issues will be discussed.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): __BIO 2XX________

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 field of human biology is an ever-changing field that affects our lives daily; therefore, it is important for students to have basic knowledge of how the human body works (its structure and function). This course offers both self-awareness to the student (in understanding their
bodies) and an opportunity for students to be scientifically literate about the process of scientific discovery concerning health and disease.

This course is designed as a survey for non-science majors and no prior knowledge of anatomy and physiology is required. Students will be expected to have prior laboratory experience with basic understanding of laboratory procedure, equipment, and writing research reports.

The rationale behind the creation of this course is the need for science literacy to enable all, scientists and nonscientists alike, to make reasoned judgments on societal issues that are founded on the processes and fruits of science in general and biology in particular. This course will be a part of John Jay’s General Education program in the “scientific world” category, and a key element in breaking the misconceptions that students may have about their bodies, health, and disease.

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 offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored.

   [Note: This course is recommended for students who are non-science majors but who have had High School biology and/or chemistry course(s).]

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):

   SCI 110 or SCI 112 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)

6. Number of:
   a. Class hours  _3_( 2 lecture)
   b. Lab hours  _1_(lab)
   c. Credits  _3_

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

   _x_ No  ____ Yes. If yes, then please provide:
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?

1. Gather, interpret, and assess information from a variety of sources and points of view.
   - Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for it’s predictive capability).
   - Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body.
   - Recognize and communicate the difference between research on biological issues and non-research based statements.

2. Evaluate evidence and arguments critically or analytically.
   - Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease.
   - Recognize the significance of the scientific process in understanding biological theory and research that supports theories.
   - Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings.
   - Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.
   - Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings.
   - Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic.
   - Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
   - Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.
   - Students will statistically analyze scientific data.
   - Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science.

5. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
• Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.
• Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.
• Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are related to understanding scientific theory.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

• Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.
• Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.
• Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings.

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

_x___No _______Yes

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

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

   No _______ Yes ___x___ If yes, please indicate the area:

Flexible Core:

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
</tr>
<tr>
<td>C. Creative Expression</td>
</tr>
<tr>
<td>D. Individual and Society</td>
</tr>
<tr>
<td>E. Scientific World</td>
</tr>
</tbody>
</table>

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

The purpose of the “Scientific World” is to build a solid intellectual foundation upon which students can engage in more sophisticated study and analysis at successfully higher levels as
they complete their degrees. This course helps to further develop research and laboratory skills.

The course should be part of the Scientific World flexible core because of the following:

1) It is designed to give students the solid foundation in human anatomy and physiology in order to help them become more aware of their bodies.
2) Students will learn methods of scientific investigation, learn how to read primary documents, and to write reports that are based on actual evidence.
3) Students will understand the scientific principles underlying matters of public health concerns.

11. How will you assess student learning?

Journal writing, Blackboard Discussions, Turning Technologies Response System, laboratory experiments, in-class group work, collaborative case study, quizzes and tests. These will be assessed using the established departmental rubrics.

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

Yes__X__  No___ (In the process)

• If yes, please state the librarian’s name_____Janice Dunham____________
• Are there adequate resources in the library to support students’ work in the course
  Yes___X___  No________

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

  ➢ The library catalog, CUNY+  ___x___
  ➢ EBSCOhost Academic Search Complete ___x___
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___x___
  ➢ LexisNexis Universe ___x___
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR ___x___
  ➢ SCOPUS ___x___
  ➢ Other (please name) _______________________________
  ➢ Web of Science x
  ➢ Scirus x

13. Syllabus – see attached

14. Date of Department curriculum committee approval  ___Jan.17, 2013_____________
15. **Faculty** - Who will be assigned to teach this course? ___Dr. Kobilinsky & other qualified science faculty _____

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   
   _x___No
   
   _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   
   _____Not applicable
   
   _____No
   
   _x__Yes. If yes, give a short summary of the consultation process and results.
   
   The science curriculum committee consulted with history department faculty and added new reading assignments (see syllabus).

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

19. Approvals:
   
   Dr. Larry Kobilinsky
   
   Chair, Proposer’s Department
# CUNY Common Core
## Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>BIO 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Incredible Living Machine: The Human Body</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>Biology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>SCI 110 or SCI 112 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored. This course is recommended for students who have had High School biology and/or chemistry course(s). This course is for non-science majors.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

---

**Indicate the status of this course being nominated:**

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

## CUNY COMMON CORE Location

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☒ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in Its Diversity</td>
</tr>
<tr>
<td></td>
<td>☒ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

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

---

**E. Scientific World**

---

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
A Flexible Core course must meet the three learning outcomes in the right column.
Students will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for it’s predictive capability). e.g.: Lab assignments &amp; Case Studies</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body. e.g.: Case studies; research papers</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Recognize and communicate the difference between research on biological issues and non-research based statements. e.g. Trans-fat NYC Policy</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>• Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease. Derived from the text and independent research readings.</td>
<td></td>
</tr>
<tr>
<td>• Recognize the significance of the scientific process in understanding biological theory and research that supports theories. e.g.: The methods and process of science done in the lab.</td>
<td></td>
</tr>
<tr>
<td>• Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings. e.g.: Case study</td>
<td></td>
</tr>
<tr>
<td>• Consider the dynamic relationship between politics, economics &amp; societal issues that might influence scientific research.</td>
<td></td>
</tr>
<tr>
<td>• The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.</td>
<td></td>
</tr>
<tr>
<td>• Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings. e.g.: Case Study</td>
<td></td>
</tr>
<tr>
<td>• Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic. e.g.: Research paper</td>
<td></td>
</tr>
<tr>
<td>• Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements. e.g: New York times articles given throughout the semester.</td>
<td></td>
</tr>
</tbody>
</table>
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>A student will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
<td></td>
</tr>
<tr>
<td>• Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.</td>
<td>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
<tr>
<td>• Students will statistically analyze scientific data.</td>
<td></td>
</tr>
<tr>
<td>• Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science.</td>
<td></td>
</tr>
<tr>
<td>• Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.</td>
<td>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
</tr>
<tr>
<td>• Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.</td>
<td></td>
</tr>
<tr>
<td>• Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are be related to understanding scientific theory.</td>
<td></td>
</tr>
<tr>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
<td></td>
</tr>
<tr>
<td>• Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.</td>
<td>Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
<tr>
<td>• Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.</td>
<td></td>
</tr>
<tr>
<td>• Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings.</td>
<td></td>
</tr>
</tbody>
</table>
The Incredible Living Machine: **The Human Body**

Lecturer: Dr. L. Kobilinsky  
**Email:** lkobilinsky@jjay.cuny.edu

Office: Office Hours:

Course description:
This course offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored. This course is recommended for students who have had High School biology and/or chemistry course(s). This course is for non-science majors.

During this course of study, students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
   - Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for it’s predictive capability).
   - Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body.
   - Recognize and communicate the difference between research on biological issues and non-research based statements.

2. Evaluate evidence and arguments critically or analytically.
   - Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease.
   - Recognize the significance of the scientific process in understanding biological theory and research that supports theories.
   - Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings.
   - Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.
   - Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings.
   - Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic.
   - Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
• Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.
• Students will statistically analyze scientific data.
• Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science.

5. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
• Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.
• Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.
• Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are related to understanding scientific theory.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
• Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.
• Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.
• Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings.

Course website & Readings: Important course announcements, course readings, homework assignments, and other resources will be posted to the course Blackboard. There are extensive web links and news articles that students are responsible for reading.

Course material: Turning Technologies Response Card: Register on line at: http://www.turningtechnologies.com/
I recommend renting the response card from the JJ Bookstore.
Readings: All assignments can be found on the John Jay College Blackboard. Any changes or announcements will be made on that site. You should check Blackboard and your John Jay College email regularly for course information. You must have a valid John Jay email account and have access to BlackBoard for ongoing updates and notifications.
Blackboard Student Support is provided by ITSS. Students should be directed to contact ITSS at blackboardstudent@jjay.cuny.edu and through the Help Desk at 212.237.8200.

Text:
Human Biology by Daneiel D. Chiras. Jones and Bartlett Learning, 7th Edition
LAB MANUAL IS AVAILABLE ON BB under "Information" but you can purchase it in the bookstore if you want to.

TURNING TECHNOLOGIES RESPONSE CARD ISBN: 9781934931394

Summary of Course Requirements:
Students are responsible for bringing the Response Cards (Turning Technologies) to every class and for accessing Blackboard to check for new announcements. Students must be able to receive emails via their John Jay College email account. Messages are sent through Blackboard. Students must learn how to use the Discussion Board section on BB. See help options under Blackboard 9.1

Cell phones and similar devices must be turned off in class. No electronic devices of any type (phones, computers, calculators, iPods, etc.) are allowed in course exams. Students found using phones or other electronic devices during an exam will not be given credit for that exam. Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes, Case Studies</td>
<td>40</td>
</tr>
<tr>
<td>HW (Podcasts, etc.) and in-class projects</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td>Lab Grade</td>
<td>30</td>
</tr>
</tbody>
</table>

- Personal Photo-ID MUST be present at all lecture exams.
- This is an important component of the course and requires participation by all students. All in-class work is due the same day and cannot be made up.
- ALL examinations must be taken in the class period in which you are registered.
- Plagiarism or cheating will not be tolerated. Any student suspected of cheating will be recommended for expulsion.

Lab constitutes 30% of your total course grade: 6% Attendance, participation/group work; 7% Group Case Study; 5% Lab Manual Reports (In –Class); 6% Quiz 1 & 6% Quiz 2

1. Attendance and participation

Lab participation includes adherence to safety rules, involvement in experimental procedures and station cleanup. Students will be required to work in groups and each student should participate in the Laboratory exercises. The Instructor will observe each student’s involvement in the laboratory recitations and exercises and the students will be evaluated accordingly. The Lab safety rules will be strictly enforced at all times and students are expected to observe them while in the Lab. In that respect, under no circumstance should food be brought into lab or disposed of in waste receptacles.

2. Case Study Paper

Collaborative Group Case study: Each student is expected to collaborate on a case study paper and present their topic during lab. An electronic submission should be made to Turnitin.com. A separate handout will provide additional details on the requirements for the successful completion of this assignment. Case Study Research Paper will be due on XXXX No late submissions.

Please see additional Handout for Research Guidelines.

3. Lab Manual Reports
The Lab Manual Reports are to be completed during the Laboratory exercise and should be handed in at the end of each Lab (prior to the student leaving the Lab). The Reports are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.

4. Lab Practical Quiz 1 and 2
There will be practical exams for the Lab. Each exam will cover information discussed in the Recitation as related to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or PDA’s may be used.
Practical 1 will be administered on XXXX and Practical 2 will be on XXXX
There will be no make-up exams or labs.

ATTENDANCE
Lecture: There may be up to 96 students in each lecture with each lab section consisting of 24 students. It is important that you know your lab section and you specific lab schedule as it may vary for the students you sit near in lecture.
An important part of the course grade is earned through in-class participation and laboratory work; therefore, it is essential for students to attend lecture and lab if they wish to be successful. No make-ups will be given for missed in-class activities and laboratory work unless there is a documented medical excuse. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as possible.

Grade of INC (Incomplete)
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

Course Structure: BIO XXX consists of a lecture component and a laboratory component, completion of both is mandatory. There are two (2) lecture exams consisting of ~50 - 60 questions. All students must take the exams during the indicated periods. If you have a documented emergency, please see me to discuss options. Both exams count; no grade is dropped. The laboratory portion, worth 30% of the final grade, will be derived from the scores of two (2) practical exams, quizzes, in-class activities, and class participation. Any student having difficulty with the class should see the instructor as soon as possible.

No extra help can be given after the final exam is administered.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the Office of Accessibility. Services (O.A.S., Room 1233-N, 212-237-8031,http://www.jjay.cuny.edu/2023.php) will define, for both students and faculty, the appropriate accommodations. Faculty are not allowed to work directly with students to attempt to accommodate disabilities, and accommodations cannot be applied retroactively (after-the-fact).

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.

This course will utilize the services of Turnitin.com, a plagiarism prevention system approved by the
College Council. All students must submit an **electronic copy** of their final paper using either the Word, WordPerfect, RTF, PDF or HTML format (including the reference page) to Turnitin.com for processing by the date listed. In addition, a **printed original** must be submitted to the lab instructor by the scheduled date (instructors may also require an electronic copy). All electronic files should be scanned for viruses **before** submission. Students transmitting electronic viruses will be heavily penalized.
# The Incredible Living Machine: The Human Body

Lecturer: Dr. L. Kobilinsky  
Email: lkobilinsky@jjay.cuny.edu  
Office: 5.66.04 NB  
Office Hours: XXX

## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic and Assignments (2 lectures)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Life in the Balance: Human Health, Homeostasis, Evolution, Science and Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>The health of all species and ecosystems is dependent on the functioning of homeostatic mechanisms, which may evolve and change fundamental characteristics leading to the evolution of new species and new ecosystems. The methods of science are varied but always involve critical analysis of issues and information.</td>
</tr>
<tr>
<td></td>
<td>The Chemistry of Life: Basic chemistry is essential to understanding biology because all cells and organisms are composed of chemicals and many life processes are nothing more than chemical reactions.</td>
</tr>
<tr>
<td></td>
<td>Assignment: Introduce yourself on Blackboard</td>
</tr>
<tr>
<td></td>
<td>Reading &amp; Review</td>
</tr>
<tr>
<td></td>
<td>Ch 1 &amp; 2 and PPT 1 &amp; 2, Cannon: The Wisdom of the Body, selected chapters</td>
</tr>
<tr>
<td></td>
<td>Laboratory Experiment (1 lab)</td>
</tr>
<tr>
<td></td>
<td>Introduction:</td>
</tr>
<tr>
<td></td>
<td>Lab Safety, Perils of Plagiarism, Preview to Measurements, Scientific Notation &amp; Significant Figures</td>
</tr>
<tr>
<td></td>
<td>Laboratory Equipment and Measurements.</td>
</tr>
<tr>
<td></td>
<td>Metric System: Investigate Units of Measure- weight, volume, length, &amp; density using the Metric System and compare their values with the U.S. Customary System of Measures.</td>
</tr>
<tr>
<td></td>
<td>Calculate percent error comparing student measurement to a standard unit.</td>
</tr>
<tr>
<td></td>
<td>Collaborative groups of four: Collaboration is measured by a rubric in which students will assess themselves and discuss collaborative strategies with their peers (meta-cognition technique).</td>
</tr>
<tr>
<td></td>
<td>Introduce group case study assignment. Case study is based on primary documents in the field of research in the areas of epidemiology, toxicology, or sources of data from professional organizations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic and Assignments (2 lectures)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2</strong></td>
<td>The Life of the Cell: The fundamental unit of all living organisms is the cell. We understand the cell by its structure and functions: highlighting chromosomes, cell division, and the cell cycle. Cells acquire much of their energy from the enzymatic breakdown of glucose, a carbohydrate, and fats, specifically triglycerides.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cellsalive.com/">http://www.cellsalive.com/</a></td>
</tr>
<tr>
<td></td>
<td>Ch 3 &amp; 16 PPT 3 &amp; 16, Cannon: The Wisdom of the Body, selected chapters</td>
</tr>
<tr>
<td></td>
<td>Laboratory Activity (1 lab)</td>
</tr>
<tr>
<td></td>
<td>What is the fundamental molecular structure and function of all living things? How do cells reproduce? Models and simulations will be used to examine mitosis and meiosis. Concepts described are chromosome replication and genetic inheritance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic and Assignments (2 lectures)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
<td>Principles of Structure and Function: From cells to organ systems, how homeostasis is maintained, and how biological rhythms affect our health.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
</tbody>
</table>

