I. Adoption of the Agenda

II. Minutes of the April 23, 2014 College Council (attachment A), Pg. 3

III. Proposal from the Mission Statement Review Committee (attachment B) – Provost Jane Bowers, Pg. 6

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C22) – Interim Dean Allison Pease

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C2. SUS 2XX Introduction to Sustainability Studies (WC), Pg. 24
C3. SOC 1XX Tabloid Justice: Causes & Consequences of Crime Sensationalism (JCI), Pg. 40
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C18. Proposal to Revise the Prerequisites for the General Education Program /College Option: Justice Core II (300-level) section, Pg. 185
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C20. Proposal for a New Minor in Accounting, Pg. 220
C21. Proposal for a New Minor in Fraud Examination, Pg. 223
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V. Report from the Committee on Graduate Studies (attachment D1-D4) – Dean Anne Lopes

New courses
D1. PAD 7xx  Public Oversight of Policing, Pg. 239
D2. PAD 819  The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy, Pg. 261
D3. FCM 74x  Applied Cryptography, Pg. 278

Programs

VI. Proposed College Council Calendar for 2014-2015 (attachment E), Pg. 287

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Clinton Dyer
The College Council held its sixth meeting of the 2013-2014 academic year on Wednesday, April 23, 2014. The meeting was called to order at 1:55 p.m. and the following members were present: C. Jama Adams, Warren Benton, Adam Berlin, Jane Bowers, Claudia Calirman, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Janice Dunham, Clinton Dyer, Jennifer Dysart, Margaret Escher, John Gutierrez, Maki Haberfeld, Shereef Hassan, Charles Jennings, Karen Kaplowitz, Katherine Killoran, Maria Kiriakova, Tom Kucharski, Anne Lopes, Vincent Maiorino, Nancy Marshall, Alisa Matusevych, Gabriella Mungalsingh, David Munns, Hyunhee Park, Jay Pastrana, Allison Pease, Robert Pignatello, Nicole Ponzo, Carina Quintian, Danius Remeza, Raul Rubio, Caridad Sanchez, Rosann Santos-Elliott, Francis Sheehan, Carmen Solis, Charles Stone, Nadia Taskeen, Ivonne Torres, Julio Torres, Jeremy Travis, Robert Troy and Daniel Yaverbaum.


I. Adoption of the Agenda
A motion was made to amend the agenda as follows:

Angelo Kyriacou was nominated to fill the vacant position as the HEO alternate on College Council.

Fritz Umbach was elected as the Vice Chair of the Faculty Senate Fiscal Affairs Committee on the Budget and Planning Committee, Financial Planning Subcommittee and the Strategic Planning Subcommittee.

II. Minutes of the March 12, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Election of College Council Committee Members
A motion was made to adopt the members as presented. The motion was seconded and approved unanimously.

IV. Report from the Committee on Honors, Prizes and Awards (attachment C)
A motion was made to adopt the report as presented. The motion was seconded and approved unanimously.

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 –D15)
A motion was made to adopt the new course marked “D1. ANT 3XX Anthropology of Work”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D2. SEC 3XX Security Management Internship”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D3. ENG 3XX Advanced Legal Writing: Advocacy and Oral Argument”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D4. Proposal to Revise the Electives in the BA and Minor in Humanities and Justice”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D5. Proposal to Revise the Minor in Psychology”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D6. Proposal for a New BS with a Major in Cell and Molecular Biology”. The motion was seconded and approved unanimously.

A motion was made to adopt D7-D15 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions and Mapping Gen Ed Outcomes marked D7-D15:

<table>
<thead>
<tr>
<th>Course Revisions and Mapping to Gen Ed Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>D7.     SOC 328     Qualitative Research Methods in Criminology</td>
</tr>
<tr>
<td>D8.     SOC 329     Evaluation Research</td>
</tr>
<tr>
<td>D9.     AFR 215     Police and the Ghetto</td>
</tr>
<tr>
<td>D10.    SOC 315     Modern Sociological Theory</td>
</tr>
<tr>
<td>D11.    BIO 315     Genetics</td>
</tr>
<tr>
<td>D12.    BIO 412     Molecular Biology I</td>
</tr>
<tr>
<td>D13.    BIO 413     Molecular Biology II</td>
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<tr>
<td>D14.    CHE 315     Biochemistry</td>
</tr>
<tr>
<td>D15.    SPA 202     Intermediate Spanish II (Com)</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments E1-E3)
A motion was made to adopt the academic standard marked “E1. Proposal to Change the Steps to Completing a Thesis.” The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “E2. CRJ/PAD 730 Policy Analysis in Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “E3. Proposal for Changes to the MA in Criminal Justice.” The motion was seconded and approved unanimously.

    In Favor: 43      Oppose: 0      Abstentions: 1

The meeting was adjourned at 2:37 p.m.
Third Proposal from Mission Statement Review Committee
John Jay College of Criminal Justice
City University of New York
Mission Statement
May 1, 2014

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world’s most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

Members of the Mission Statement Committee

Jane Bowers, Co-Chair
Karen Kaplowitz, Co-Chair
James Llana, Co-Chair
Stephanie Autenrieth
Benjamin Bierman
Avram Bornstein
Lynette Cook-Francis
Roddrick Colvin
Jennifer Dysart
Anne Lopes
Gerald Markowitz
Jessica Gordon Nembhard
Allison Pease
Jason Rauceo
Hung-En Sung
Julio Torres
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 __Africana Studies________
   
   b. Name and contact information of proposer(s) _Jessica Gordon Nembhard
      
      Email address(es) __jnembhard@jjay.cuny.edu________
      
      Phone number(s) __646-557-4658__________________

2. a. Title of the course __Environmental Racism_________________________________
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __________________________ Environmental Racism __________________________
   
   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 will be taught at the 300 level because it is geared for upper class students particularly in the Sustainability and Environmental Justice minor, with expectations that they will do extensive reading and writing assignments and engage the topics at a high level of analysis.

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

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 serves as an important elective in John Jay’s Sustainability and Environmental Justice minor (currently one of the only 8 suggested electives to satisfy the required 4 electives, and corresponds well with the required course “Environmental Justice” in the global justice core). It also meets the requirements for general education in the college option Justice Core (300-level Justice and Equality in the U.S.), and as an elective for the Africana Studies minor. The purpose of this course is to explore the theory and practice of environmental racism with upper level students, and have them analyze the impacts and implications of environmental injustice to better theorize about
relationships between race, inequality and sustainability (or unsustainability). Environmental racism is a significant issue facing Black and Brown communities because of the disproportionate negative impacts on communities of color from air and water pollution (increase in asthma for example), lead poisoning, location of hazardous wastes, and natural disasters such as hurricanes. Other courses in Africana studies explore various aspects of racism in detail, but only introduce environmental issues. Other courses in the sustainability minor explore environmental challenges and justice issues in general, but with less emphasis on racial inequality. In this course students will describe and analyze environmental problems and questions as well as examine data and resources about the environment, environmental crises and solutions, particularly as they apply to people of color, and low-income communities.

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 reveals ways that environmental degradation and hazards disproportionately affect people of color in the United States. Its purpose is to analyze theories of environmental racism, and the impacts and implications of (intentionally and unintentionally) unjust environmental practices, particularly on low-income African American, Latino, and indigenous communities. Students will describe and analyze environmental problems, propose solutions, and examine data about the environment and such environmental crises as lead poisoning, air pollution, and the location of hazardous wastes in communities of color.

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

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** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S. through the study of sustainability, environmental justice and institutional racism.

- Discuss and analyze how struggles for environmental justice in the face of environmental racism have shaped U.S. society and culture.

- Differentiate multiple perspectives on the same subject in relation to issues of disproportionately negative environmental, health and economic impacts on people of color.

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

   - No ______  Yes __X__

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

   - Sustainability and Environmental Justice Minor
   - The Africana Studies Minor

10a. 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:

   **College Option:**

   | Justice core 100-level: Justice & the Individual |  |
   | Justice core 300-level: Struggle for Justice & Equality in U.S. | X |
   | Justice core 300-level: Justice in Global Perspective |  |
   | Learning from the Past |  |
   | Communication |  |
10b. Please explain why this course should be part of the selected area.

This course is a good fit in the justice core for the US because students investigate justice and injustice in the areas of environment, health and geography, particularly for people of color in the U.S. It is important to examine environmental racism historically and more currently as a means to gain greater understanding of justice issues in the United States – particularly more subtle but pervasive race and class dimensions of justice and injustice, such as the disproportionate negative impacts on communities of color from air and water pollution, lead poisoning, location of hazardous wastes, and natural disasters such as hurricanes. These are not usually the first areas that we think of when we think about justice issues or racism. This course therefore helps students to “Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.” in new ways, through a different lens; and to explore the complexities of discrimination and injustice. This course also aids students in understanding human agency, resistance, and the struggle for justice in new ways and from a different perspective – the relationship of people of color and low-income people to their environment, and the policies and practices needed to effect quality health and sustainability outcomes. This allows students to analyze “how struggles for justice have shaped U.S. society and culture” from the vantage points of sustainability and health – not just in relation to civil rights, gender equality, and other more conventional justice perspectives.

10c. If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th>Offer Period</th>
<th>Frequency</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall semesters only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring semesters only</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

11. How will you assess student learning?

- Class Participation/Discussion
- Formal Writing Assignments in the form of in-class essays and a significant research paper assessed at various stages of completion
- Oral reports
- Quizzes, reflection essays, and in-class group assignments and team presentation

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 Bladell_ _______________________
- Are there adequate resources in the library to support students’ work in the course
  Yes _x_ No ______

- The library catalog, CUNY+ _x_
- EBSCOhost Academic Search Complete _____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____

Approved by UCASC, to College Council, May 13, 2014
13. Syllabus – see attached

14. Date of Department curriculum committee approval __1/20/14__________

15. Faculty - Who will be assigned to teach this course? Jessica Gordon Nembhard, Crystal Endsley, Janice Johnson-Dias, 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
   ____No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   C. Jama Adams, Chairperson (Dept. of Africana Studies)
   __________________________________________________________________________
   Name of Chair giving approval, Proposer’s Department

   Joan Hoffman, Department of Economics
   __________________________________________________________________________
   Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>AFR 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Environmental Racism</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Africana Studies and Sustainability minor</td>
</tr>
<tr>
<td>Discipline</td>
<td>SUS (Interdisciplinary Program)</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 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Course Description**
This course reveals ways that environmental degradation and hazards disproportionately affect people of color. Its purpose is to analyze theories of environmental racism, and the impacts and implications of (intentional and unintentional) unjust environmental practices, particularly on low-income African American, Latino, and indigenous communities. Students will describe and analyze environmental problems, propose solutions, and examine data about the environment and such environmental crises as lead poisoning, air pollution, and the location of hazardous wastes in communities of color.

**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)
  - [XX] 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.

Approved by UCASC, to College Council, May 13, 2014
I. **Justice Core II: Struggle for Justice and Equality in the U.S.** - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>The course begins with an analysis of racism and environmental racism in the U.S. through theory, statistics and study of unjust environmental practices. Readings engage students in political economic, cultural, sociological, and health analyses of the disparities in people of color's experiences with the environment and sustainability. Students will engage in class discussion, small group projects, and essay and paper writing using these various ways to understand environmental inequality and injustice. In-Class Essay 1 asks the students to reflect on and write about the strengths and weaknesses of government policies in terms of siting of environmental hazards and protecting people of color from environmental degradation, the need for Black activism around these issues; and how African Americans have articulated these issues. Essay 2 requires students to reflect on and write about the challenges for indigenous populations and the variety of injustices that occur in terms of environmental degradation and injustice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</td>
</tr>
</tbody>
</table>

| Through this course students will demonstrate an understanding of the ways people of color (African Americans, Latinos, and indigenous people) have been active in resisting environmental degradation and struggling for environmental justice in class discussions, quizzes, essays, and the research paper. I-Class Essay 3 requires the students to focus on alternatives and solutions for sustainability and justice, strengths and weaknesses of solutions offered; and what it would take to implement potential solutions. This requires them to understand how these struggles shape and impact U.S. society and culture as well as sub populations. The section on analyzing government policies, as well as the sections on grassroots resistance, and finding alternatives expose students to both the impacts on U.S. society and the actions of people of color on their own behalf. In their research paper, students will also be required to address: history of what had gone on; science of the environmental harm; economic issues (incomes, low tax base, misuse of cost benefit analysis); measurement of bias (quantitative measures of racist impact or white privilege or need for such data); pertinent laws & policies; politics/implementation issues; resistance & ways resistance has driven towards solutions that impact the entire society (resistance movements, eg. transportation department has environmental justice requirements for projects). |
| • Analyze how struggles for justice have shaped U.S. society and culture |

| The readings for this entire course offer multiple perspectives on the same broad issue – perspectives from race, culture and gender differences, as well as class analyses and differences between the voiceless grassroots and the more powerful middle and upper classes and privileged whites. One section even includes international perspectives on environmental racism, particularly in the US. Students are asked to show an understanding of the variety of perspectives in their research paper as well as in Essay 3 (where they will need to figure out how alternative solutions will be accepted by diverse stakeholders). The quizzes and in-class group assignments will also focus on having the students demonstrate an understanding of the various perspectives on these issues. In addition the team assignment – to analyze the disproportionate negative effects on low-income communities of color in New Orleans or NYC from Hurricanes Katrina and Sandy respectively – includes having the |
| • Differentiate multiple perspectives on the same subject |

Approved by UCASC, to College Council, May 13, 2014
students discuss among themselves and lead a class discussion about these different experiences and the different perspectives on them, in 2 specific cities with similar experiences, one close to home.
AFR-3XX  ENVIRONMENTAL JUSTICE
Spring 2015  Room:

Professor: Jessica Gordon Nembhard, Ph.D.
Office Location: Africana Studies, rm 9.63.07 NB
Office Hours: E-mail/phone: jnembhard@jjay.cuny.edu; 646-557-4658

Description
This course reveals ways that environmental degradation and hazards disproportionately affect people of color in the United States. Its purpose is to analyze theories of environmental racism, and the impacts and implications of (intentional and unintentional) unjust environmental practices, particularly on low-income African American, Latino, and indigenous communities. Students will describe and analyze environmental problems, propose solutions, and examine data about the environment and such environmental crises as lead poisoning, air pollution, and the location of hazardous wastes in communities of color.

Learning Outcomes:
• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S. through the study of sustainability, environmental justice and institutional racism.
• Discuss and analyze how struggles for environmental justice in the face of environmental racism have shaped U.S. society and culture
• Differentiate multiple perspectives on the same subject in relation to issues of disproportionately negative environmental, health and economic impacts on people of color.

Required Text and materials:
• Environmental Justice/ Environmental Racism. Environmental Justice Net website has many of the documents assigned and is a resource for student research. http://www.ejnet.org/ej/

Blackboard – readings and class activities will also be available on the course Blackboard site.

Optional:

How the Course will be Assessed:
Quizzes (Random) 15 points
Essay Exams (3, 10 each) 30 points
Research Paper (12-15 typed pages) 25 points
Team Presentation &Handout 10 points

Approved by UCASC, to College Council, May 13, 2014
Official Student Presentation(s)  10 points
Class Participation   10 points
Total  100 points

Grade Conversion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0------Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90.0- 92.9------</td>
</tr>
<tr>
<td>B+</td>
<td>87.1- 89.9------Very Good</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------Above Average</td>
</tr>
<tr>
<td>C</td>
<td>73.0- 77.0------Average</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------Fail</td>
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</table>

Course Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction and overview</th>
</tr>
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<tbody>
<tr>
<td>1/29</td>
<td>Introduction to course and Student expectations</td>
</tr>
<tr>
<td></td>
<td>What is environmental racism?</td>
</tr>
<tr>
<td></td>
<td>How is it different from environmental justice?</td>
</tr>
<tr>
<td>1/31</td>
<td>Racism and Environmental Justice Definitions and Theories</td>
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</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Racism and Environmental Justice Definitions and Theories continued</th>
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<tbody>
<tr>
<td></td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>Dryzek and Schlosberg (2005), Chapter 31.</td>
</tr>
<tr>
<td>2/7</td>
<td>Women of Color and Environmental Justice</td>
</tr>
<tr>
<td>Week 3 2/12</td>
<td>Severity of Environmental Racism</td>
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<table>
<thead>
<tr>
<th>2/14</th>
<th>Severity of Environmental Racism updated</th>
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</table>

<table>
<thead>
<tr>
<th>Week 4 2/21 Initial Paper Proposal due</th>
<th>Grassroots Advocacy for Justice</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
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<td>--------</td>
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<tr>
<td>2/23</td>
<td><strong>National Environmental Policy</strong></td>
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<td></td>
<td>Dryzek &amp; Schlosberg, “Rationality and the Logic of the National Environmental Policy Act” pp. 93-103.</td>
</tr>
<tr>
<td></td>
<td><strong>Optional:</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Analyzing Government Policies – Strengths and weaknesses</strong></td>
</tr>
<tr>
<td>2/28</td>
<td>Read 4-5 articles on Executive Order 12898 and EPA policy from &quot;US Environmental Justice Law and Policy&quot; section of <a href="http://www.ejnet.org/ej/">Environmental Justice/ Environmental Racism Environmental Justice Net website</a></td>
</tr>
<tr>
<td>3/2</td>
<td><strong>Hazardous Wastes Case Studies</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Hazardous Wastes continued</strong></td>
</tr>
<tr>
<td>3/7</td>
<td>Bullard (2005), Chapter 2, pp. 43-61; Chapter 4, Chapter 5, Chapter 6, pp. 85-142.</td>
</tr>
<tr>
<td>3/9</td>
<td><strong>Air Pollutants and Communities</strong></td>
</tr>
</tbody>
</table>

Approved by UCASC, to College Council, May 13, 2014
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Water Pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/14</td>
<td>Outline and Annotated Bibliography due</td>
</tr>
</tbody>
</table>


Water Pollution


### 3/16

**Aboriginal Indigenous groups and the Environment**


Optional:

Dryzek  & Schlosberg, “The environmentalism of the Poor” p. 463-480; "All Our Relations” p. 489-496.

### 3/21

**Latinos and the Environment**


### 3/23

**Latinos and the Environment continued**


### 3/28

**The Green Movement**


Dryzek  & Schlosberg, “Politics Beyond the State: Environmental Activism and World Civic

Approved by UCASC, to College Council, May 13, 2014

Optional:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/30</td>
<td><strong>Guest Speaker on Hurricane Sandy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Week 10</strong></td>
</tr>
<tr>
<td>4/4</td>
<td>Close study of the disproportionate effects on people of color from Hurricanes Katrina in the US Gulf Coast (focus on New Orleans) and Sandy in the Northeast (focus on NYC) – Review of issues, themes, and guest lecture on 11/3. Form teams and teams meet during class time to design project and divide up work.</td>
</tr>
<tr>
<td></td>
<td><strong>Week 11</strong></td>
</tr>
<tr>
<td>4/20</td>
<td>Library class – teams work in library to gather information</td>
</tr>
<tr>
<td></td>
<td>Hurricane Katrina</td>
</tr>
<tr>
<td></td>
<td>Hurricane Sandy</td>
</tr>
<tr>
<td></td>
<td><strong>Week 12</strong></td>
</tr>
<tr>
<td>4/27</td>
<td>Team Oral Presentations – Power Point and a written hand out for the class (all teams hand in written work and post Power Point on Blackboard)</td>
</tr>
<tr>
<td>4/29</td>
<td>Team Oral Presentations continued</td>
</tr>
<tr>
<td></td>
<td><strong>Week 13</strong></td>
</tr>
<tr>
<td>5/5</td>
<td>US Environmental Racism in Global Perspective</td>
</tr>
<tr>
<td></td>
<td>Bullard (2005), Part IV pp. 222- 298 (divide readings among the students)</td>
</tr>
</tbody>
</table>

Approved by UCASC, to College Council, May 13, 2014
Week 14
5/12
Final Research Paper due

Review trends and findings; alternatives and solutions.


Optional:

5/14
Essay 3
Wrap up (begin oral reports if needed)

Week 15
Final Exam day: Final oral reports on research papers.

Description of Assignments

Quizzes (15 points): Quizzes are meant to ensure that you are reading your assignments DAILY. As a result, they may be given at the beginning, middle or end of class. They will consist of short answers primarily written in paragraph form. They may even incorporate feedback from others. There will be a total of 8-10 quizzes during the semester. Your two lowest quiz scores will be dropped. Quizzes are not cumulative.

The following are not allowed during the taking of quizzes: cell phones, calculators, headphones, water bottles, etc...If you are late for class, absent without a note, or are out sick without a note, you will have to use one of your drop options. There will be no individual make-ups. I will schedule ONE day when students may make up missed quizzes IF THEY CAN PROVIDE THE ACCEPTABLE DOCUMENTATION. The make-up day will be announced at a later time.

Essay Exams (30 points): Three essays (worth 10 points each) will be written during the first 30 minutes of class on the day the assignment is due. The professor will hand out and/or post on Blackboard, at least 10 days in advance, the essay assignment. Students must prepare to answer any essay question based on the assignment and/or study questions. Each essay will be written during class, the first one with notes allowed and the other 2 no notes allowed. Essay 1 will be given during Week 5 [about strengths and weaknesses of government policies, need for Black activism; and African American articulation of the issues]; Essay 2 during Week 9 [about challenges for indigenous populations and the variety of injustices that occur]; and Essay 3 on the last day of regular classes.
Week 14 [focus on alternatives and solutions for sustainability and justice, strengths and weaknesses of solutions offered; what it would take to implement potential solutions].

**Research Paper (25 Points):** Students will be required to write a 12-15 typed pages research paper on the topic of their choosing but in consultation with the instructor. Papers must be typed, double-spaced, and contain at least 12 references, using APA citation format. Only two citations from websites are allowed and up to four articles/chapters from the assigned readings may be used. Small assignments leading up to the completion of the final paper have been built into the schedule and are required. A typed 1-page proposal describing the topic and significance is due in week 4 (3 points). A typed 1-2 page project outline and bibliography with 8 of the references annotated (another 2-4 pages) is due in week 7 (7 points). In week 11, a complete (typed) draft of the paper is due (5 points). The final paper is due the first class of Week 14 (15 points).

Research papers should be about one particular theory, practice or experience related to environmental racism or alternative solutions. The topic must be approved by the professor. Students should incorporate research about as many of the following aspects as possible:
- history of what had gone on
- science of the environmental harm
- economic issues (incomes, low tax base, misuse of cost benefit analysis)
- measurement of bias .quantitative measures of racist impact or white privilege or need for such data
- pertinent laws & policies
- politics/implementation issues
- resistance & ways resistance has driven towards solutions (resistance movements, eg. transportation department has environmental justice requirements for projects).

**Team Presentation & Handout (10 points):** Students will engage in a close study of the disproportionate effects on people of color from Hurricanes Katrina in the US Gulf Coast (focus on New Orleans) and Sandy in the Northeast (focus on NYC). The class will divide into groups of 2-4 students. Each team will make a power point presentation on one of the two hurricanes as examples of environmental racism, and suggest solutions. Teams must put together their team power point, give the oral presentation as a team, and provide a written hand-out for the class. Reflections of the issues in the arts (stories, movies, song, etc) as well as social science analysis will be accepted. Due first class of Week 12.

**Oral Student Presentations (10 points):** Students will give a final oral presentation about their research paper to the class starting the last day of regular class and during the assigned course exam date. The Professor will post the schedule for oral presentations by the beginning of Week 13.

**Class Participation (10 points):** Class attendance and class participation are expected and contribute to your grade. Students will receive points for participation in small group in-class assignments, on assigned worksheets, and in class discussions.

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

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

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

Approved by UCASC, to College Council, May 13, 2014
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, pp 38-39).

**Students with Disabilities**
The Office of Services for Students with Disabilities (see their webpage and get the number) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class. If you are classified as student in need of special services and, therefore, more time to take the tests, let me know as soon as possible.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted_____9/19/13_______________

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__Sustainability Studies Committee

   b. Name and contact information of proposer(s)__Jennifer Rutledge______________

      Email address(es__jrutledge@jjay.cuny.edu_____________
      Phone number(s)_____646-557-4710___________________

2. a. Title of the course _____Introduction to Sustainability Studies__________

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

   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 provides an overview of the issues of sustainability and serves as a gateway course to the minor. Study of this interdisciplinary issue requires drawing on and integrating knowledge from a variety of fields and as such this course has a broad scope of readings and extensive writing requirements, which facilitate comprehension of the interrelated nature of the field. Thus, some previous exposure to different disciplines is needed. In addition, students will be expected to fulfill the writing requirements for 200 level courses, that is, to provide at least one 6-page summary on case studies, research documents, text readings, film commentary, or other sources which will be accompanied by a proper annotated bibliography.