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
| Week 4 | Lecture Topic and Assignments (2 lectures)  
Nutrition and Digestion: Humans acquire energy and nutrients from the food they eat, and consumption is closely associated with the health of an individual. Numerous studies suggest that a healthy, balanced diet can decrease the risk of cancer, heart disease, hypertension, and other diseases.  
Readings and Review  
Choose two of the many articles in The New York Times Science Section on trans fats (topics/nytimes.com) and discuss what you think the valid scientific arguments are for banning trans fats in NYC restaurants.  
In class mini case study: Alcohol, drugs and the Digestive System. How the digestive system functions normally and how it reacts to prevent an overdose.  
Ch 5 & PPT 5 |
|---|---|
| Week 5 | Lecture Topic and Assignments (2 lectures)  
The Circulatory System: The heart, blood, and lymphatic system and the interrelationship between cardiovascular diseases, health, and homeostasis.  
Quiz 1  
Reading and Review  
Ch 6 & 7 PPT 6 & 7; Cannon: The Wisdom of the Body, selected chapters |
| Week 6 | Lecture Topic and Assignments (2 lectures)  
Respiration: The Vital Exchange. Diseases of the respiratory system.  
Reading and Review  
PDF on BB: Airborne Concentrations of PM2.5 and Diesel Exhaust Particles on Harlem Sidewalks: A Community-Based Pilot Study Patrick L. Kinney,1 Maneesha Aggarwal,1 Mary E. Northridge,12 Nicole A.H. Janssen,3 and Peggy Shepard4 1Division of Environmental Health Sciences, Joseph L. Mailman School of Public Health at Columbia University, New York, New York. Environmental Health Perspectives. Volume 108, Number 3, March 2000  
Ch 8 & PPT 8 |
| Week 7 | Lecture Topic and Assignments (1 lecture, 1 exam)  
Exam 1 (Weeks 1 – 6)  
Organs of Excretion, Health and Homeostasis. The kidneys and disease.  
Reading and Review  
Ch 9 & PPT 9 |
| Week 8 | Lecture Topic and Assignments (2 lectures)  
The Structure and function of the Nervous System. Learning and memory, diseases of the brain, and health and homeostasis.  
Laboratory (1 lab) Finish up blood typing, paternity or maternity testing. Review for lab practical. |
<table>
<thead>
<tr>
<th>Reading and Review</th>
<th>Research and debate the effects of Cannabis (or other recreational drugs) on humans (and test animals) and the implications for legalization. Ch 10 &amp; PPT 10, <em>Cannon: The Wisdom of the Body, selected chapters</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Practical exam (1 lab) Lessons from Weeks 1 - 7</td>
<td></td>
</tr>
<tr>
<td>Week 9 Lecture Topic and Assignments (2 lectures)</td>
<td>The structure and function of the Skeletal and Muscular systems and how to maintain healthy bones and muscles. Steroid use and athletics will be examined in detail through current articles on doping and sports. Reading and Review Research and review articles in the New York Times on doping and athletics. Participate in a group discussion guided by specific questions posted on Blackboard. Ch 12 &amp; PPT 12</td>
</tr>
<tr>
<td>Laboratory Activity (1 lab)</td>
<td>Examine models of the skeletal system and examine prepared slides of bone and muscular tissue.</td>
</tr>
<tr>
<td>Week 10 Lecture Topic and Assignments (2 lectures)</td>
<td>The endocrine system and endocrine disrupters: Plastics, bisphenol-A and human exposure. Reading and Review Ch 13 &amp; PPT 13</td>
</tr>
<tr>
<td>Week 11 Lecture Topic and Assignments (2 lectures)</td>
<td>The Immune System: Introduction to viruses and bacteria, diseases and the immune system, health and homeostasis. Video: The Other Drug War. Frontline, PBS Video Reading and Review Ch 14 &amp; PPT 14</td>
</tr>
<tr>
<td>Laboratory Activity (1 lab)</td>
<td>Examining the scientific and political issues of Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>Week 12 Lecture Topic and Assignments (2 lectures)</td>
<td>Human Infectious Disease; Agents of disease, the course of human disease, how infections are transmitted, emerging infectious diseases and bioterrorism, health and homeostasis. <em>Quiz 2</em> Ch. 15 &amp; PPT 15, <em>Cannon: The Wisdom of the Body, selected chapters</em></td>
</tr>
<tr>
<td>Laboratory Experiment (1 lab)</td>
<td>Presentation of group case studies</td>
</tr>
<tr>
<td>Week 13 Lecture Topic and Assignments (2 lectures)</td>
<td>Genetic Engineering and Biotechnology: Room for debate. Reading and Review Ch. 19 &amp; PPT 19</td>
</tr>
<tr>
<td>Laboratory Experiment (1 lab)</td>
<td>Presentation of group case studies</td>
</tr>
<tr>
<td>Week 14 Lecture Topic and Assignments (1 lectures, 1 Review)</td>
<td></td>
</tr>
</tbody>
</table>
Grades for courses that have been completed through the final examination are as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: January 17th, 2013

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: Science
   b. Name and contact information of proposer(s): Artem Domashevskiy

   Email address(es): adomashevskiy@jjay.cuny.edu
   Phone number(s): (646) 557-4640

2. a. Title of the course: The Extraordinary Chemistry of Ordinary Things
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): The Extraordinary Chemistry
   c. Level of this course: X 100 Level 200 Level 300 Level 400 Level

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

   This course will be offered at the 100 level because it does not require any prerequisites in scientific knowledge. This course includes general introductions to the field of chemistry and its applications to the health and societal issues of modern world. It is designed for non-majors to learn chemistry in the context of the things that can or do affect them in their everyday lives.

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

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 proposed course “The Extraordinary Chemistry of Ordinary Things” will integrate lecture and laboratory elements of chemistry. The field of science is an ever-changing field that affects our lives daily; therefore it is important for everyone to have a basic knowledge of science in order to be more scientifically literate in a world that inundates us with medical issues and technological advancements. Too often people believe that science is seemingly beyond their
capacity to understand. Science, and chemistry in particular, is a field that suffers from prejudice, reluctance, fear, and lack of interest. This course conveys the excitement of chemistry, particularly as it relates to topics concerning contemporary society: food and diet, emerging infectious diseases, crime scene investigations, modern materials, art, biotechnology, and chemical weapons, etc. The course is based on the scientific method. The rationale behind the creation of this course is the need for science literacy to enable all, scientists and nonscientists alike, to make reasoned judgments on societal issues that are founded on the processes and fruits of science in general and chemistry in particular. This course will be a part of John Jay’s General Education program in the “scientific world” category, and a key element in breaking the misconception of science as being boring and dreary.

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

“The Extraordinary Chemistry of Ordinary Things” course deals with basic principles and applications of chemistry of the ordinary things of our everyday lives, and some that aren’t so ordinary, but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry, followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials and art). Prior exposure to fundamentals of algebra and chemistry (such as high school classes) is strongly recommended.

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): None

6. **Number of:**
   a. Class hours 28
   b. Lab hours 14
   c. Credits 3

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

   __×__ 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?

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
5. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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

   X No   _____Yes

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

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

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

   **Required Core**: English Composition _____  Quantitative _____  Natural/Life Sciences X

   **Flexible Core**:

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

   **College Option**:

   | Justice core:                      |
   | - Justice & the Individual         |
   | - Struggle for Justice & Equality in U.S. |

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
Please explain why this course should be part of the selected area.

The course should be part of the scientific world flexible core because students will acquire knowledge about basic scientific principles on how the universe operates, and apply these principles to health and societal contexts of the modern world. Further, students will be able to evaluate the impact of scientific discoveries and technology that impact their daily lives.

11. How will you assess student learning?

There are four components contributing to the assessment of students learning:
1. There are two midterm exams and a final exam that will test student’s understanding of the lecture material;
2. The material learned in the lecture component of the course will be strengthened through a series of laboratory experiments. Each experiment will require a written report and answering of the follow up questions related to the experiment.
3. Well-written term paper on the topic of individual student interest pertaining to the contemporary world issue of chemistry will provide a comprehensive understanding of scientific principles underlying these matters, and will be graded.
4. Student participation and in-class discussions about the material learned.

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

Yes _X_ No ___

- If yes, please state the librarian’s name Janice Dunham ____________
- Are there adequate resources in the library to support students’ work in the course
  Yes _X_ No_________ (in progress)
- Will your students be expected to use any of the following library resources? Check all that apply.
13. **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)

14. Date of **Department curriculum committee** approval: January 19th, 2013

15. **Faculty** - Who will be assigned to teach this course? Artem Domashevskiy / Sandra Swenson

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

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

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

   □ Not applicable
   □ No
   □ X Yes. If yes, give a short summary of the consultation process and results. The science curriculum committee consulted with history faculty.

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

   □ X No
   □ Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals:

Chair, Proposer’s Department

Major or Minor Coordinator (if necessary)

Chair or Major Coordinator, Affiliated Department (if necessary)
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>CHE_Extraordinary</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Extraordinary Chemistry of Ordinary Things</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>&quot;The Extraordinary Chemistry of Ordinary Things&quot; course is deals with basic principles and applications of chemistry of the ordinary things of our everyday lives, and some that aren't so ordinary but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry, followed by applications of chemistry to health (food, gym, medicine, infectious disease) and society (warfare, crime, modern materials, and art). Prior exposure to fundamentals of algebra and chemistry (such as high school classes) is strongly recommended.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

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

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

☐ Waiver requested

If waiver requested:
Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.
# Learning Outcomes

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

## E. Scientific World

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

<table>
<thead>
<tr>
<th>Left Column</th>
<th>Right Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather information from a set of diverse laboratory experiments, such as examination of properties and reactivity of elements and their compounds, determination of vitamin C context in over-the-counter tablets and cholesterol in food, study of energy-releasing reactions, synthesis of aspirin, etc.</td>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Collect, and interpret information by recording experimental observations, performing research of scientific journal articles (journals of organic and analytical chemistry, biochemistry, etc.) and evaluation of databases (American Heart Association, PubMed).</td>
<td></td>
</tr>
<tr>
<td>Examine and evaluate chemical evidence and studies on health (food, medicine, exercise, disease) and societal (warfare, crime, art) issues.</td>
<td></td>
</tr>
<tr>
<td>Recognize and understand the difference between scientific (scholarly) and non-research based (popular) statements.</td>
<td></td>
</tr>
<tr>
<td>Comparison of book reviews, and attendance of tutoring and writing workshop sessions.</td>
<td></td>
</tr>
<tr>
<td>Critically evaluate chemical and biochemical theories behind fundamentals of science and their applications to health and societal issues by applying them to laboratory experiments; writing laboratory reports on collected experimental evidence and presenting analysis of the collected results.</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Completion of assigned homework problems.</td>
<td></td>
</tr>
<tr>
<td>Researching evidence on chosen topic of chemical applications covered in lectures using variety of supplemental sources (text and lecture hand-outs, manuals, media, scientific literature, etc.), and writing an expository essay on the topic.</td>
<td></td>
</tr>
<tr>
<td>In-class discussions and debates on the applications of science to health and societal issues.</td>
<td></td>
</tr>
<tr>
<td>Examination of the relationship of chemistry to the contemporary world issues (health and disease control, art, warfare, crime, environment, etc.).</td>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>Articulation and assess of ethical perspectives that science imposes on our society (e.g., genetic engineering, environment, crime and punishment, etc.).</td>
<td></td>
</tr>
<tr>
<td>Analysis of the effects of trends and ideologies of science on individuals and society.</td>
<td></td>
</tr>
<tr>
<td>Development of a hypothesis based on experimental results and observations, creation of a research plan to support the hypothesis, data organization and finding patterns to produce scientifically justifiable arguments.</td>
<td></td>
</tr>
<tr>
<td>Write a well-reasoned essay on the researched topic.</td>
<td></td>
</tr>
<tr>
<td>Present oral arguments during in-class discussions.</td>
<td></td>
</tr>
</tbody>
</table>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Left Column</th>
<th>Right Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze and identify a variety of fundamental concepts pertaining to chemical principles, including but not limited to - the atomic theory of matter, periodicity, principles of bonding and reactivity, and the transformation of energy.</td>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
</tr>
<tr>
<td>Relate fundamental principles to the issues of health and other</td>
<td></td>
</tr>
<tr>
<td>Societal issues as warfare, crime, art, etc.</td>
<td>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Apply and support fundamental concepts and methods learned in lecture through the laboratory experiments.</td>
<td>Apply experimental observations and measurements in a larger scientific context and thereby assess the validity of the collected data.</td>
</tr>
<tr>
<td></td>
<td>Statistically analyze scientific data collected during experiments and research.</td>
</tr>
<tr>
<td></td>
<td>Investigate how science in general and chemistry in particular apply to solve problems of contemporary society such as disease control, design if pathogen-resistant crops, crime scene evidence, etc. as they perform their laboratory experiments to apply real life problems and develop solutions.</td>
</tr>
<tr>
<td></td>
<td>Use of the correct basic scientific terminology to discuss rudimentary chemical concepts that relate to health and society related applications, such as epidemiology and disease control, exercise and food, criminalistics and art.</td>
</tr>
<tr>
<td></td>
<td>Recognize fundamental concepts that support the atomic theory of matter, chemical reactivity, basic principles of living organisms, and applications of these theories to health and genetic engineering, biotechnology, and warfare.</td>
</tr>
<tr>
<td></td>
<td>Evaluate empirical evidence supporting the chosen application of chemical or biochemical theory and articulate it as a well-written final term paper.</td>
</tr>
<tr>
<td></td>
<td>Acquire broad background knowledge in the natural sciences by performing experiments that reflect the basic fundamental concepts of cloning, isolation of lipids, and synthesis of aspirin, odorants, chemical dyes and plastics.</td>
</tr>
<tr>
<td></td>
<td>Assess the impact of technological advances and scientific discoveries by the influence of chemistry on the advancement of personal hygiene, food additives, crime scene investigation, art and forgery, recombinant DNA technology, epidemiology.</td>
</tr>
<tr>
<td></td>
<td>Communicate and share their opinions through in-class discussions and written assays.</td>
</tr>
<tr>
<td></td>
<td>Understand the role of creativity in problem solving and the application of scientific principles in gathering and scientific data interpretation.</td>
</tr>
<tr>
<td></td>
<td>Investigation of primary scientific documents pertaining to chemistry, and their interpretation and relationship to students' daily lives.</td>
</tr>
<tr>
<td></td>
<td>Evaluation and analysis of the significance of scientific findings through journal articles and popular media.</td>
</tr>
<tr>
<td></td>
<td>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
</tr>
<tr>
<td></td>
<td>Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019
SYLLABUS FOR “THE EXTRAORDINARY CHEMISTRY OF ORDINARY THINGS”

PROFESSOR: Artem Domashevskiy
SEMESTER:
COURSE CODE: CHE: Ext.        CLASS TIME: 00.00-00.00/period 0
COURSE SECTION: 00        PROFESSOR’S OFFICE: 05.66.25 NB
CLASSROOM: 0000        OFFICE HOURS: M/W or T/Th @ 00.00-00.00

PROFESSOR’S PHONE AND E-MAIL: (646) 557-4640; adomashevskiy@jjay.cuny.edu

COURSE PREREQUISITE: None

COURSE DESCRIPTION: “The Extraordinary Chemistry of Ordinary Things” course is deals with basic principles and applications of chemistry of the ordinary things of our everyday lives, and some that aren’t so ordinary but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry, followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials, and art). Prior exposure to algebra and chemistry (such as high school classes) is strongly recommended.

LEARNING OBJECTIVES:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
5. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

The Study Guide (ISBN: 0-618-37663-1) offers focused and clear outlines of chapter content as well as pre- and post-texts to help students focus on the most important concepts.
The Online Study Center (http://college.hmco.com/pic/millarde1e) enhances text content with interactive materials to support key concepts and applications, math review tools, visualizations of key chemical topics, interactive practice questions, an online glossary, and vocabulary flashcards.

POLICY ON ATTENDANCE, ETIQUETTE, AND PARTICIPATION: Students enrolled in this course are required to attend all lecture and laboratory sessions of the section for which they are registered. There are either two lecture sessions per week and one lab session or one lecture and two laboratory session per week. More than 3 unjustified absences in your laboratory or lecture classes will result in an unofficial withdrawal grade. Justified absences are limited to extraordinary circumstances and written justification is required. Attendance, enthusiasm, and active class participation are observed, recorded, and reflected in the student’s final grade. Students missing more than 30 minutes of a session will be counted as absent.

THE MATH & SCIENCE CENTER AND THE WRITING CENTER: The Math & Science Center is located in room 1.94NB and the Writing Center, located in room 1.68NB; these provide excellent free services to John Jay’s students. The Writing Center has staff of trained writing fellows who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Math & Science Center has tutors that will help you to better understand scientific concepts covered in class. You are encouraged to make an appointment with a writing fellow from the Writing Center and with a tutor from the Math & Science Center to discuss the structure and style of your term paper, and do better in class.
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.

In this class: Academic dishonesty and plagiarism will result in penalties that are dependent on the severity of the misdeed. This may be anything from a zero on that lab or exam, zero in the course, dismissal from the entire course, or charges of academic dishonesty. Penalties will be directly applicable to the situation at hand. I would take this very seriously if I were you.

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 Land in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedure 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)

ASSESSMENT:

During the semester, students will be asked to complete all laboratory sessions. After each session, students will write a lab report and answer questions related to the experiment. This assessment will be graded. The lab grades will count for 25% of your final grade.

Exams: There will be two exams and a final on the covered course material. The three exams will count for 60% of your final grade.

Term paper: Students will be asked to choose one of the topics covered in class and write a comprehensive discussion paper. This paper will count for 10% of your final grade.

Participation: Participation during in-class discussions about your homework experiments will count for 5% of your final grade.

The final grades possible and their significance are listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Value</th>
<th>%</th>
<th>Explanation</th>
<th>Letter Grade</th>
<th>Value</th>
<th>%</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0 - 100</td>
<td>Excellent</td>
<td>D+</td>
<td>1.3</td>
<td>67.1 - 69.9</td>
<td>Poor</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0 - 92.9</td>
<td>Excellent</td>
<td>D</td>
<td>1.0</td>
<td>63.0 - 67.0</td>
<td>Very Poor</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1 - 89.9</td>
<td>Very Good</td>
<td>D-</td>
<td>0.7</td>
<td>60.0 - 62.9</td>
<td>Very Poor</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0 - 87.0</td>
<td>Very Good</td>
<td>F</td>
<td>0.0</td>
<td>00.0 - 59.9</td>
<td>Failure</td>
</tr>
</tbody>
</table>

1 John Jay College of Criminal Justice Undergraduate Bulletin
SCHEDULE OF CLASSES

PART 1: FUNDAMENTAL PRINCIPLES OF CHEMISTRY

WEEK 1 (3 LECTURE CLASSES = 3 HOURS)

BUILDING BRICKS OF MATTER – THE FIRST COMPONENT OF THE UNIVERSE
This lecture begins with discussion of applications of chemistry to daily life, and review of mathematical operations, metric system, SI units, significant figures, and scientific notation. Students will learn about matter and its properties, and the building blocks of matter – atoms, molecules, and their composition. The structure and design of the Periodic Table will be discussed.