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

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 the first step in preparing students to understand the issues of sustainability and environmental justice, and will serve as one of two required courses in the new minor in Sustainability Studies. As the world experiences widespread environmental damage and
destruction our students will benefit from being exposed to the science and politics that underlie this damage. Understanding concepts such as climate change and environmental degradation will benefit our students as citizens and scholars. Further, this course addresses the specific impact of global processes, such as environmental degradation, on world cultures, as well as the way in which culture affects our response to these issues. As such this course is an important addition to the World Cultures and Global Issues section of John Jay’s general education curriculum. While John Jay already has some courses that deal with issues of sustainability and environmental justice, this course provides students with coherent background knowledge that will better prepare them for future classes and help address numerous matters of environmental justice through a global and interdisciplinary lens. In sum, as issues of sustainable development and environmental justice become more and more important in an interconnected world, we propose this course to provide our students with the knowledge and skills that pertain to this crucial area of justice to prepare even more for the world they will encounter and lead.

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.)

Meeting the global challenge of sustainability and environmental justice as we seek to preserve the human habitat requires students to draw on and integrate many fields of knowledge. This course will introduce students to such critical problems as climate change, environmental degradation, and socio-economic inequality and the unequal distribution of limited resources. As this is an inter-disciplinary course, some aspects of the course will vary depending on the expertise of the instructor, but will always focus on providing students with tools to understand and respond to these and other global problems.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

Prerequisite: ENG 101

6. Number of:

   a. Class hours ___3__
   b. Lab hours ____
   c. Credits ___3__

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

   ___x_ No ______ Yes. If yes, then please provide:
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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:

- Gather, interpret, and assess information from a variety of sources and points of view on a variety of major sustainability issues including global change, the global scarcity of natural resources and local and global public health concerns resulting from environmental conditions.

- Critically evaluate evidence and the arguments presented about sustainability and environmental justice issues in a global society.

- Produce well-reasoned written or oral arguments using evidence to support your conclusions on a sustainability issue.

- Identify and apply the fundamental concepts of the interdisciplinary field of sustainability studies in order to explore the global challenges related to environmental justice and sustainability.

- Analyze the significance of the environmental justice movement around the world.

- Analyze the role of globalization in producing the intertwined nature of the environmental, economic and political processes involved in global sustainability challenges.

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 will be the foundations course for the minor in Sustainability Studies and Environmental Justice.

10a. 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>Area</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>

10b. Please explain why this course should be part of the selected area.

This course will examine the science behind the global nature of environmental problems, the global roots of these problems in patterns of economic and political exploitation, as well as the impacts that environmental damage and change are having on various world cultures. For instance, while actors in the developed world have historically created the conditions for global climate change, the developing world will experience a heightened impact from these actions, which will have certain effects on the cultures in both places. Further, there is cultural variation in responses to environmental degradation. Globalization has quickened the pace of environmental degradation, while also facilitating the rise of a global environmental movement dedicated to assuring a more sustainable future. Issues of sustainability require a global analysis and as such this course meets many of the learning goals of World Cultures and Global Issues.

10c. 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: 

11. How will you assess student learning?

Student learning will be assessed in a variety of ways. Student learning will be assessed through two exams, one group project on solutions to a particular problem of sustainability of the students choice and one individual paper assessing the solutions to that sustainability problem. All of these assignments will be accompanied by clearly delineated grading rubrics that will be handed out to the students ahead of time and will be available on blackboard.

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: Jeffrey Kroessler
- Are there adequate resources in the library to support students’ work in the course:  Yes X  No
- Will your students be expected to use any of the following library resources? Check all that apply.
The library catalog, CUNY+
---
EBSCOhost Academic Search Complete _X_
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___
LexisNexis Universe _X___

Criminal Justice Abstracts ___
PsycINFO ___
Sociological Abstracts ___
JSTOR ___X___
SCOPUS ___
Other (please name) _ Business Abstracts________

13. Syllabus – see attached
14. Date of Department curriculum committee approval ___9/18/2013____________

15. Faculty - Who will be assigned to teach this course? ___Jennifer Rutledge, Sandra Swenson, Joan Hoffman, Alexander Schlutz________

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: Joan Hoffman, Sustainability Studies Committee Chair

Approved by UCASC, to College Council, May 13, 2014
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>SUS 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Sustainability Studies</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sustainability Studies Committee</td>
</tr>
<tr>
<td>Discipline</td>
<td>Sustainability Studies Committee</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</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Meeting the global challenge of sustainability and environmental justice as we seek to preserve the human habitat requires students to draw on and integrate many fields of knowledge. This course will introduce students to critical problems from such diverse fields as ecology, political science, economics, psychology, history and literature. As this is an inter-disciplinary course, some aspects of the course will vary depending on the expertise of the instructor, but will always focus on providing students with tools to understand and respond to global problems such as climate change, environmental degradation, and socio-economic inequality and the unequal distribution of limited resources.</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>
<tr>
<td>CUNY COMMON CORE Location</td>
<td></td>
</tr>
<tr>
<td>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>☐ English Composition</td>
<td></td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td></td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
</tr>
<tr>
<td>☐ World Cultures and Global Issues</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ US Experience in its Diversity</td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td>☐ Creative Expression</td>
<td></td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:  

☐ current course ☐ revision of current course ☒ a new course being proposed

Approved by UCASC, to College Council, May 13, 2014
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>The readings include academic articles and book chapters, websites, news articles, and parts of a non-fiction book. Comprehension of these readings is assessed through short papers and exams.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are four short papers that ask students to critically evaluate the reading assignments.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>There are four short papers, two exams and a research paper that require advanced critical argumentation that are evaluated on the basis of how well the student uses evidence to make an argument.</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:

Sustainability is an emerging interdisciplinary field that uses the concepts and methods from a wide variety of fields including political science, biology, economics, sociology and history to analyze the intertwined nature of global sustainability. Students read and analyze works from all of these diverse fields and apply these concepts to issues of sustainability such as global climate change or the global scarcity of water. These concepts are assessed through short papers and exams.

<table>
<thead>
<tr>
<th></th>
<th>• 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the class, in readings and class activities, students will analyze the way in which globalization has facilitated global sustainability challenges and is contributing to efforts to mitigate these challenges. They will assess the</td>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
</tbody>
</table>
- Analyze the historical development of one or more non-U.S. societies.

In a three week unit in the course, students analyze the myriad facets of the global environmental justice movement, including the ways in which cities in the developing world are adapting to their rapid growth, the ways in which formal and informal international organizations are responding to environmental issues, and the response of indigenous communities in the developing world to the pressures of environmental issues. To investigate these pressures students use methodological strategies such as comparative historical analysis, process-tracing and/or statistical analysis. The effect of the environmental justice movement will be analyzed by the students in their final research paper.

- Analyze the significance of one or more major movements that have shaped the world's societies.

- 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.
Introduction to Sustainability Studies  
John Jay College of Criminal Justice, CUNY  
Fall 20XX  
TIME  
ROOM

Instructor: Jennifer Rutledge  
Office Hours: Tuesday 1 – 2. Thursday 4 - 5  
Office: 9.65.33 NB  
Phone: 646-557-4710  
Email: jrutledge@jjay.cuny.edu

Course Description

Meeting the global challenge of sustainability and environmental justice as we seek to preserve the human habitat requires students to draw on and integrate many fields of knowledge. This course will introduce students to such critical problems as climate change, environmental degradation, and socio-economic inequality and the unequal distribution of limited resources. As this is an inter-disciplinary course, some aspects of the course will vary depending on the expertise of the instructor, but will always focus on providing students with tools to understand and respond to these and other global problems.

Learning Outcomes:

At the end of this course, students will:

- Gather, interpret, and assess information from a variety of sources and points of view on a variety of major sustainability issues including global change, the global scarcity of natural resources and local and global public health concerns resulting from environmental conditions.

- Critically evaluate evidence and the arguments presented about sustainability and environmental justice issues in a global society.

- Produce well-reasoned written or oral arguments using evidence to support your conclusions on a sustainability issue.

- Identify and apply the fundamental concepts of the interdisciplinary field of sustainability studies in order to explore the global challenges related to environmental justice and sustainability.

- Analyze the significance of the environmental justice movement around the world.

- Analyze the role of globalization in producing the intertwined nature of the environmental, economic and political processes involved in global sustainability challenges.
Requirements and Grades:
Students are expected to complete the required readings listed on this syllabus and come to class prepared to discuss the readings for that day.

Assignments for the course include two exams, four short papers, a group presentation, and a longer research paper.

There are 500 points available in the class and your final grade will be computed by dividing the points you earn against 500. This act of division will produce a percentage, which will become your final grade. The grading chart is listed below.

**Exams:** There will be two in-class exams. The midterm will occur at the end of Week 8, and the final will occur during finals week. The exams will be composed of essay questions and identifications. Each exam will be worth 100 points. There will be no make-ups offered for any of the exams unless you have a documented medical emergency.

**Response Papers:** You will respond to the readings during each of the sections with a short response paper discussing at least two of the readings from a given week. I.e. You will write FOUR papers, one from each of the four sections of the course. Two of these papers will be due before the midterm and two after the midterm. It is your choice which readings you choose to write on. We will sign up for these papers during the second day of class. The paper is due at the beginning of class on its due date. Each paper is worth 25 points.

**Research Paper:** You will write a 6 page paper assessing the path by which a sustainability issue of your choice has emerged in the world today, as well as various potential avenues to improve this problem. You can choose an issue we cover in class or one not covered in class. You will turn in a two-page outline of the paper at the end of week 6 which will be worth 20 points. The long paper will be worth 80 points for a total of 100 points.

**Environmental Convention Simulation:** During the last week of class we will hold an environmental convention, where you will work in groups that represent various countries to design a new, global environmental convention. Participation in the convention is worth 50 points.

**Participation and Professionalism:** There will be 50 points for participating effectively in class discussions and activities.

*Note: Professionalism refers to factors such as attendance, promptness, respectfulness, overall improvement, and other intangibles, to be evaluated and assigned at the discretion of the instructor.*
Point Summary (500)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Short Papers: 4 papers - 25 points each</td>
<td>100</td>
</tr>
<tr>
<td>Environmental Warrior Paper</td>
<td>100</td>
</tr>
<tr>
<td>Convention Simulation</td>
<td>50</td>
</tr>
<tr>
<td>Participation: and Professionalism:</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Grading:
- Late assignments will be penalized 10% for every school day that they are late.
- In order to receive a passing grade, students must complete all exams and assignments for the course.

Grades are assigned as follows:
- 93.00-100% = A
- 90.00-92.99 = A-
- 87.00-89.99 = B+
- 83.00-86.99 = B
- 80.00-82.99 = B-
- 77.00-79.99 = C+
- 73.00-76.99 = C
- 70.00-72.99 = C-
- 67.00-69.99 = D+
- 63.00-66.99 = D
- 60.00-62.99 = D-
- 59.99 and below = F

Explanation of Grades

<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>Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.</td>
</tr>
<tr>
<td>F</td>
<td>Failure -- An F is not erased when the course is taken again and passed.</td>
</tr>
<tr>
<td>P</td>
<td>Passing -- The P grade is not computed in the grade point average and is authorized only for: 1. Remedial and developmental courses 2. Non-remedial courses for which the P grade is designated in the course description. 3. Courses taken on a Pass/Fail Option</td>
</tr>
</tbody>
</table>
For more information on John Jay College’s grading policies please refer to http://www.jjay.cuny.edu/academics/761.php

Statement on Attendance: Attendance is required for this course. Missing more than two week’s classes (4 absences) will result in a reduced grade. Exceptions to this policy will be made on a case-by-case basis. In addition, arriving late and/or leaving early is highly discouraged so that you will not disrupt the learning of your peers.

Office Hours: I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations. Office hours are listed at the top of the syllabus. I am also open to meeting with students at other times - just email or speak to me to set something up.

Course Policies:

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. Paraphrasing, summarizing, 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. If you plagiarize on an assignment you will fail that assignment.

College Policy on Cheating
Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. If you cheat you will fail that exam.

Source: http://www.jjay.cuny.edu/academicStandards/undergraduate.asp

Accessibility:
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.
Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

Extra Work
There will be no extra credit offered in this course.

Diversity and Collegiality
One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

Readings
There is 1 required text for this course. It is available for purchase at the College Bookstore or can be found online.


All other readings are available on blackboard.

You must bring your readings with you to class each day, as we will rely heavily on the readings during our class discussion.

Course Schedule

I. The Global Challenge of Sustainability

Week 1: Introduction

Day 1 – Introduction to the Course

Day 2 – Definitions: Sustainability, Environmental Justice

- Brown, Ch. 1. “On the Edge” (pgs 3 – 20)

Week 2: How Big of a Problem is The Environment?
Day 1 – Trends: Impacts on Future Generations
- Brown, Ch. 7. “Mounting Stresses, Failing States” (pgs 84 – 98)

Day 2 – Understanding Population and Carrying Capacity


**Week 3: Where Did This Problem with the Global Environment Come From?**

Day 1 – Tragedy of the Commons


Day 2 – Economics and Globalization


Day 1 –


Day 2 –

- Rethinking the Ecology-Sovereignty Debate by Ken Conca (from *Green Planet Blues*), pgs 65 – 75.
- Rachel Carson, *Silent Spring*, pgs 1 – 39

**II. Issues of Global Environmental Sustainability**

**Week 5: Global Climate Change and the Energy Challenge**

Day 1 –


Day 2 –

- Brown, Ch. 9. “Harnessing the Wind, Solar and Geothermal Energy” (pgs 116 – 135)

**Week 6: Global Food Production and Distribution**

Day 1 –

- Brown, Ch. 2 “Falling Water Tables and Shrinking Harvests” (pgs 21 – 33)
- Brown Ch. 5. “The Emerging Politics of Food Scarcity” (pgs 59 – 71)

Day 2 –
- Brown, Ch. 12. “Feeding Eight Billion” (pgs 165 – 182)

**Week 7: Soil and Agriculture Around the World**

Day 1 –
- Brown, Ch. 3 “Eroding Soils and Expanding Deserts” (pgs 34 – 44)
- Brown Ch. 4 Rising Temperatures, Melting Ice and Food Security (pgs 45 – 58)

Day 2 –

**Week 8: Air and Water Quality**

Day 1 –
- Brown, Ch. 10 (pgs 136 – 150)

Day 2 – **EXAM**

**III. Issues of Economic and Political Sustainability**

**Week 9: Global Inequality and Poverty**

Day 1 -
- Brown, Ch 8 and 11 (pgs 99 – 115 and 151 – 164)

Day 2 -

**Week 10: Urban Explosion Around the World**

Day 1 –
- Katherine Boo. Behind the Beautiful Forevers. Pg 3 - 31

Day 2
- China’s Urban Explosion, CNN, January 20, 2012 (4 pages)

Approved by UCASC, to College Council, May 13, 2014
- Katherine Boo, Behind the Beautiful Forevers, pg. 31 – 70

**Week 11: (Im)migration as a Global Challenge**

Day 1 – Environmental Refugees
- Brown, Ch. 6 (pgs 72 – 83)

Day 2 –
- UN. 2009. “In search of Shelter: Mapping the Effects of Climate Change on Human Migration and Displacement” (36 pages)

**Environmental Warrior Paper DUE**

**Week 12: Sustainable Futures**

**IV: Responding to the Crisis**

Day 1 –
- Gaia Vince. Sustainability in the New Urban Age. BBC.com (2 pages)
- Explore the UN Habitat Sustainable Cities Program website.
  http://www.unhabitat.org/categories.asp?catid=540

Day 2

**Week 13: Formal and Informal Political Responses at the Global Level**

Day 1 – International Organizations

Day 2 – Social Movements
- Ken Conca and Geoffrey D. Dabelko, Green Planet Blues: Four Decades of Environmental Politics, Part Six, Ecological Justice, pg 316 - 338

**Week 14: Convention**

Day 1 – Prepare for Convention
Day 2 – Hold Convention

**Week 15: Final: TBA**
New Course Proposal Form

Date Submitted ___________03/17/2014_________

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: Sociology
   b. Name and contact information of proposer(s): David Green
      Email address(es): dagreen@jjay.cuny.edu
      Phone number(s): 646-557-4641

2. a. Title of the course: Tabloid Justice: Causes and Consequences of Crime Sensationalism
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Tabloid Justice
   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 introduce students early in their academic careers to the ways in which sensationalized media coverage of crime shapes their own perceptions and understandings of crime problems and what should be done about them. It will provide them with conceptual tools, particularly from the social constructionist perspective, to think critically about how crime is often covered by the media, and how to make sense of what they encounter every day as media consumers.
   
   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SOC

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.)

   Every student and faculty member interacts almost constantly with an ever-expanding array of media. Moreover, reflecting the college’s mission, the vast majority of John Jay College students and faculty members study topics and themes related to crime and justice on a daily
basis. Yet few students are exposed to any of the vast, multidisciplinary research literatures examining the intricate and dialectic relationship between media, on the one hand, and crime and justice, on the other. Students of SOC 222 (Crime, Media and Public Opinion) routinely remark that the course has changed the way they perceive the world, in part because the course reveals how the agendas of various stakeholders are furthered by and through the interplay of commercial media production and content and criminal justice policy and practice.

It is therefore important that students acquire the skills to engage and think critically about the media content within which they are immersed, as early in their academic careers as possible. One way to engage students early, in their freshman year, is by drawing on the most compelling and engrossing aspect of the study of the nexus of media and crime, and that is found in the study of sensationalism, including its causes and its effects. Even those who consume little if any hard news tend to be able to identify and talk about the latest high-profile crimes, which are often newsworthy because of how rare or unusual they are. This has real consequences for individual and collective perceptions of public safety, of criminal justice system effectiveness, and of the moral health of society.

This course will approach the topic of sensationalistic coverage of crimes by tracing its history of tabloidization within American journalism and its evolution over time, thus providing the economic and historical context for this pervasive but ever-changing phenomenon. It will also examine its effects on public perceptions and public policies.

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 challenges students to examine their own perceptions and understandings of contemporary crime-related problems through the sociological study of sensationalistic media coverage of crimes, scandals, and disasters. Using international examples, it explores the history of sensationalism, how it has evolved over time with technological and economic changes in the media landscape, and why it continues to matter to justice advocates. It examines how sensationalism shapes public fears, reinforces social divisions in society, and affects public perceptions of justice and public confidence in the criminal justice system.

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** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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. The student will describe his/her own relationship with sensationalist media coverage and its effects on justice

2. The student will identify problems with sensationalism and propose solutions through evidence-based inquiry

3. The student will assess the effectiveness of his/her own role in collaborations with people of diverse backgrounds

4. The student will demonstrate effective planning to complete assignments on time and effective reflection to understand and communicate the implications and consequences of sensationalism

5. The student will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

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)

   None

10a. 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:
College Option:

| Justice core 100-level: Justice & the Individual | X |
| Justice core 300-level: Struggle for Justice & Equality in U.S. | |
| Justice core 300-level: Justice in Global Perspective | |
| Learning from the Past | |
| Communication | |

10b. Please explain why this course should be part of the selected area.

This course examines the connection between the pervasive, commonplace phenomenon of sensationalistic crime coverage and individuals’ perceptions of the problem of crime and what should be done about it. It provides the skills for students to think critically and to become media-literate consumers of the media content they encounter daily. It provides a historical perspective to situate current developments in context. It also addresses transitional skills through scaffolded writing assignments, journal entry writing, short quizzes, group collaboration, and participation in co-curricular activities to ensure students understand campus resources and academic processes. Each of these objectives will serve all students well as they begin their academic careers.

10c. 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: _____

11. How will you assess student learning?

Students will be assessed in the following five ways:

1. Students will be assigned to one of five groups of 4-5 students. Each group will be required to collect an example of sensationalist coverage of a crime from an assigned medium (e.g., television, radio, newspaper, blog, magazine, film, etc.), and, in a short presentation to the class, to compare and contrast it with an example non-sensationalist coverage of the same event in the same medium. These presentations will be scheduled during the final five weeks of the semester and will serve to concentrate class discussion.
2. Short, weekly or bi-weekly, in-class writing assignments will serve as quizzes to ensure students are able to apply class material in order to answer a particular topic-relevant question. The regularity of these assignments will require students to develop their own organization and time-management plans. These assignments will be used to assess student comprehension. Grades will be assessed based on a combination of peer reviews during the group session following each quiz, and on instructor feedback.

3. Students will submit four journal entries during the course. These will allow students to record their effectiveness in their groups, strategies to improve their performance, reflections from co-curricular activities, and their own thoughts about course readings and experiences with crime news coverage and to connect these experiences with course readings.

4. Students will draw on their journals to develop a final paper that contains a clear thesis statement and which contains at least two citations of additional academic sources cited in APA style.

5. Students will also be assessed via two take-home, essay-based exams.

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

   Yes_____ No_X_

   • If yes, please state the librarian’s name____________________________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes__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) ______
     ➢ LexisNexis Universe _X__
     ➢ Criminal Justice Abstracts _X__
     ➢ PsycINFO ______
     ➢ Sociological Abstracts _X__
     ➢ JSTOR _X__
     ➢ SCOPUS _X__
     ➢ Other (please name) ________________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval _____10/15/2013___________
15. **Faculty** - Who will be assigned to teach this course? ____________________________
   Green, David

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**:

   David Brotherton, Chair, Sociology Department
   Name of Chair giving approval, Proposer’s Department
# Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SOC 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Tabloid Justice: Causes and consequences of crime sensationalism</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Sociology</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Sociology</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>N/A</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course challenges students to examine their own perceptions and understandings of contemporary crime-related problems through the sociological study of sensationalistic media coverage of crimes, scandals, and disasters. Using international examples, it explores the history of sensationalism, how it has evolved over time with technological and economic changes in the media landscape, and why it continues to matter to justice advocates. It examines how sensationalism shapes public fears, reinforces social divisions in society, and affects public perceptions of justice and public confidence in the criminal justice system.</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.)**

- [x] Justice Core
  - Justice & the Individual (100-level)
  - Struggle for Justice & Inequality in U.S. (300-level)
- [ ] Learning from the Past
- [ ] Communication
| Justice in Global Perspective (300-level) |

**Learning Outcomes**

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

<table>
<thead>
<tr>
<th>I. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
</table>

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

Students will:

- In-class writing quizzes, group sessions, journal entries, three final paper prep assignments, and the final paper will provide the opportunity for students to describe, orally and in writing, their relationship with sensationalistic media coverage of crime and its effects on their personal perceptions of justice and of society. The group sessions following each quiz will be centered on the collaborative and oral communication of group members about the quiz question. The journal entries ensure their personal reflections are expressed in writing, as well. Group presentations will also require students to consider their personal responses to the examples of news coverage they collect.

- The final paper will require students to describe at least two problems associated with crime sensationalism drawing on course and outside academic materials. The final paper prep assignments will help

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>- Describe one’s own relationship to significant issues of justice</td>
<td></td>
</tr>
<tr>
<td>- Identify problems and propose solutions through evidence-based inquiry</td>
<td></td>
</tr>
</tbody>
</table>
Students will be required to attend at least two co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) during the semester and report in their journals on their experiences.

| Students to scaffold their final papers. Students will also need to think creatively to devise proposals for evidence-based solutions to the problems they identify. | • Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
| Group sessions will provide collaborative opportunities for students and will be used in three ways: following class quizzes, in advance of journal entry assignments, and in preparation for group presentations. Students will assess their performance in these groups in their journal entries. This includes their own strengths and weaknesses, and how they might improve their effectiveness in future group sessions. | • Demonstrate effective planning and reflection to accomplish specific course outcomes |
| Frequent and regular quizzes and journal entries will demand that students demonstrate effective planning and organization skills to be successful in reading, comprehending, and reflecting on course materials. | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |
Course description: This course challenges students to examine their own perceptions and understandings of contemporary crime-related problems through the sociological study of sensationalistic media coverage of crimes, scandals, and disasters. Using international examples, it explores the history of sensationalism, how it has evolved over time with technological and economic changes in the media landscape, and why it continues to matter to justice advocates. It examines how sensationalism shapes public fears, reinforces social divisions in society, and affects public perceptions of justice and public confidence in the criminal justice system.