Primary Reading: Chapter 1 – Matter, Atoms, and Compounds.
Further Reading: Interactive periodic table on the web; provides essential information (the history, properties, compounds, uses, geology, biology, etc.) about chemical elements (www.webelements.com).

CHEMICAL BONDING OF MATTER
This lecture will provide students with the basic concepts of chemical bonding. The students will learn about rules and types of bonding in molecules, the octet rule. Discussion on how to represent the structure of molecules will follow.

Primary Reading: Chapter 2 – Chemical Bonds.

WEEK 2 (2 LECTURE CLASSES & 1 LAB HOUR)

REACTIVITY OF MATTER
This lecture will include the basic principles of chemical reactivity, reactions, balancing chemical reactions, chemical stoichiometry, a quantity - the mole, and simple calculations involved. Discussion about chemical electricity – the oxidation-reduction reactions will follow that will include topics on fermentation, photography, batteries, and metabolism.

Primary Reading: Chapter 3 – Chemical Reactions.
Further Reading: How do we manage to remember smells despite the fact that each olfactory sensory neuron only survives for about 60 days and is then replaced by a new cell? (http://www.scientificamerican.com/article.cfm?id=experts-olfactory-neuron-turnover)

LABORATORY EXPERIMENT 1
Laboratory Safety. Periodic Table: properties and reactivity of elements and their compounds. Students will learn about the structure of the Periodic Table of Elements, analyze reactivity of elements, and examine periodic trends in the properties of elements and their compounds.
**WEEK 3 (2 LECTURE CLASSES & 1 LAB HOUR)**

**SOLUTIONS AND THEIR PROPERTIES**

This lecture begins with the discussion of different states of matter, and types of intermolecular forces that make solids and liquids as solids and liquids versus gases. Students will learn about different types of solutions, such as colloids, suspensions, and emulsions. They will learn about solubility and concentration. Acids, bases, and the pH scale will be discussed here.

*Primary Reading:* Chapter 4 – Intermolecular Forces and Properties of Solutions.

*Further Reading:* Colors of hydrangeas (http://www.hydangeashydrangeas.com/colorchange.html)

**LABORATORY EXPERIMENT 2**

Acid-base titrations of vitamin C. Students will learn how to prepare solutions of the desired concentrations, and perform acid-base titrations of over-the-counter vitamin C tablets.

---

**WEEK 4 (2 LECTURE CLASSES & 1 LAB HOUR)**

**ENERGY – THE SECOND COMPONENT OF THE UNIVERSE**

This lecture will include the discussion of energy, energy transformations, and the energy either evolved or absorbed during chemical reactions. The students will learn about first two laws of the Universe – the First and the Second Laws of Thermodynamics. Bio- and chemiluminescence will be discussed here, as well as biological importance of thermodynamics (energy transformations) and kinetics (speeds of chemical reactions).

*Primary Reading:* Chapter 5 – Energy and Chemical Reactions.

The Dual Nature of Nitroglycerin (http://www.beyonddiscovery.org/content/view.txt.asp?a=318).

**LABORATORY EXPERIMENT 3**

Chemiluminescence – energy-releasing reaction that produce molecules in an electronically excited state and that molecule, as it returns to the ground state, releases its energy as a photon of light. Students will performs reactions that oxidize luminol; these reactions release energy as light.

---

**WEEK 5 (2 LECTURE CLASSES & 1 LAB HOUR)**

**INTRODUCTION TO THE CHEMISTRY OF CARBON**

This lecture introduces basic principles of chemistry of life – the organic chemistry. Students will learn about different classes of organic compounds, such as hydrocarbons, oxygen-, nitrogen-, and sulfur-containing compounds. Structure and biological importance of isomers will be discussed.

*Primary Reading:* Chapter 7 – Introduction to Organic Chemistry


**LABORATORY EXPERIMENT 4**

Synthesis of fruit smelling esters. Students will perform a synthesis of an ester, pentyl acetate, that possesses banana odor.

---

**WEEK 6 (2 LECTURE CLASSES & EXAM 1)**

**INTRODUCTION TO THE CHEMISTRY OF LIFE**

This lecture will provide an overview of a living cell and its components. The discussion of structure and function of basic classes of biomolecules, such as lipids, carbohydrates, proteins, and nucleic acids, will follow. A brief overview of metabolism will be included.

*Primary Reading:* Chapter 8 – Introduction to Biochemistry


**EXAM 1** will test students’ knowledge on the fundamental principles of chemistry, and will cover questions pertaining to lectures 1 through 7.
PART 2: HEALTH APPLICATIONS OF CHEMISTRY

WEEK 7 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND FOOD
This lecture will begin with the introduction of the food pyramid. The discussion of carbohydrates, proteins, lipids, and water as major food compounds will follow. Topics discussed will include glycemic index, cholesterol, the “bad” fats versus the “good” fats, vitamins and minerals, preservatives, flavors, sweeteners, phytochemicals, etc.

Primary Reading: Chapter 9 – Chemistry and Food.

LABORATORY EXPERIMENT 5
Determination of cholesterol and protein in food. Students will extract cholesterol and dietary fats from a variety of sources (beef liver, peanuts, avocado, etc.) and determine its concentrations in foods.

WEEK 8 (3 LECTURE CLASSES = 3 HOURS)

CHEMISTRY AND THE GYM
This lecture begins with the molecular basis of exercise and fuel metabolism. Other topics include physiology of muscles, endurance and power training, and the chemical basis for legal and illegal performance enhancers.

Primary Reading: Chapter 10 – Chemistry and the Gym.

CHEMISTRY AND MEDICINE
This lecture introduces drug action in the brain, focusing on pain relievers and action at the molecular and cellular level of depressants and stimulants. The lecture also discusses sex hormones and chemical methods of birth control as well as hormone replacement therapies for both sexes.

Primary Reading: Chapter 11 – Chemistry and Medicine.
Further Reading: Cancer Facts and Figures from the American Cancer Society (http://www.cancer.org/research/cancerfactsfigures/index).
Targeting HIV Replication Video (http://www.youtube.com/watch?v=mzfnxCEsck4).

WEEK 9 (2 LECTURE CLASSES & 1 LAB HOUR)

LABORATORY EXPERIMENT 6
Synthesis of aspirin. Students will synthesize acetylsalicylic acid (aspirin) from salicylic acid and acetic anhydride, and determine the experimental yield for the reaction.

CHEMISTRY AND INFECTIOUS DISEASE
This lecture begins with classic models of epidemiological research. Coverage includes the major classification of microorganisms, using current examples such as hemorrhagic fever viruses, bird flu, HIV, human anthrax, and mold infestation to describe the chemical action necessary to stop pathogenic organisms.

Primary Reading: Chapter 12 – Chemistry and Infectious Disease.

WEEK 10 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND THE GENETIC REVOLUTION
This lecture covers cutting-edge topics in biochemistry and their wide and significant social and political implications, including genetic engineering techniques and GM organisms, cloning, gene therapy and reprogenetics, and the possibility of personalized medicines through pharmacogenomics.

Primary Reading: Chapter 13 – Chemistry and the Genetic Revolution.
LABORATORY EXPERIMENT 7

Genetic engineering lab. Students will perform a simple cloning experiment where the gene encoding for the β-galactosidase enzyme will be interrupted by genetic transformation techniques. Phontotypical differentiation of the bacterial colonies (blue versus white) will allow to judge on the success of the experiment (white colonies signify successful cloning, blue colonies are negative control and show unsuccessful cloning of a gene).

WEEK 11 (2 LECTURE CLASSES & EXAM 2)

EXAM 2 will test students’ knowledge on the fundamental applications of chemistry to health, such as food, gym, infectious disease, and the genetic revolution. It will include questions pertaining to lectures 9 through 12.

PART 3: SOCIETAL APPLICATIONS OF CHEMISTRY

CHEMISTRY AND WARFARE

This lecture uses social and political history of war, from Greek fire and arrow poisons to development of modern chemical and biological agents, to frame how these agents achieve their effects.

Primary Reading: Chapter 14 – Chemistry and Warfare.

Further Reading: Types of Chemical Weapons (http://www.fas.org/cw/cwagents.htm).

WEEK 12 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND CRIME

This lecture explores the foundations of forensic science. The fallibility of eyewitness testimony leads to a discussion of the need for proper forensic evidence collection and testing. The chemical principles behind methods such as chromatography, electrophoresis, and spectroscopy, used to separate and identify compounds, are discussed. Methods of modern DNA analysis are covered in detail and highlighted by actual cases. Some of the best uses and most egregious misuses of forensic evidence in our court systems are also discussed.

Primary Reading: Chapter 16 – Chemistry and Crime.


The Umbrella Assassin Video (http://video.pbs.org/video/1355566832/).

LABORATORY EXPERIMENT 8

Detection of blood by luminol. Students will be able to determine blood stains and their patterns using luminol, commonly used by the forensic scientists.

WEEK 13 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND ART

This lecture offers a unique exploration of the chemistry of color. Forensic methods introduced in last lecture are expanded to techniques for perpetrating and detecting art fraud. Coverage also includes development of organic and inorganic pigments and the chemistry underlying different styles and methods of painting used from prehistory to the present day.

Primary Reading: Chapter 17 – Chemistry and Art.


LABORATORY EXPERIMENT 9

Synthesis of pigments. Students will synthesize a variety of pigments, such as azurite, malachite, Prussian blue, burnt ochre, and cobalt blue.

WEEK 14 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND NEW MATERIALS

This lecture explores an interdisciplinary field applying the properties of matter to various areas of science and engineering. It investigates the relationship between the structure of materials and their macroscopic properties, such as toughness, tenacity, elasticity, malleability, etc. Classes of materials discussed will include, but not limited to, ceramics, glass, metal alloys, semiconductors, plastics, bio- and nanomaterials.

Primary Reading: Chapter 18 – Chemistry and New Materials.

Further Reading:
LABORATORY EXPERIMENT 10
Synthesis of a plastic. Students will synthesize polyurethane plastic material and examine its properties.

FINAL EXAM will test the students’ knowledge of fundamental applications of chemistry to society, such as warfare, the environment, crime, art, and modern materials. The exam will include questions pertaining to lectures 14 through 16.
Final Exam will be held on __/__/__, at __:__ - __:__ in room ____.

TERM PAPER – Students will be asked to choose a topic pertaining to any covered in-class material of their interest, and write a comprehensive discussion paper. The term paper will be due on the day of the final exam.

Last Day to Withdraw without Academic Penalty: __/__/__
March 1, 2013

To: Undergraduate Curriculum & Academic Standards Committee  
From: Academic Standards Subcommittee  
Re: Proposal for Double Majors

Effective: Fall 2013

Current Policy

The College does not currently allow double majors

Proposal

The Academic Standards Subcommittee unanimously recommends to the UCASC and through the UCASC to the College Council the establishment of a new policy to permit double majors for students who have at least 12 college credits. No more than six-credits of courses may be shared by (credited to) both majors. Double majors are permitted when students elect majors that are 45 credits or less.

Rationale

Double majors can provide students with a competitive advantage for career entry and graduate school preparation. Attempting to earn credits in two majors, however, can also slow down credit accumulation for students who are not well prepared for undergraduate study. The college does not currently allow double majors. Given the above facts, it makes sense to provide an opportunity for students to enroll in double majors. We can evaluate the results and see if GPA or other requirements should be applied over time.
To: The Undergraduate Curriculum and Academic Standards Committee

From: The Academic Standards Subcommittee

Date: February 13, 2013

Re: Grade Appeals Policy: Second Reading

Effective date: Fall 2013

CURRENT SITUATION:

Currently, students have one year from the end of the semester in which the course was taken to file an application for a change of grade request. There are no College rules as to the amount of time by which academic departments are required to respond to a change of grade request. As a result of both the extremely long deadline for students and the open timeline for department grade appeals committees, student grade appeals are often not dealt with expeditiously, creating an unfair and frustrating situation for students. Furthermore, the current policy permits the Department Grade Appeals Committees to change the grade that a faculty member has assigned a student; this is not good or traditional academic policy and violates the instructor’s role as the sole determiner of the grade that a student in her or his class merits. At the same time, a process does need to be in place for truly exceptional and egregious cases.

PROPOSED POLICY:

Student Appeal

Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal to the departmental grade appeals committee by submitting the form to the Registrar’s Office. Appeals must be filed by the twenty-fifth calendar day of the subsequent long semester. (Courses taken in spring or summer must be appealed by the twenty-fifth day of the subsequent fall semester; courses taken in the fall or winter must be appealed by the twenty-fifth day of the subsequent spring semester.)

Department Grade Appeals Committee

The request shall be reviewed by the departmental grade appeals committee. The departmental committee has 30 calendar days to review the matter and make a recommendation to the faculty member. For interdisciplinary programs, grade appeals will go to the department grade appeals committee of the academic department who hired the faculty member.

Approved by UCASC, March 1, to College Council, April 15, 2013
Faculty Review

The faculty member, upon receipt of the committee's recommendation, must render a judgment within 14 calendar days and communicate in writing to the Office of the Registrar his or her decision to either sustain the grade or submit a grade change.

College-Wide Grade Appeals Committee

If the departmental grade appeals committee fails to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be sent to the college-wide grade appeals committee. The college-wide grade appeals committee shall have 30 calendar days to make a recommendation to the faculty member. The faculty member's responsibilities and responses are the same as above.

The college-wide grade appeals committee shall comprise five tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

Extraordinary Circumstances

In truly exceptional circumstances the grade change may be authorized by someone other than the faculty member who taught the course. If either committee determines that such is the case, the chair of the respective committee shall forward the information and related documents to the chair of the academic department that owns the course. The chair of the department, in consultation with the department grade appeals committee, shall review the case and if the grade appeals committee determines that a grade change is necessary and appropriate, it shall render its decision and change the student's grade by the process and deadline established for the faculty member above.

Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course or by the department chair in consultation with the department grade appeals committee. Each fall, a report will be furnished to the Academic Standards Subcommittee of UCASC as to the number of grade changes made through this process during the previous academic year.

If a faculty member changes a grade in response to a recommendation of either the departmental grade appeals committee or of the college-wide grade appeals committee or if a department chair changes the grade in consultation with the department grade appeals committee, that grade is final.

Students shall be limited to three (3) grade appeals during their educational experience at John Jay; however, any grade appeal that is successful shall not count toward that three-appeal limit.

Approved by UCASC, March 1, to College Council, April 15, 2013
EXPLANATION

Students frequently complain that they do not receive a response to their grade appeal request. Departments frequently complain that the grade appeal is filed so long after the student completed the course that the grade appeal request is not timely. Students should have recourse if a departmental grade appeals committee fails to act on their grade appeal request. Yet at the same time, this proposed policy retains the grade appeals procedure within the academic departments, which many faculty groups have stated is where it is most appropriate. Furthermore, the timeline provided in this policy enables the student to know whether to register for the same course again, if it is a required course or a needed pre-requisite, prior to the beginning of the subsequent semester.

The grades that faculty members give are sacrosanct and cannot normally be changed; however, recommendations from faculty colleagues, either departmental colleagues or College-wide colleagues, can have a salutary and powerful influence. As a result of this feedback, the faculty member can reflect on his or her original grading decision and either respectfully agree or respectfully disagree. At the same time, if truly exceptional circumstances are in place, provision is made for this.

The restriction of a maximum of three (3) grade appeal requests is a longstanding policy of John Jay College; this proposed policy increases students’ limitations while not rewarding frivolous grade appeals.

APPLICABILITY TO UNDERGRADUATE AND GRADUATE STUDENTS:

The processes described in this policy shall apply to only courses in the undergraduate program because only the undergraduate program has departmental grade appeals committees.
TO: UCASC
FROM: Evan J. Mandery
RE: Change of Name for Criminal Justice BA Major
DATE: 3/12/2013

Requested Change:

I am writing on behalf of the department to request that we change the parenthetical title of the Criminal Justice BA major from Criminal Justice (Research and Policy) to Criminal Justice (Crime Control and Prevention). This proposal has the unanimous support of the Department of Criminal Justice.

Rationale:

My colleagues and I feel that the new title better describes the mission of the major and its course content than does "Research and Policy." We also think it will be helpful in enabling students to differentiate between the BA and the BS in Criminal Justice.
To: Undergraduate Curriculum and Academic Standards Committee
From: Political Science Department
Date: 7 January 2013 (revised 3/1/13)

Re: Proposal to Revise the Political Science Minor

This memo, approved by the Political Science Department Curriculum Committee on December 13, 2012, outlines proposed changes to the Political Science Minor.

**Current Minor:** The current Political Science minor consists of POL 101/GOV 101 and any 15 additional credits of political science courses (POL or GOV). As such, the current minor—while extremely flexible—provides no organizational scaffolding for student learning.

Additionally, unlike the Political Science major in which students may only use 6 credits of the public affairs internship courses (POL 406, 407, 408) towards major requirements, students pursuing a Political Science minor are able to use unlimited credits of POL 406, 407 and 408 towards fulfilling their minor requirements. Therefore, students who participate in the 12 credit New York State Assembly/Senate program in Albany (POL 407) are able to earn a Political Science minor by taking only POL 101 and one POL course in addition to their internship credits.

**Proposal:** Following the College-wide “Guidelines for Minors” issued in 2007, we propose to revise the minor so as to require POL/GOV 101, one “Foundation” course (see list below), and four POL electives, one of which must be at the 300-level or higher. Additionally, we are limiting the number of internship credits that a student may apply to the Political Science minor to six.