Learning outcomes: Critical thinking skills are crucial to this course. By the end of the course, students should be able to:

6. Describe one’s own relationship with sensationalist media coverage and its effects on justice

7. Identify problems with sensationalism and propose solutions through evidence-based inquiry

8. Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds

9. Demonstrate effective planning to complete assignments on time and effective reflection to understand and communicate the implications and consequences of sensationalism

10. Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Course prerequisites: N/A

COURSE REQUIREMENTS AND POLICIES

Class attendance and behavior: Class attendance is mandatory, as is showing up for class on time and remaining in class for the duration. Attendance will be taken at the beginning of every class. Five unexcused absences will result in the drop of an entire grade point (10 points off the final grade out of 100) and six unexcused absences will result in an F for the course. Arriving late for class four times will count as an absence. No cellphones or handheld electronic devices can be used
in class, and all must be either switched off or set to “silent.” Class disruptions will affect your grade and disrespect of any kind will not be tolerated.

PowerPoint slides for each week’s lecture will be posted on Blackboard under “Course Documents” before the start of each class. Students should print these out before class and take detailed notes during class to supplement the information on the slides.

Email contact: Please email me immediately at dagreen@jjay.cuny.edu from the email account you check and use most often. Include your full name and the course in the message so I know who you are. This will allow me to collect all of your preferred email addresses so that all of you get the emails I send out.

<table>
<thead>
<tr>
<th>Grading policy:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Journal entries</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper preps</td>
<td>10%</td>
</tr>
<tr>
<td>Take-home midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper</td>
<td>15%</td>
</tr>
<tr>
<td>Take-home final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading scale:</th>
<th></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>
</tbody>
</table>

Class participation: Participation in class discussion is expected from everyone, and respectful debate and discussion will be central. You will get more out of this course if you put more into this course, and there is no such thing as a silly question. Students will be expected to have mastered the assigned readings before class and to be prepared for discussion. Class participation will count for 5% of your final grade. Students will be given a participation grade for each class, using the following rubric:

<table>
<thead>
<tr>
<th>EXPECTATIONS FOR CLASS PARTICIPATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□Demonstrates excellent preparation: has analyzed material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). □Offers analysis, synthesis, and evaluation of material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). □Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways to approach material and helps class analyze which approaches are appropriate, etc. □Demonstrates ongoing, very active involvement.</td>
<td>A</td>
</tr>
<tr>
<td>□Demonstrates good preparation: knows reading facts well, has thought through implications of them. □Volunteers interpretations and analysis of class material (more than just facts) to class. □Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. □Demonstrates consistent ongoing involvement.</td>
<td>B</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to analyze them.</td>
</tr>
<tr>
<td></td>
<td>Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).</td>
</tr>
<tr>
<td></td>
<td>Does not volunteer to contribute to discussion, but contributes to a moderate degree when called on.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>D</td>
<td>Present, not disruptive.</td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates very infrequent involvement in discussion.</td>
</tr>
<tr>
<td>F</td>
<td>Absent.</td>
</tr>
<tr>
<td></td>
<td>Present, but disruptive.</td>
</tr>
</tbody>
</table>

**In-class quizzes:** On a weekly or bi-weekly basis, students will be required to answer a question at the start of class about the previous course readings. These short writing exercises will help students connect and apply the concepts and material covered in the readings. Grades on these quizzes will account for 10% of your final grade. Each quiz will be followed by a group session in which groups of 5 or so students collaborate to write the best short answer to the quiz question they can devise.

**Group presentations:** Each group of 4-5 students will be required to collect an example of sensationalist coverage of a crime from any available medium, and, in a short presentation to the class, to compare and contrast it with an example non-sensationalist coverage of the same event. Each group will be assigned a particular medium (television, radio, newspaper, Blog, magazine, film, etc.). Each student will report in writing what he/she contributed to the presentation and what others in the group contributed. The grade for the presentation will reflect each student's participation and it account for 10% of your final grade.

**Journal entries:** Students will submit via Blackboard a total of four journal entries written after an in-class group assignment. In these entries students will reflect on the specific assignment’s questions, the course readings, their effectiveness in their collaborations with their groups, how they might improve their effectiveness, and their plans to complete their assignments on time. Students are also required to attend at least two co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service, etc.) during the semester and report on their experiences in their journals. Writing Center visits do not count towards this requirement. Proof of attendance is required. Journal entries will account for 10% of your grade.

**Final paper preps 1-3:** Students will submit a total of three short prep papers to set the stage for their final papers. Each paper prep should record their reflections and thoughts about a problem they identify that is associated with sensationalistic crime coverage, and to connect these reflections with the course readings. Each journal entry must be at least one double-spaced page in length. Each should be written with as much care as possible. Students who seek help from the Writing Center, either from a tutor or at a workshop, will receive an extra 5 points. Entries must be submitted via Blackboard. These will account for 10% of your final grade.

**Final paper:** The best way to know what you know is to write about it. Students are required to write a 5-page final paper which identifies two problems associated with crime sensationalism and then proposes at least one possible solution to alleviate the problems identified. You must draw on written work from your Journal Entries for the paper, as well as from all class materials. You must
also find and cite at least two additional academic sources to support your arguments. Each paper must:

1. Include a title page, introduction, body, conclusion, page numbers, and bibliography.
2. Include at least two (2) academic sources (journal articles or books) besides the class readings. These additional sources cannot be textbooks.
3. Be formatted in APA style.
4. Be typed in 12-point font, double-spaced, with 1-inch margins.
5. Run 5 pages long, not including cover page or bibliography.

Final papers are due by the start of class on DATE at the latest. Late papers will not be accepted and will receive a grade of zero. This paper will count for 15% of your final grade.

Exams: There will be two take-home exams, a midterm and a final. They will cover all material presented during the class lectures and in the assigned readings. The midterm exam will cover all material presented up until that point in the class. The final exam will be cumulative, covering all material in the course. Both exams will consist of essay questions. All completed exams must be typed, include proper citations of the sources used, formatted in APA style, and submitted via Blackboard. The midterm exam is due by the start of class on DATE. The final exam is due by 12:30 pm on DATE. Each of the exams will account for 20% of your final grade.

Always have someone proofread all writing assignments before you submit them in to be graded. Always read papers aloud to be sure the writing flows well and to avoid mistakes. Typos, grammatical errors, and careless mistakes will count against you.

The Writing Center: The Writing Center (Room 1.68 New Building) provides vital support for students and their writing. Call them at 212.237.8569 or visit the website to make an appointment. It is required that all students bring drafts of their final papers to the Writing Center well in advance of the due date to get feedback and suggestions from Writing Center tutors. It is strongly suggested that all students take advantage of the Writing Center workshops that are offered throughout the semester. Proof of attendance at Writing Center workshops and/or meetings with Writing Center tutors will add 5 points to your grade for that assignment, except for the final paper for which you must obtain Writing Center help. This includes the take-home exams. The Writing Center website and workshops can be accessed here: [http://jjcweb.jjay.cuny.edu/writing/workshops.htm](http://jjcweb.jjay.cuny.edu/writing/workshops.htm)

English as a Second Language (ESL): All ESL tutors are now located in the Writing Center. Students who need ESL-related support should go to the Writing Center and ask for a tutor who is an ESL-specialist.

Blackboard: Students must be sure they can access and use Blackboard 9.1. Students must submit all writing assignments, including the term paper, electronically, by clicking on the “CONTENT” link in Blackboard. Blackboard’s SafeAssign feature will automatically check students’ papers for plagiarism and generate a detailed report which students can view themselves.

Plagiarism policy statement: The professor will use SafeAssign, plagiarism detection software which automatically scans papers and exams submitted via Blackboard. All papers and exams must be submitted via Blackboard to receive a grade. The college policy on plagiarism reads as follows:
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

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

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

Students who are unsure how and when to provide documentation are advised to consult with their professors. 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.)

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

Extra work statement: There will be no extra credit work accepted for this course.

Incomplete grade policy: According to the John Jay College Undergraduate Bulletin (http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf), 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.” Incomplete coursework is a major inconvenience for students and instructors and should be avoided. Legitimate excuses include verified illnesses and family emergencies. No Incomplete grades will be given unless prior written permission was received from the instructor.

Required Texts:

Recommended Texts (NOT REQUIRED):
Shop for cheaper used copies from Amazon.com or Abebooks.com. Additional readings may be distributed in class or posted electronically on Blackboard.

**SCHEDULE OF LECTURES AND READINGS**

**WEEK 1:** Course Introduction: The contrast in media coverage of the killings of James Bulger in England and Silje Redergard in Norway

**WEEK 2:** Tabloid Justice
Fox et al., Introduction: A Time of Tabloid Justice, pp. 1-17.

**WEEK 3:** Trials of the Century
Fox et al., Chapter 1: Looking for This Week’s “Trial of the Century”, pp. 25-56.

*JOURNAL ENTRY 1 DUE*  
*Group assignments made in class*

**WEEK 4:** Going Tabloid
Fox et al., Chapter 2: The Mainstream Media Go Tabloid, pp. 61-90.  

*PAPER PREP 1 DUE*

**WEEK 5:** Tabloid Justice and New Media
Fox et al., Chapter 3: Tabloid Justice and the Evolution of New Media, pp. 97-128.

**WEEK 6:** Tabloid Justice and Public Opinion
Fox et al., Chapter 4: Public Opinion, Trial Coverage, and Faith in the Criminal Justice System, pp. 135-160.

*JOURNAL ENTRY 2 DUE*

**WEEK 7:** Tabloid Justice and Social Divisions
Fox et al., Chapter 5: Race, Gender, Class, and Tabloid Justice, pp. 165-188.

*PAPER PREP 2 DUE*

**WEEK 8:** Tabloid Justice and the Future
Fox et al., Chapter 6: Is There Any Escape from Tabloid Justice?, pp. 197-206.

*MIDTERM EXAM QUESTIONS TO BE DISTRIBUTED*

**WEEK 9:** Sensationalism
Sachsman & Bulla, Chapter 5: Sensationalism in the Mid-19th Century, pp. 75-95

*TAKEN-HOME MIDTERM EXAM DUE*  
*JOURNAL ENTRY 3 DUE*

**WEEK 10:** “...long on sparkle and short on facts.”  
Film: Bill Moyers Journal: “Rage on the Radio”  

*PAPER PREP 3 DUE*

**WEEK 11:** “Despicable Journalism”


LAST DAY FOR APPROVAL OF TERM PAPER TOPICS
GROUP 1 PRESENTATION
JOURNAL ENTRY 4 DUE

WEEK 12: Progressive Era Muckraking

GROUP 2 PRESENTATION

WEEK 13: Sensationalism and Religion


GROUP 3 PRESENTATION

WEEK 14: Sex, Sin, and Sensation

GROUP 4 PRESENTATION


LAST DAY TO TURN IN TERM PAPER
LAST DAY TO TURN IN MISSING JOURNAL ENTRIES
GROUP 5 PRESENTATION

WEEK 16: FINAL EXAM DUE
Group Session and Journal Entry 1

Consider the text and images from this newspaper's front page carefully. Discuss the following questions in your groups. For next week, also complete a journal entry on Blackboard answering the following questions:

1. What was your very first response to the image and headline? Be as honest and as detailed as possible when describing your thoughts and emotions.

2. What messages do you think the newspaper editors were trying to convey to the audience? Explain your answer with as much detail as possible.
3. Describe the ideal audience for this front page and its messages. What characteristics do you think readers of this newspaper share in common?

4. What kinds of effects to you think this front page had on the audience who saw the newspaper?

5. What does the headline suggest are the causes of and solutions to violent crime?

6. When this issue of the Daily Mirror newspaper appeared on newstands in England in 2002, crime had been declining steadily for 10 years and the number of people sentenced to prison had steadily increased over the same period. Now that you know this important context, have your thoughts or feelings about the front page changed? Why or why not?
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted_March 3, 2014

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: Sciences
   b. Name and contact information of proposer(s):
      Jason Rauceo
      jrauceo@jjay.cuny.edu
      646.557.4893

2. a. Title of the course Microbiology
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Microbiology
   c. Level of this course ____100 Level XX 200 Level ____300 Level ____400 Level

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

Microbiology lies at the intersection of classic and modern biological theory. Topics covered in upper-level (300 and 400 level) courses such as molecular biology, molecular genetics and biochemistry require an understanding of microbiological principles. General Biology I and II (BIO 103 and BIO 104) along with one semester of General Chemistry I (CHE 103) are prerequisites, because they equip students with the fundamental principles of molecular and organismal structure and function. This course directly compliments cell biology (BIO 205), which contains the same prerequisites and explores eukaryotic cell structure and function. Both of these courses are designed to be taken in the second year for a student pursuing the Cell and Molecular Biology (CMB) major or the biology minor.

Content, coursework (reading and writing assignments), and assessments (examinations, oral presentations, and research papers) will be designed at the 200-level, expecting students to not only provide knowledge/content, but also analysis, interpretation, and creative thinking.

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

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.)

John Jay Sciences has undergone a renaissance over the last five years: New research faculty lines were filled, student research initiatives were implemented, and new science course offerings have expanded the scope of the science department. Therefore,
the development of the Biology minor and the proposed Cell and Molecular Biology (CMB) major is the next critical step towards establishing John Jay Science as a premier choice for students interested in pursuing careers in research, medicine, or applied sciences as well as forensic science. Microbiology will strengthen student’s understanding of biological dogma and introduce research practices that will be reinforced in upper-level biological classes such as biochemistry and molecular biology. Moreover, this course serves as essential preparation for the MCAT, DAT, PCAT, VCAT, Biology GRE, and other standardized graduate assessment examinations.

4. **Course description** as it is to appear in the College Bulletin.

This course is focused on the fundamental principles of Microbiology. Lecture topics include: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore current advances in technology and medical research, such as the human microbiome, synthetic biology, and emerging infectious diseases. Homework assignments will address ethical issues in microbiology such as the role of microbes in genetic engineering, vaccination, and widespread antibiotic usage in medicine and agriculture.

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, BIO 104, CHE 103 (or CHE 101 + CHE 102)

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

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

   XXX Yes. If yes, then please provide:
   a. Semester(s) and year(s): F10, SP11, SP 12
   b. Teacher(s): Jason Rauceo
   c. Enrollment(s): F10 (11), SP11(10), SP 12 (15)
   d. Prerequisites(s): Bio103, 104, Che103 (or Che101+Che102)

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

   • **Microbial Life Cycles**. Students will develop their knowledge of microbial life cycles by first investigating the cellular determinants prokaryotic replication.
   
   • **Microbial Growth Dynamics & Control of Microbial Growth**. Students will develop their knowledge of microbial growth dynamics and will apply this information for the safe handling, use and disposal of such microbes in a safe and environmentally responsible manner.

Approved by UCASC, March 28, to College Council, May 15, 2014
• **Mechanisms of Microbial Infectious Diseases and Anti-Microbial Medications.** Students will understand the basic cellular mechanisms underlying the mechanism of action for common antimicrobial drugs.

• **Role of Microorganisms in Biotechnological Applications.** Students will evaluate the usage of microbiological technical skills to medical, agricultural, and industrial platforms.

• **Microbial Ecology.** Students will apply basic microbial concepts to address contemporary world problems.

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

   ____ No  XXX Yes

   It will be a elective course in the proposed Cell and Molecular Biology major and the proposed minor in biology

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

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

11. How will you assess student learning?

   Learning will be assessed by examinations, homework assignments, in-class quizzes, classroom discussions, and oral presentations.

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

   Yes XXX  No

   • If yes, please state the librarian’s name **Ellen Sexton**
   • Are there adequate resources in the library to support students’ work in the course
   Yes XXX  No

   • Will your students be expected to use any of the following library resources? Check all that apply. No

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: March 3, 2014

15. **Faculty** - Who will be assigned to teach this course? **Jason Rauceo**

Approved by UCASC, March 28, to College Council, May 15, 2014
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?
   XXX No
   ___ Yes.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   XXX 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?
   XXX No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Lawrence Kobilinsky
   Chair, Sciences Department
Microbiology 211 Syllabus

Instructor: Jason Rauceo PhD
email: jrauceo@jjay.cuny.edu
Office: 05.61.07-NB, 646-557-4893
Office hours: Mondays noon-1pm and by appointment

Meeting Time and Room: TBA

Course Description: This course is focused on the fundamental principles of Microbiology. Lecture topics include: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore current advances in technology and medical research, such as the human microbiome, synthetic biology, and emerging infectious diseases. Homework assignments will address ethical issues in microbiology such as the role of microbes in genetic engineering, vaccination, and widespread antibiotic usage in medicine and agriculture.


Learning Outcomes: Students will understand the following basic concepts and techniques of Microbiology:

- **Microbial Life Cycles.** Students will develop their knowledge of microbial life cycles by first investigating the cellular determinants prokaryotic replication.
- **Microbial Growth Dynamics & Control of Microbial Growth.** Students will develop their knowledge of microbial growth dynamics and will apply this information for the safe handling, use and disposal of such microbes in a safe and environmentally responsible manner.
- **Mechanisms of Microbial Infectious Diseases and Anti-Microbial Medications.** Students will understand the basic cellular mechanisms underlying the mechanism of action for common antimicrobial drugs.
- **Role of Microorganisms in Biotechnological Applications.** Students will evaluate the usage of microbiological technical skills to medical, agricultural, and industrial platforms.
- **Microbial Ecology.** Students will apply basic microbial concepts to address contemporary world problems.

Grading: Grades are derived from exams, in-class quizzes, homework essay writing assignments, oral presentations and attendance.

- **EXAMS (45 points):** Three (3) lecture exams will be given. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as humanly possible. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this one-time consideration if you contact the instructor immediately and arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam WILL count as a ZERO. (Exception: a documented medical or family crisis may result in being excused from an exam, but this will only be allowed ONCE. Further missed exams will count as a zero, regardless of reason.)

- **HOMEWORK (15 points):** Writing assignments will be given in advance and consist of five short essays (2-3 pages each) based on ethical issues from current relevant literature (i.e. scientific journals and newspaper articles). Homework submitted must be typed and is due one week after the initial assignment date. For each assignment, complete details will be given in class and checked for plagiarism through turnitin.com.

Approved by UCASC, March 28, to College Council, May 15, 2014
- **QUIZZES (10 points):** Throughout the semester in-classes quizzes will be given at the beginning of class. Quizzes will be based on material previously covered or scheduled to be covered on the day of the quiz.

- **ORAL PRESENTATIONS (25 points):** An oral presentation is required. The presentation will be based on cutting-edge material from the primary literature and complete details will be given in-class. Topics will be given in advance. Presentations must be prepared using Microsoft Power Point and limited to approximately 10 – 15 minutes.

- **ATTENDANCE AND PARTICIPATION (5 points):** You are required to attend and participate in class. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. However, beginning with the fourth absence, your final course grade will be penalized by two points (2%) for each undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

**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., 212-237-8031, http://www.jjay.cuny.edu/2023.php) which will define, for both students and faculty, the appropriate accommodations. Faculty members are not allowed to work directly with students to attempt to accommodate disabilities and accommodations cannot be applied retroactively (after-the-fact).

**CLASS PROTOCOL:**

All electronic devices, except for laptop computers, must be turned off in class. Recording is not permitted except with the specific permission of the DSS office.

CUNY John Jay College expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. ANYONE disrupting the class will be removed.

Disruptive behavior will result in 5 points being taken from your final grade.

**Grading Scale:** The grading scale here (→) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded or truncated, except as explained here. Following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2). This is the final grade and no further manipulations will be made. The scale here (→) will then be strictly used. This means that a 72.9499 is a “C-” and a 72.9500 is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.

### Important Policies

**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 documentations) 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.

**Resources:** Students have access to computers and tutors in the Science/Mathematics Learning Center (Room. 4300- N). The library resources for this course are extensive, including general periodicals and access to pertinent databases such as CQ Researcher, EBSCO Host Academic Search Premier, EBSCO Host Master FILE Premier, and science/forensic science holdings such as General Science Abstracts, InfoTrac Health Reference Center Academic, Science Direct, ACS Journals, PubMed, and the Forensic Bibliographic Database.

**Blackboard:** Important course announcements, lecture notes, suggested homework assignments, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your Bio instructor, for help with e-mail or Blackboard.

**Lecture Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Mon Jan 27</td>
<td>Course overview, The Microbial World</td>
<td>Chapter 1 &amp; handouts</td>
</tr>
<tr>
<td></td>
<td>Course policies and the syllabus will be covered in detail. A short introduction &amp; survey of the microbial world and microscopy will be given. Also, a tutorial will be given on evaluating the primary scientific literature.</td>
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<tr>
<td>Wed Jan 29</td>
<td>Prokaryotic and Eukaryotic Cell Structure</td>
<td>Chapter 3 (Quiz 1)</td>
</tr>
<tr>
<td></td>
<td>In this session, the major structural and organizational characteristics of microbes will be covered.</td>
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<tr>
<td>Mon Feb 03</td>
<td>Dynamics of Prokaryotic Growth</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Bacteria proliferate at an outstanding and rapid rate. We will discuss the environmental factors that govern the rate of bacterial reproduction and the cellular mechanism associated with reproduction.</td>
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<tr>
<td>Wed Feb 05</td>
<td>Control of Prokaryotic Growth</td>
<td>Chapter 5 (Quiz 2)</td>
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<tr>
<td></td>
<td>In this lecture, we will discuss and compare the methods used to control bacterial growth. There will be special tour of our campus sterilization facilities. Special in-class activities will include collecting and preparing bacterial cells collected from hands.</td>
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<tr>
<td>Mon Feb 10</td>
<td>Taxonomy and Identification of Prokaryotes</td>
<td>Chapter 10 &amp; handouts</td>
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<tr>
<td></td>
<td>Bacterial diversity is immense. In this lecture, we will discuss the methods used to classify prokaryotes and survey the biochemical, cytological, and genetic techniques used to identify microbes. We will briefly survey cutting-edge molecular technologies used in identification.</td>
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**No classes Wednesday, February 12 and Monday February 17!**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Feb 19</td>
<td>Journal Club 1</td>
<td>Handouts</td>
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<tr>
<td></td>
<td>Student presentations will be given based on the assigned research article of <em>Salmonella</em> growth in various human food products.</td>
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<tr>
<td>Thurs Feb 20</td>
<td>Virology</td>
<td>Chapters 13 &amp; 14.1-14.4</td>
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<tr>
<td></td>
<td>We will discuss the structural, functional, and replicative characteristics of viruses. We will survey human and bacterial viruses.</td>
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<tr>
<td>Mon Feb 24</td>
<td>Immunology Part I</td>
<td>Chapter 15</td>
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<tr>
<td></td>
<td>We will explore the human immune system. We will discuss the general mechanisms underlying the innate immune response and inflammation.</td>
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<tr>
<td>Wed Feb 26</td>
<td>Immunology Part II</td>
<td>Chapter 16 (Quiz 3)</td>
</tr>
<tr>
<td></td>
<td>We will discuss the adaptive immune response focusing on how antibodies are synthesized and how the innate and adaptive immune responses work together to combat infection.</td>
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<tr>
<td>Mon Mar 03</td>
<td>Journal Club 2</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>Student presentations will be given based on the assigned research article of infections caused by <em>Influenza</em> viruses in humans.</td>
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</tr>
<tr>
<td>Wed Mar 05</td>
<td>Exam 1</td>
<td>Chapters 3-5, 10, 13-16</td>
</tr>
<tr>
<td>Mon Mar 10</td>
<td>Microbial Genetics I: The Central Dogma</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td>We will explore the review the molecular mechanisms underlying DNA replication, transcription, and translation. Bacterial gene regulatory mechanisms will be discussed.</td>
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<tr>
<td>Wed Mar 12</td>
<td>Microbial Genetics II: Bacterial Diversity</td>
<td>Chapter 8 (Quiz 4)</td>
</tr>
<tr>
<td></td>
<td>We will cover the cellular mechanisms governing bacterial reproduction. We will also discuss the role of mutation and horizontal gene transfer in bacterial diversity.</td>
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<tr>
<td>Mon Mar 17</td>
<td>Biotechnology I: Genetic Engineering</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>In this lecture, we will explore the role of microorganisms in genetic engineering. We will discuss the methods and techniques used to create recombinant organisms along with the role that microbes play in this process.</td>
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</tr>
<tr>
<td>Wed Mar 19</td>
<td>Biotechnology II: Ethical Considerations of Genetic Engineering</td>
<td>Film &amp; Handouts</td>
</tr>
<tr>
<td></td>
<td>We will begin our discussion with a segment from the PBS feature series “DNA” that covers the ethical challenges associated with genetic engineering. We will expand our discussion to cover the socio-economic impact of cutting-edge practices and applications of genetic engineering in medicine and agriculture.</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 24</td>
<td>Mycology</td>
<td>Chapter 14 &amp; Handouts</td>
</tr>
<tr>
<td></td>
<td>We will explore the life cycle and cellular characteristics of fungi. We will survey beneficial and harmful species of fungi to humans and plants</td>
<td></td>
</tr>
<tr>
<td>Wed May 26</td>
<td>Journal Club 3</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td>Student presentations will be given based on the assigned research article of infections caused by the fungus <em>Candida albicans</em>.</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 31</td>
<td>Exam 2</td>
<td>Chapters 7-9, 14 &amp; Handouts</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Wed Apr 02</td>
<td>Epidemiology</td>
<td>We will discuss the principles of epidemiology. We will discuss the role of agencies such as the CDC and WHO in epidemiological analysis. Special attention will be given to the epidemiological data for Influenza infections in New York City.</td>
</tr>
<tr>
<td>Mon Apr 07</td>
<td>Antimicrobial Medications</td>
<td>We will explore the various compounds and mechanisms of action associated with antimicrobial drugs.</td>
</tr>
<tr>
<td>Wed Apr 09</td>
<td>HIV</td>
<td>We will dissect the molecular mechanisms underlying HIV infection. We will also discuss treatment strategies.</td>
</tr>
<tr>
<td>Mon Apr 14</td>
<td>Journal Club 4</td>
<td>Student presentations will be given based on the assigned research article of stem cell treatment to combat HIV infection.</td>
</tr>
<tr>
<td>Wed Apr 23</td>
<td>Food Microbiology</td>
<td>We will cover the role of microbes in food production. We will cover the basic biochemical reactions associated with fermentation in food production and survey processes designed to prevent microbial contamination.</td>
</tr>
<tr>
<td>Mon Apr 28</td>
<td>Microbial Ecology</td>
<td>We will discuss the impact of microbes in sustaining terrestrial life on earth. Special emphasis will be placed on Prokaryotes that underlie critical biochemical processes such as Nitrogen fixation and photosynthesis.</td>
</tr>
<tr>
<td>Wed Apr 30</td>
<td>Environmental Microbiology</td>
<td>We will discuss the role of microbes in environmental damage as well as the role of microbes in Bioremediation.</td>
</tr>
<tr>
<td>Mon May 05</td>
<td>Journal Club 5</td>
<td>Student presentations will be given based on the assigned research article of Bioremediation and the 2010 Gulf-Coast Oil Spill.</td>
</tr>
<tr>
<td>Wed May 07</td>
<td>Special Topic Astrobiology</td>
<td>We will discuss how searching for microbial life in extreme habits on the planet can provide insight into potentially detecting life on other planets</td>
</tr>
<tr>
<td>Mon May 12</td>
<td>Special Topic The Human Microbiome</td>
<td>In this special topic session, we will take a detailed look at microbes in human health. Special emphasis will be placed on clinical strategies that exploit microbes to combat disease in humans</td>
</tr>
</tbody>
</table>