**Rationale for Revision:** The Political Science Minor provides students with the opportunity to enhance their understanding of the political dimensions of the quest for public order, justice and peace. Students are introduced to the discipline of Political Science through POL 101, and at least one subfield of Political Science by taking one Foundation course. They are then given the opportunity to select four courses from among Political Science offerings with additional depth of exposure to the discipline provided by the requirement that at least one course be at the 300 or 400 level. Additionally, mirroring the Political Science major, students may apply only 6 credits of the public affairs internship courses (POL 406, 407, 408) to satisfy requirements for the Political Science minor. This will enable students pursuing the minor in Political Science to gain exposure to a wider variety of courses in the discipline.
Current Bulletin Copy

POLITICAL SCIENCE MINOR

Description. Earning a Political Science minor for students who have majored in Criminal Justice, International Criminal Justice, or Legal Studies demonstrates to graduate and professional schools and/or potential employers that students have also had substantial exposure to the discipline of political science in their undergraduate studies.

Minor Coordinators. Professors Harold Sullivan (212.237.8194, hsullivan@jjay.cuny.edu) or Monica Varsanyi (212.237.8232, mvarsanyi@jjay.cuny.edu), Department of Political Science

Requirements. The Political Science minor consists of POL 101 or GOV 101 and any 15 additional credits of political science courses (GOV or POL).

New Bulletin Info:

POLITICAL SCIENCE MINOR

Description: The Political Science Minor provides students with the opportunity to enhance their knowledge of the political processes, institutions, and ideas that serve as foundations for the quest for justice. The minor also provides additional preparation for careers in a variety of fields, including public service, law, community affairs, international relations and politics.

Learning Outcomes:
1. Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
2. Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas.
3. Students will demonstrate knowledge of at least one of the major subfields of political science.

Minor Coordinators: Professors Harold Sullivan (212.237.8194, hsullivan@jjay.cuny.edu) or Monica Varsanyi (212.237.8232, mvarsanyi@jjay.cuny.edu), Department of Political Science.

PART ONE: REQUIRED COURSES (6 credits)

Required:
POL/GOV 101 American Government and Politics

Select one “Foundation” course

Law, Courts and Politics
   POL 235 Judicial Process and Politics

Political Theory
   POL 270 Political Philosophy
   POL 273 Western Political Thought
**Urban Politics and Public Policy**
- POL 206 Urban Politics
- POL 234 Introduction to Public Policy

**International/Comparative**
- POL 257 Comparative Politics
- POL 260 International Relations

**American Politics**
- POL 214 Political Parties, Interest Groups and Social Movements
- POL 215 U.S. Congress
- POL 220 The American Presidency

**PART TWO: ELECTIVES** (12 credits)

Select any four POL (or GOV) courses (one course must be at the 300-level or higher)

Please note: only 6 credits of the Public Affairs Internships (POL 406, POL 407, and POL 408) may be used towards the Political Science minor.

*Total Credits: 18*
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional 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: MPA-PPA
   
   b. **Date** submitted to the Office of Graduate Studies: March 8, 2013
   
   c. **Name** and contact information of the proposer(s): Marilyn Rubin; mrubin@jjay.cuny.edu

2. a. **Title of the course:** PAD 7XX Tools and Techniques of Policy Analysis
   
   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): TOOLSTECPOLANALYSIS

3. a. **Course Description as it is to appear in the bulletin:**
   
   This course builds on what students have learned in PAD 739, Introduction to Policy Analysis, and is the required course for the Public Policy Specialization. The course offers an in-depth exploration of the primary tools and techniques used in policy analyses. They are all focused on training students to creatively, logically and transparently carrying out evidence-based policy analysis using a variety of methods.

   b. **Course Prerequisites:** PAD 704, PAD 739
   
   c. **Number of:**
      
      I. Class hours  30 hours + conferences
      II. Lab hours n.a.
      III. Credits  3 credits

3. **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):

4. **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).

This course will be one of the two required courses for the MPA-PPA specialization in Policy Analysis. As mentioned in the course description, it will deepen student knowledge of policy applications as part of carrying out or consuming policy analyses to make policy recommendations. Public policy makers and analysts must be able to recognize, be comfortable with, and understand the range of tools and techniques that will be taught in this class as well as know how to critically evaluate policy proposals.

It is also an important course offering within criminal justice policy and one that will distinguish our MPA program from others in the region. We know from experts in the field that MPA graduates interested in criminal justice are not entering the work force with enough experience in cost-benefit analysis and other analytical training. Therefore, this course will give our graduates a competitive edge in the labor market.

5. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)

   How to plan a research or policy analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.

   How to define and diagnose decision situations, collect and analyze data, develop and evaluate courses of action and their expected results.

   **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).

   Across a range of public policy topics, students will be able to:
   - Design a policy research project
   - Interpret cost-benefit analyses
   - Incorporate survey results into public policy analyses
   - Demonstrate reasonable familiarity with other analytical techniques

   b. **Assessment:** How will students demonstrate that they have achieved the objectives of the course?

   The course assignments as well as the case studies used in the course are designed to test the achievement of performance objectives.

6. **Proposed texts and supplementary readings:** (ISBN Number is required).

   **Required texts:**


**Additional readings:**


7. **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.

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**: The current list of public management databases that will meet the needs of this course can be found at: [http://www.lib.jjay.cuny.edu/databases/public-management](http://www.lib.jjay.cuny.edu/databases/public-management);

   b. **Books, Journals and e Journals**

   We spoke with Janice Dunham. Existing library databases and journals are adequate for the research required in this course. In addition, the journal articles we have assigned are available through the library as e-articles. The book chapters are either part of the required text, are available via the library or the department faculty will make copies available.

9. **Identify recommended additional library resources**

   None needed.

10. **Estimate the cost of recommended additional library resources (For new courses and programs)**

    n.a.

11. **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 ___X_______ Yes ____________. If yes, please include the names.

12. **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?)
13. **Proposed instructors:**

Leigh Graham, Peter Mameli, Rod Colvin

14. **Other resources needed to offer this course:**

n.a.

15. **If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:**

n.a.

16. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at:  

The syllabus should include grading 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.]

17. **Date of Approval by the Program:** February 2013

18. **Date of Approval by the Committee on Graduate Studies:**
Syllabus: PAD 7XX Tools and Techniques of Policy Analysis

Syllabus Content:

1. College name and address: 524 West 59th Street, New York, NY 10019
2. Semester: e.g. Fall 2013
3. Title of Course and Section: PAD 7xx: Tools and Techniques of Policy Analysis
4. Name of the Professor: Professor Leigh Graham
5. Classroom:
6. Office/Room No:
7. Contact Hours: Tuesdays at 4:30 or by appointment
8. Professor’s Phone and email address: lgraham@jjay.cuny.edu
9. Textbooks:


   We will also rely on journal articles, case studies and professional reports for this class. Readings not in the required texts will be available on Blackboard. The professor may also circulate current news articles as needed to illustrate the weekly topics.

   You should also read or listen to the local and national news daily. *The NY Times*, *Washington Post*, WNYC, NY1, the BBC, Al-Jazeera, ProPublica, and the PBS Newshour are all reliable, quality news resources.

10. Course Description:

   This course builds on what students have learned in PAD 739, Introduction to Policy Analysis, and is the required course for the Public Policy Specialization. The course offers an in-depth exploration of the primary tools and techniques used in policy analyses. They are all focused on training students to creatively, logically and transparently carrying out evidence-based policy analysis using a variety of methods.

11. Learning Objectives:

Revised Fall 2011
(a) Plan a research or policy analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.

Demonstrate reading, writing and analytical skills necessary for decision-making.

Define and diagnose decision situations, collect and analyze data, develop and evaluate courses of action and their expected results.

Demonstrate the ability to apply professional knowledge and skills in public administration.

(a) Performance objectives for this course:

Across a range of public policy topics, students will be able to:
- Design a policy research project
- Interpret cost-benefit analyses
- Incorporate survey results into public policy analyses
- Demonstrate reasonable familiarity with other analytical techniques

12. Course pre-requisites or co-requisites: PAD 704 and PAD 739

13. Course Policy/requirements

**Course Communications**

All e-mail communication will be to your jjay e-mail accounts. You must check this account regularly to keep up with any course announcements. I will not use your gmail or other personal accounts.

We will be using the Blackboard course site for some readings, for downloading and uploading assignments, and for other communications as needed. Please be aware that I may use it to send e-mails about the course as well; they will appear in your in-box from me.

We are a diverse group of adults working together to develop your analytical and communication skills. To become empathetic, ethical and effective policymakers, you will need to be comfortable working with, working in and communicating in diverse, often highly charged political environments. Please be respectful and courteous of your colleagues in our course discussions. Please feel free and encouraged to draw on your personal experiences in New York City and elsewhere and in your professions when thinking about and analyzing the readings and course content. Our lived experiences are fundamental in our professional development.

14. Policy on grades should include a section on computation of grades for this course:

**Grading Scale**

i. All numeric grades are translated to letter equivalents as follows: 93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 72 or below (C-)
This class has three assignments to test you on your technical skills in policy analysis. There is also a take-home final exam due during exam week. Lastly, because this is a specialization core course using the case study method, course participation is important. Assignments are weighted equally:

- Participation: 20%
- Data assignment: 20%
- CBA assignment: 20%
- Survey and polling assignment: 20%
- Final exam: 20%

We will be using the case study method in this course. You are expected to complete the course readings, as well as read the cases and prepare for group discussion each week. An overview of the case study approach is assigned for the first session.

15. Course Schedule

Week 1: Introduction & Course Overview

John Foran, UCSB “Case Method Website: Student Guidelines”:  

Gupta, Ch. 15, “So You Want to be an Analyst? Some Practical Suggestions”

Week 2: Analyzing Policy Problems


Gupta, Ch. 5, “Critical Thinking and Research Design”

Week 3: Using Data in Policy Analysis

Gupta, Chs. 8 & 9, “Sources of Data” and “Making Sense of Numbers”


**Data assignment distributed**

Week 4: Introduction to CBA: Discounting

Boardman, et al., Ch. 6, “Discounting Benefits and Costs in Future Time Periods” and Ch. 10, “The Social Discount Rate”


Week 5: Cost Benefit Analysis

Boardman et al., Ch.1, “Introduction to Cost-Benefit Analysis” and Ch. 2, “Conceptual Foundations of Cost Benefit Analysis”


**Data assignment due**

Week 6: CBA in practice: Benefits and costs of early childhood education


**CBA Assignment distributed**

Week 7: Dealing with uncertainty in CBA

Boardman et al., Ch. 7 “Dealing with Uncertainty: Expected Values, Sensitivity Analysis, and the Value of Information”

Boardman et al., Ch. 20, “How Accurate is CBA?”


Week 8: Designing surveys and polls


**CBA Assignment due**

Week 9: Surveys and polling in policymaking


**Survey assignment distributed**

Week 10: Other Techniques in policy analysis

Boardman et al., Ch. 18, “Cost-Effectiveness Analysis”

Gupta, Ch. 13, “The Elements of Strategic Thinking: Decision Tree and Game Theory”


Weeks 11 & 12: Case studies in policy analysis: “The politics of numbers”


Week 11: Chs. 1-6; Week 12: Chs. 7-12

Targeted guest speaker (week 12): Dr. Kumar, Dept. of Public Management (terrorism financing)

**Week 11: **Survey assignment due**

Week 13: Case studies in policy analysis: Costs and benefits of CJ topics

Topic and readings TBD in conjunction with guest speaker

Targeted guest speaker: Tina Chiu, Director of Technical Assistance, Vera Institute of Justice

Week 14: Case studies in policy analysis: NYC governance and public opinion

Topic and readings TBD in conjunction with guest speaker

Targeted guest speaker: Maurice “Mickey” Carroll, Director, Quinnipiac University Polling Institute OR Dr. Doug Schwartz, Director, Quinnipiac University Poll OR City spokesperson

**Take home final distributed**

Week 15: Exam Week

**Final exam due**

16. **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 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.


17. **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.
# Request to Change or Adapt a Registered Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| **Institution name and address** | John Jay College of Criminal Justice  
524 West 59th Street  
New York, NY 10019  
*Additional information:*  
Specify campus where program is offered, if other than the main campus: |
| **Identify the program you wish to change** | Program title: Master of Public Administration – Public Policy and Administration  
*Award (e.g., B.A., M.S.):* MPA  
*Credits:* 42  
*HEGIS code:* 2010  
*Program code:* 02533 – MPA, 20703 BS/MPA, 02531, BS/MPA  
*Note:* This revision does not affect the baccalaureate parts of the BS/MPA programs. |
| **Contact person for this proposal** | Name and title: Marilyn Rubin, Program Director  
Contact Information: 212.237.8091; mrubin@jjay.cuny.edu |
| **CEO (or designee) approval** | Name and title: Jane Bowers, Ph.D. Provost  
Signature and date:  
**Signature affirms the institution’s commitment to support the program as revised.** |

- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the Office of the Professions for guidance.
- To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.
1 If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.
- If the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

**Changes in Program Content** *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

[ ] Cumulative change from the Department’s last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree Program)

[ ] Changes in a program’s focus or design

[x] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

**Other Changes** *(describe and explain all proposed changes) – NOT APPLICABLE*

[ ] Program title

[ ] Program award

[ ] Mode of Delivery *(Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.)*

[ ] Discontinuing a program: indicate the date by which the program will be discontinued.\(^2\)

[ ] Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

Indicate proposed format:

Describe availability of courses and any change in faculty, resources, or support services:

Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

---

\(^2\) If any students do not complete the program by the proposed termination date, the institution must request an extension of the
registration period for the program or make other arrangements for those students.
Establishing New Programs Based on Existing Registered Programs – **NOT APPLICABLE**

[ ] **Creating a dual-degree program** from existing registered programs

Complete the following table to identify the existing programs:

<table>
<thead>
<tr>
<th>Program 1</th>
<th>Program Title</th>
<th>Degree Award</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proposed dual-degree program (title and award):  

Courses that will be counted toward both awards:

Length of time for candidates to complete the proposed program:

Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[ ] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

**Note:** this abbreviated option applies only if a master plan amendment is **NOT** required *and* there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

Expected impact on existing program:

Adjustments the institution will make to its current resource allocations to support the program:

Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

**Note:** if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

---

3 Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
Section A: Summary of Changes: MPA in Public Policy and Administration

The following is a summary of the substantive changes proposed in this curriculum revision.

1. **Add MPA-PPA Policy Analysis Specialization**

   This specialization provides students with the opportunity to study policy analysis and substantive policy issues. The new specialization is aligned with the new focus of the MPA in Public Policy and Administration. A set of new faculty members have been recruited to teach courses in policy analysis.

2. **Update Language of Law Specializations**

   The Bulletin language of the law specializations is updated to clarify expectations.
Section B: Current Curriculum: MPA in Public Policy and Administration

MASTER OF PUBLIC ADMINISTRATION:
Public Policy and Administration
Program Director: Professor Marilyn Rubin

The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

Specializations in the program are offered in the following fields:

• Court Administration
• Criminal Justice Policy and Administration
• Emergency Management
• Human Resources Management
• Law and Public Management
• Management and Operations
• Urban Affairs

Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website http://www.jjay.cuny.edu/mpa

Students are advised to complete PAD 700 and the two other core foundation courses PAD 702 and PAD 705 within the first 15 credits of matriculation. Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enroll for the first time at the College in September 2013 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Required Courses
Public Administration 700 Public Administration
Public Administration 702 Human Resources Management
Public Administration 704 Economics for Public Administrators
Public Administration 705 Organization Theory and Management

Credits
Subtotal: 21
Public Administration 739 Policy Analysis
Public Administration 743 Public Sector Financial Management
Public Administration 771 MPA Capstone Seminar

Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.

**Research Methods and Quantitative Skills Subtotal: 6**
The student must complete a course from each of the following two categories:

- **Research Methods**
  Public Administration 715 Research Methods in Public Administration

- **Quantitative Methods and Information Management**
  Select one of the following courses:
  - Public Administration 713 Management of Information and Technology *
  - Public Administration 745 Program Development and Evaluation
  - Public Administration 747 Computer Applications in Public Policy and Management *
  - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

* There is no prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

**Specialization and Elective Courses**  
Subtotal: 15

A three course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.
Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Court Administration**
This specialization prepares students for responsibilities involving policy making and administration in the courts.
Additional materials on the specialization are available from the specialization coordinator.

**Required Course**
Public Administration 760 Court Administration

**Electives**
Criminal Justice 735 Prosecuting Crime
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 713 Management Systems and Techniques in the Public Sector
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 741 Administrative Law and Regulation
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 761 Contemporary Issues in Court Administration
Students may also fulfill requirements for this specialization with 6 credits of law courses in civil and criminal procedures.

**Criminal Justice Policy and Administration**
This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.

**Required Courses**
Criminal Justice 730/Public Administration 730 Policy Analysis in Criminal Justice (Prerequisite: PAD 715 or CRJ 715)
Public Administration 719 Delivery Systems in Justice and Urban Services Systems

**Electives**
Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 741 An Economic Analysis of Crime
Criminal Justice 750/Public Administration 750 Security of Information and Technology
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 761 Youth Crime and Delinquency Control
Protection Management 711 Introduction to Emergency Management
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 760 Court Administration
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.