FINALS WEEK, May XXX 1230p-230p EXAM #3
New Course Proposal Form

Date Submitted: Feb 27, 2014

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

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

      Guoqi Zhang
      Email address(es): guzhang@jjay.cuny.edu
      Phone number(s): 212.621.3744

2. a. **Title of the course**: Inorganic Chemistry

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

   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:

   Inorganic Chemistry is an essential topic in modern chemistry that follows the general and organic chemistry (100 and 200-level) courses. The prerequisite course work in organic chemistry (CHE 201 and CHE 202) provides the necessary foundational content for the more in-depth study of the atoms, molecules, structures, reactions and properties of inorganic compounds involving organic components. This course is designed for undergraduate students at the upper level who have the background of organic chemistry. Therefore, this course should be taken in the third year for a student pursuing a Chemistry Minor or Major, or forensic science major.

   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.)

   Inorganic chemistry is a fundamental branch of modern chemistry, and is a required course for chemistry minors or majors by the American Chemical Society. This course is also of increasing importance for current forensic science. For instance, the analysis of inorganic components present in a sample and their specific proportions may offer a positive identification of a crime event. However, our College is not offering this course, limiting our student’s knowledge of inorganic chemistry and
their capability to perform practical inorganic forensic analysis. Therefore, this course is not only a requirement for any undergraduate program in chemistry, but also greatly benefits our Forensic Science (FOS) major students.

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.

In this course, students will explore the properties and applications of all the elements in the periodic table, including both metals and nonmetals. This course is also of increasing importance in current forensic science, as many inorganic materials including soils, glass, and metals or metal salts are analyzed as evidence by forensic chemists. Students will be introduced to essential experimental skills and knowledge in the foundations of inorganic chemistry, as well as practical applications in Forensic Science and Medicine. Achievements in recent research, as well as industrial and biological aspects of inorganic chemistry, are also included.

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, CHE 202**

Prerequisite or Co-requisite: CHE 302

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** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

   In this course, students will:

   1.) Recognize all important elements in the periodic table and their existence in nature.
   2.) Define the structures and properties of inorganic compounds and describe basic reaction processes involving inorganic reagents.
3.) Apply knowledge/technologies from the course to real forensic issues and discuss how societal issues evolve when new discoveries/technologies are made or developed.

4.) Synthesize ways in which the scientific community fosters intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. 
(The learning outcomes of the chemistry major and minor are still under development, but each one of these outcomes will map to the program outcomes.)

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 new course offering will be a part of a proposed Chemistry major and the existing chemistry minor in the Science Department. It will be an alternative to CHE 220.

10a. 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?

Learning will be assessed by examinations, homework assignments, quizzes, classroom discussions and an in-class presentation.

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 _____ Ellen Sexton ______
- Are there adequate resources in the library to support students’ work in the course
  Yes _____ X ____ No ______

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

  ➢ The library catalog, CUNY+ ____ X ___
  ➢ EBSCOhost Academic Search Complete ____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___
  ➢ LexisNexis Universe ____
  ➢ Criminal Justice Abstracts ___ X ___
13. **Syllabus - see attached**

14. Date of **Department curriculum committee** approval ____February, 2014___________

15. **Faculty -** Who will be assigned to teach this course? ____ **Guoqi Zhang**

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, Chair, Sciences Department

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Approved by UCASC, April 25, to College Council, May 13, 2014
In this course, students will explore the properties and applications of all the elements in the periodic table, including both metals and nonmetals. This course is also of increasing importance in current forensic science, as many inorganic materials including soils, glass, and metals or metal salts are analyzed as evidence by forensic chemists. Students will be introduced to essential experimental skills and fundamental knowledge in the foundations of inorganic chemistry, as well as real world applications in Forensic Science and Medicine. Achievements in recent research, as well as industrial and biological aspects of inorganic chemistry, are also included.

Learning Outcomes
Assessed by: exams, attendance, in-class participation, homework, presentations

1.) Recognize all important elements in the periodic table and their existence in nature.
2.) Define the structures and properties of inorganic compounds and describe basic reaction processes involving inorganic reagents.
3.) Apply knowledge/technologies from the course to real forensic issues and discuss how societal issues evolve when new discoveries/technologies are made or developed.
4.) Synthesize ways in which the scientific community fosters intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society.

Course prerequisites or co-requisites
ENG 201, CHE 202, Prerequisite or Co-requisite: CHE 302

Requirements / Course Policies
Students enrolled in this course are required to attend all lecture sessions of the section for which they registered. There are two lecture sessions per week. More than 3 absences in the lecture classes will result in an unofficial withdrawal grade. The information missed is vital to your future profession. Attendance, efforts, and active class participation are observed, recorded, and reflected in the student’s final grade. Attendance is taken solely from roll sheets circulated at the beginning and/or the end of each session (by using clickers). Lateness or early departure will count as ½ absence. Students missing more than 30 minutes of a session will be counted as absent. Obviously there is no penalty for students when classes are canceled.

Required Texts
Lecture Text:

**Grading**
In general, this course will be graded based on exams (70%), homework (20%) and class participation (10%). In order to pass the course a minimum of 240 points out of 400 points in the four exams are necessary. Unethical/unprofessional conduct will result in a failing course grade and referral for additional action.

**Exams:** Four exams are given (each of them counts 25% of the lecture grade and last 1 hour and 05 minutes). **There are no make-up exams.** Unexcused absences from exams will result in a grade of zero. Excused absences will not lead to a penalty but remaining exams will be weighted correspondingly more. Missing three (3) exams automatically constitutes a grade of F for the course. It is important to understand that it is students' responsibility to come to class and take the exams. During the exams books remain closed. A non-programmable, scientific calculator may be used during exams if it is removed from its case.

**Homework:** Students are required to do homework every week. Part of the grade will be based on the homework assigned by the instructor (20%) and participation/attendances in the lecture class (10%). During the class sessions, students are required to come to the board and do exercises in front of their colleagues in order to get credit for their participation. No computer-based homework will be corrected or graded if handed in a paper copy.

**College Wide Policies for Undergraduate Courses** (see the Undergraduate Bulletin, Chapter IV Academic Standards)

**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)*

**Ethics**
Ethics principles in chemical research will be discussed during the lecture sessions.

**Tutoring**
Tutoring is available free of charge for this course in the Mathematics & Science Resource Center (MSRC). The center also has a computer lab with internet access and a room for quiet study.

How do you get the most out of a tutoring session?

i. *Start right away.* Students who begin tutoring from the beginning of the semester typically do better than those who wait.

ii. *Book your appointments early.* During peak times, you may need to book at least a week in advance to get the times you want. To book your own appointments over the web, first read the instructions on the MSRC web site, then log on to TutorTrac at the URL below.

iii. *Come prepared.* Please bring your class notes and textbook. Look over the reading and try the problems. If you can, bring a list of specific questions. The more you prepare, the more you will get out of the session.

iv. If you miss a class, please get notes from a classmate *before* your session. Tutoring is not a substitute for attending class.

v. If you are repeating the course (previous grade of “F” or “W”), you are eligible to participate in the Math Advancement Program (MAP) which provides weekly one-on-one tutoring with an experienced tutor. The deadline to sign up for the MAP program is Monday, September 9, 2013. Please see Ms. Michele Doney in room 01.94 NB by 5:00 PM on September 9 for details.

Contact Information for the MSRC, room 01.94 NB:
Phone: *(646) 557-4635*
Email: *msrc@jjay.cuny.edu*
MSRC Website: *http://www.jjay.cuny.edu/academics/592.php*
TutorTrac (for scheduling appointments): *https://jjctutortrac.jjay.cuny.edu*

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**Course Schedule:**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>CHAPTER</th>
<th>Reading Material</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Basic concepts: atoms and molecules</strong>&lt;br&gt;Course policies and the syllabus will be covered in detail. Then a lecture on the introduction of inorganic chemistry, basic aspects of atoms and molecules.</td>
<td>1-2</td>
<td>Text P.1-4, 17-20, 31-36, 57-46</td>
<td>Homework and exercises</td>
</tr>
<tr>
<td>2</td>
<td><strong>Experimental techniques</strong>&lt;br&gt;In this chapter, we will discuss the analytic methods and techniques to identify chemical compounds and practical samples, and introduce important modern experimental and analytic techniques, their theory and applications to inorganic chemistry.</td>
<td>4</td>
<td>Text P.87-102</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>4</td>
<td>Text P.104-116</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td>4</td>
<td>Text P.116-125</td>
<td>Homework and exercises</td>
</tr>
</tbody>
</table>
| 5  | **Acids, bases and ions in aqueous solution**  
    In the session, the properties of water will be first discussed. The inorganic acids, bases and ions, and their properties in aqueous media that can be applied to environmental issues (e.g. solvent extraction of toxic metal ions) will be covered.  | 7  | Text P.208-218 |
| 6  | **Reduction and oxidation**  
    This session covers an introduction to oxidation and reduction reactions that are relevant to metal ions, and applications in cell electrolyte and protection of metals from corrosion. | 8  | Text P.242-258  
    Homework and exercises |
| 7  | **EXAM 1** |
| 8  | **Hydrogen**  
    In this session, we will begin to introduce several types of elements in the periodic table. Hydrogen, as the simplest atom will be studied in detail. Storage of hydrogen that is applied to energy and battery technology will be discussed. | 10 | Text P.299-321 |
| 9  | **Group 1: alkali metals**  
    The topics in this session include physical properties and reactivity of alkali metals, and their application in alkali metal ion batteries and chloralkali industry. | 11 | Text P.326-345  
    Homework and exercises |
| 10 | **Group 2: alkaline earth metals**  
    In this chapter, we will discuss the occurrence and extraction of alkaline earth metals, and their properties, reactivity and applications in industry and winter road deicing. | 12 | Text P.348-358 |
| 11 | **The group 17 elements**  
    In this chapter, we will explore the details of the group 17 elements, halogens. The emphasis will be on their properties, reactivity and applications, such as iodine as X-ray contrast agents to disinfectants. | 17 | Text P.591-603  
    Homework and exercises |
| 12 | **d-Block metal chemistry: general considerations**  
    We will begin to introduce the most popular metals in inorganic chemistry. The general aspects of these metals including introduction of coordination chemistry and chirality will be covered in this chapter. | 19 | Text P.639-645  
    Homework and exercises |
| 13 |  | 17 | Text P.603-619 |
| 14 | **d-Block metal chemistry: coordination complexes**  
    In this chapter, we will discuss complexes of the d-block metals and consider bonding theories that rationalize experimental facts such as electronic spectra and magnetic properties. | 19 | Text P.639-645  
    Homework and exercises |
| 15 |  | 19 | Text P.645-656 |
| 16 | **EXAM 2** |
| 17 | **d-Block metal chemistry: the heavier metals**  
    Heavy metal chemistry is a focus in this chapter. We will introduce their properties, extraction and applications, and consider their environmental toxicity as well as science and societies responsibility to confront justice and public safety. | 22 | Text P.778-788 |
| 18 |  | 20 | Text P.687-699  
    Homework and exercises |
| 19 | **Organometallic chemistry: s-, p- and d- block elements**  
    In this chapter, we will introduce the fundamental concepts of organometallic chemistry involving s- and p- block elements, and their applications as semiconductors, catalysts and | 23 | Text P.848-882 |
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Page Range</th>
<th>Homework and exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>EXAM 3</td>
<td>24</td>
<td>Text P.887-935</td>
</tr>
<tr>
<td>24</td>
<td>Catalysis and some industrial processes</td>
<td>25</td>
<td>Text P.940-961</td>
</tr>
<tr>
<td>25</td>
<td>Inorganic materials and nanotechnology</td>
<td>28</td>
<td>Text P.1033-1058</td>
</tr>
<tr>
<td>26</td>
<td>The trace metals of life</td>
<td>29</td>
<td>Text P.1065-1122</td>
</tr>
<tr>
<td>27</td>
<td>Forensic Inorganic Chemistry</td>
<td>N.A.</td>
<td>Handout</td>
</tr>
<tr>
<td>28</td>
<td>In this session, students will be encouraged to participate in discussion of a practical forensic issue with relevance to the knowledge of inorganic chemistry, and present their thinking and analysis in the class.</td>
<td>N.A.</td>
<td>Handout Homewor and exercises</td>
</tr>
<tr>
<td>29</td>
<td>FINAL EXAM</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: 10/26/2012

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: Mathematics and Computer Science

   b. Name and contact information of proposer(s)
      Douglas Salane, originally proposed by Shamik Sengupta

      Email address(es): dsalane@jay.cuny.edu
      Phone number(s): 212-237-8803

2. a. Title of the course: Network Security and Forensics

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

   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 an advanced, comprehensive course in network security and forensics. Students must have significant knowledge of computer architecture, operating system internals, basic cryptography, network architectures and protocols as well as proficiency in programming in both compiled and scripted languages. The course deals primarily with the technical aspects of network security and serves as a capstone as it draws on skills and knowledge gleaned throughout the undergraduate’s course of study in computing.

      d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): CSCI 412

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.)

   There is a growing need for information technology professionals with the advanced technical and analytical skills needed to build and defend network infrastructures, which often support services essential to both our economic and social activities. A vital part of the John Jay College of Criminal Justice mission is to provide just such professionals. In addition, network security professionals must be
cognizant of their ethical and legal obligations as caretakers of data and services essential to the well-being of those who use networked systems, particularly in view of recent surveillance disclosures and the unprecedented threats to privacy posed by modern networked services. With its emphasis on a broad liberal arts education and criminal justice, John Jay can provide, in addition to the advanced computing skills, the contextual background needed by the next generation of well-rounded, competent network security professionals.

The course makes for an excellent capstone experience in the revised computer major at John Jay which emphasizes computer security and forensics. Upper level students will have the opportunity to use a wide range of computing skills gained throughout the program to deter and detect malicious activities that exploit weaknesses in current networked systems and the host devices they support. Moreover, students will acquire advanced knowledge in areas such as intrusion detection, intrusion prevention; secure network design and network forensics which will make them attractive to security and consulting firms as well as various government agencies. With its attention to fundamental network security concepts and problems, the course will help prepare students for the lifetime of retraining which is an integral part of the computing profession.

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 examines vulnerabilities inherent in modern networks and presents current designs for building and maintaining secure network infrastructures. The course looks at the use of cryptographic protocols to ensure the confidentiality, integrity and authenticity of network communications as well as for network authentication and access control. In addition, the course treats operational security policies and practices that help ensure the reliability and availability of networks and make possible forensic analysis in the event an intrusion is detected. Studies include the use of firewalls, intrusion detection and prevention systems, and virtual private networks. The course presents current techniques for forensic analysis of intrusions and methods for recovery.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

Prerequisite(s): CSCI 360 (Cryptography and Cryptanalysis),
CSCI 379 (Computer Networking) and ENG 102/201

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:

Approved by UCASC, March 28, to College Council, May 13, 2014
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Course Learning outcome #1: Identify the vulnerability threats and analyze the relevant policies and procedures to effectively secure and monitor systems. (Course learning outcome #1 is directly related to the program learning objective #1 of the CIS major.)

Course Learning outcome #2: Design, implement, and administer security methodologies to protect their organization from the threats hackers and crackers pose. (Course learning outcome #2 is directly related to the program learning objective #2 of the CIS major.)

Course Learning outcome #3: Maintain a continuing understanding of the trends and needs of the modern networks security, practices and the broad areas of contemporary research efforts. (Course learning outcome #3 is directly related to the program learning objective #3 of the CIS major.)

Course Learning outcome #4: Write technical reports consisting of design, documented code, and comments to communicate effectively through integrating theory, research and implementation. (Course learning outcome #4 is directly related to the program learning objective #4 of the CIS major.)

Course Learning outcome #5: Demonstrate, through experience and discussion, the ethical responsibilities. (Course learning outcome #5 is directly related to the program learning objective #5 of the CIS major.)

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)

   **Major:** Computer Information Systems

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?

The student learning will be assessed through homework assignments, in-class exams and several projects. Each assignment addresses a specific set of concepts introduced by the instructor, and students must demonstrate engagement with course materials framing their solutions. These assignments, therefore, develop the students’ creative design, analytical, and critical thinking skills as well as develop hands-on experience.

Homework assignments will include regular readings from supplemental texts, journals and relevant web sites (e.g., Internet Engineering Task Force). Students will write a one page critique for each article assigned. The critique must include a brief summary of the article, a statement of what the article contributes, and the student’s opinion of the article.

Readings from the required text will be accompanied by problem sets taken from the text.

Students will participate in at least three projects that reinforce basic concepts, acquaint students with best practices, and allow students to develop skills with various tools used by network security analysts and hackers (e.g., SNORT, Firewalls – IPTables Linux, SCAPY, Linux utilities for host and network monitoring).

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

Yes____  No_X____

- If yes, please state the librarian’s name____________________________
- Are there adequate resources in the library to support students’ work in the course
  Yes_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) _____
  ➢ LexisNexis Universe _____
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR _____
  ➢ SCOPUS _____
  ➢ Other (please name) ____________________________

13. Syllabus – see attached
14. Date of **Department curriculum committee** approval __10/24/2012________________

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

Qualified full-time department faculty, include: Bakiras, Ji, Kan, Khan, Kim, and Salane.

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:

   *Peter Shenkin*
   
   Chair, Proposer’s Department

   Douglas Salane, Shaobai Kan
   
   Major or Minor Coordinator
Sample Syllabus for CSCI 412 (Network Security & Forensics)

Syllabus Content:

College name and address:
John Jay College of Criminal Justice, 524 West 59th Street, New York, NY 10019

Course title and section:
Network Security & Forensics

Professor’s name
Office location
Contact hours:
Phone
E-mail address

Course description
The course examines vulnerabilities inherent in modern networks and presents current designs for building and maintaining secure network infrastructures. The course looks at the use of cryptographic protocols to ensure the confidentiality, integrity and authenticity of network communications as well as for network authentication and access control. In addition, the course treats operational security policies and practices that help ensure the reliability and availability of networks and make possible forensic analysis in the event an intrusion is detected. Studies include the use of firewalls, intrusion detection and prevention systems, and virtual private networks. The course presents current techniques for forensic analysis of intrusions and methods for recovery.

Learning outcomes
- Course learning outcome #1: Identify the vulnerability threats and analyze the relevant policies and procedures to effectively secure and monitor systems. (Mapped to program learning objective #1 of the CIS major.)
• Course learning outcome #2: Design, implement, and administer security methodologies to protect their organization from the threats hackers and crackers pose. (Mapped to program learning objective #2 of the CIS major.)
• Course learning outcome #3: Maintain a continuing understanding of the trends and needs of the modern networks security, practices and the broad areas of contemporary research efforts. (Mapped to program learning objective #3 of the CIS major.)
• Course learning outcome #4: Write technical reports consisting of design, documented code, and comments to communicate effectively through integrating theory, research and implementation. (Mapped to program learning objective #4 of the CIS major.)
• Course learning outcome #5: Demonstrate, through experience and discussion, the ethical responsibilities. (Mapped to program learning objective #5 of the CIS major.)

Course pre-requisites or co-requisites

Prerequisite(s):
CSCI 360
CSCI 379
ENG 102/201

Requirements / course policies

• Attendance: Students are expected to attend and participate in all classes. Attendance is taken at the beginning of each class. Please notify the instructor in advance of any anticipated absence whenever possible. Class participation will be considered in your final grade.
• Grading policy: Homework and final project should be finished and turned in on time. Late homework will cause a 10-percent deduction on your grade for each late day.
• Academic honesty: Discussions on course materials, homework questions and programming projects are encouraged. It is permissible to get help on debugging and to make use of public accessible programming libraries for your programming assignments. However, you should NOT ask any other person to write code for you. On your project report, you should specify from whom you received help and cite the references and
software used. All homework solutions, code and report for programming projects should be finished individually.

Required Texts


Reference Texts


Supplemental Materials and Web Sites (samples, not intended to be a comprehensive list)


Approved by UCASC, March 28, to College Council, May 13, 2014
5. Internet Engineering Task Force (IETF). Requests for Comments (RFCs) [web page]. Retrieved from http://www.ietf.org/rfc.html, March 20, 2014. The documents on this site provide detailed information on all major protocols used in the Internet. Readings will be assigned from this document collection.


**Grading**

- Homework: 20%
- Midterm: 25%
- Final Exam: 30%
- Projects: 25%

**Course Calendar**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is network security and network forensics? A description of processes and course overview. (supplemental materials 6,7)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Basic network security issues:</strong> (supplemental materials 7, Stallings, Chapter 11, pp 355-360 message confidentiality - disclosure, traffic analysis; message authentication – masquerading, content, sequence and timing modification; end point authentication - source and destination</td>
</tr>
</tbody>
</table>
|   | **Review of network protocols:** (supplemental materials, 5).
|   | Inherent insecurities of modern network protocols, particularly at the link, network and transport layers.  
|   | **Network exploits:** (supplemental materials 3, 4, 5, 11; Stallings, Chapter 22)  
|   | Overview of ports and scanning  
|   | Denial of Service and Distributed Denial of Service Attacks  
|   | Hijacking TCP sessions – the classic Mitnick Attack  
|   | Botnets and techniques to spread malware  
|   | **Building Secure network infrastructures:** (supplemental materials 5, 7, 8, Stallings, Chapter 23)  
|   | Review of multilevel and multilateral security  
|   | Firewall implementation & practices  
|   | Network Address Translation and IP Masquerading  
|   | Best practices for securely making critical network services available, Demilitarized Zones (DMZ)  
|   | Logging for future forensic analysis and regulatory compliance  
|   | Project: Using virtual machines configure an IPTables Firewall/Router to separate a public and private network. Make services in a DMZ available to both the public network and private network. Provide access to the public network from the private network.  
|   | **Network Monitoring for Intrusions and Policy Compliance:** (supplemental readings 8, 9, 10)  
|   | Understanding Intrusion detection systems & Intrusion prevention systems  
|   | Using Snort to detect various infrastructure attacks  
|   | Deep packet inspection  
|   | Ethical and legal obligations associated with monitoring  
|   | Project: Use Snort to detect SYN flooding attacks on the network.  
|   | **Ethics, Law and Industry Standards:** (supplemental readings 2, 9, Stallings, Chapter 24)  
|   | Ethical and statutory obligations associated with monitoring network activity. Brief introduction to industry standards, e.g., PCI-DSS requirements.  
|   | **Midterm Exam**  
|   | **Message Authentication:** (Stallings, Chapter 11, supplemental readings 5)  
|   | Message authentication codes, security of macs, macs based on hash functions  
|   | **Digital Signatures:** (Stallings, Chapter 12, supplemental readings 5)  
|   | Requirements, using public keys, NIST and RSA algorithms  
|   | **Remote User Authentication Principles:** (Stallings, Chapter 15, pp. 451-477)  
|   | One way and mutual authentication, using symmetric encryption, overview of the KERBEROS authentication services.  
|   | **Network Authentication, Authorization and Accounting:** (supplemental reading 1, Stallings, Chapter 16, 496-504)  
|   | Project: Configure a Remote Authentication Dial In User Service (RADIUS) Sever network access control
**Transport Layer Security** (Stallings, Chapter 17, pp. 522-539, supplemental readings 5)
Secure Socket Layer (SSL), Project: Monitoring SSL session setup using Wireshark

**Web Security**: (Stallings, Chapter 17, pp. 539–544, supplemental reading 5)
web security threats, exploits using content management systems, using the web for malware distribution, secure hypertext transfer protocol (HTTPS), Project: Securing an Apache Web Server.

**E-Mail Security**: using pretty good privacy (supplemental reading from 5, Stallings, Chapter 19, pp. 590-615)

**IP Security** – the IP Sec protocol (Stallings, Chapter 20, pp. 626-659)

**Internet Security Weaknesses and Remedies**: internet routing protocols, domain name system (technology and administration, overview of BGPSEC and DNSSEC, surveillance in the Internet (supplemental readings from 5)

**Forensic analysis of Network Intrusions**  Case studies: The Heartland, TJMAX and Target Breaches
(readings to be determined based on latest available information)

**Surveillance**: Government and private sector surveillance in the Internet, TOR routing for anonymity, methods and practices to avoid tracing while using the web. (current articles, supplemental reading 12)

**Open lectures**: used to discuss class projects, introduce students to software needed for projects, and to provide additional coverage of a lecture topic depending on class need or interest.

**Final Exam**

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**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 able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**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 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 the student 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)

References


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

New Course Proposal Form  

Date Submitted __10/20/13_________________

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

1. a. Department(s) or program(s) proposing this course __Sociology_________
   
b. Name and contact information of proposer(s) __Robert Garot______________
      Email address __rgarot@jjay.cuny.edu_____________
      Phone number ____212-237-8680__________________________

2. a. Title of the course ______ Sociology of Mental Illness___________
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___ Env Soc
   
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 requires a basic understanding of sociological concepts such as norms and deviance, provided in Soc. 101. The concepts are of a complexity, and the readings are substantial enough to merit a 200 level designation.

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

2. **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 sociology of mental illness is one of the key subareas of the discipline. Thus far, it has been offered on an ad-hoc, elective basis but has not had official recognition. This course is designed as one of the key offerings of the proposed Sociology Major. The sociology of mental illness is designed for students to understand the varying ways that mental illness is defined culturally and in its historic context. Students need to understand that definitions of mental illness do not simply exist within the phenomenon, but are a product of both macro-political dynamics about what to define as mental illness (i.e., homosexuality used to be considered a mental illness; PTSD and ADHD are recent and sometimes controversial...
designations), as well as micro-political dynamics (“symptoms” are often not self-evident, and the designation of one as “mentally ill” may be controversial, subject to debate, and subject to the professional ideology of the perceiver). This field has had a huge impact on the mental health field in general, leading to the closing of long-term asylums for the “insane” around the world, and contributing to a re-thinking of mental illness in terms of social, not merely individual processes. Students often find such a perspective, or rather, the presentation of the variety of possible perspectives on mental illness, to be engaging, enriching and rewarding.

3. **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 explore how people create, respond to, define and conceptualize mental illness using the theoretical and methodological tools of sociology. Students will review the history of mental illness, explore cultural variability in defining the phenomenon, and analyze the many theories of mental illness, including social constructionism.

4. **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):

   SOC 101, ENG 101

5. Number of:
   a. Class hours ___3___
   b. Lab hours _____
   c. Credits ___3___

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

   ___ No  ___X___ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Once a year for the past 5 years.
   b. Teacher(s): Richard Richardson
   c. Enrollment(s): 40
   d. Prerequisites(s): SOC 101

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

   This course will help our students work to achieve many of the Sociology Major’s learning objectives. During this course students will:

   - Explore the history, cultural variation, and debates between competing approaches regarding mental illness. (Weeks 1, 2, 3, 4, 5, 6, 7, 14, 15)
• Learn how to adopt a sociological perspective to probe political and economic frames of mental illness, and discover how social movements and discretionary judgments are vital to considering which group’s agenda is furthered, enforced or neglected. (Weeks 1, 2, 3, 4, 5, 7, 9, 12, 13, 14, 15)

• Analyze qualitative and quantitative data in order to understand the epidemiology of mental illness and how it is affected by environmental factors. (Week 3, 5, 7, 9, 10, 12, 13)

• Apply critical thinking skills about the workings of power, claims-making, and resistance to social change by examining how definitions of mental illness are a product of macro-political struggles. (Weeks 1, 2, 3, 4, 6, 12, 13, 14, 15)

• Examine how micro-political struggles determine definitions of mental illness, mediated through socially determined responses. (Weeks 1, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15)

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 will be one of the electives for the new proposed major in Sociology.

10a. 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?

   Student learning will be assessed in a variety of ways. Student learning will be assessed through two exams: one mid-term and one final based on readings and lectures. Students will also write a 2-3 page proposal for research near the outset of the class. For the final paper, students will analyze the workings of one individual with responsibility for applying definitions of mental illness, or one setting in which definitions of mental illness are applied. All of these assignments will be accompanied by clearly delineated grading rubrics that will be handed out to the students ahead of time and will be available on blackboard.

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__ ____________________

Approved by UCASC, March 28, to College Council, May 15, 2014
• Are there adequate resources in the library to support students’ work in the course
   Yes___X____  No________

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval: 10/20/13

15. Faculty - Who will be assigned to teach this course? ___Robert Garot

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.

   No Sociology of Mental Illness course currently exists, and no currently existing courses cover the same topics using the theoretical and methodological tools of sociology.

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 Chair of the Psychology Department was contacted on 12-16-13. He expressed an interest in making PSY 242, Abnormal Psychology, a prerequisite. We do not wish to make Abnormal Psychology a prerequisite at this time, as the course explores vernacular notions, accommodation practices, and lay assessments of tenability regarding “mental illness.” Abnormal Psychology is not typically considered a prerequisite for this course.

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:
David Brotherton
Chair, Sociology Department
Sociology of Mental Illness: Soc 2XX
John Jay College of Criminal Justice
Professor Robert Garot

Time: TBA
Location: TBA
Email: rgarot@jjay.cuny.edu
Phone: (212) 237-8680
Contact Hours: TBA
Office: 520.33T

Catalog Description
Using the theoretical and methodological tools of sociology, this course will explore how people create, respond to, define and conceptualize mental illness. A review of the history of mental illness, cultural variability in defining the phenomenon, and the many theories of mental illness, including social constructionism, will help students recognize that mental illness does not exist prior to social dynamics which define, label and address the phenomenon.

Course Overview
This course focuses on three sets of questions in the sociology of mental health and illness:

1. What is “mental illness”?  
   Is “mental illness” a medical condition?  A psychological disturbance?  An interpersonal disruption?  A label for undesirable behavior?  We will examine major models of mental health and illness and evaluate how they define the phenomenon and what they suggest should be done to deal with it.

2. Under what conditions, and through what social processes, do some people become identified as “mentally ill”?  
   We will explore the interactions through which ambiguous “troubles” are, or are not, defined as “mental illness,” by family, by friends, and by mental health professionals.

3. What happens to someone who undergoes treatment by the “mental health” professions?  
   We will study mental health occupations, the psychiatric hospital, and issues faced by former patients.

Accessibility Services/ADA Policy
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).  Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1L.66.00 (212-237-8031).  It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Plagiarism Policy Statement
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

Approved by UCASC, March 28, to College Council, May 15, 2014
permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

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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)

Extra Credit Policy
College wide policy as stated in the 2011/2012 catalog is as follows:

“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.”

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

Approved by UCASC, March 28, to College Council, May 15, 2014
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.”

**Learning Outcomes**
This course will help our students work to achieve many of the Sociology Major’s learning objectives. During this course students will:

- Explore the history, cultural variation, and debates between competing approaches regarding mental illness. (Weeks 1, 2, 3, 4, 5, 6, 7, 14, 15)

- Learn how to adopt a sociological perspective to probe political and economic frames of mental illness, and discover how social movements and discretionary judgments are vital to considering which group’s agenda is furthered, enforced or neglected. (Weeks 1, 2, 3, 4, 5, 7, 9, 12, 13, 14, 15)

- Analyze qualitative and quantitative data in order to understand the epidemiology of mental illness and how it is affected by environmental factors. (Week 3, 5, 7, 9, 10, 12, 13)

- Apply critical thinking skills about the workings of power, claims-making, and resistance to social change by examining how definitions of mental illness are a product of macro-political struggles. (Weeks 1, 2, 3, 4, 6, 12, 13, 14, 15)

- Examine how micro-political struggles determine definitions of mental illness, mediated through socially determined responses. (Weeks 1, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15)

**Required Readings**
These will be available in the form of a course reader.

**Attendance/Participation**
Attendance and participation in lecture is integral to this course. Because there will be discussion of materials not included in the readings, it is essential that you make every class meeting. Attendance will be taken promptly at the start of each class. Points will be taken off for those who are late: how many points depends on your instructor’s discretion, depending on how late you are, and how much you participated. The only way to excuse an absence is to bring a note from a recognized authority figure who can verify and excuse your absence, such as a coach, a judge, an employer, etc. I do not accept papers by email. Students will be responsible for insuring that they are able to receive messages from the professor on Blackboard and email.

**Exams**
There will be three multiple choice exams – two midterms and one final. Exams will be based on lectures and readings from the textbooks. No make-up exams will be given – so you must
conform to the times as scheduled. The final will be cumulative, but will focus primarily on material covered after the second mid-term. Further details about the midterm and final exams will be discussed in class.

Papers
For the final paper, you must come to a deeper understanding of the variable ways in which definitions of mental illness are applied in the world. While you may propose an independent project, I highly suggest you pursue this topic in one of three ways: 1) by conducting an interview with a mental health professional; 2) by observing how definitions of mental illness are determined, for instance, in a mental health court; or 3) by probing another culture’s definition of mental illness by interviewing an individual such as the proprietor of a local botanical shop, or perhaps a shaman or witch-doctor; or, if possible, observe how such definitions are applied in situ. In the third week of class you will write a brief (1-3 page) proposal regarding which option you wish to pursue and how you propose to pursue it. You should discuss how you plan to make use of your investigative skills to search the library, make phone calls, conduct interviews, and perhaps conduct site visits (subject to instructor approval). For those students who missed the first week of class, an extension may be provided. I will not offer extensions for other papers or exams. Once I grade this paper, I will return it to you with suggestions regarding how to proceed with your final paper. Your final paper will include three sections: 1) a literature review of relevant sources from class, 2) a discussion of how you gathered your data, and 3) an analysis of the data in light of the issues presented in this course. Further details will be discussed in class.

The paper must be typed and double-spaced. All pages must be stapled together, without special covers or folders. Include your name in the upper right corner, and center the title over the text on the first page. The written assignment will be accepted on or before the due date; for each day that the paper is late, one point will be deducted, unless you provide a valid excuse, as determined by your professor’s discretion. No electronic versions will be accepted. I will be happy to discuss your paper, but I will not read preliminary drafts.

Oral Presentations
Your oral presentation provides a way for you to receive feedback from your professor and your peers on your final paper. Do your best to prepare for it so that you can make the most of the comments you will receive, to strengthen your paper and improve your grade.

Grading Policy
You will not be graded on a competitive basis, so in theory everyone can do well in the class. Points will be distributed as follows:

Attendance/Participation/Quizzes: 10%
Term Paper Proposal: 5%
Term Paper Notes: 5%
Mid-Term: 25%  A  93-100  B+  87.1-89.9  C+  77.1-79.9  D+  67.1-69.9
Final Exam: 25%  A-  90-92.9  B  83-87  C  73-77  D  63-67
Final Paper: 25%  B-  80-82.9  C-  70-72.9  D-  60-62.9
Term Paper Oral Presentation: 5%

Approved by UCASC, March 28, to College Council, May 15, 2014
**Academic Assistance**
Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>450N</td>
<td>(212) 237-8569</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>3140N</td>
<td>(212) 237-8111</td>
</tr>
</tbody>
</table>

**Etiquette**
Attendance and participation in lecture are integral to this course. Because we will discuss materials not included in the readings, it is essential that you attend every class meeting. I will encourage you to participate in multiple ways during lectures, so come prepared. If you choose to disrupt the class, I will stop the class and wait for you to leave as a courtesy to the other students. This applies especially to the use of cellular phones. If you must bring food, be sure to bring enough to share with everyone.

**Calendar**
Please note that the following schedule is tentative, and may change based on how quickly we cover the material. Be sure to read the assigned materials prior to the day when they are assigned.

**Part I: What is “Mental Illness”?**

**Week 1: Introduction**
Sadness, madness, and anxiety (SMA) as social and sociological problems: size and scope of the mental health enterprise; context, construction, and critique.


**Week 2: Disorders, Diagnosis, and DSM:** Power, politics and problems of DSM; psychiatric disorders identified in DSM.


**Week 3: The Social Epidemiology of SMA:** the incidence and prevalence of sadness, madness and anxiety; social correlates (class, gender, ethnicity) of mental disorder; problems of interpretation; macro-sociological explanations of long-term changes.

Optional:

Final Paper Proposal Due

Week 4: Medical (Biopsychiatric) Models: Madness as biological pathology; genes and neurotransmitters; the context and consequences of the medical model


Week 5: Social Stress Models: SMA as the product of stress, coping, and social support; social construction of stress.


Week 6: Family Interaction Models: Madness as a response to/reflection of family dynamics; skews and schisms; rubber fences; double binds, mystification, communication deviance and expressed emotion.

Optional:

Week 7: Interactionist & Societal Reaction Models: "Madness" as relationship, label and role; residual deviance; primary and secondary deviance.

Thomas Scheff. 'The Role of The Mentally Ill and the Dynamics of Mental Disorder." Sociometry, 436-453.

Approved by UCASC, March 28, to College Council, May 15, 2014
Optional:

Week 8: Review and Mid-Term

Part II: Under What Conditions, and Through What Social Processes, Do Some People Become Identified as “Mentally Ill”?

Week 9: Ambiguous Personal and Interpersonal Troubles: The emergent, contextual and contingent understanding of S, M, and A.

Term Paper Notes Due (One to two pages on how materials presented in class so far are relevant to your paper.)

Week 10: Accommodation Practices: Managing others.

Week 11: S, M, and A within the Family and the Self: How families and individuals accommodate S, M, and A.

Week 12: Moving into the “Mentally Ill” Role: Practices of police and courts; the legal context of decision-making.

Approved by UCASC, March 28, to College Council, May 15, 2014

Part III: What happens to someone who undergoes treatment by the “mental health” professions?

Week 13: The Mental Health Enterprise: Commitment: Descriptions and critiques of how mental health professionals learn to label.


Film: Titticut Follies

Oral Presentations

Week 14: The Mental Health Enterprise Institutions and Treatments: The mental hospital; psychotherapy de- and re-constructing reality in therapy; the recovery movement


Oral Presentations

Week 15: Construction of the Mental Health Enterprise: Cultural, social and economic shaping of policies, practices, professions, and institutions of the Mental Health Enterprise.


Oral Presentations

Final Exam—Date and Place to be Announced

Final Paper Due
General Writing Guidelines*

Format and Presentation
Do not skip lines between paragraphs (like I’m doing here). Use Times New Roman or CG Times as your font, 12-point size. Papers must be typewritten, double-spaced with approximately 1” margins. Number all pages. Papers must be stapled. This means no plastic binders, no folding the edges together and no paper clips. Do not use a cover page. Include your name on the upper right-hand corner of the first page, followed by the title, centered. A bibliography is a necessary part of a research paper (see Citation, below), and should be attached at the end. Papers which egregiously fail to follow these guidelines will be returned to the authors without a grade.

Citation
This is sometimes tricky, but by this point in your academic career, it is essential that you do it correctly. It is expected that you will use material from the texts and lecture to analyze your subject. Thus, whether you use direct quotes or paraphrases, you must give credit to the authors of those words, when they are not your own.

If you cite a lecture, do it this way: (Lecture, 5/31/05). However, relying solely on lecture citations for material that is also in the readings reveals to me that your familiarity with the readings is inadequate. So you should be sure to prioritize. Where appropriate, always cite the original source and not my delivery of it in lecture.

In the text, directly quoted course materials from the textbook should be cited in one of the following ways:

“The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype” (Henslin, 2001:331).

Or alternately:

James Henslin (2001:331) suggests that, “The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype.”

Also, be sure to cite any ideas that you borrow, not just quoted text. For instance:

Many analysts have noted how stereotypes may produce the behavior they depict (Henslin, 2001:331).

Any direct quotation that is longer than three lines needs to be set off from the body of the paper by indenting and single-spacing. Since your papers will be double-spaced and indented only to begin paragraphs, you will see the contrast. Be careful to differentiate between what the textbook authors are saying themselves, and the other authors that they may in turn quote. Cite accordingly. Do not string quotes together without putting them in context with your own prose. When you use a direct quote, place it in the context of a sentence that includes an explanation of what the quote means and why it is useful in service of the point you are making.
A full reference, including the author’s name, book or article title, publishing information and page numbers will appear in a separate, alphabetically organized bibliography at the end of the paper, under the heading, “References”. Below is an example of a reference from the reader and from Henslin.


Style
In general, write as simply as possible. Never use a big word, when a little one will do. Big words don’t necessarily convey intellectual prowess, especially when they are awkwardly used. Your word choice should be appropriate to formal writing: no slang, and no contractions (“can’t”, “don’t”), unless you are quoting others or it somehow improves your point. You must use words that actually exist, and words must be used correctly. Look up definitions and spellings if you are unsure. Spell check often misses words.

Avoid using the indefinite “you.” You will notice that I am addressing these instructions to you; that is, I am using the second person. That is because I am giving these instructions to a definite person or set of persons. In your papers, unless you mean to address the reader directly, do not use “you” when you mean to use “one” or “we.” Refer to yourself as “I” in describing your experience, and as “we” in your analysis. It is perfectly acceptable to use the first person singular in papers – it is not too informal. Use “we” for the author and the reader together: “We have seen how breaching experiments disturb our taken-for-granted notions about reality.”

Avoid “a lot” (and by the way it’s not spelled “alot”), and “very.” Hemingway and Morrison do not need them, and neither do you. Don’t confuse “their/there/they’re” or “it’s/its”, or “to/two/too”, or were/we’re/where”, etc. Also please differentiate between “suppose” and “supposed.” These are not interchangeable, and are almost always improperly applied. These sets of words give many students trouble, so please be careful.

Try to avoid using “he”, “his”, or “mankind” to mean anyone or all in general. If for some reason you have a strong ideological commitment to using “he” as the generic, you may do so, but it is not accurate, and there are other options available.

Make sure that nouns and verbs agree in number. Avoid sentence fragments. Make sure that the sentences you write have subjects and predicates. Verbs are also necessary. Do not leave a clause hanging without these necessary components. Avoid run-on sentences. Make sure that if you link things together in a sentence that you do so by using the proper connective words or punctuation marks. These kinds of mistakes can often be caught by reading your paper aloud. If it sounds wrong, it probably is.

Always follow the parsimony principle. That is, use as few words as possible to make your point. Never refer to “society” as an active agent (that’s my pet peeve), as in, “Society requires that people follow norms.”
Process
One way to start is by saying your ideas out loud, and writing them down. Just get the words out of your head and onto the page where you will be able to work with them more easily. I strongly suggest that you write more than one draft of your paper. Most successful papers are begun well in advance of the night before the assignment is due. The best way to start is to just spew out a messy first draft, getting all of your ideas and facts down on paper (if you write long-hand) or your computer screen (if you prefer to word process). Then, a second draft will help you to organize the sections, focus your argument, and refine the content and style.

You must be at this point before you come to see me about your paper. Although I will be unable to read entire drafts, I may be able to discuss specific parts of your thesis or analysis, and/or help you with difficulties in transitions between ideas or sections of your argument. Be sure that all spelling and grammatical errors, and the formatting the paper are correct in the final draft. You must proofread your own paper. It is not acceptable to turn in a paper with typographical errors, misspellings, nouns and verbs that do not agree, misused words, run-on sentences, sentence fragments, etc. You may want to rewrite the beginning or end of your paper in the last draft. Often in composing your paper, you will have changed your focus or ideas somewhat by the time you finish. You will want to make sure that these changes are reflected in a new version of your introduction or conclusion.

Finally, re-read your own paper and imagine that someone else wrote it. Does it make sense? Fix it, if it doesn’t. You may also want to get someone else to read your paper and give you comments. It is often hard to be objective when you are so close in the writing process. If you have trouble with your writing, get help. I am happy to help you in office hours or by appointment, and the campus has a variety of tutoring services available to you.

Good luck, and start writing now!
*This document adapted with thanks from Dr. Kerry Ferris' Case Study Essay Guidelines.
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 Sociology

   b. Name and contact information of proposer(s) Louis Kontos and Richard Ocejo
      Email address(es) rocejo@jjay.cuny.edu
      Phone number(s) 212-237-8687

2. a. Title of the course Classical Sociological Theory

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

   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 requires background knowledge in sociological research and debates regarding social problems, deviance and stratification. The content of this course is of a greater sophistication and detail than what is appropriated in 100 and 200 level courses.

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

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.)

   A course in classical sociological theory – the canon of sociology – is an essential part of any learning toward a sociology degree. It is important for students majoring in sociology to have more than schematic knowledge of the theoretical literature that comprise the classics – something that may be obtained in lower level courses. A rigorous and critical engagement with classical sociological theory provides sociology students with necessary background for participation in theoretical debates in a broad
range of upper level sociology courses – including the sociology of deviance, social stratification, social problems, and research methods.

Classical sociological theory supports our newly developed sociology major. It provides students with a basis for mastery of the common conceptual vocabulary of the discipline. Since one of the goals of the newly developed sociology major is to prepare students for graduate school and, alternatively, vocations in which sociological vocabulary is an asset, the proposed course is singularly relevant.

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 critical overview of classical sociological theory from the mid-nineteenth century to World War II. It will explore the major themes of the foundational theorists (e.g., Marx, Weber, Durkheim, Simmel, and Mead) and texts of sociology and discuss the historical and intellectual contexts in which they developed their theories. Students will also examine the relationship between these classical explanations of society and such contemporary issues as inequality and globalization.

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, SOC 101, SOC 232

6. Number of:
   a. Class hours ___3___
   b. Lab hours ___N/A___
   c. Credits ___3___

7. Has this course been taught on an **experimental basis**?
   ___X_ No  _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

By the end of this course students will be able to:

- Critically discuss the concepts, themes, and arguments related to several classical theoretical schools and debates in sociology based on primary texts.
- Analyze the progression of sociological thought.
- Apply classical theories to specific contexts in contemporary society.
- Connect classical sociological theories to fundamental concepts in sociology such as inequality and stratification.