**Emergency Management**
This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.

**Required Courses**
Protection Management 711 Introduction to Emergency Management Protection
Management 760 Emergency Management: Mitigation and Recovery Protection
Management 763 Emergency Management: Preparedness and Response

**Electives**
Protection Management 703 Analysis of Building and Fire Codes
Protection Management 712 Fire Detection and Protection Systems
Protection Management 751 Contemporary Fire Protection Issues
Protection Management 761 Technology in Emergency Management
Protection Management 762 Business Continuity Planning
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability

**Law and Public Management**
Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.

Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration. Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

**Human Resources Management**
This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.

**Required Courses**
- Public Administration 703 Techniques and Tools of Human Resources Administration
- Public Administration 707 Managing People: A Human Resources Perspective

**Electives**
- Public Administration 708 Human Resources and Labor in the Public Sector
- Public Administration 710 The Ethical and Legal Environment of Public Employment
- Public Administration 723 Assessments, Audits and Investigations in Human Resources
- Public Administration 726 The Politics and Process of Outsourcing

**Management and Operations**
This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

**Required Courses**
- Public Administration 712 Management Systems and Techniques in the Public Sector
- Public Administration 714 Organizational Performance Assessment

**Electives**
- Public Administration 713 Management of Information and Technology
- Public Administration 716 Cases in Productive Public Management
- Public Administration 718 International Public Policy and Administration
- Public Administration 719 Delivery Systems in Justice and Urban Services
- Public Administration 726 The Politics and Process of Outsourcing
- Public Administration 745 Program Development and Evaluation
- Public Administration 746 Comparative Public Administration
- Public Administration 748 Project Management
- Public Administration 758 Ethics, Integrity and Accountability
- Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

**Urban Affairs**
The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Electives should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban planning and development, social and economic analysis and problem solving in urban and community settings.
Total: 42 Credits
Section C: Annotation of Proposed Revisions: MPA in Public Policy and Administration

MASTER OF PUBLIC ADMINISTRATION:
Public Policy and Administration
Program Director: Professor Marilyn Rubin

The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

Specializations in the program are offered in the following fields:

- Court Administration
- Criminal Justice Policy and Administration
- Emergency Management
- Human Resources Management
- Law and Public Management
- Management and Operations
- Urban Affairs
- Public Policy

Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website

http://www.jjay.cuny.edu/mpa

Students are advised to complete PAD 700 and the two other core foundation courses PAD 702 and PAD 705 within the first 15 credits of matriculation. Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enroll for the first time at the College in September 2012 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Required Courses

| Credits | Subtotal: 21 |

12
Public Administration 700 Public Administration
Public Administration 743 Public Sector Financial Management Public Administration 771 MPA Capstone Seminar

Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.

**Research Methods and Quantitative Skills**

The student must complete a course from each of the following two categories:

- **Research Methods**
  Public Administration 715 Research Methods in Public Administration
- **Quantitative Methods and Information Management**
  Select one of the following courses:
  Public Administration 713 Management of Information and Technology *
  Public Administration 745 Program Development and Evaluation
  Public Administration 747 Computer Applications in Public Policy and Management *
  Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

* There is no prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

**Specialization and Elective Courses**

A three course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Court Administration**

This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.

**Required Course**

Public Administration 760 Court Administration
Public Administration 761 Contemporary Issues in Court Administration

**Electives**

Criminal Justice 735 Prosecuting Crime
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 713 Management Systems and Techniques in the Public Sector
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 741 Administrative Law and Regulation  
Public Administration 745 Program Development and Evaluation  
Public Administration 758 Ethics, Integrity and Accountability  
Public Administration 761 Contemporary Issues in Court Administration

Students may also fulfill requirements for this specialization with 6 credits of law courses in civil and criminal procedures.

**Criminal Justice Policy and Administration**

This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.

**Required Courses**

Criminal Justice 730/Public Administration 730 Policy Analysis in Criminal Justice (Prerequisite: PAD 715 or CRJ 715)  
Public Administration 719 Delivery Systems in Justice and Urban Services Systems

**Electives**

Criminal Justice 704 Probation and Parole: Theory and Practice  
Criminal Justice 728 Problems in Contemporary Corrections  
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties  
Criminal Justice 741 An Economic Analysis of Crime  
Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement  
Criminal Justice 750/Public Administration 750 Security of Information and Technology  
Criminal Justice 756 Problems in Police Administration  
Criminal Justice 757 The Police and the Community  
Criminal Justice 761 Youth Crime and Delinquency Control  
Protection Management 711 Introduction to Emergency Management  
Protection Management 781 Risk Analysis and Loss Prevention  
Public Administration 726 The Politics and Process of Outsourcing  
Public Administration 745 Program Development and Evaluation  
Public Administration 758 Ethics, Integrity and Accountability  
Public Administration 760 Court Administration  
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis  
CRJU 88100- Criminology and Public Policy (Requires Permission of the CUNY PhD Program in Criminal Justice.)  
CRJU 84100 - Advanced Policy Analysis (Requires Permission of the CUNY PhD Program in Criminal Justice.)

**Emergency Management**

This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism.

**Required Courses**

Protection Management 711 Introduction to Emergency Management  
Protection Management 760 Emergency Management: Mitigation and Recovery  
Protection Management 763 Emergency Management: Preparedness and Response

---

4 Courses not related to Criminal Justice Policy are deleted from this specialization.  
5 PMT 760 is moved from a requirement to an elective because specializations cannot have more than two required courses. If three courses are required, then cannot be electives.
Electives
Protection Management 760 Emergency Management: Mitigation and Recovery
Protection Management 761 Technology in Emergency Management
Protection Management 762 Business Continuity Planning
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability

Law and Public Management
This specialization prepares students to apply management and policy concepts and skills in a legal environment.

Required Courses
Public Administration 741 Administrative Law

Electives
At least 6 credits of law courses completed at the CUNY Law School or other law schools.

Law Courses during MPA Studies: Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by taking three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance. Six credits of courses approved by the MPA Program Director. The courses will concern legal research, criminal and civil procedure, and/or public institutions and the law. Students should contact the specialization advisor for guidance and assistance.

The CUNY Law School will permit John Jay MPA students who meet academic qualifications noted below to register for CUNY law courses, from among those specified in a “advising list” available from the MPA Specialization Advisor, Professor Dan Feldman (dfeldman@jjay.cuny.edu).

To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

For advice and assistance, students should contact Professor Dan Feldman (dfeldman@jjay.cuny.edu) who is the specialization adviser. He maintains an advising list of available law school courses which is updated periodically.

Law Courses from Law School: Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration and complete their specialization while attending law school. Subject to the approval of the Program Director, 9 12 credits of law school courses concerning legal research, civil and criminal procedure and public institutions and the law may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree.

Courses in either version of this specialization may be taken at CUNY Law School at Queens College, The City University of New York or at other law schools offering comparable courses.

Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the Program Director to transfer up to 12 credits from law school toward this specialization.

Human Resources Management
This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management.
These changes are intended to clarify the explanation of this existing specialization.
**Required Courses**
Public Administration 703 Techniques and Tools of Human Resources Administration
Public Administration 707 Managing People: A Human Resources Perspective

**Electives**
Public Administration 708 Human Resources and Labor in the Public Sector
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 723 Assessments, Audits and Investigations in Human Resources
Public Administration 726 The Politics and Process of Outsourcing

**Management and Operations**
This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

**Required Courses**
Public Administration 712 Management Systems and Techniques in the Public Sector
Public Administration 714 Organizational Performance Assessment

**Electives**
Public Administration 713 Management of Information and Technology
Public Administration 716 Cases in Productive Public Management
Public Administration 718 International Public Policy and Administration
Public Administration 719 Delivery Systems in Justice and Urban Services
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 746 Comparative Public Administration
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

**Urban Affairs**
This concentration prepares students to assume supervisory, managerial and advisory responsibilities in urban governance. Additional materials for this specialization are available from the specialization coordinator. The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Electives should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban planning and development, social and economic analysis and problem solving in urban and community settings. Students should contact MPA Advising for assistance in course planning and registration.

**Public Policy**
This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.

**Required Courses**
Public Administration 7xx Tools and Techniques in Policy Analysis
Public Administration 745 Program Development and Evaluation

---

1 This is a new specialization in Public Policy, reflecting the general focus on the MPA-PPA in public policy. A new set of faculty members has been recruited to teach courses in this specialization.
Electives
Public Administration 718 International Public Policy & Administration
Public Administration/CRJ 730 Policy Analysis in Criminal Justice
Public Administration 740 Public Sector Inspection and Oversight
Public Administration/CRJ 747 Computer Applications in Public Policy and Management
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis
Criminal Justice 741 An Economic Analysis of Crime
CRJU 88100 Criminology and Public Policy (Requires Permission of the CUNY PhD Program in Criminal Justice.)
CRJU 84100 - Advanced Policy Analysis (Requires Permission of the CUNY PhD Program in Criminal Justice.)

Total: 42 Credits
Section D: Proposed Curriculum: MPA in Public Policy and Administration

MASTER OF PUBLIC ADMINISTRATION:
Public Policy and Administration
Director: Professor Marilyn Rubin

The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

Specializations in the program are offered in the following fields:

- Court Administration
- Criminal Justice Policy and Administration
- Emergency Management
- Human Resources Management
- Law and Public Management
- Management and Operations
- Urban Affairs
- Public Policy

Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website http://www.jjay.cuny.edu/mpa

Students are advised to complete PAD 700 and the two other core foundation courses PAD 702 and PAD 705 within the first 15 credits of matriculation. Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enroll for the first time at the College in September 2012 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Subtotal: 21</th>
</tr>
</thead>
</table>

20
Public Administration 700 Public Administration
Public Administration 743 Public Sector Financial Management
Public Administration 771 MPA Capstone Seminar

Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.

**Research Methods and Quantitative Skills**

The student must complete a course from each of the following two categories:

- **Research Methods**
  - Public Administration 715 Research Methods in Public Administration

- **Quantitative Methods and Information Management**
  - Select one of the following courses:
    - Public Administration 713 Management of Information and Technology *
    - Public Administration 745 Program Development and Evaluation
    - Public Administration 747 Computer Applications in Public Policy and Management *
    - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

* There is no prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

**Specialization and Elective Courses**

A three course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Court Administration**

This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.

**Required Course**

- Public Administration 760 Court Administration
- Public Administration 761 Contemporary Issues in Court Administration

**Electives**

- Criminal Justice 735 Prosecuting Crime
- Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 741 Administrative Law and Regulation
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability

Students may also fulfill requirements for this specialization with 6 credits of law courses in civil and criminal procedures.

**Criminal Justice Policy and Administration**
This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.

**Required Courses**
Criminal Justice 730/Public Administration 730 Policy Analysis in Criminal Justice (Prerequisite: PAD 715 or CRJ 715)
Public Administration 719 Delivery Systems in Justice and Urban Services Systems

**Electives**
Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 741 An Economic Analysis of Crime
Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement
Criminal Justice 750/Public Administration 750 Security of Information and Technology
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 761 Youth Crime and Delinquency Control
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 760 Court Administration
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis
CRJU 88100- Criminology and Public Policy (Requires Permission of the CUNY PhD Program in Criminal Justice.)
CRJU 84100 - Advanced Policy Analysis (Requires Permission of the CUNY PhD Program in Criminal Justice.)

**Emergency Management**
This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism.

**Required Courses**
Protection Management 711 Introduction to Emergency Management
Protection Management 763 Emergency Management: Preparedness and Response

---

4 Courses not related to Criminal Justice Policy are deleted from this specialization.
5 PMT 760 is moved from a requirement to an elective because specializations cannot have more than two required courses. If three courses are required, then cannot be electives.
**Electives**
Protection Management 760 Emergency Management: Mitigation and Recovery
Protection Management 761 Technology in Emergency Management
Protection Management 762 Business Continuity Planning
Protection Management 781 Risk Analysis and Loss Prevention
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability

**Law and Public Management**
This specialization prepares students to apply management and policy concepts and skills in a legal environment.

**Required Courses**
Public Administration 741 Administrative Law

**Electives**
At least 6 credits of law courses completed at the CUNY Law School or other law schools.

Law Courses during MPA Studies: Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by taking six credits of courses approved by the MPA Program Director. The courses will concern legal research, criminal and civil procedure, and/or public institutions and the law.

The CUNY Law School will permit John Jay MPA students who meet academic qualifications noted below to register for CUNY Law courses, from among those specified in a “advising list” available from the MPA Specialization Advisor, Professor Dan Feldman (dfeldman@jjay.cuny.edu).

To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

**Law Courses from Law School**: Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration and complete their specialization while attending law school. Subject to the approval of the Program Director, 12 credits of law school courses concerning legal research, civil and criminal procedure and public institutions and the law may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree.

Courses in either version of this specialization may be taken at CUNY Law School at Queens College, The City University of New York or at other law schools offering comparable courses.
Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the Program Director to transfer up to 12 credits from law school toward this specialization.

**Human Resources Management**
This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management.

---

6 These changes are intended to clarify the explanation of this existing specialization.
Required Courses
Public Administration 703 Techniques and Tools of Human Resources Administration
Public Administration 707 Managing People: A Human Resources Perspective

Electives
Public Administration 708 Human Resources and Labor in the Public Sector
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 723 Assessments, Audits and Investigations in Human Resources
Public Administration 726 The Politics and Process of Outsourcing

Management and Operations
This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

Required Courses
Public Administration 712 Management Systems and Techniques in the Public Sector
Public Administration 714 Organizational Performance Assessment

Electives
Public Administration 713 Management of Information and Technology
Public Administration 716 Cases in Productive Public Management
Public Administration 718 International Public Policy and Administration
Public Administration 719 Delivery Systems in Justice and Urban Services
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 746 Comparative Public Administration
Public Administration 748 Project Management
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

Urban Affairs
This concentration prepares students to assume supervisory, managerial and advisory responsibilities in urban governance. Additional materials for this specialization are available from the specialization coordinator. The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Electives should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban planning and development, social and economic analysis and problem solving in urban and community settings. Students should contact MPA Advising for assistance in course planning and registration.

Public Policy\(^7\)
This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.

Required Courses
Public Administration 7xx Tools and Techniques in Policy Analysis
Public Administration 745 Program Development and Evaluation

\(^7\) This is a new specialization in Public Policy, reflecting the general focus on the MPA-PPA in public policy. A new set of faculty members has been recruited to teach courses in this specialization.
**Electives**

Public Administration 718 International Public Policy & Administration
Public Administration/CRJ 730 Policy Analysis in Criminal Justice
Public Administration 740 Public Sector Inspection and Oversight
Public Administration/CRJ 747 Computer Applications in Public Policy and Management
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis
Criminal Justice 741 An Economic Analysis of Crime
CRJU 88100 - Criminology and Public Policy (Requires Permission of the CUNY PhD Program in Criminal Justice.)
CRJU 84100 - Advanced Policy Analysis (Requires Permission of the CUNY PhD Program in Criminal Justice.)

**Total: 42 Credits**
Comprehensive Assessment at John Jay College
**Contents**

Introduction .................................................................................................................................................. 2  

Section 1: The Assessment Environment at John Jay .................................................................................. 3  
  Section 1.1: Office of Outcomes Assessment .......................................................................................... 3  
  Section 1.2: Campus-Wide Assessment Committee ................................................................................ 3  
  Section 1.3: Systems of Assessment ........................................................................................................ 4  

Section 2: Assessment Starts with Goals ..................................................................................................... 6  

Section 3: Assessment in Administrative and Service Units ........................................................................ 6  
  Section 3.1: Non-Academic Units Annual Assessment Report ................................................................ 7  

Section 4: Assessment of Student Learning ................................................................................................. 7  
  Section 4.1: Responsibility for Academic Assessment ............................................................................. 8  
  Section 4.2: The Importance of Mission .................................................................................................. 8  
  Section 4.3: Learning Goals ...................................................................................................................... 9  
  Section 4.4: Layered Goals and Assessment .......................................................................................... 10  
  Section 4.5: After Learning Goals, Then What? ..................................................................................... 10  
  Section 4.6: Using Rubrics and Sampling Student Work ........................................................................ 15  
  Section 4.7: Data and Action .................................................................................................................. 15  
  Section 4.8: Assessment and Part-Time Faculty .................................................................................... 15  
  Section 4.9: A Comprehensive Departmental Assessment Plan and Report ........................................... 15  
    Section 4.9.a: Academic Department Assessment Plan .................................................................... 16  
    Section 4.9.b: Academic Department Annual Assessment Report .................................................... 17  

Appendix I: Samples of Learning Goals for Undergraduate Programs at John Jay College ....................... 18  

Appendix II: Assessment Resources in the Social Sciences ........................................................................ 19  

Appendix III: EXAMPLES OF EVIDENCE OF STUDENT LEARNING ........................................................... 20  

Appendix IV: John Jay College Mission ...................................................................................................... 22  

Appendix V: Assessment Plan for Jay Express ............................................................................................. 23  

Appendix VI: Sample Academic Curriculum Map ....................................................................................... 28  

APPENDIX VII: Academic Department Annual Assessment Report Template *(Revised Spring 2013)* ...... 29  

APPENDIX VIII: Assessment Committee Evaluation Rubric (Academic Departments) ............................. 34  

APPENDIX IX: Assessment Committee Evaluation Rubric (Administrative Units) .................................... 35
Comprehensive Assessment at John Jay College

Introduction

This is a guide to the systematic approach of both institutional assessment and assessment of student learning at John Jay College. As we enlarge our perspective on education to include the systematic assessment of learning as well as teaching, we have to ask not just what we do as instructors and staff, but what students get from their educational experiences at John Jay. This requires sharp focus on student experience and learning. Faculty and staff in academic, administrative and support units need to appreciate the impact of what we do on student learning. Through assessment, institutions learn to do a better job of serving students, staff and the community. Thus, assessment is an indicator of an institution’s capacity for learning. Assessment is the activity that links what we do to our hopes for the institution and to our hopes for our students.

So the stakes are high in assessment, and a successful approach will be deliberate and careful. Whether we are dealing with institutional or student learning, there are some guiding principles we should keep in mind:

1) Assessment should be practical. An assessment plan must be clear and manageable enough to be followed year after year.

2) Assessment must yield effective ideas for improvement. Assessment results must always be fed back into the planning process, and this must occur in a regular, predictable fashion. Continuous improvement is the main goal for all assessment activities; this is the other sense in which it must be practical.

3) Assessment is not about individual instructors or students or staff. It is about program improvement.

4) Assessment belongs to the faculty and staff whose programs are being assessed. Academic departments must determine the learning goals and means of assessment for majors, minors, certificates and other learning programs. Program administrators are responsible for the goals and means of assessment for support offices such as Financial Aid, Public Safety, Student Advisement, Counseling and all other College offices.

5) Assessment starts with defining our goals in line with the College Mission. In academic assessment, setting goals for majors, minors, and certificates is a collective activity within Departments; faculty have an obligation to be explicit about the major aims of each academic program. In support offices, the relevant administrators set goals, often in consultation with staff.

6) In the interest of properly informing prospective students, we need to make public our academic program goals, so they can see what they will learn and be able to do, and how they will be evaluated, as a result of pursuing a particular program. Such learning goals should be presented in such a way that they are clearly understandable to students and other who may reference them.
7) Our individual program goals must support and contribute to the fulfillment of the College Mission (see Appendix IV) and Master Plan (Link). In general, learning and assessment must be linked vertically (from College mission and institutional goals through to general education and course learning goals) and horizontally (across academic units and non-academic units). (See section 4.4 of this report for more on layered goals).

8) Assessment should rely on multiple measures—direct and indirect, quantitative and qualitative—since no assessment exercise is perfect.

9) Our Comprehensive Assessment Plan must be subject to periodic assessment itself.

10) We strive for a “culture of assessment” at John Jay so that systematic self-examination aimed at improvement becomes second nature to us.

Section 1: The Assessment Environment at John Jay

Assessment of student learning, as well as institutional assessment activities, take place throughout the college at multiple levels. Below is a description of the main assessment components at John Jay College.

Section 1.1: Office of Outcomes Assessment

The Office of Outcomes Assessment, led by the Director of Outcomes Assessment, Dr. Virginia Moreno, coordinates the comprehensive development of learning and other institutional outcomes. The Office supports academic departments and administrative units through the systematic evaluation of learner-centered objectives, the development of assessment tools, and the interpretation of data to inform strategic initiatives for program improvement and institutional effectiveness. In addition, the Office of Outcomes Assessment maintains the website.

Section 1.2: Campus-Wide Assessment Committee

We have an Assessment Committee with college-wide responsibilities. There is an advantage to a single group with oversight and reporting responsibilities since it allows for the most efficient sharing of information, plans, and best practices, and in general it promotes greater campus awareness about the benefits of systematic assessment. Since assessment became a critical activity in accreditation over the last twenty years, most colleges and universities have created assessment committees, and they perform similar roles, although their composition and size may vary from campus to campus. The Committee will help markedly with the College’s ability to meet requirements for accreditation and re-accreditation by the Middle States Commission on Higher Education.

The Campus-Wide Assessment Committee coordinates assessment efforts for both student learning and institutional effectiveness, broadly understood. The Committee works closely with the Director of Outcomes Assessment, who serves ex officio. The committee:

- Proposes to the Strategic Planning Subcommittee of the College Budget and Planning Committee—for its approval—a set comprehensive assessment guidelines and, with
support from the Office of the Associate Provost for Institutional Effectiveness, facilitates their implementation.

- Receives assessment plans and reports from academic departments and other units of the College in order to make recommendations about them and to identify best practices for the College.
- Proposes to the Strategic Planning Subcommittee—for its approval—broad policy recommendations on the conduct and uses of assessment.
- With the assistance of the Director of Outcomes Assessment, maintains a log of campus-wide assessment activities, especially those actions taken in direct response to assessment findings (i.e. activity that “closes the loop”).
- Promotes assessment activities and a “culture of assessment” across the campus through dissemination of information and best practices.
- At the end of each academic year, prepares an annual report on significant, ongoing assessment activities, with recommendations for the next year; the report shall be submitted to the Strategic Planning Subcommittee and to all units of the College, including the College Council.
- In collaboration with the Director of the Center for the Advancement of Teaching, recommends faculty development programs on the practice of assessment.
- Guides the development of a website for campus assessment with the support of the Office of Associate Provost for Institutional Effectiveness.

The membership of the Committee is constituted as follows:

- Seven faculty members, nominated by the Faculty, Senate, distributed among the social sciences, humanities/arts, and natural sciences/mathematics.
- Three Higher Education Officers, nominated by the HEO Council, with no two from the same unit.
- The College Council shall elect the members of the Committee.

Section 1.3: Systems of Assessment

There are several distinct but overlapping systems of assessment at the College, and it is important that assessment resources not be duplicated. Each of the following is an important component of assessment and each contributes to institutional effectiveness:

- **Performance Management Process (PMP)**. The PMP is set by CUNY; during the month of June the College provides goals and targets for the following year within specific areas defined by CUNY and submits evidence of accomplishment for the preceding year’s goals and targets. Among many other metrics, the PMP includes data on full-time faculty coverage of the instructional program; credit accumulation for first-year
students; passing rates on skills tests; retention and graduation rates; fund-raising and grants; and faculty average teaching hours. See the John Jay Goals and Targets for 2012-13 (Link) and the template provided by CUNY for 2012-13 Goals and Targets (Link).

- **Master Plan “Report Card.”** The broad goals of the Master Plan, which was adopted by the College Council, cover many of the activities at the College, but not all of them, since strategic plans typically focus on a limited number of areas that will receive added emphasis. Still, the Master Plan is vital for setting a direction for the College, and we must gauge progress in meeting its goals; hence we have the Master Plan Report Card which also becomes a basis for the subsequent year’s planning.

- **Administrative and academic support unit assessment.** Each unit at the College will have an assessment plan with measures for success drawn from various sources, but principally from the PMP and the newly defined Critical Functions Measures (2012).

- **Assessment of Student Learning within courses, programs, and institution.** Assessment of student learning is a realm unto itself, closely allied with Middle States expectations and practices, and it will contribute fundamentally to institutional effectiveness.
  - Institutional learning goals: General Education Assessment which will include in the future the Collegiate Learning Assessment examination.
  - Assessment of academic program learning goals—for majors, minors, certificates, and continuing education—as defined by Departments and interdisciplinary programs; these goals must support institutional goals.
  - Course learning goals that support program and institutional learning.

- **Academic Program Review.** Academic Program Review occurs for each degree program and department every five years. There is a template (“Instrument for the Self-Evaluation of Majors and Academic Programs”) developed by UCASC that spells out the categories of analysis. After preparing a self-study, the department invites an external reviewer to comment on the quality of the program. The results of the Program Reviews contribute to resource allocation decisions and pinpoint areas for improvement or emulation. The Reviews are important in overall academic planning.

- **The Critical Functions Measures.** The Critical Functions Measures offers a comprehensive and relatively stable set of metrics to gauge institutional performance across all critical functions of the College. Routine but “critical functions”—collecting tuition, paying the bills, generating the academic schedule, and many others—typically do not receive attention in long-term plans, but they do contribute indispensably to institutional effectiveness. Measures of critical functions, once defined, will be comprehensive and relatively stable. Some of them, about 20%, will contribute to assessment of the Master Plan, and many of them (about 30%) will coincide with variables from the PMP. However, the PMP does not align completely with our view of Critical Functions Measures, and so the two projects are different.

Thus, the College has different but inter-related and overlapping systems of assessment, depending on the questions asked concerning institutional effectiveness. The processes of
assessment must be highly efficient so that multiple systems of assessment do not imply multiple collections of the same data; one assessment database must serve multiple purposes; and data without a purpose must not be collected.

**Section 2: Assessment Starts with Goals**

In order to determine how we are doing we have to know what it is we want to do, and a statement of goals provides that frame. We want written statements of goals because they will most easily bring people together into a discussion of what’s most important for the unit, whether it’s a Purchasing Department or a Sociology Department. In the absence of an explicit set of goals, individuals pursue what feels right to them, but the aim is a conscious and concerted effort in the same direction. Learning goals for academic departments and performance goals generally for administrative units are the first steps in getting people to coordinate their activities. (See Appendix I for samples of learning goals at John Jay).

**Section 3: Assessment in Administrative and Service Units**

Planning informed by assessment should be part of every unit at the College. After developing a distinctive statement of mission or critical functions, administrative and service units should develop a list of goals and targets specific enough to be evaluated against corresponding performance indicators. For most units, the PMP report will supply some indicators for assessment. Where the PMP does not capture data for assessment of goals, the unit staff will have to look elsewhere or develop them anew. Other ready-made reports exist, such as the employee satisfaction survey conducted annually by the Division of Finance and Administration; there are student satisfaction surveys conducted by both John Jay and CUNY, and some student service units have developed “point of service” quick response (QR) surveys. The Critical Functions Measures should inform the assessment process for non-teaching units, but strictly speaking the CFM project is tied to functions rather than organizational units. The goals of administrative and academic support units will align with Division goals which in turn support institutional goals. There must also be a horizontal integration of goals so that we will find them shared and reinforced across the campus in different units: Academic Affairs will be linked to Student Affairs and the other Divisions in the common achievement of institutional goals.

Assessment will always take place in the context of the College Mission, which spells out the College’s reason for being and its goals for all students and members of the campus community. The statement of mission or critical functions should tie into the College Master Plan where applicable. Goals should include both short- and long-term targets and the timeframe specified for each. The statement of performance indicators should take into account the fact that staff will have to collect data; in other words, the process must remain manageable.

**Mid-Year Reviews.** In addition to the regular course of assessment among administrative units, each winter brings a handful of mid-year reviews based on presentations to senior staff at the College by different offices or programs. Each year the review subjects vary; those activities that have changed in important ways are likely to come up for review. There is formal feedback
from the President to the relevant Vice President, based on data and ideas presented, and the results should be incorporated into the annual assessment report.

Administrative units in most cases can reasonably work with the same set of goals each year and assess all of them.

**Section 3.1: Non-Academic Units Annual Assessment Report**

There should be an annual assessment report filed with the College-Wide Assessment Committee and the Office of Outcomes Assessment. Such a report should have the following components and be submitted annually:

1. Mission or Critical Functions
2. Goals and Targets (Learning goals where appropriate) that align with divisional and institutional goals.
3. Performance Indicators and data to demonstrate achievement of goals.
4. Auxiliary assessment if applicable (Mid Year Review, Special Survey results, etc.)
5. Brief analysis of results with proposals for improvements.

The assessment plan for an administrative unit, Jay Express, is attached as an example in Appendix V. The Campus Wide Assessment Committee will provide feedback on all annual assessment reports (see Appendix IX for the committee’s evaluation rubric).

**Section 4: Assessment of Student Learning**

The purpose of academic assessment is to collect systematic evidence of student achievement on the learning goals and to use the results of this process to improve student learning. The learning goals for a program of study frame not only the selection and development of courses that contribute to learning, but the selection, development, and scoring of assessment instruments (assignments, exams) that allow students to demonstrate mastery of content and skills in the chosen field. Assessment of student learning is best conceived as using information for program improvement; it is an integral part of teaching and should not be viewed as an adjunct to it. It is important for faculty to take ownership of the assessment process, and so we encourage a customized approach, but academic Departments should also feel free to use the process described here as a template.

The following guidelines have been developed to support faculty in the planning, implementation, and reporting of assessment activities. The basic elements of assessment planning follow the rationale for assessment outlined above. (See Appendices II and III for useful assessment resources).

The development of an Assessment Plan should consider the following questions:

- What is the purpose of the program (mission)? What do we expect students to know and do (learning goals) when they complete the program?
• How does the curriculum support learning? What is the alignment between program learning goals and course learning goals (curriculum map)?

• At what points in the program (e.g., capstone experience, internship) should evidence of learning be collected? What assignments and exams (assessment instruments) allow students to demonstrate that the learning goals were met? What are the assessment criteria for scoring (rubric)?

• What is the timeframe to collect assessment results and report on findings (assessment schedule)?

• What is the mechanism for using assessment results to improve the program?

Typical Problems often found in Assessment Plans include:

• Learning goals that are too specific and do not capture the programmatic goals.

• Rubrics that are not linked to learning goals or are constructed for giving a grade, instead of for measuring student performance against established learning goals.

The following lays out a generic program of assessment for majors; it should be usable pretty much as described for any degree program (major, minor, or graduate) but it can be made more sophisticated or more responsive to particular interests or needs. Please consult with the Director of Outcomes Assessment.

Section 4.1: Responsibility for Academic Assessment

Department Chairs and Graduate Program Directors are ultimately responsible for understanding, managing, and supporting assessment. Chairs and Program Directors must:

• Be aware of Departmental assessment plans in detail as they develop.

• Ensure that a Department assessment plan is created and updated on a yearly basis.

• Ensure that appropriate learning goals are placed on each syllabus, consistent with the curriculum map. (A course may appear on the curriculum map for more than one program, and it is conceivable that one learning goal might apply to one program and another to another program).

• Schedule and lead meetings to develop learning goals collectively; to discuss assessment results; and to decide on changes designed to improve results.

• Ensure that proposed changes are implemented.

• Ensure that all reports are submitted according to schedule.

Section 4.2: The Importance of Mission

Assessment will always take place in the context of the College Mission, which spells out the College’s reason for being and its goals for all students and members of the campus.
community. Some of those goals are broadly knowledge-based while others define intellectual skills that students are expected to acquire. Other goals are more broadly defined; for example, John Jay College wants to instill in its students “the capacity for personal and social growth.” Our Mission Statement reminds us that the College “serves the community by developing graduates who have the intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society. It seeks to inspire students, faculty, and staff to the highest ideals of citizenship and public service.” These goals should be embodied across the curriculum and especially in the General Education program, which every student is bound to complete. Every college program should intentionally advance the Mission in some way.

Section 4.3: Learning Goals

Learning goals, always defined by the departmental faculty, should be limited to the most important knowledge and competencies that we can reasonably expect our students to retain a year or two after they complete the course or program which provides opportunities for the learning in question. Learning goals refer to what students should be able to do after they complete a program, not to the course activities that are designed to get them there (Suskie, 129). The focus should be high-level learning and not on memorization, as indispensable as the latter is to success in many courses. Finally, the goals must be clear enough for assessment and for use as the basis for improvement. Learning goals should:

- Include those things that answer the question “Why are we doing this?”
- Be as clear and descriptive as possible because clear learning goals are important to student learning
- Focus on ends, not means – that is, they should refer to what students should be able to do after they complete a program, not to the activities in courses that are designed to get them there
- Emphasize higher-order thinking skills that you want to be with the student a year after they leave the program

The periodic discussion of learning goals for academic majors is a highly beneficial exercise that will ensure that the latest changes in a field are reflected in the curriculum. Since learning goals must represent a consensus among faculty, a discussion about them will reinforce the common purpose of a departmental faculty and show how each contributes to the education of our students.

Learning goals must be communicated to students so they can know what is expected of them, and the learning goals should be tied explicitly to assignments and other class projects so students can see the rationale for them in terms of course outcomes. Indeed, the entire course and program should be a collection of learning opportunities for the students to meet the learning goals. In some classes it may be possible to invite suggestions from students about the best way, either individually or collectively, to master and demonstrate the learning goals. Student participation, where possible, in shaping assessment methods can be a powerful stimulus for serious engagement.
We also need to communicate program learning goals to prospective students who will be sizing up their options for college and curricula. Through the public listing of learning goals (via departmental websites, information flyers, etc.) for each major, departments can demonstrate their intentionality and organization; they can distinguish themselves from similar departments at other schools.

Section 4.4: Layered Goals and Assessment

Academic departments have to be concerned with at least three levels of assessment: institutional (General Education), programmatic (majors, minors, certificates, graduate programs), and courses. Departments without formal programs should link course goals to Departmental missions or goals and to institutional goals. These three levels of assessment are interconnected in multiple ways.

Institutional goals are supported by program and course goals. For example, in the John Jay Mission we read that students should have an “awareness of the diverse cultural, historical, economic, and political forces that shape our society.” Such a goal for all students finds support in, for example, a program goal that calls for students to use sociological theory to understand the causes of crime. And that program goal is supported by course learning goals, although such goals may not look exactly like the program goal, because students will be at different levels as they advance through the program to mastery of the program goals. Some courses will introduce a competency and others will reinforce and develop it, while capstone courses are designed to bring students to mastery. As program design moves from the higher-order institutional goals to programs and courses and possibly to units within courses, the language becomes more specific. For example, to support the program goal just cited, another required course may focus on sociological theory in historical context. The goals of the latter contribute in an obvious way to the program goal, but they will likely be stated more narrowly just as the program goals are stated more narrowly than the institutional goals. The relationship between program and course is normally displayed in a “curriculum map,” which indicates which of the program goals is supported in any given course. See for examples the very simple curriculum maps and learning goals for many majors at Goucher College (Link) or see Appendix VI for an example of a richer, more detailed curriculum map based on one from John Jay. The course goal will clearly connect to the broad institutional goals expressed in the General Education program.