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)

   Sociology Major

10a. 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?

   We will assess student learning through a series of written exams and class discussions of primary texts.

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+_X__
EBSCOhost Academic Search Complete __X__
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
LexisNexis Universe _____
Criminal Justice Abstracts _____

PsycINFO _____
Sociological Abstracts _X___
JSTOR __X__
SCOPUS __X__
Other (please name) __________________________

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval __2/14/14___________________

15. **Faculty** - Who will be assigned to teach this course? All full-time faculty in the sociology department with a Ph.D. in sociology can and will be expected teach this course.

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: **
    David Brotherton
    Chair, Sociology Department

Approved by UCASC, March 28, to College Council, May 13, 2014
Classical Sociological Theory (SOC 3XX, Spring 2014)

Professor: Richard E. Ocejo  
Class times: XXXXXXX  
Classroom: XXXXXXX  
Contact hours: Walk-in or by appointment  
Phone: 212.237.8687  
Email: rocejo@jjay.cuny.edu  
Office location: 3258 North Hall

Course Description:
This course offers a critical overview of classical sociological theory from the mid-nineteenth century to World War II. It will explore the major themes of the foundational theorists (e.g., Marx, Weber, Durkheim, Simmel, and Mead) and texts of sociology and discuss the historical and intellectual contexts in which they developed their theories. Students will also examine the relationship between these classical explanations of society and such contemporary issues as inequality and globalization.

Learning Outcomes:
By the end of this course students will be able to:

- Critically discuss the concepts, themes, and arguments related to several classical theoretical schools and debates in sociology based on primary texts.
- Analyze the progression of sociological thought.
- Apply classical theories to specific contexts in contemporary society.
- Connect classical sociological theories to fundamental concepts in sociology such as inequality and stratification.

Required Text:

Course Prerequisites:
ENG 201, SOC 101, SOC 232

Assignments:
Exams: There are three exams, each with three essay questions on prior readings and class discussions. The final exam will be cumulative. Each exam question asks students to either identify core elements of an author’s theoretical argument or compare and contrast the theories of two different authors. Students will also have to provide an example of a specific context in society to which they can apply these theories. Exams will be held in the library computer classroom and will be approximately 10 pages each. Students will be allowed to use their notes.

Reading discussion: At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth 3-page memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and
implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present.

**Grading:**
- Class participation: 25
- Reading memo: 25
- Exams: 150 (3 at 50 points each)

**Total:** 200 points

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Note that I take the percentage of your total points out of 200 to determine your final grade.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

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

**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)*

Approved by UCASC, March 28, to College Council, May 13, 2014
Accessibility services/ADA policy: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student’s eligibility from the OAS, located at 1L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the professor.

Extra work during the semester statement: There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

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 professor as to whether or not to give the grade of Incomplete.

Course Schedule

Week 1. Introduction

Week 2. Precursors to Sociological Theory

Sociological theorizing distinguished itself from philosophical inquiry in the 19th century by focusing on empirical questions, particularly with regard to the effects of industrialization and modernization upon local cultures, communities, and societies; and with regard to specific causes of social problems, including cultural and class conflict and social disorder. In this section we examine the precursors to sociological theory, which is to say, the historical context and intellectual debates from which sociological theory emerged.

- Of the Natural Condition and the Commonwealth (from Leviathan) / pp. 30-37
  Thomas Hobbes

- Of the Social Contract (from The Social Contract) / pp. 38-49
  Jean-Jacques Rousseau

- What is Enlightenment? (from Immanuel Kant, The Philosophy of Kant) / pp. 50-54
  Immanuel Kant

- The Wealth of Nations (from The Wealth of Nations) / pp. 55-66
  Adam Smith

- Influence of Democracy on the Feelings of the Americans (from Democracy in America) / pp. 103-121
  Alexis de Tocqueville

*Weeks 3 and 4. Karl Marx and Dialectical Theorizing
Marx was a political philosopher and revolutionary political activist whose work covered vast territory. But he was not considered either a sociologist or an important figure in the field until the mid 20th century— notwithstanding the fact that sociologists previously routinely drew freely on his work, mostly without attribution. Marx’s critique of political economy, his mode of ideology critique, and his conceptualization of alienation, class struggle, and evolving contradictions of modern society are unavoidable in contemporary sociology. In this section, we examine the origins and development of Marxist theory.

- The German Ideology (from *The German Ideology, Part One*) / pp. 142-145
  Karl Marx and Friedrich Engels

- Economic and Philosophic Manuscripts of 1844 (from *Collected Works, Volume 3*) / pp. 146-155
  Karl Marx

- Manifesto of the Communist Party (from *Collected Works, Volume 6*) / pp. 156-171 Karl Marx and Friedrich Engels

- The Eighteenth Brumaire of Louis Bonaparte (from *Collected Works, Volume 11*) / pp. 172-181
  Karl Marx

- Wage-Labour and Capital (from *Karl Marx: Selected Writings*) / pp. 182-189
  Karl Marx

- Classes (from *Collected Works, Volume 37*) / pp. 190-192
  Karl Marx

* I will announce which readings we will cover each week in advance

Week 5. EXAM

*Weeks 6 and 7. The Sociological Theory of Emile Durkheim

Durkheim’s work has been the most influential in sociology over the last century, in part because of the way in which he theorized the transition from traditional to modern societies, and in part because of the way in which he tried to establish sociology as a ‘science’ of society. Entire areas of sociological study developed from his work. The sociology of deviance has been Durkheimian throughout most of its history. In this section we examine Durkheim’s work and focus on the question of what it means for sociology to be scientific.

  Emile Durkheim

- The Division of Labor in Society (from *The Division of Labor in Society*) / pp. 220-242
  Emile Durkheim

- The Elementary Forms of the Religious Life (from *Elementary Forms of the Religious Life*) / pp. 243-254
  Emile Durkheim

Approved by UCASC, March 28, to College Council, May 13, 2014
- Suicide (from *Suicide: A Study in Sociology*) / pp. 255-264
  Emile Durkheim

* I will announce which readings we will cover each week in advance

*Weeks 8 and 9. The Sociological Theory of Max Weber

Weber provides a very different kind of interpretation of modernity -- an alternative to Durkheim – by focusing less on the loosening of the social bond in modern society and more on the historical process of (economic) rationalization, in which humanity becomes more calculating and less spiritual, more humane and orderly, but also, paradoxically, less sensual, less inspired, and therefore less human. In addition, Weber was more concerned with the question of ideology, as both a resource and an obstacle in social research, than Durkheim. But it was Marx that Weber had in mind when he himself described his work as an alternative interpretation of history and society. He is oftentimes described as debating the ghost of Marx. In this section we examine Weber’s concept of rationalization and his criteria for a scientific sociology.

- “Objectivity” in Social Science (from *The Methodology of the Social Sciences*) / pp. 273-279
  Max Weber

- Basic Sociological Terms (from *The Theory of Social and Economic Organization*) / pp. 280-290
  Max Weber

- The Protestant Ethic and the Spirit of Capitalism (from *Protestant Ethic and the Spirit of Capitalism With Other Writings on the Rise of the West*) / pp. 291-309
  Max Weber

- The Distribution of Power within the Political Community: Class, Status, Party (from *From Max Weber: Essays in Sociology*) / pp. 310-319
  Max Weber

- The Types of Legitimate Domination (from *The Theory of Social and Economic Organization*) / pp. 320-228
  Max Weber

- Bureaucracy (from *Max Weber: Essays in Sociology*) / pp. 328-338
  Max Weber

* I will announce which readings we will cover each week in advance

Week 10. EXAM

*Weeks 11 and 12. Self and Society in Sociological Theory

Approved by UCASC, March 28, to College Council, May 13, 2014
Sociology has always been concerned with social structure and forces outside individuals that shape their will, as Durkheim put it. But there has also been a strand of sociological theorizing that become increasingly pronounced in the mid-20th century, that dealt with subjectivity (pace Weber) and inter-subjectivity, a singular concept drawn disparately from phenomenology, psychoanalysis and hermeneutics. In this section we examine the ways in which sociological theorists have dealt with questions about human consciousness and social relations, including with regard to the role of symbolism, belief systems, expectations, and the formulation of judgements.

- The Self (from *Mind, Self and Society: From the Standpoint of a Social Behaviorist*) / pp. 347-360
  George Herbert Mead

- The Stranger (from *Georg Simmel: On Individuality and Social Forms*) / pp. 361-365
  Georg Simmel

- Group Expansion and the Development of Individuality (from *Georg Simmel: On Individuality and Social Forms*) / pp. 366-381
  Georg Simmel

- The Dyad and the Triad (from *The Sociology of Georg Simmel*) / pp. 382-395
  Georg Simmel

- Civilization and its Discontents (from *Civilization and its Discontents*) / pp. 396-403
  Sigmund Freud

- The Souls of Black Folk (from *The Souls of Black Folk*) / pp. 404 - 409
  W. E. B. Du Bois

- The Regulation of the Wishes (from *The Unadjusted Girl*) / pp. 410-418
  William I. Thomas

* I will announce which readings we will cover each week in advance


Sociological theory is always in some sense critical because it seeks to understand and explain the problems and contradictions of society without regard to official explanations. But critical theory, a term that was associated directly with the Frankfurt School in the 1930s and until the 1960s, has earned its reputation from its oppositional stance in relation to rationalized structures of economic power and political authority, and through its emphasis on the need to synthesize the greatest insights of revolutionary thinkers of 19th century, particularly Marx, Weber and Freud. In this section we examine some of the most important and sociological relevant theoretical syntheses of the Frankfurt School.

- Traditional and Critical Theory (from *Critical Theory: Selected Essays*) / pp. 425-440
  Max Horkheimer

- The Work of Art in the Age of Mechanical Reproduction (from *Illuminations*) / pp. 441-464
  Walter Benjamin
- The Culture Industry (from *The Dialectic of Enlightenment*) / pp. 465-477
  *Max Horkheimer and Theodor W. Adorno*

- One-Dimensional Man (from *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*) / pp. 478-486
  *Herbert Marcuse*

* I will announce which readings we will cover each week in advance
New Course Proposal Form

Date Submitted ___2/15/14________________

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

1. a. Department(s) or program(s) proposing this course ___Sociology___________________________
   b. Name and contact information of proposer(s) _Richard E. Ocejo___________________________
      Email address(es) _rocejo@jjay.cuny.edu_____________________________________________
      Phone number(s) _x8687_____________________________________________________________

2. a. Title of the course ___Senior Seminar in Sociology_____________________________________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Senior Seminar Soc__________________________________________
   c. Level of this course _____100 Level _____200 Level _____300 Level ___X___400 Level

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

   As a capstone course, seniors, who will already have an understanding of sociological theories, concepts, and research methods from other courses in the major, will be required to both demonstrate and apply this understanding to a specific societal context, set of issues, of theories. The course demands an advanced understanding and facility with sociological knowledge and skills that goes beyond their 300-level theory and methods courses.

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

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.)

After several decades without one, John Jay will soon once again have a major in sociology to offer its students. We in the Department of Sociology have designed this major to provide students with a rigorous curriculum that teaches them to the fundamentals of sociological thought, such as stratification and the sociological imagination, exposes them to a broad range
of classical and contemporary sociological theories, from the contributions of Durkheim to those of Giddens, and instructs them in widespread methodological approaches in sociology (e.g., statistics, ethnographic fieldwork, interviewing). Along with this challenging core, we have also designed our major so that students choose between one of two areas of concentration: *Global Change* and *Inequality and Social Justice*. Three courses in one of these two areas will not only provide the substantive backdrop for understanding sociology’s unique scientific approach to understanding the social world, but will also equip them with a sociologically-informed understanding of key issues effecting our society and other societies around the world, which will better prepare them for the workforce.

We intend this capstone course to be the culmination of our carefully-designed curriculum. It will integrate the knowledge of sociological theories and concepts that students have learned, the research and writing skills they have acquired, and the sociological approach to social justice they have adopted. Most importantly, this seminar will ask students to apply their knowledge, set of skills, and approach to actual issues in society. As the capstone to a major that advances John Jay’s overall mission, this course will serve as the final academic opportunity to teach our students about social justice through a sociological lens, specifically by having them apply their knowledge to issues in the real world.

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.)*

In this capstone course for the Sociology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary sociology. Students will write a scaffolded research proposal, empirically-based research paper, or in-depth essay that is a critical reflection on sociological issues, theories or research.

**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, senior standing and all disciplinary requirements for the Sociology major: SOC 314, SOC 315, STA 250 and SSC 325

5. **Number of:**
   a. Class hours **X**
   b. Lab hours **____**
   c. Credits **X**

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

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

Approved for UCASC, March 28, to College Council, May 13, 2014
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). 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?

**Learning outcomes**: By the end of the course, students will be able to:

1. Discuss and critique the core literature and debates that make up the discipline of sociology.
2. Understand and apply the key components of sociological theory to specific contexts.
3. Evaluate common sociological research methods for their appropriateness in examining specific issues and populations.
4. Make reasoned and informed judgment on societal issues based on empirically- and theoretically-informed analyses.
5. Organize thoughts and communicate arguments effectively in writing.

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 serve as the capstone for the sociology major.

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

   No __X____  Yes ______  If yes, please indicate the area:

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

   Student learning will be assessed through either a research proposal for a feasible project, an empirically-based research project, or an in-depth essay that represents a critical reflection on sociological issues, theories or research. Faculty will have the freedom to either select one of these three big assignments and scaffold them accordingly, or allow students to choose among them. There are a broad range of assessable assignments that faculty can use to scaffold these larger projects. However, the emphasis will be on having students use the sociological knowledge and methodological, research, and writing skills that they have accumulated over the course of the major to more clearly understand societal issues.

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 ____X____
   Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____X____
   LexisNexis Universe____
   Criminal Justice Abstracts____
   PsycINFO____
   Sociological Abstracts __X__
   JSTOR ____X____
   SCOPUS ______
   Other (please name)___Additional Sociology databases, including socINDEX, social Sciences Full Text, Sage Sociology Full Text Collection

Students will also have access to the following list of resources on researching New York City:
  http://www.lib.jjay.cuny.edu/research/New_York_City.html

13. Syllabus – see attached

14. Date of Department curriculum committee approval __2/14/14_______________________

15. Faculty - Who will be assigned to teach this course? All full-time faculty in the sociology department with a Ph.D. in sociology can and will be expected teach this course.

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:

   David Brotherton  
   Chair, Sociology Department
Senior Seminar: The People and Places of New York City

Course description: In this capstone course for the Sociology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary sociology. Students will write a scaffolded research proposal, empirically-based research paper, or in-depth essay that is a critical reflection on sociological issues, theories or research.

Section description: People and places are the lifeblood of any city. Along with immigrant groups and the experience of immigration, we will be covering a broad array of groups (e.g. racial, occupational, residential) and places (e.g. neighborhoods, streets, workplaces) found in New York City. We will also be discussing a multitude of urban issues having an impact on life for people in New York City today, such as gentrification, economic shifts, inequality, housing costs, education, health, and homelessness, and examine them through a sociological lens. Along with our readings and discussions, you will explore these and other issues in your own group research projects on a specific group and place in the city.

Learning outcomes: By the end of the course, students will be able to:

1. Discuss and critique the core literature and debates that make up the discipline of Sociology.
2. Understand and apply the key components of sociological theory to specific contexts.
3. Evaluate common sociological research methods for their appropriateness in examining specific issues and populations.
4. Make reasoned and informed judgment on societal issues based on empirically- and theoretically-informed analyses.
5. Organize thoughts and communicate arguments effectively in writing.

Course prerequisites: ENG 201, senior standing, and all disciplinary requirements for the Sociology major.

Required Books:
Assignments:
Reading discussion: At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present. (See the Reading Discussion Overview document on Blackboard and our class website for more detail on the expectations for this assignment.)

Field trip assignments: We will be going on three field trips during the semester (see dates and locations in Course Schedule). Each student is required to write a 2-page report on these trips. Each report will require students to apply sociological and urban theories from class readings and discussions to the settings they visit.

Group-based research project: At the beginning of the semester, students will divide into groups of between 4 and 6 members. These will be your research groups for the whole semester. Each group must select a place and group(s) of people in the city that they would like to examine. It could be such places as a neighborhood, a park, a street, or a district, to name a few examples.

The assignments for this project will include researching detailed facts about the place and group, collecting data through fieldwork and interviews, and applying sociological concepts on cities and urban life to their topics. Students will collectively work on these projects, but submit their own final paper focusing on a specific aspect of the research.

The final paper will be 12-15 pages in length and will be based on students’ group projects, specifically the aspect of it they focus on. The final paper is scaffolded, meaning shorter assignments given during the course of the semester will build towards the final paper. Each shorter assignment will be 2-3 pages and will require students to incorporate concepts and theories from class readings and discussions.

There are no specific methods of citation, documentation or formatting required for this course.

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

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

I accept drafts of any paper and will provide feedback.
**Grading:**

Class participation: 20  
Reading memo: 20  
Field trip report (3 at 20 points each): 60  
Group research assignments (5 at 10 points each): 50  
Final paper (12-15 pages): 50  
**Total:** 200 points

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Note that I take the percentage of your total points out of 200 to determine your final grade.

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

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

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

**Blackboard:** As a John Jay student, you already have a Blackboard account; you just have to set it up (if you have not done so already). Go to www.jjay.cuny.edu, click on “Blackboard” at the top. Click on “BlackBoard” again, and then click on Blackboard 9.1. If you have trouble accessing Blackboard, call the help desk at (212) 237-8200 or email them at helpdesk@jjay.cuny.edu. The readings are under “Course Documents.”

**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)*

**Accessibility services/ADA policy**: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student’s eligibility from the OAS, located at 1L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the professor.

**Extra work during the semester statement**: There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

**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 professor as to whether or not to give the grade of Incomplete.

If a professor decides to give an Incomplete Grade, he will complete an Incomplete Grade drop-down form that will appear on the grading screen when the professor assigns the INC grade online. The professor 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 professor to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the professor 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 professor may change the grade to a letter grade. If the professor does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.
COURSE SCHEDULE

An asterisk (*) next to a date indicates an assignment is due on that date.
You are responsible for all readings listed below each date, on that date.

1/29: An Introduction to Studying New York City and its People

Readings:

*2/5: Yesterday and Today: A Brief History of Gotham

Readings:

*Paper 1 due: Each student must submit a one-page overview of their group’s setting, group, and issue that they would like to focus on for their semester-long project.

2/12: No class

*2/19: The Newcomers’ Fate: Immigration

Readings:

*Paper 2 due: Each student must visit their field site and submit a one-page paper describing it, specifically focusing on five places within the setting that best represent the group and social issue they are focusing on.

Approved for UCASC, March 28, to College Council, May 13, 2014
2/26: The Changing City: Gentrification

Readings:

3/5: The Lower East Side, East Village, and Bowery: FIELD TRIP

- Meet at TBD time and location

*3/12: The City’s Spaces

Readings:

* Field trip report due

*3/19: Communities and Leisure

Readings:

*Paper 3 due: Each student must write an annotated bibliography consisting of three academic sources that they have found on their group and/or social issue.

3/26: Chelsea Market: FIELD TRIP

- Meet at TBD time and location

*4/2: The Fall of The Bronx

Readings:
• Contreras, Randol. 2012. “Chapter 4: The New York Boys: Tail Enders of the Crack Era” and “Chapter 5: Crack is Dead.”

* Field trip report due

*4/9: The Fall of The Bronx
Readings:
• Contreras, Randol. 2012. “Chapter 6: The Girl” and “Chapter 7: Getting the Shit.”

*Paper 4 due: Using the Contreras reading as a guide, students must submit a two-page discussion of the sociological theory they will be applying to their place and group.

4/16: No class

4/23: How Brooklyn Became Cool, and How It’s Still Not
Readings:

*4/30: How Brooklyn Became Cool, and How It’s Still Not
Readings:

*Paper 5 due: Students must submit a five-page discussion of the empirical evidence they have gathered from their fieldwork and interviews. At this point, students should already have an idea of their overall argument.

5/7: Fort Greene and the Brooklyn Navy Yard: FIELD TRIP
- Meet at TBD time and location

*5/14: Project Presentations

* Field trip report due

Final Papers will be due on the date of our final 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: March 10, 2014

1. a. Department(s) or program(s) proposing this course: Department of Foreign Languages and Literatures

   b. Name and contact information of proposer(s): Liliana Soto-Fernández

      Email address(es): lsfernandez@jjay.cuny.edu
      Phone number(s): 212-237-8712

2. a. Title of the course: Spanish Conversation & Composition

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

   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:

      It is an intermediate high level course with pre-requisites. Intermediate Spanish I and II must have already been taken. This course presumes knowledge of language fundamentals that will permit students to function at an intermediate high level.

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

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 a required course for both the minor and the proposed Spanish major.

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.)

   Spanish Conversation and Composition is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language
through structure in the context of short language documentaries, reading and writing short stories and presentations. This course presumes knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking. This course will serve to improve and enhance students’ writing and oral skills by emphasizing proper use of grammatical structures, syntax and pronunciation.

**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, SPA 202 or SPA 212

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?
   [Based on the ACTFL scale]
   Students will be able to:
   - use language to create when talking about daily life and topics that pertain to their immediate world;
   - be able to use learned material and recombine it to express personal meaning;
   - write straightforward sentences with limited errors;
   - obtain and provide basic information and perform normal daily tasks.

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)

Required for the Spanish minor and for the proposed majors in Translation and Interpretation and literature tracks.

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?

   For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 7-10

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 Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course
     Yes____ _x____   No________

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval 2/19/2014
15. Faculty - Who will be assigned to teach this course? Liliana Soto-Fernández

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:

   Dr. Silvia Dapia – Chair of the Department of Modern Languages and Literatures
   Chair, Proposer’s Department
Instructor: Liliana Soto-Fernández
Schedule:
Location:
Office Hours:
Office: 7.65.02NB
E-mail: lsfernandez@jjay.cuny.edu

Course description:
Spanish Conversation and Composition is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language through structure in the context of short language documentaries, reading and writing short stories and presentations. This course presumes a basic knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking.

Prerequisite: ENG 201, SPA 202 or SPA 212

Learning Outcomes:
Upon completion of the course students will be able to:
(a) use language to create when talking about to daily life and topics that pertain to their immediate world;
(b) be able to use learned material and recombine it to express personal meaning;
(c) write straightforward sentences with limited errors;
(d) obtain and provide basic information and perform normal daily tasks.

Textbooks and materials:

Recommended Dictionaries:
Spanish:
Ramón García Palayo y Gross. Diccionario Larousse del español moderno (Paperback)
Francisco Petrecca et al. Diccionario Esoencial de la Lengua Española.

English-Spanish Dictionaries for quick reference:
Merriam-Webster's
HarperCollins
Cambridge Klett Compact
• English-Spanish for in depth consultation:  
  * The Oxford Spanish Dictionary  
  * Larousse Unabridged Dictionary: Spanish-English / English-Spanish  
  * Webster's New World International Spanish Dictionary  
  * The American Heritage Spanish Dictionary, 2nd Ed.

Web pages:  
• Gramática y ortografía http://www.ballenitas.com/gramint (para obtener el password deben dar su nombre y correo electrónico)

COURSE REQUIREMENTS AND ASSESSMENT

Participation and attendance (15%)

Homework (15%)

Oral presentations (15%)

Midterm Exam (20%)

Essays (15%)

Final Exam (20%)

* Students must receive a passing grade on the final exam to pass the course as a whole.

Oral presentations

Oral presentations (5 minutes) are to be conducted in Spanish on a topic related to the news of the previous week as told in newspapers of the Spanish-speaking world. Please do not read your presentation, as the point of the exercise is to speak fluidly and present your ideas in a coherent fashion, not to demonstrate you are a good reader. If you begin to read your presentation, you will be requested by your instructor to stop. Work will be graded for clarity, fluency, pronunciation, grammatical accuracy & presentation.

Written Assignments:

You are responsible for writing two compositions during the semester. They must be typed in Spanish and double-spaced using 12 pt. font Times New Roman. The instructor will choose the topics, or offer a selection of topics, based on material covered in class. For each composition, you will write a first draft and submit it according to the class schedule. The instructor will return the draft to you with the required corrections per the symbols correction sheet. Then, you must resubmit a final version with all indicated corrections completed by the due date along with the original draft. The grade for each composition will be equally divided between the draft and the final version. These compositions will be graded on the use of complex grammatical and vocabulary structures. Please take these compositions as an opportunity to experiment and learn how to say new things in Spanish.
The John Jay *Undergraduate Bulletin* allows for the following grades only:

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**Evaluation Criteria for writing assignment and oral presentation**


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</tr>
<tr>
<td>The content is relevant to the chosen topic and original. Substantial information; good development of ideas with supporting details or evidence.</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>Very few errors; work was well edited for language. Precise and effective word use/choice.</td>
<td></td>
</tr>
<tr>
<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>Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed. Paragraphs are not well-constructed</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>Frequent errors in grammar use and form; erroneous use of language often impedes comprehensibility; work was poorly edited for language. Erroneous word use or choice leads to confused or obscured meaning.</td>
</tr>
<tr>
<td>The content is not original and not developed. Limited information; ideas present but not developed; lack of supporting details or evidence.</td>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. Any kind of plagiarism is detected.</td>
<td>Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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
• 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

IMPORTANT INFORMATION

Absences and Tardiness:
Students are expected to attend class regularly. A significant portion of your grade will depend on class attendance. More than three absences will affect your grade. Please note that these three days are not just free days; they are to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you intend to observe a religious holiday, you must notify the instructor at the beginning of the semester. After these three absences, your attendance grade will be lowered as follows: the fourth absence will lower your participation and attendance grade by 25%; the fifth, by 50%; the sixth, by 75% and the seventh, by 100%.

Late arrivals and early departures disrupt the flow of class and are unacceptable. Two late arrivals or early departures of 10 minutes or more, count as an absence. Late arrivals or early departures of over 30 minutes will be considered an absence. Leaving the classroom temporarily in the middle of the class will have the same effects as late arrivals and early departures.

Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams).

Make-up exams:
Make-up exams will not be scheduled except for emergencies, legal obligations or business that requires the student to be out of town (proper written documentation required in all cases). Students need to request the make-up exam to the instructor at least one week before the originally-scheduled exam date. In case of emergency (proper written documentation required), when the student cannot foresee the need for a make-up exam one week in advance and is absent from the exam, s/he must contact the instructor within 24 hours of the original scheduled time for the test. In the case of the final exam, any make-up exams must be taken within 24 hours of the originally-scheduled time.

Assignments must be submitted by the due date. They will not be accepted after the deadline.

Contact Information and e-mail communication:

Approved by UCASC, April 25, to College Council, May 13, 2014
Class announcements and activities will be posted on Blackboard. Students are required to check Blackboard at least once before every class meeting. Any email communication with the instructor will be through the student’s John Jay e-mail account. Emails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email. The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

**Use of electronic devices in class**
The use of mobile phones is not allowed in class. Students are requested to turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries...). Any other use (text, e-mail, social networks, chat, Internet browsing...) will not be tolerated. The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**
“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. ([http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards — Academic Integrity).*

**Instructor’s note on cheating:**
The use of Machine Translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore **PROHIBITED** in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ translations/homework/papers/exams or allowing another to copy your

Approved by UCASC, April 25, to College Council, May 13, 2014
work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on a take-home assignment or examination. If any kind of cheating or plagiarism is detected in the work of a student, s/he will be reported to the College’s Academic Integrity Officer and will get a Pending grade. They instructor will impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well. For more information, please read [John Jay College of Criminal Justice Undergraduate Bulletin](http://www.jjay.cuny.edu/academics/654.php), see Chapter IV Academic Standards – Academic Integrity and [CUNY Policy on Academic Integrity](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

**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.

**TENTATIVE SCHEDULE**

*Please note that the daily syllabus may be subject to change. Please pay attention to in-class or Blackboard announcements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course. Pre-test</td>
</tr>
</tbody>
</table>
| 2    | Cap. 1. Revisión de ejercicios de léxico. Cuestionario de interpretación y estilo.  
• **Prueba #1.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 21-23.  
[Ch. 1. Review of lexical exercises. Grammar review and practice exercises] |
| 3    | Cap. 2. Revisión de ejercicios de léxico. Cuestionario de interpretación y estilo. Análisis de “Un señor muy Viejo...”  
[Ch. 2 – Lexical exercises. Interpretation and style questionnaire. Analysis of García Márquez’ short story] |
| 4    | Cap. 3. Revisión de los ejercicios de léxico. Cuestionario de interpretación y estilo. Ejercicios de normativa.  
• Análisis de “Carta de mamá”. **Presentación 1.**  
• **Prueba #3.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 77-79.  
[Ch. 3 – Lexical exercises. Interpretation and style questionnaire. Normed exercises. Short story analysis and grammar review]. |
| 5    | • Ejercicios sobre pobreza léxica.  
• Cap. 5. Revisión de los ejercicios de léxico. Cuestionario de interpretación y estilo. Cómic “Las puertitas del señor López”. **Presentación 2.**  
• **Prueba #4.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 21-23.  
[Ch. 5 – Lexical exercises. Interpretation and style questionnaire. Reading analysis and presentations]. |
| 6    | Review for midterm  
Midterm |
| 7    | • Ejercicios sobre pobreza léxica.  
• Cap. 5. Revisión de los ejercicios de léxico. Cuestionario de interpretación y estilo. Cómic “Las puertitas del señor López”. **Presentación 3.**  
• **Prueba #4.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 21-23. |

Approved by UCASC, April 25, to College Council, May 13, 2014
| Ejercicios sobre conectores. Breve redacción guiada.  
[Ch. 5 con’t- Lexical exercises. Interpretation and style questionnaire. Reading analysis and presentations]. |
| --- |
| **8**  
[Film Analysis – Ch. 7 – Interpretation and style questionnaire. Grammar review exercises. Practicum] |
| **9**  
| **10**  
Ejercicios de ordenamiento de oraciones.  
• Cap. 9. Revisión de ejercicios de léxico. Cuestionario de interpretación y estilo.  
• Vi. **Prueba #7.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 243-245.  
[Sentence sequence. Ch. 9 – Lexical exercises. Interpretation and style questionnaire. Quiz. Grammar review practice] |
| **11**  
Ejercicio de funciones textuales de los enunciados. Breve redacción dirigida.  
• Cap. 10. Revisión de ejercicios de léxico. Cuestionario de interpretación y estilo. **Presentación 5**  
• **Prueba #8.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 21-23.  
[Practice exercises. Guided composition. Ch. 10 exercises. Presentation. Analysis of a student’s work] |
| **12**  
Ver “Mar adentro”  
Revisión de ensayos y debate. Análisis de “Abenjacán…” y “Los dos reyes”. **Presentación 7.**  
• Vi. **Prueba #10.** Lectura de la tarea de un alumno. Repaso gramatical, ejercicios, pp. 21-23.  
| **13**  
Análisis y comparación de “La hormiga” y “El prodigioso miligramo”.  
• ¿Cómo leer y entender poemas? **Presentación 8.**  
• Lectura de la tarea de un alumno  
[Analysis and comparison of two short stories. Reading and understanding poetry. Analysis of a student’s work.] |
| **14**  
Eréndira” Análisis de la película y comparación con el cuento.  
[Film – Comparison of the film and the short story] |
| **15**  
Review for final exam. **Final exam – TBD**  
(check the College examination schedule for potential changes:  
[http://www.jjay.cuny.edu/4056.php]) |
Course Revision Form

Date Submitted: March 05, 2014

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):
   Name(s): Cyriaco Lopes
   Email(s): clopes@jjay.cuny.edu
   Phone number(s): 646.557.4823

3. Current number, title, and abbreviated title of course: ART 125, Graphic Arts
   (Abbreviated title can be found on SIMS)

4. Current course description:

   This class is an introduction to the elements of graphic design. Lectures, museum visits and readings will address relevant questions to the field as well as familiarize students with the artists and writers that help shape our time. Students will learn some of the tools of digital image making and are expected to develop artwork that is aware of its historical and social context, and at the same time, presents a personal artistic voice. The most important objective of this class is to produce artwork that is intellectually complex, artistically instigating, and visually compelling.

   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: Revision of (1) title and of the language of the (2) course description and (3) learning outcomes. The course is also being proposed for the new gen ed in the College Option: Communications category.

6. Rationale for the proposed change(s):
   (1) “Graphic Design” is the more commonly used term to refer to this type of creative work.
   (2) To make the learning outcomes and course description more explicitly match those in the Communications area of the ‘College Options’ form.

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

Approved by UCASC, April 25, to College Council May 13, 2014
a. Revised course description:

This class is an introduction to the elements of graphic design, a subcategory of the field of Visual Communication. Students will learn some of the tools of digital image making and are expected to develop artwork that demonstrates awareness of its historical and social context, and at the same time, presents a personal artistic voice. Lectures, museum visits and readings will address relevant questions to the field of Graphic Design as well as familiarize students with the artists and writers that help shape our time. The most important objective of this class is to produce artwork that is intellectually complex in its ability to communicate ideas and is also artistically instigating and visually compelling.

b. Revised course title: Graphic Design

c. Revised abbreviated title: Graphic Design

d. Revised learning outcomes:

Students will:
- Express themselves clearly in both verbal and visual languages;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others;
- Work collaboratively through in-class group activities and critiques of the artwork made by other students;
- Listen, observe, analyze and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

e. Revised assignments and activities related to revised outcomes: NC

f. Revised number of credits: NC

g. Revised number of hours: NC

h. Revised prerequisites: NC

8. Enrollment in past semesters:
One or two classes each semester, each with about 18 students since the Fall of 2009.

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:

Approved by UCASC, April 25, to College Council May 13, 2014
College Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core 100-level: Justice and the Individual</td>
<td></td>
</tr>
<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></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>X</td>
</tr>
</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

The “Communications” category in the College Option recognizes visual/aesthetic expression as a form of communication. Thus, this category includes many non-verbal forms of communication: e.g., painting, drawing, silent film. This course in particular is on a subject that is known under the umbrella of Communication Arts, which is also the name of the most famous magazine on the subject. In this course students are asked to express themselves both through artworks (thereby fulfilling the goal of using forms of communication that are ‘visual’ and ‘esthetic’) as well as through writing (required essays) and oral critiques.

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester X Number of sections: 1 to 2
   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: August 2012

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

   Professor Roberto Visani.
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>GRAPHIC ARTS</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Studio Arts</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.</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None.</td>
</tr>
<tr>
<td>Course Description</td>
<td>This class is an introduction to the elements of graphic design, a subcategory of the field of Visual Communication. Students will learn some of the tools of digital image making and are expected to develop artwork that demonstrates awareness of its historical and social context, and at the same time, presents a personal artistic voice. Lectures, museum visits and readings will address relevant questions to the field of Graphic Design as well as familiarize students with the artists and writers that help shape our time. The most important objective of this class is to produce artwork that is intellectually complex in its ability to communicate ideas and is also artistically instigating and visually compelling.</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>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Justice &amp; the Individual (100-level)</td>
<td>☐ Learning from the Past</td>
<td>☒ Communication</td>
</tr>
<tr>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☐ Learning from the Past</td>
<td>☒ Communication</td>
</tr>
<tr>
<td>☐ Justice in Global Perspective (300-level)</td>
<td>☐ Learning from the Past</td>
<td>☒ Communication</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.
## Communications - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>In their artwork, students will demonstrate competence in the basic principles of composition, Photoshop, Illustrator, and digital creative tools. In writing, students will draw on assigned readings to critique the art exhibits that they are required to visit. Orally, they will participate in class critiques of works seen at these exhibits.</td>
<td>Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>Students will maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others. Students will demonstrate this ability on critique days (weeks 8, 11, 14, 16), when they analyze and evaluate their classmates' artwork, as well as their own, using the information learned in class, which encompasses technical skills, formal and visual issues, as well as theory, plus historical and social context. In their critiques, they will point to the most and least successful aspects of the work, always supporting their views with the content of the class and their own research until that point.</td>
<td>Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Students will work collaboratively through in-class group activities and critiques of the artwork made by other students. They will demonstrate this ability on critique days, when they make comments and suggestions that contribute to the development of classmates. They will also demonstrate the ability to work collaboratively during the weekly in-class reading games. Every in-class exercise is also a group exercise (i.e. “Translate a haiku by Basho or a short story by Borges into one image.” This in-class challenge is done in groups of 3 to 4 people).</td>
<td>Work collaboratively</td>
</tr>
<tr>
<td>Students will listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and contexts for a variety of audiences. In each of the four art work assignments students will demonstrate the ability to adapt graphic design techniques to a particular situation or audience. In Assignment 2, for example, they will choose a cause about which they are passionate and create a way to disseminate information about it. Students will also write one essay for each of the two art exhibitions that they are required to attend during the semester, thus connecting the material learned in class with the larger world of contemporary cultural production.</td>
<td>Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>
Syllabus for: Graphic Arts – ART 125
Professor: ________________________________
Office: Department of Art & Music
Office Hours: By Appointment

COURSE DESCRIPTION: This class is an introduction to the elements of graphic design, a subcategory of the field of Visual Communication. Students will learn some of the tools of digital image making and are expected to develop artwork that demonstrates awareness of its historical and social context, and at the same time, presents a personal artistic voice. Lectures, museum visits and readings will address relevant questions to the field of Graphic Design as well as familiarize students with the artists and writers that help shape our time. The most important objective of this class is to produce artwork that is intellectually complex in its ability to communicate ideas and is also artistically instigating and visually compelling.

Philosophical note: Images are not isolated phenomena and must be analyzed in their ecology. Since images live in a web of physical, historical, social, and emotional contexts, different meanings will come from different approaches. Therefore context is a key word for us. If we see images and works of art in a rich, multi-layered way they are never finished. They are alive – creatures in constant metamorphoses. In that sense, the image/the work of art is less of a material product than its reception.

STUDENT LEARNING OUTCOMES:

- Express themselves clearly in both verbal and visual languages;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others;
- Work collaboratively through in-class group activities and critiques of the artwork made by other students;
- Listen, observe, analyze and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.
ASSESSMENT:

1. **Assignment 1**: Text as Image.
   Create a piece in which text has an expressive, visual function connected with its meaning. You are encouraged to create your own fonts. On Critique Day bring a digital file.
   (Apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to communicate).

2. **Assignment 2**: Ideas Out in the World.
   Create a vehicle for a cause that you believe in AND disseminate it (e.g. a mural, flyers in the cafeteria, a t-shirt, etc). On critique day you should show the original work AND basic documentation of your “dissemination.”
   (Identify and apply the fundamental concepts and methods of a discipline exploring creative expression - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to conduct research and to communicate).

3. **Assignment 3**: A Poster.
   Create a poster based on a poem. Poems must be selected from the websites Poets.org or Ubu.com, as they are to be somewhat canonical, even if recent. Print it in color to a size of at least 12 X 18. On Critique Day bring the printed image and a digital slide.
   (Apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to communicate).

4. **Assignment 4**: Book Cover.
   Create the cover for a book that you like. Include title, author and necessary information. On Critique Day bring a mockup jacket and a digital slide.
   (Apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to communicate).

5. Questions about each reading will be used on an In-class Game: Bring three questions about the reading on each discussion day: Two that you know how to answer and one that you don’t. Be prepared to answer questions from your classmates and ask your own.
   (Identify and apply the fundamental concepts and methods of a discipline - Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them - Articulate how meaning is...
created in the arts and how experience is interpreted and conveyed - Use appropriate
technologies to conduct research and to communicate).

6. Written Commentaries on Museum Visits: Visit the 2 museum exhibitions on our list of required
activities and write a well-reasoned essay on our Blackboard Blog answering the following
question: “How this exhibition relates to issues that have been discussed in class?” (700 words
each). Please be sure to support your arguments with research that involves both online and
book sources. You should also respond to posts of at least 2 of your classmates.

(Identify and apply the fundamental concepts and methods of a discipline - Analyze how arts
from diverse cultures of the past serve as a foundation for those of the present, and describe
the significance of works of art in the societies that created them - Articulate how meaning is
created in the arts and how experience is interpreted and conveyed - Use appropriate
technologies to conduct research and to communicate).

Prerequisite: None.

REQUIRED READINGS:

(1968, Indiana University Press).


3) Text 3: “In and Around: Cultures of Design and the Design of Cultures - Part I” by Andrew
Blauvelt (1994).

4) Text 4: “Myth is a type of speech” and “Myth as a semiological system” (first 2 sections) in
‘Mythologies’ by Roland Barthes.

STUDENT RESPONSIBILITIES: In addition to attendance and assignment requirements, there are basic
responsibilities and classroom etiquette students are expected to uphold:

Being courteous: The classroom studio is a study and intellectual space. No cell phone use or loud
discussions, please

Coming to class prepared: You will need to complete the readings and assignments on-time and
come prepared for each class session.

Attendance: Attendance is expected and the mandatory. See the following excerpt from the
Undergraduate Bulletin: 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 constitute excessive absence is established by the
individual instructor, who announces attendance guidelines at the beginning of the semester.
(Undergraduate Bulletin, p. 43).

Academic Integrity/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, p. 36).

**Americans with Disabilities (ADA) Act Policy:** “Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 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)

**Extra Credit:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade will be made available to all students at the same time. Furthermore, there is no obligation on the part of your instructor to offer extra credit work. 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.

**Grades:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Incompletes are rarely granted, and only on strenuous circumstances. Students will make up an incomplete within the next semester.

**Assessment:**

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

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

\[
\frac{5}{A = 10, A - = 9, B + = 8, B = 7, B - = 6.5, C + = 6, C = 5.5, C - = 5, D + = 4}
\]

**Outline:**

Approved by UCASC, April 25, to College Council May 13, 2014
WEEK 1:

WEEK 2:
Introduction to the elements of 2-D design: composition, color etc.

WEEK 3:
Demonstration of Adobe Illustrator: Shapes, Font, Effects, image formats.

WEEK 4:
Lecture: Text as Image.

WEEK 5:
Class exercise: Drawing with Illustrator tools.

WEEK 6:
Class exercise: preparing a digital image for printing.

WEEK 7:
Class exercise: typography on Illustrator.

WEEK 8:
Critique of assignment 1: Text as Image

WEEK 9:
Lecture: Images to Change the World.
Post Comments about first show by Monday.

WEEK 10:
Demonstration of Adobe Photoshop: Magic wand, Selective color, layer effects, quick selection tool, and Transform tool.

WEEK 11:
Critique of assignment 2: Ideas Out in the World.

WEEK 12:
Lecture: Poster Design.
Text 4: “Myth is a type of speech” and “Myth as a semiological system” (first 2 sections) in ‘Mythologies’ by Roland Barthes.

WEEK 13:
Class exercise: creating a poster that combines text and images in a powerful way.

Approved by UCASC, April 25, to College Council May 13, 2014
WEEK 14:
Critique of assignment 3: A Poster.

WEEK 15:
Lecture: Book cover design.
Class exercise: combining Adobe Illustrator and Adobe Photoshop.

FINALS:
Critique of assignment 4: Book Cover.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 12 March 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Nathan H. Lents
   Email(s): nlents@jjay.cuny.edu
   Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course:
   BIO 220: The Incredible Living Machine: The Human Body

4. Current 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.

   a. Number of credits: 3
   b. Number of class hours: 3 (2h lecture; 1h laboratory)
   c. Current prerequisites: ENG 101; SCI 110 or SCI 112 or 114 or NSC 107 (or any Stem Variant science
      course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)

5. Describe the nature of the revision:
   We wish to change the number of the course from “BIO 220” to “SCI 220.”

6. Rationale for the proposed change(s):
   In order to more simply communicate to faculty, students, and academic advisors
   the various programs and courses in our department, we are proposing to renumber all
   general education courses that the department offers with the prefix SCI. Courses in the
   life/physical science category will receive numbers between 100 and 150. Courses in the
   scientific world category will receive numbers from 160 to 199 or 200-299. Courses in the
   general education requirements will receive numbers from 160 to 199 or 200-299.

   We believe that this will help distinguish courses that are part of the biology major
   and minor (e.g., BIO 205, BIO 211, BIO 255, etc.) from those that are part of general
   education and not part of the minor or major (BIO 220). By doing so, we aim to prevent
   confusion among students and their academic advisors, lest students unwittingly enroll in
   a course that they believe counts toward their major or minor but in reality does not. For
   the same reason, we are also proposing to re-number CHE 123 and CHE 126 to SCI 163
   and SCI 166 respectively. These courses are not part of the Forensic Science major, nor
   the chemistry minor, nor the chemistry major that is under development. In addition, the
   numbering scheme explained above will help to easily indicate to faculty, students, and
   advisors which part of the general education requirements the course fulfills.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: N/A
c. Revised abbreviated title: \textbf{N/A}
d. Revised learning outcomes: \textbf{N/A}
e. Revised assignments and activities related to revised outcomes: \textbf{N/A}
f. Revised number of credits: \textbf{N/A}
g. Revised number of hours: \textbf{N/A}
h. Revised prerequisites: \textbf{N/A}

8. Enrollment in past semesters:
   \begin{tabular}{cccc}
   \end{tabular}

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   \begin{tabular}{c}
   \textbf{XX} Yes \\
   \end{tabular}
   If yes, please indicate the area: This course has already been approved for the Flexible Core: Scientific World category.

10. Does this change affect any other departments?
   \begin{tabular}{c}
   \textbf{XX} Yes (if so what consultation has taken place)? \\
   \end{tabular}

11. Date of Department or Program Curriculum Committee approval: March 12, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   \begin{tabular}{c}
   Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major; \\
   Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major; \\
   Swenson – Chair, department curriculum committee \\
   \end{tabular}
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 12 March 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Nathan H. Lents
   Email(s): nlents@jjay.cuny.edu
   Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course:
   Che123: The Extraordinary Chemistry of Ordinary Things

4. Current course description:
   This 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).
   
a. Number of credits: 3
   b. Number of class hours: 3 (2h lecture; 1h laboratory)
   c. Current prerequisites: None

5. Describe the nature of the revision:
   We wish to change the prefix and number of the course from “CHE 123” to “SCI 163” and to change the prerequisites.

6. Rationale for the proposed change(s):
   In order to more simply communicate to faculty, students, and academic advisors the various programs and courses in our department, we are proposing to renumber all general education courses that the department offers with the prefix SCI. Courses in the life/physical science category will receive numbers between 100 and 150. Courses in the scientific world category will receive numbers from 160 to 199 or 200-299.

   We believe that this will help distinguish courses that are part of the chemistry minor and chemistry major that is under development (e.g., CHE 301 and new courses coming soon) from those that are part of general education and not part of the minor or major (CHE 123 and CHE 126). By doing so, we aim to prevent confusion among students and their academic advisors, lest students unwittingly enroll in a course that they believe counts toward their major or minor but in reality does not. For the same reason, we are also proposing to re-number BIO 220 to SCI 220. In addition, the numbering scheme explained above will help to easily indicate to faculty, students, and advisors which part of the general education requirements the course fulfills.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: N/A
c. Revised abbreviated title: N/A

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; SCI 110 or SCI 112 or SCI 114 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)

8. Enrollment in past semesters:
   F '13: 31   F '12: 10   F '11: 18   F '10: 20   F '10: 8   F '09: 18

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No _____ Yes XX _____ If yes, please indicate the area: This course has already been approved for the Flexible Core: Scientific World.

10. Does this change affect any other departments?
    XX No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 12, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Swenson – Chair, department curriculum committee
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 12 March 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s): 
   Name(s): Nathan H. Lents  
   Email(s): nlents@jjay.cuny.edu  
   Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: 
   CHE 126: Chemistry of Cooking

4. Current course description: 
   This course gives students a hands-on approach to explore the scientific basis for everyday cooking. Students will do edible experiments during the laboratory sessions and examine chemical principles. This course combines lecture and laboratory sessions as well as out of classroom activities. Students will learn methods of scientific investigation and will be able to understand the cooking process i.e. chemical reactions occurring between components in defined food systems.

   a. Number of credits: 3
   b. Number of class hours: 3 (1.5h lecture; 1.5h laboratory)
   c. Current prerequisites: none

5. Describe the nature of the revision: 
   We wish to change the number of the course from “CHE 126” to “SCI 126” and to change the prerequisites.

6. Rationale for the proposed change(s): 
   In order to more simply communicate to faculty, students, and academic advisors the various programs and courses in our department, we are proposing to renumber all general education courses that the department offers with the prefix SCI. Courses in the life/physical science category will receive numbers between 100 and 150. Courses in the scientific world category will receive numbers from 160 to 199 or 200-299.