Thus assessment at the College must be integrated from top to bottom so there is a clear relationship between course goals, program (major) goals, and institutional goals. For example, graduate program learning goals should be aligned in such a way that they are appropriately more advanced than undergraduate program learning goals. In parallel fashion administrative and academic support unit goals should align with Division goals and support institutional goals.

Section 4.5: After Learning Goals, Then What?

With your learning goals in hand, you’re ready to develop a “scoring rubric” (also called a performance scale, grading checklist, and other names) and to decide on which pieces of student work, in particular courses, to evaluate for evidence of achievement of learning outcomes. While a mature assessment process may involve assessments in multiple courses as
well as some indirect measures, it is in capstone courses that one typically finds evidence for all
the learning goals in the major.

A scoring rubric is a really useful invention, and you may very well have created them informally
many times as you've read through a group of papers or exams or projects. It's simply a way to
keep in mind what you're looking for in student work and a way to assign credit to the variety
of good and not so good pieces of student work before you. Thinking through carefully how to
credit student work in advance lessens greatly the burden of evaluating papers; anyone who
has graded papers knows this. Creating a scoring rubric for assessment purposes will allow you
to focus efficiently on the evaluation of your learning goals by defining in advance what
constitutes different levels of accomplishment for the work you are evaluating. Default
performance levels at John Jay use the following scale:

- Exceeds expectations
- Meets expectations
- Approaches expectations
- Does not meet expectations

So, for “exceeds expectations” we have to define what threshold students will have to reach for
each learning outcome that corresponds with that rating, and of course that will depend on the
judgment of the Department faculty as a whole. Of course we need in addition to define
measures that correspond to “meets expectations” and “approaches expectations”; naturally,
anything below the latter falls into the bottom, non-performing category. If you do not use a
performance category entitled “meets expectations” then you should decide and label which
performance level in your rubric does in fact meet your expectations. Looking at the proportion
of students who fall into that category and above will permit a quick overview of program
performance.

It’s important to emphasize that the operational standards must be the collective judgment of
the Department faculty. It may take considerable conversation to reach agreement, but once
done the results will prove enormously useful for guiding anyone teaching the course in
question.

The following is an example of an assessment rubric designed to assess Program Learning Goals
in a capstone course in the Humanities at Justice Major at John Jay:
The following example was designed to assess Program Learning Goals in a capstone course in the Humanities and Justice Major at John Jay

<table>
<thead>
<tr>
<th>Program Learning Objective</th>
<th>Criteria</th>
<th>4 - Exceeds Expectations</th>
<th>3 - Meets Expectations</th>
<th>2 - Approaches Expectations</th>
<th>1 - Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 3:</td>
<td>Student formulates an original thesis statement, research question or problem relevant to the study of justice in the Humanities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Comparative Analytical</td>
<td>Thesis/question/problem displays original thought, is finely focused and clearly stated; relevance to justice is made explicit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Concept(s), principle(s) are clearly articulated; analysis of material proceeds within this framework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student rigorously applies one or more justice-related concepts, principles and/or values as a framework for the thesis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Concept(s), principle(s) are clearly articulated; analysis of material proceeds within this framework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student acknowledges and engages with counter-arguments and alternate perspectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Alternate views are seriously analyzed, objectively presented, fairly evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student engages with primary texts through critical close reading; student presents textual evidence persuasively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Primary texts are very relevant; summaries and analyses are rigorous; persuasive connections are made to thesis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12
<table>
<thead>
<tr>
<th>Program Learning Objective</th>
<th>Criteria</th>
<th>4 - Exceeds Expectations</th>
<th>3 - Meets Expectations</th>
<th>2 - Approaches Expectations</th>
<th>1 - Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective 5:</strong> (Writing &amp; Rhetorical Skills)</td>
<td>Student constructs, sustains and develops the stated focus of the thesis.</td>
<td>Attention to stated focus is consistently maintained; clear connections are made between thesis, evidence, and analysis.</td>
<td>Focus is maintained but connections to evidence are not always clearly established and/or persuasive.</td>
<td>There is no consistent focus; material is randomly presented; relevance is not established.</td>
<td>There is no focus, no sense of organization of material or its relevance.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Prose is clear; needs of the audience are met; text is error-free re: sentence structure, grammar, punctuation, spelling; paragraphs are coherent and transitions are smooth.</td>
<td>Prose is generally clear; few errors in sentence structure or grammar or paragraph construction.</td>
<td>Prose is often unclear; paragraphs are poorly constructed; organization of material is confusing.</td>
<td>Many errors at many levels cause serious interference.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objective 6:</strong> (Research Skills and Information Literacy)</td>
<td>Student locates, analyzes, evaluates, and integrates relevant secondary literature.</td>
<td>Secondary sources are more than sufficient; there is evidence of rigorous research; sources are peer-reviewed, authoritative; sources are well analyzed and evaluated.</td>
<td>Secondary sources are sufficient, usually peer-reviewed; most sources are fairly well analyzed.</td>
<td>Not enough sources are used; analysis is superficial; some sources lack credibility.</td>
<td>Few or no credible sources are used.</td>
</tr>
<tr>
<td>Assessment</td>
<td>All sources are cited in the body with correct parenthetical data; all sources are listed on Works Cited in MLA format.</td>
<td>Most sources are acknowledged in the body and listed on Works Cited; most citations are complete and are properly formatted.</td>
<td>Some sources are not clearly identified in the body; some are not listed on Works Cited, are incomplete or not properly formatted.</td>
<td>Many sources are not identified in the body and / or on Works Cited; format is incorrect.</td>
<td></td>
</tr>
</tbody>
</table>
The following example was designed to judge a book journal and review. Adapted from *Student Learning Assessment* (Middle States Commission, 2007, 2nd edition, p. 46)

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of grammar and style to communicate effectively</td>
<td>Grammar and style enhances the reader’s ability to understand the concepts presented, including nuances of thought.</td>
<td>Grammar and style allow the reader to understand easily the concepts presented.</td>
<td>Grammar and style adequate for the reader to grasp the main concepts.</td>
<td>Grammar and style that interfere with a reader’s ability to understand the ideas presented.</td>
</tr>
<tr>
<td>Engagement with author’s ideas</td>
<td>Rich, mature grasp of author’s ideas, coupled with analysis and synthesis of own ideas...</td>
<td>Frequent discussion and analysis of the author’s ideas, including expression of well-supported opinions about ideas...</td>
<td>Occasional discussion of the author’s ideas suggesting ability to engage.</td>
<td>Author’s ideas simply repeated, indicating that engagement was at or below surface level.</td>
</tr>
<tr>
<td>Connections between course and book</td>
<td>Continual connections to course material and sophisticated discussion...</td>
<td>Regular and meaningful connections to course material</td>
<td>Sporadic but meaningful connections with course material</td>
<td>Very few connections with course material</td>
</tr>
<tr>
<td>Connections between other experiences and book</td>
<td>Continual connections to other experiences and sophisticated discussion...</td>
<td>Regular and meaningful connections with other experiences</td>
<td>Sporadic but meaningful connections with other experiences</td>
<td>Very few connections with other experiences</td>
</tr>
</tbody>
</table>
Section 4.6: Using Rubrics and Sampling Student Work

Designing appropriate and effective scoring rubrics often requires some trial and error, revision and recalibration. This is an important phase of the work as using the right rubric results in appropriate and useful data. After designing the scoring rubric, you will need to decide which sections of courses you’ll evaluate and how many papers or projects within each you’ll evaluate. It’s important to try for a random sample, and as for the sample size we will be looking at between 20% and 50% of the students in the selected target classes. The Director of Outcomes Assessment will work with you to decide on an appropriate number.

The default method of evaluating work will be to have the instructor score it. This approach will require a preliminary meeting of scorers to gain some common experience with the rubric (sometimes called a “norming session”) so that all share expectations about what constitutes a piece of work that “exceeds expectations,” “meets expectations,” and “approaches expectations” for each learning outcome. Typically, you will reach consensus by grading a few sample papers and discussing application of the rubric. The goal, of course, is to achieve consistency of results across different scorers. There are other ways to address “inter-rater reliability,” and the Director of Outcomes Assessment can discuss them with you if you are interested in alternatives. Departments may designate evaluators who are not the instructors, but some means of norming is still important.

Section 4.7: Data and Action

The data we are interested in are the proportion of students at each level in the scoring rubric, for each learning outcome (i.e. what percentage of students exceeded expectations, what percentage met expectations, what percentage approached expectations, and what percentage failed to meet expectations). Based on these data, departments should recommend changes to the course, pedagogy, or program curriculum in the hope of obtaining better results in the next cycle of assessment. This last step is critical as it completes the assessment loop. Decisions concerning recommendations should occur at departmental meetings so all faculty can understand the issues, see the action plan, and gain awareness of the function of outcomes assessment.

Section 4.8: Assessment and Part-Time Faculty

We recommend that the faculty member of record be responsible for any assessment activities scheduled to take place in a course (although Departments may make other arrangements). This will mean that assessment work will at times fall to part-time faculty. Often assessment will involve little extra work, but in cases where part-time faculty are asked to perform extra duties on account of assessment—attending norming sessions, or other meetings preparatory to assessment of their courses, for example—the College will pay them for such work so long as it is attached to assessment of their own courses. Adjuncts must not be used as a general assessment resource.

Section 4.9: A Comprehensive Departmental Assessment Plan and Report

As a way to sum up and document the assessment process just described, each academic Department offering a major or minor should have a running, written five-year assessment
plan. The plan insures that members of the Department all understand the assessment goals and activities. In addition, each summer the Department will file a brief Assessment Report which documents assessment efforts for the Department and for Middle States evaluators.

Section 4.9.a: Academic Department Assessment Plan

The following indicates the components of a typical plan:

Mission Statement

State the purpose of the academic program (degree or minor) or Department if there is no major or minor.

Statement of Learning Goals for the Program (Major, Minor, Certificate, etc.)

Articulate the most important knowledge and skills students should have upon graduating from the program. Try for no more than five or six learning goals, developed collaboratively.

Curriculum Map

Align course learning goals with program goals to show how the program curriculum covers the learning goals in particular courses. This reveals where and how often students will be engaging the learning goals in the program as a whole. (See Appendix VI for a sample curriculum map.)

Assessment Philosophy

Briefly state the Department’s view of the role of assessment in student learning.

Five-Year Cycle of Assessment Activities

- State which learning goals will be assessed, year by year, in a rolling five-year plan; all goals must be assessed in a five-year period. Some assessment must take place each semester.
- For each goal, over the five-year period:
  - Identify key points of assessment (e.g. capstone course, post-graduate outcomes, etc.)
  - Identify multiple assessment methods. Include at least two direct assessments of student activities (tests, papers, performances); and one indirect measure such as a survey, grades, or post-graduate outcomes like data on jobs.
  - Describe sampling strategy and analysis where appropriate (How many papers will you look at, in which sections).
Section 4.9.b: Academic Department Annual Assessment Report

The Annual Assessment Report is a log of assessment activities for the previous year. Annual assessment reports are due each year on July 1. A template (optional) for the report is attached as Appendix VII. The annual Assessment Report should include:

- Direct Assessment data: Reported as percentage in each performance level of rubric, across all sections where the learning goals were assessed.
- Indirect Assessment data: Description of instruments used, sample size, learning goals assessed and findings from indirect measures.
- Brief description of assessment activity: methodologies, sample selection, instruments, scoring process, and assessment design.
- Conclusions based on discussion of data and the rationale for changes to curriculum, courses, or teaching as a result of considering assessment results (typically reflected in minutes from the meeting where data were discussed).
- Detailed description of actions taken (when and by whom) and the timeframe for their implementation.
- As attachments:
  - Sample papers exhibiting range of performance levels for each learning goal (for example: “Exceeds Expectations, Meets Expectations, Approaches Expectations, or Does Not Meet Expectations”).
  - Rubrics used for each learning goal.

The Campus Wide Assessment Committee will provide feedback on all annual assessment reports (see Appendix VIII).
Appendix I: Samples of Learning Goals for Undergraduate Programs at John Jay College

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Information Systems.
- Recognize the legal and constitutional issues associated with correctional practice.
- Consider how race and ethnicity impact the construction and effectuation of crime control.
- Describe from a historical perspective criminal justice institutions and how they relate to each other.
- Analyze economic information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.
- Write critically on literature, including setting up a thesis, incorporating textual evidence, writing a coherent argument, and citing sources correctly according to a standardized format.
- Organize and communicate fire safety and fire protection information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts, tables, and architectural drawings.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Evaluate the reliability and usefulness of different forms of historical evidence.
- Use different social science methods to gather and organize data in the fields of international criminal justice and critically evaluate the use of such methods by others.
- Define and diagnose decisions situations, collect and analyze data, develop and implement effective courses of actions, and evaluate results.
- Compare, contrast, apply and evaluate the operative concepts, principles, values, and theories embedded in justice related issues, events, and literary texts.
- By studying other cultures and time periods, students learn to accept, recognize, and respect those unlike themselves.
Appendix II: Assessment Resources in the Social Sciences

General Resources

Internet Resources

Student Learning Assessment. Options and Resources: Middle States Commission on Higher Education


Internet Resources for Higher Education Outcomes Assessment

http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

National Institute for learning Outcomes Assessment http://www.learningoutcomeassessment.org/


http://www.umass.edu/oapa/oapa/publications/online_handbooks/course_based.pdf

Program-based review and assessment. Tools and techniques for program improvement. University of Massachusetts: Office of Academic Planning and Assessment

http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf

Available in Print


Resources in the Disciplines

Criminal Justice

Academy of Criminal Justice Sciences. Assessment for Academic Programs.

http://www.acjs.org/pubs/167_2085_13678.cfm

Appendix III: EXAMPLES OF EVIDENCE OF STUDENT LEARNING


\( C = \text{evidence suitable for course-level as well as program-level student learning} \)

Direct (Clear and Compelling) Evidence of What Students Are Learning
- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric (C)
- Portfolios of student work (C)
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test “blueprints” describing what the tests assess (C)
- Score gains between entry and exit on published or local tests or writing samples (C)
- Employer ratings of employee skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically
- Summaries/analyses of electronic discussion threads (C)
- “Think-alouds” (C)
- Classroom response systems (clickers) (C)
- Knowledge maps (C)
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) (C)
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program (C)

Indirect Evidence of Student Learning
(Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)
- Course grades (C)
- Assignment grades, if not accompanied by a rubric or scoring guide (C)
- For four-year programs, admission rates into graduate programs and graduation rates from those programs
- For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program (C)
· Questions on end-of-course student evaluation forms that ask about the course rather than the instructor (C)
· Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
· Voluntary gifts from alumni and employers
· Student participation rates in faculty research, publications and conference presentations
· Honors, awards, and scholarships earned by students and alumni

Evidence of Learning Processes that Promote Student Learning (Insights into Why Students Are or Aren’t Learning)
· Transcripts, catalog descriptions, and course syllabi, analyzed for evidence of course or program coherence, opportunities for active and collaborative learning, etc. (C)
· Logs maintained by students documenting time spent on course work, interactions with faculty and other students, nature and frequency of library use, etc. (C)
· Interviews and focus groups with students, asking why they achieve some learning goals well and others less well (C)
· Many of Angelo and Cross’s Classroom Assessment Techniques (C)
· Counts of out-of-class interactions between faculty and students (C)
· Counts of programs that disseminate the program’s major learning goals to all students in the program
· Counts of courses whose syllabi list the course’s major learning goals
· Documentation of the match between course/program objectives and assessments (C)
· Counts of courses whose final grades are based at least in part on assessments of thinking skills as well as basic understanding
· Ratio of performance assessments to paper-and-pencil tests (C)
· Proportions of class time spent in active learning (C)
· Counts of courses with collaborative learning opportunities
· Counts of courses taught using culturally responsive teaching techniques
· Counts of courses with service learning opportunities, or counts of student hours spent in service learning activities
· Library activity in the program’s discipline(s) (e.g., number of books checked out; number of online database searches conducted; number of online journal articles accessed)
· Counts of student majors participating in relevant co-curricular activities (e.g., the percent of Biology majors participating in the Biology Club)
· Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program (C)

Appendix IV: John Jay College Mission

The College Mission Statement

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research, and service in the fields of criminal justice, fire science, and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic, and political forces that shape our society.

The College is dedicated to fostering an academic environment, to promoting the highest quality of undergraduate and graduate study, to promoting and protecting academic freedom, to promoting scholarship and encouraging research, especially in areas related to criminal justice and public service. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches, and global perspectives. The College offers its students a curriculum that balances the arts, sciences, and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society. It seeks to inspire students, faculty, and staff to the highest ideals of citizenship and public service.
Appendix V: Assessment Plan for Jay Express

I. What are the Jay Express Services Areas and the Enrollment Management Call Center?

Originally established in 2007 as ONE STOP Services, our office was renamed by the students to Jay Express Services Center in anticipation of the move to the New Building October 2011.

We are a consolidation of Enrollment Management Services. We are the customer service area representing the Offices of the Registrar, Financial Aid, Testing, Admissions (Graduate and Undergraduate), and much more.

A fast-paced and high volume area, the **Jay Express** counter located in L.79.00 provides friendly, quality, and accurate **in person** information and transactions to students, faculty, and staff. The Jay Express Services Center located a few feet away from the counter houses the Enrollment Management Call Center plus the satellite offices for Registrar and Financial Aid, as well as a Designated School Official for our International Students, Public Notary Services and Financial Literacy workshops.

The **Enrollment Management (EM) Call Center** is an extension of the Jay Express Services Center and offers similar services by telephone or email. Our offices are staffed by cross-trained Enrollment Specialists, who will provide assistance in a courteous and professional manner. We are here to assist our students succeed in the business of being a student.

- To provide efficient, student-centered, and high quality services consistently to all constituents of John Jay College.
- To create an environment that stimulates teamwork, growth, and constant improvement.
- To provide an environment where all employees have opportunities to develop their potential, and where there is a shared passion for excellence and a commitment to respect for one another.
- To participate in the College’s retention efforts through a variety of events involving all constituents in the College community.
- To dedicate ourselves to ethical and responsible stewardship of financial, physical and environmental resources. We look for tools and strategies to create and enhance sustainable practices in all facets of operations.

II. Goals

A. **Streamline Transactional Processes and Training**

Professional development and training is ongoing in our department in order to have a fully cross trained staff that can stay abreast of the ever changing federal and state financial aid regulations as well as institutional policy changes. The staff must feel comfortable interpreting and navigating 12 databases and 3 websites to fully assist
the students that seek our services. We close every Friday at 12:00 pm in order to facilitate this process which is mission critical to our success.

**New Hires:** our training for new hires is a usually a month long process where they are first introduced to the policies of the Division of Enrollment Management, as well as those of the areas we service. This is done by reviewing the college’s compendium, college bulletin, our internal procedural manual, our forms, our web sites and the federal and state Title IV regulations. New staff members are rotated into the office of one of 4 supervisors for 2 hour meeting, a couple of days a week, to discuss the policies and how they apply to the services provided by this office.

The second part of the training process is shadowing the seasoned staff at the counter or at the phone. They are urged to ask questions from the staff. They are expected to trouble shoot questions at the kiosk in front of the counter because that exposes them to our students and their questions. It provides them with the ability to utilize their newly acquired skills in institutional policies as they attempt to answer questions from students. After two weeks of shadowing they are quizzed on their skills. Based on the results they are either allowed to assist student at the Jay Express Counter or through the Call Center. If they are deemed not ready more training is provided honing in on their areas of weakness.

Professional development for the entire staff occurs on a weekly basis in a variety of ways. We bring in subject matter experts from within the college and outside to speak to the staff on Friday afternoons about their field of expertise i.e. Interdisciplinary Studies, Certificate Programs, Customer Services, and Pell Verifications etc. We also utilize the Train the Trainer method, where we ask the staff to take ownership of a topic and present it to the rest of the staff via a PowerPoint or handout. The presentation will then be used to train New Hires as well as have it placed with their name as author in the procedural manual. We utilize role playing with screen shots as a fun, yet effective training tool. We also employ the resources made available by Human Resources for training and development through DCAS. Finally, weekly staff meetings are critical in maintaining open lines of communication. Without fail we meet to discuss what is happening around campus and we open up the discussion to the staff so they can share their impressions of the week. Email communication is an effective tool that is continuously utilized to maintain the line of communication open and flowing. It allows us to keep the entire staff in the loop of last minute changes and information.

**B. Financial Literacy**

In answer to an institutional need at John Jay College, we seized the opportunity to bring to the John Jay Community a free online Financial Literacy program called Cash Course. It has been hugely successful and our students have been very receptive to the online format and tools offered. We took it several steps further and developed Financial Literacy workshops that we offered our students and the community in
general during CUNY’s Financial Literacy month April 2010. Our supervisory staff in partnership with an outside agency became certified to conduct financial literacy workshops in 2011. Presently we offer 8 workshop topic presented twice a week over an 8 week period during community hour.

C. Customer Service

Our staff as part of their professional development takes customer services classes attend workshops as well as are provided reading materials in that area. As part of our services mission and philosophy we strive to provide friendly, respectful services that will enhance our professional image and contribute to the overall student experience.

Feedback from our students, staff and the community in general is encouraged and used as a valuable learning tool to tweak our services and develop employee performance. Customer service skills are discussed in every job performance appraisal, which is done on a quarterly basis in our department.

III. Assessment

A. Streamline Transactional Processes and Wait Time

We assess the effectiveness of our professional development and training by gauging the service time required in performing specific transactions at the counter. Our CRM product allows us to effectively see over time how long each transaction takes. We can then gauge the average time needed to conduct a specific transaction i.e. transcript intake. On average in 2011, that transaction took 6 minutes. If we see a staff member take on average 9 minutes over time to complete a transcript intake transaction, we will work with that staff person to streamline how they conduct that transaction. Therefore we can focus our training based on the needs of the individual. After training, the supervisor reviews the end of the month reports, to see if that individual staff member was able to reduce the average processing time to 7 minutes from 9 minutes, which would indicate a 22% reduction in processing time. The processing time impacts the wait time our students experience at the counter as a whole. The more training we do affects the efficiency of how we conduct our transactions, which correlates to the average wait time overall.

Based on our 2011 data for our Jay Express Services Counter, we conducted 47,546 transactions with an average processing time of 4 minutes and 59 seconds. The average wait time for our customers was 26 minutes and 33 seconds. The EM Call Center handled 55,690 calls with an average transactional talk time of 3 minutes and 42 seconds. The average wait time of our callers is 15 minutes and 53 second.
Goal: In 2012-13 we want to reduce the average processing time at the Jay Express Counter to 4 minutes and 30 seconds, which is a decrease of 10%. In turn the average wait time for our customers should also be reduced by 10% to 23 minutes and 54 seconds. We will attempt to fulfill this goal by utilizing our Federal Work Study students to pre-screen students’ needs and assist with completing standard forms before they see a representative.

A 10% reduction at the EM Call Center translates to a new average talk time of 3 minutes and 33 seconds and an average call wait time of 14 minutes and 29 seconds. We propose to accomplish this by tweaking and improving our EM Call Center scripts. The staff will email or direct clients to video demonstrations (Vodcast) to provide visual instructions on tedious and time consuming transactions.

B. Financial Literacy

In our financial literacy program we assess by simply doing exit interviews and by gauging how many students complete our series of workshops in a semester. Our survey results in 2011 have been 99% positive satisfaction rating. Students indicated that they took away on average two new concepts upon completion of each workshop. In 2012 we have had 8 workshop held over 4 weeks, which concluded on March 28th. We still have 4 more weeks and 8 workshops to conduct. To date we have a 12% return rate from workshop to workshop and a 98% positive customer satisfaction rating. On average students indicate they take away at least 1.5 new concepts in money management.

Goal: We are looking to increase our student return rate by 10% and to increase student attendance by at least 10%. As of late other literacy workshops from various areas across campus are being held during community hour. This causes confusion and is a duplication of services. We are planning to build partnerships with CSL classes, the Math Learning Center, Academic Advisement, SEEK and Student Activities to offer workshops for their students in the 2012-13 academic year. We hope to expand the number of workshops offered by providing a more diverse offering of topics based on our spring 2012 survey results. We want to tailor make workshops that are geared towards students’ interest. We hope to collaborate with the Math Learning Center in order to bring to life how to apply basic Math concepts learned through routine, everyday banking transactions and services, therefore, revealing the real life application of Math skills. We want to increase utilization of our Cash Course web page by introducing more of their topics / worksheets. Presently we had just 834 hits to the site, we aim to increase visit by 15%.

C. Customer Service

The assessment process for our customer service is dynamic and is expected to evolve over time. We presently use our own surveys twice a semester. The overall customer Service Satisfaction was high in 2011 at 94% from 608 surveys received. We also
utilize the Student Experience Survey done through the Office of Institutional Research. In the 2011 survey, our office received an overall 81.6% customer service satisfaction. We utilize email comments as well in gauging the satisfaction of customer service skills utilized by the staff.

**Goal**: We want to increase our overall customer service satisfaction in the 2012 Student Satisfaction Survey by 2%. We plan on achieving this goal by having more effective lines of communication with our students, assuring we have an updated web presence, adhering to our email turnaround time and sticking to our EM Call Center script for quality control. We are being conservative in this percent increase because we have no other baseline of comparison from other years. We would like to remain consistent in the 90th percentile in our own customer satisfaction surveys.
## Appendix VI: Sample Academic Curriculum Map

Sample Curriculum Map showing two courses aligned with program learning objectives
(adapted for illustration from Humanities and Justice curriculum map)

<table>
<thead>
<tr>
<th>PROGRAM LEARNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Knowledge Acquistion:</td>
</tr>
<tr>
<td>Students will gain a</td>
</tr>
<tr>
<td>comprehensive foundation</td>
</tr>
<tr>
<td>in major principles and</td>
</tr>
<tr>
<td>theories of justice</td>
</tr>
<tr>
<td>across Western and non-</td>
</tr>
<tr>
<td>Western cultural traditions.</td>
</tr>
<tr>
<td>Comparative Analytical</td>
</tr>
<tr>
<td>Student will learn</td>
</tr>
<tr>
<td>to compare and contrast</td>
</tr>
<tr>
<td>foundational concepts</td>
</tr>
<tr>
<td>of justice.</td>
</tr>
<tr>
<td>Multidisciplinary</td>
</tr>
<tr>
<td>Students will learn</td>
</tr>
<tr>
<td>to employ and evaluate</td>
</tr>
<tr>
<td>the most important</td>
</tr>
<tr>
<td>methods of inquiry</td>
</tr>
<tr>
<td>used in history,</td>
</tr>
<tr>
<td>literary study and</td>
</tr>
<tr>
<td>philosophy.</td>
</tr>
<tr>
<td>Writing and Rhetorical</td>
</tr>
<tr>
<td>Students will be able</td>
</tr>
<tr>
<td>to produce well-</td>
</tr>
<tr>
<td>reasoned, articulate,</td>
</tr>
<tr>
<td>and compelling</td>
</tr>
<tr>
<td>rhetorical writing.</td>
</tr>
<tr>
<td>Research Skills and</td>
</tr>
<tr>
<td>Information Literacy:</td>
</tr>
<tr>
<td>Students will be able</td>
</tr>
<tr>
<td>to formulate, find a</td>
</tr>
<tr>
<td>theoretical framework</td>
</tr>
<tr>
<td>and seek answers to</td>
</tr>
<tr>
<td>their own original</td>
</tr>
<tr>
<td>research through</td>
</tr>
<tr>
<td>critical, rigorous,</td>
</tr>
<tr>
<td>properly documented,</td>
</tr>
<tr>
<td>and ethical research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE LEARNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HJS 250</td>
</tr>
<tr>
<td>Justice in the Western</td>
</tr>
<tr>
<td>Traditions</td>
</tr>
<tr>
<td>Analyze critically</td>
</tr>
<tr>
<td>primary texts</td>
</tr>
<tr>
<td>addressing major</td>
</tr>
<tr>
<td>principles and theories</td>
</tr>
<tr>
<td>of justice in</td>
</tr>
<tr>
<td>Western traditions.</td>
</tr>
<tr>
<td>Students will learn</td>
</tr>
<tr>
<td>to employ and evaluate</td>
</tr>
<tr>
<td>the most important</td>
</tr>
<tr>
<td>methods of inquiry</td>
</tr>
<tr>
<td>used in history,</td>
</tr>
<tr>
<td>literary study and</td>
</tr>
<tr>
<td>philosophy.</td>
</tr>
<tr>
<td>Students will be able</td>
</tr>
<tr>
<td>to produce well-</td>
</tr>
<tr>
<td>reasoned, articulate,</td>
</tr>
<tr>
<td>and compelling</td>
</tr>
<tr>
<td>rhetorical writing.</td>
</tr>
<tr>
<td>Students will be able</td>
</tr>
<tr>
<td>to formulate, find a</td>
</tr>
<tr>
<td>theoretical framework</td>
</tr>
<tr>
<td>and seek answers to</td>
</tr>
<tr>
<td>their own original</td>
</tr>
<tr>
<td>questions through</td>
</tr>
<tr>
<td>critical, rigorous,</td>
</tr>
<tr>
<td>properly documented,</td>
</tr>
<tr>
<td>and ethical research.</td>
</tr>
</tbody>
</table>

| HJS 310                |
| Comparative Perspectives on Justice |
| Analyze critically     |
| primary texts          |
| addressing major       |
| principles and theories|
| of justice in non-Western traditions. |
| Students will learn    |
| to employ and evaluate |
| the most important     |
| methods of inquiry     |
| used in history,        |
| literary study and      |
| philosophy.             |
| Students will be able  |
| to produce well-        |
| reasoned, articulate,   |
| and compelling          |
| rhetorical writing.     |
| Students will be able  |
| to formulate, find a    |
| theoretical framework   |
| and seek answers to     |
| their own original      |
| questions through      |
| critical, rigorous,    |
| properly documented,    |
| and ethical research.   |
APPENDIX VII: Academic Department Annual Assessment Report Template {Revised Spring 2013}

Assessment Report

Department/Program:_______________________________________________________  Chair:_________________________

Degree /Minor/Certificate/or other Program:________________________________________________________

Time Period Covered for this Assessment Review:____________________

Assessment occurred in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Direct Assessment of Learning Goals (Please attach to the report a copy of each rubric used.)

After listing the learning goal(s), insert the percentage of students falling into each performance level in the following chart. Your descriptors for the performance levels may vary, and if they do please substitute yours, but it’s important to specify which level “meets expectations” for your program.

<table>
<thead>
<tr>
<th>Learning Goal(s) Assessed</th>
<th>Course Number</th>
<th>Sample Size</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29
**Indirect Assessment of Learning Goals**

Indirect assessment typically relies on surveys (Student Experience Surveys, NSSE, etc.), post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning goals or for more global assessment of the program. Indirect assessment should be part of every yearly review as a supplement to the direct assessment of learning. See attachment for examples of direct and indirect instruments.

<table>
<thead>
<tr>
<th>Learning Goal(s)</th>
<th>Course or Program Based?</th>
<th>Sample Size, if Known</th>
<th>Instrument</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Process  How did you go about assessing student learning in your program?
(Describe briefly the assessment methodology: sample selection, assessment instruments, scoring process, and assessment design)
Conclusions  What did you discover about student learning in your program?
**Actions Taken**

What action decisions did you make based on your data and conclusions? (Plan actions to take effect in the following semester or sooner if practical.)

<table>
<thead>
<tr>
<th>Actions To Be Taken and By Whom</th>
<th>Timeframe for implementation and intermediate steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Were last year’s actions implemented as planned? Please explain.

Assessment data and conclusions were discussed in a Department or Program meetings on ___________________________. [dates]

**Attachments:** Please attach rubrics used and samples of student work at each performance level within the rubric.
## APPENDIX VIII: Assessment Committee Evaluation Rubric (Academic Departments)

<table>
<thead>
<tr>
<th>Report Components</th>
<th>Requirements</th>
<th>Meets Requirement</th>
<th>Approaches Requirement</th>
<th>Requirement not yet met</th>
</tr>
</thead>
</table>
| Courses and Learning Objectives | • All courses to be assessed are identified.  
• Learning objectives to be assessed for each course are clearly stated. |                   | √                      | √                      | √                      |
| Assessment Tools  | • Assessment tools (e.g., survey, exam, assignment) are clearly identified / explained. |                   |                        |                        |                        |
| Sample            | • Where relevant, sample size and selection process are fully explained.     |                   |                        |                        |                        |
| Scoring Process   | • Scoring process identified / clearly explained.                           |                   |                        |                        |                        |
| Assessment Results| • For each learning objective assessed, data are reported in a table indicating % of students at each performance level. |                   |                        |                        |                        |
| Analysis of Findings | • Data reported in table are fully analyzed.  
• Discussion of findings presented in the context of departmental standards. |                   |                        |                        |                        |
| Recommendations    | • Specific actions to be taken as result of assessment fully described.  
• Time table for program improvement clearly presented.  
• Immediate actions to be taken as result of assessment fully described. |                   |                        |                        |                        |
| Appendices        | • Representative essay prompt, test item.  
• Rubric(s).  
• Survey(s). |                   |                        |                        |                        |
# APPENDIX IX: Assessment Committee Evaluation Rubric (Administrative Units)

**Administrative Units Outcomes Report - Assessment Committee Evaluation Guide**

<table>
<thead>
<tr>
<th>Report Components</th>
<th>Requirements</th>
<th>Meets Requirement</th>
<th>Approaches Requirement</th>
<th>Requirement not yet met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>• All goals to be assessed are identified. (When appropriate, learning objectives, courses, or educational experiences) • Objectives to be assessed for each goal are clearly stated</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Assessment Tools, Performance Indicators, and Targets</td>
<td>• Tools (e.g., survey, rubric), performance indicators, and targets are clearly identified / explained.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Sample</td>
<td>• Where relevant, sample size and selection process are fully explained.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Scoring Process</td>
<td>• Where relevant, scoring process identified / clearly explained.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>• For each objective assessed, results and targets are reported clearly, indicating if performance met expectations.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Analysis of Findings</td>
<td>• Data reported are fully analyzed. • Discussion of findings presented in the context of targets and standards.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Recommendations</td>
<td>• Specific actions to be taken as result of assessment fully described. • Time table for improvement clearly presented. • Immediate actions to be taken as result of assessment fully described.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Appendices</td>
<td>• Survey(s) • Rubric(s).</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>