   We believe that this will help distinguish courses that are part of the chemistry minor and chemistry major that is under development (e.g., CHE 301 and new courses coming soon) from those that are part of general education and not part of the minor or major (CHE 123 and CHE 126). By doing so, we aim to prevent confusion among students and their academic advisors, lest students unwittingly enroll in a course that they believe counts toward their major or minor but in reality does not. For the same reason, we are also proposing to re-number BIO 220 to SCI 220. In addition, the numbering scheme explained above will help to easily indicate to faculty, students, and advisors which part of the general education requirements the course fulfills.

7. Text of proposed revisions (use NA, not applicable, where appropriate): 
   a. Revised course description: N/A
b. Revised course title: N/A

c. Revised abbreviated title: N/A

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; SCI 110 or SCI 112 or 114 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104

8. Enrollment in past semesters:
   S ’14: 48   F ’13: 24

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No ____  Yes  **XX**  If yes, please indicate the area: This course has already been approved for the Flexible Core: Scientific World.

10. Does this change affect any other departments?
    **XX**  No ______  Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 12, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
   Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
   Swenson – Chair, department curriculum committee
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 3/24/2014

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

   Name(s): James DiGiovanna
   Email(s): jdigiovanna@jjay.cuny.edu
   Phone number(s): 212 237 8336

3. Current number, title, and abbreviated title of course: PHI 204: Logic

4. Current course description:

   An exposition of formal and informal methods of evaluating reasoning in arguments and texts. We will examine systems or models of deductive reasoning, problems of translation from natural to formal languages, reasoning and rhetoric in complex arguments, and the foundations of the logic of investigation.

   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:

   Addition of learning outcomes for general education and modifying course title & description to make its relevance to Pathways more explicit.

6. Rationale for the proposed change(s): Course is being submitted for consideration in the common core as a course in quantitative reasoning

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

   a. Revised course description:
Logic is the study of the necessary inferential structure of language. As such, it can be used for translating natural language sentences into symbols that yield computationally derivable conclusions, equivalences and relations of coherence and contrariety. It is also the basis for artificial language such as those used in computer programming, and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional logic, and then introduce the quantified predicate logic, which combines the propositional logic with basic elements of set theory.

b. Revised course title: **Symbolic Logic**

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

d. Revised learning outcomes

1. Students will interpret and draw appropriate inferences from truth tables, Venn diagrams, and the formulas of formal logic.
2. Students will use the quantitative method of formal logic to draw accurate conclusions and solve problems in informal speech and pure formal logic by converting language into a quantitative, two-value system.
3. Students will translate ordinary language discourse that makes claims (i.e. declarative statements that are either true or false and therefore representable as having a value of 0 or 1) into symbolic form and analyze the discourse for consistency and/or validity of inference.
4. Orally and in writing, students will communicate quantitative analysis and solutions to logical.
5. Students will evaluate solutions to problems for reasonableness using the methods of formal logic.
6. Students will apply the methods of formal logical analysis to other fields, including examples from other disciplines that they are studying.

e. Revised assignments and activities related to revised outcomes: see syllabus

f. Revised number of credits: NC

g. Revised number of hours: NC

h. Revised prerequisites: NC

8. Enrollment in past semesters: ~40-60 students/semester

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)

   No _____          Yes ___X__  If yes, please indicate the area:
Students who have tested out of MAT 104/105 have previously had the option of MAT 108 or MAT 141. While MAT 108 is crucial for our social science students, and MAT 141 is for those seeking to go on to higher level maths, Logic would be would show how quantitative reasoning works in symbol systems and would show students the quantitative underpinnings of structured languages, such as computer languages and the language of formal argumentation. It would provide a useful alternative to 108/141 for students going into humanities majors, philosophy, or computer science. It would also be a useful addition for students interested in pursuing math who want to understand the foundations of mathematics and some of the most important developments in 20th century math, such as Godel’s incompleteness proofs, Cantor’s work on transfinite numbers, and Russell and Whitehead’s studies of the principles of mathematics.

Importantly, Formal or Symbolic Logic is unlike rhetorical analyses which emphasize persuasive elements. Logic is a purely formal deductive system which forgoes all semantic content and reduces language to quantifiable values that are acted upon by a system of connectives that produce output values based solely upon quantified input values.

Since the 19th century formal logic has been recognized as the foundational system for mathematics and computer science. The field was founded in its modern form in the nineteenth century by the mathematicians George Boole (for whom “Boolean searches” are named), John Venn (inventor of the Venn diagram, one of the central tools of categorical logic), Gottlob Frege (who introduced the modern quantification system in logic) and other members of the “algebraic school.” In the 20th century it was thought that logic could form the foundation for all of mathematics; famously, the logician/mathematician Kurt Godel showed, using the tools of the logical system, that any system with the complexity necessary to represent arithmetic must necessarily be either incomplete or that it will be impossible for the system to prove its own consistency.

In a logical system certain formal objects are linked to others via a series of "truth preserving" operations corresponding to the natural notion of a proof. We can say that a set of assumptions (or axioms) A syntactically entails a sentence S when such a combinatorial linkage exists. In this class students will be trained in the understanding and operation of the formal mechanism that links assumptions to their consequences in the syntactic context. Any sense in which the consequences are entailed by the assumptions on inductive grounds will not be treated; this is a purely deductive and quantitative approach to analysis. Therefore, the core of Phil 240 consists in operating a combinatorial machinery. Like in an algebra course, there are also issues of modeling real world phenomena in a logical system, and exporting any formal conclusions reached back into natural language. In this sense the course is quantitative to the same extent that a course in algebra may be so considered.

This course meets all the learning outcomes of the Mathematical and Quantitative Reasoning category.
The course reinforces and enriches the study of computer science and other formalizable mathematical and linguistic systems.

It might help to look at the exam (Appendix B) to see a sample presentation of course materials.

If yes, frequency and number of sections to be offered for General Education:

- Every semester _X___ Number of sections: _2-4___
- 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: February, 2014

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

    Jonathan Jacobs, Philosophy Department, Chair
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>PHI 204</td>
</tr>
<tr>
<td>Course Title</td>
<td>Logic</td>
</tr>
<tr>
<td>Department(s)</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>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>Logic is the study of the necessary inferential structure of language. As such, it can be used for translating language sentences into symbols that yield computationally derivable conclusions, equivalences and coherence and contrariety. It is also the basis for artificial language such as those used in computing and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional theory, then introduce the quantified predicate logic, which combines the propositional logic with basic existential theory.</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.)

- [ ] English Composition  - [ ] World Cultures and Global Issues  - [ ] Individual and Society
- [X] Mathematical and Quantitative Reasoning  - [ ] US Experience in its Diversity  - [ ] Scientific World
- [ ] Life and Physical Sciences  - [ ] Creative Expression

Approved by UCASC, April 25, to College Council, May 13, 2014
# Learning Outcomes

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

<table>
<thead>
<tr>
<th>I. Required Core (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Mathematical and Quantitative Reasoning:</strong> Three credits</td>
<td></td>
</tr>
<tr>
<td>A course in this area must meet all the learning outcomes in the right column. A student will:</td>
<td></td>
</tr>
<tr>
<td>In their daily homework exercises, students will draw quantitative inferences by manipulating, translating, and solving problems in 2 value, 5 function logic, a symbolic system with input values of 0 (or “F”) and 1 (or “T”) and output values in the same set.</td>
<td>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</td>
</tr>
<tr>
<td>Through in-class exercises, homework and tests, students will use venn diagrams, truth tables and the symbol system of formal logic to solve word problems (by converting to symbols) as well as purely symbolic problems, including drawing valid conclusions from premise sets and reducing problems to axioms of inference.</td>
<td>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</td>
</tr>
<tr>
<td>Through in-class exercises, homework and tests, students will translate ordinary language word problems into symbolic form to test for consistency and inferential validity.</td>
<td>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</td>
</tr>
<tr>
<td>Each student will present, orally, solutions to symbolic logic problems in class every day. Further, they will, at least once a week, present solutions in writing on the blackboard. In group work students will collaborate to solve problems and then present their results.</td>
<td>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</td>
</tr>
<tr>
<td>Daily homework will include evaluation of logic problems, testing formalized discourse for reasonableness, defined here as consistency and deductive validity.</td>
<td>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</td>
</tr>
<tr>
<td>Using quantitative methods, students will analyze political speech, scientific and social scientific texts, and other sources and symbolize and analyze these discourses using the two-value quantitative system of first order logic to test for consistency and validity.</td>
<td>• Apply mathematical methods to problems in other fields of study.</td>
</tr>
</tbody>
</table>
Appendix A: Sample Syllabus

Syllabus:

Philosophy 204: Logic
Professor James DiGiovanna
jdigiovanna@jjay.cuny.edu
Office Hours: TTH 3:30-4:30 and by appt.

**Course Description:** Logic is the study of the necessary inferential structure of language. As such, it can be used for translating natural language sentences into symbols that yield computationally derivable conclusions, equivalences and relations of coherence and contrariety. It is also the basis for artificial language such as those used in computer programming, and in solving puzzles and games such as Sudoku and chess. This course will first cover propositional logic, and then introduce the quantified predicate logic, which combines the propositional logic with basic elements of set theory.

**Learning Outcomes:**
1. Students will interpret and draw appropriate inferences from truth tables, Venn diagrams, and the formulas of formal logic.
2. Students will use the quantitative method of formal logic to draw accurate conclusions and solve problems in informal speech and pure formal logic by converting language into a quantitative, two-value system.
3. Students will translate ordinary language discourse that makes claims (i.e. declarative statements that are either true or false and therefore representable as having a value of 0 or 1) into symbolic form and analyze the discourse for consistency and/or validity of inference.
4. Orally and in writing, students will communicate quantitative analysis and solutions to logical problems.
5. Students will evaluate solutions to problems for reasonableness using the methods of formal logic.
6. Students will apply the methods of formal logical analysis to other fields, including examples from other disciplines that they are studying.

**Explanation of course topic and goals:** Logic is the **formal** study of **argumentation**, or the process of trying to produce a convincing set of reasons for believing the truth of a claim. We’ll start with a handout on basic concepts and terms, and then move to an edited edition of Stan Baronett’s *Logic*. In that text we’ll study **propositional logic**, and, **predicate logic**. Both of these are branches of **formal logic**, the logic dealing with **deductive inferences**, like those found in mathematics, and in fact we’ll be converting sentences to symbolic form and assigning them hypothetical values of 0 or 1, or “False” and “True.” If there’s time, we’ll discuss logics with more values, including 3-value and infinite-value logic.

This course involves memorizing a LOT of terminology, and requires at least **3 hours of homework per class session**. It is essentially a math course, in that we'll mostly be manipulating abstract symbols, and like most math courses, if you miss a few classes, you will become hopelessly lost.
If you think you have the time to dedicate to this course, you should ultimately find the class rewarding. Logic is the basis of formal reasoning in computer science and mathematics. Modern mathematics springs from the works of logicians like DeMorgan, Boule, and Godel, and modern physics uses complex, multi-value logics to describe the actions of subatomic particles. Logic is also the basis of a great many games and puzzles, including Sudoku. Further, if you understand the logic deeply enough, it should help you clarify your own thinking, and show you the ways in which thought is internally structured.

**Class Rules:**

1. **No Cheating.** There are a lot of quizzes and tests in this class; if you look at your neighbor’s test during an examination, you fail the course immediately. If you don’t know the answer, do your best, talk to me after class, and we can work on strategies for improving your grade. I wouldn’t mention this, and I’m sure the vast majority of you would never cheat, but every semester I get one or two students who meet a tragic end as a result of cheating.

2. You have to **participate** in class. I’ll call on each student by name every day when we go over the homework. Have the homework done and be ready to answer. Answering incorrectly won’t count against you! It just gives us an opportunity to review the material.

3. **No texting or using a cell phone in class.** If your cell phone **rings** in class I’ll add three hard questions to the next quiz for everyone! If my cell phone rings in class I’ll give everyone 5 bonus points on the next quiz. Fair is fair.

4. **Save all your tests, quizzes, and work!** If, at the end of the semester, you think you may have received the wrong grade, you’ll need that material. It rarely happens, but just in case, hang on to your stuff! If you have a dispute about your grade, you will only be heard out if you maintain a record of that grade!

5. **Have a working email attached to the blackboard page and check it regularly.**

**Grading:**
Quizzes: 25%
Homework: 25%
Class Participation: 25%
Exams: 25%

**Quizzes:** Roughly every other week we’ll have a quiz. It will last about 20 minutes, beginning at the start of the class. **Don’t be late.** You can’t make up missed quizzes! But I’ll toss out the lowest quiz grade. I also reserve the right to throw a pop quiz at you at any time. Like, I might call you up in the middle of the night and start asking you logic questions. It could happen.
Exams: There will be a midterm and a final exam. These will each take an hour or so, and will be composed of variants of the questions from the quizzes. In other words, if you study your quizzes, you’ll know (basically) what’s on the exam!

Text: The texts for the class will be chapters 6, 7 and 8 of Hurley’s Concise Introduction to Logic, available at the school bookstore, plus various handouts that will be available for free from Blackboard.

Homework assignments:
Homework consists of solving problems from Hurley’s text, listed below, as well as from some handouts posted on Blackboard. There will be approximately 3 hours of homework per class!

Class Participation: Participation depends upon at least attempting all the homework problems. Each day in class I’ll call on every student. You have to be ready to answer the question I ask you. If you are, even if you get it wrong, you’ll be checked off for the day’s work. If you aren’t ready, you get a zero for the day. Zeroes aren’t good. Not good at all.

Assignments are as follows (we’ll modify this as needed.) Note that this is merely the bare minimum and required amount of homework. It’d be a good idea to do more of the exercises than I assign because you’ll need the practice. If you ever want to go over exercises that we didn’t cover in class, I’d be happy to do so during my office hours. Note that when we get to the text, I’ll represent the homework assignment in the following format: 7.1 [I. (1-10) II. (1-5)]. That means, “read chapter 7 part 1. Then, in the homework section for that chapter, do the first ten exercise in the section labeled with the roman numeral “I” and the first 5 exercises in the section labeled with the roman numeral “II”

Course Outline

1. Class Introduction.
3. Distinguishing deductive from inductive arguments. Soundness, validity, truth and cogency.
4. Quiz 1. Also, final questions on introductory concepts.
5. Begin text, Ch. 7.
   Logical Operators and Translations
   Read pp. 124-130
   Do all exercises on pp. 130-131
   Make sure you can define the following terms: Simple statement, compound statement, negation, conjunction, disjunction, conditional, biconditional.
   Know the difference between “if” and “only if.”
6. Complex statements, well-formed formulas, main operators (know these terms!)
   Read pp. 132-136
   Do all exercises on pages 133-134, and 136
7. Translations and the main operator
   Read pp. 301-302
   Do all exercises on pp. 138-140
8. Quiz 2.
Truth functions.
   Read pp. 140-145
   Do all exercises on pp. 146-147
9. Operator truth tables and ordinary language, truth tables for propositions, order of operations
   Read pp. 148-154
   Do all exercises on pp. 154-155
10. Propositions with assigned truth values
    Read pp. 155-156
    Do all exercises on pp. 156-157
11. Contingency, tautology, self-contradiction (know these terms!)
    Read pp. 157-158
    Do all exercises on pp. 159
12. Quiz 3
    Comparing statements: logical equivalence, contradiction, consistency, inconsistency
    (know these terms!)
    Read pp. 160-164
    Do all exercises on pp. 325 and 164
13. Mid Term Exam
14. Truth tables for arguments: validity and technical validity (know these terms!)
    Read 165-166
    Do all exercises on pp. 167-170 (we’ll cover these over two classes, so don’t worry if you don’t get
    all the way through.)
15. Continuing truth tables for arguments.
16. Quiz 4
    Indirect truth tables
    Read pp. 171-176
    Do all exercises on pp. 176-177
17. Necessary and sufficient conditions; argument form and examining statements for consistency
    Read 177-186
    Do all exercises on pp.183-184 and 186
18. CHAPTER 8: NATURAL DEDUCTION
    Justification and the rules of implication
    Read pp. 190-197
    You should do all the exercises on pps. 197-203, but make sure to do at least
    the following exercises: I:1-10; II:1-10; III:1-5; IV: 1-5
19. Tactics and strategy; implication rules II
    Read 204-214
    Do the exercises on pp. 206-208, 214-221. Make sure to do at least the following exercises: 8C: I: 1-10;
    II: 1-5; 8B:1: 1-10; II:1-10; III: 1-10, IV: 1-5
20. Quiz 5
    Replacement rules
    Read pp. 221-228
    Do the exercises on 229-234. Make sure to do at least the following: I:1-10;
    II: 1-10; III: 1-10; IV: 1-5
21. Replacement rules II
   Read pp. 235-240
   Do the exercises on pp. 241-249. Make sure to do at least the following: I:1-10; II: 1-5; III: 1-5; IV: 1-10; V: 1-5

22. Conditional and Indirect proof
   Read 249-254, 257-268
   Do the exercises on pp. 254-256, especially I:1-10; II: 1-5, and on pp. 259, especially I: 1-10, II: 1-5

23. Chapter 9: Predicate Logic
   Translating universal and particular statements
   Read 264-270, do exercises on pp. 435-436, especially 1-20

24. Four new rules of inference
   Read 273-279; do exercises on pp. 443-447, especially I. 2-3; II. 2; III. 2-13; IV. 2-4

25. Change of quantifier
   Read 283-284, do exercises on 449-451, especially I. 1-10; II 1-10; III. 1-5

26. Relational predicates
   Read 299-302, do exercises on pp. 303-304, especially 1-10

27. Proofs with relational predicates
   Read 304-306, do exercises on pp. 306-307, especially 1-15

28. Identity
   Read 308-314, do exercises on pp. 479-480, especially 1-15

Final Exam

Appendix B: Final Exam
Name___________________________________

1. For each of the following, write a formal logical statement that is equivalent to the given statement (but do NOT simply write the given statement again!):

   Example:
   x. P v Q :: ~P > Q

   a. ~(M v P) ::
   b. P ≡ Q ::
   c. ~M • ~M ::
   d. M v [P • (X > Y)] ::
   c. P ::
2. For each of the following pairs of statements, say if they are logically equivalent, contradictory, consistent or inconsistent. Give the strongest possible description: that is, if the statements are both equivalent and consistent, write “equivalent.” If they are inconsistent and contradictory, write “contradictory.”

- a. \((P \equiv Q) > (M \lor R) / (P \equiv Q) \bullet \sim (M \lor R)\)
- b. \((P \equiv Q) > (M \lor R) / \sim (P \equiv Q) \lor (M \lor R)\)
- c. \(N \lor \sim N / P > P\)
- d. \(M \bullet R / M \bullet \sim R\)

3. If \(P\) and \(Q\) are true, and \(X\) and \(Y\) are false, and \(M\) and \(N\) are unknown, what is the truth value of the following (answer either “true,” “false,” or “unknown”)?

- a. \(X > (X > X)\)
- b. \((X > X) > X\)
- c. \(P > M\)
- d. \(X > M\)
- e. \(Q > X\)
- f. \(M \bullet Q\)
- g. \(N \bullet Y\)
- h. \(\sim (N \lor \sim N) > (M \bullet X)\)

4. Answer any 3 of the following. Use the 18 rules of inference (and, if you choose, conditional or indirect proof, though you needn’t do so.):

1. \(~Q > ~P\)
2. \((P > Q) > (X \lor M)\)
3. \((P \bullet ~Q) \lor ~M / X\)

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<tbody>
<tr>
<td>1. ((S \bullet K) &gt; P)</td>
<td>1. ((S \bullet K) &gt; P)</td>
</tr>
<tr>
<td>2. (K \lor S &gt; P)</td>
<td>2. (K \lor S &gt; P)</td>
</tr>
</tbody>
</table>
1. \( P \lor (M \bullet R) \)
2. \( \sim P \rightarrow M > \sim P \) / R

1. \( M > (P > Z) \)
2. \( M \bullet (P \lor L) \)
3. \( \sim L \) / Z

5. Answer any 2 of the following. You MUST use either conditional or indirect proof (here understanding “or” in the logical, inclusive sense.)

1. \( \sim P \)
2. \( Q > R \)
3. \( R > S \) / \( Q > (S \bullet \sim P) \)

1. \( Q > \sim P \)
2. \( \sim P \lor (Q \lor R) \) / \( P > (R \lor \sim S) \)
1. $M \quad / \quad P \equiv P$

2. $M > T$

3. $R > M$ $/ \sim T$

---

6. Professor Keisha Watson says, “If the sun is going to go nova in the next ten years then rats will flee the cities.” Professor Thomas Kensington says, “Either rats will not flee the cities or the sun is not going to go nova in the next ten years.” Using symbolic analysis of their claims, if they’re both right, can you deduce the truth value of the claim “the sun will go nova in the next ten years?”

Extra credit: complete the following proofs:

| 1. Jk  | 1. $(x)[Bx \geq (Mx \lor Rx)]$
| 2. $(x)(Jx \geq Hx) \quad / \quad (\exists x)Hx$ | 2. Bj
| 3. $Mj \geq (x)Lx$ |
| 4. $Rj \geq (x)Px \quad / \quad (x)(Lx) \lor (x)Px$ |
Course Revision Form

Date Submitted: March 10, 2014

1. Name of Department or Program: Political Science (POL) and Law and Society (LWS)

2. Contact information of proposer(s):
   Name(s): Monica W. Varsanyi
   Email(s): mvarsanyi@jjay.cuny.edu
   Phone number(s): x8232

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   POL 244 The Law and Politics of Immigration (LAW POL IMMIGRATION)

4. Current course description:

   Debates over immigration in the United States are often heated and contentious. Students will learn the full range of positions in these debates, and will be able to develop and clearly articulate their own position on contemporary immigration politics. Students will trace the development and impact of immigration law and policy in the U.S., explore historical political debates over immigration, and analyze the contemporary politics of immigration in the United States, including debates over border militarization, unauthorized (“illegal”) immigration, refugees and asylum seekers, immigration enforcement, amnesty, and the shifting balance of power between federal, state, and local governments. Students will read a variety of scholarly and popular texts, as well as key Supreme Court decisions.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101, and GOV 101 or POL 101, or permission of the instructor

5. Describe the nature of the revision: Changing the course from a 200-level to a 300-level.

6. Rationale for the proposed change(s): The proposed revision reflects the workload as the course has been taught since 2008. The course requires approximately 30 pages of writing spread across three essay assignments, a take-home midterm, and take-home final exam, which is more reflective of a 300-level course, as opposed to 200-level.
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: NA

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:
   Fall 2013: 36
   Fall 2011: 32
   Fall 2010: 30

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?
    ____X____ No _______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    James Cauthen
POL 244: The Law and Politics of Immigration
Fall Semester 2013
MW 4:15 – 5:30pm

Dr. Monica Varsanyi
Office: 9.65.10 NB, 524 W. 59th Street
Email: mvarsanyi@jjay.cuny.edu
Office Hours: M 3-4p, W 11:30-1:30, or by appointment

Course Description: Debates over immigration in the United States are often heated and contentious. Students will learn the full range of positions in these debates, and will be able to develop and clearly articulate their own position on contemporary immigration politics. Students will trace the development and impact of immigration law and policy in the U.S., explore historical political debates over immigration, and analyze the contemporary politics of immigration in the United States, including debates over border militarization, unauthorized (“illegal”) immigration, refugees and asylum seekers, immigration enforcement, amnesty, and the shifting balance of power between federal, state, and local governments. Students will read a variety of scholarly and popular texts, as well as key Supreme Court decisions.

Learning Objectives
Students will:
(1) explain and analyze the evolution of immigration law and policy in the United States.
(2) discuss historical and contemporary political debates over immigration to the United States, and critically analyze the positions of different interest groups in these debates.
(3) understand the gap between immigration law and policy on the books, and its implementation and enforcement “on the ground”.
(4) develop a well-articulated position (both written and oral) on debates over contemporary immigration reform.
(5) evaluate the impact of immigration on the development of the United States, in both historical and contemporary contexts.

Required Texts: All readings are available via the Library’s Electronic Reserve (password: POL244IMM) or online.

Prerequisites: English 101, Government or Political Science 101, or permission of instructor.

Course Requirements and Policies
Exams: There will be a midterm and a final exam, including both objective and essay portions. No makeup midterms or finals will be offered, and no late exams will be accepted.

Assignments: There are three writing assignments required for the class. I will post the topics on Blackboard approximately two weeks before the papers are due. Please post your papers on Blackboard and Turnitin.com by the specified due date and time. Do not hand in a hard copy of your paper. Late papers will lose 2% per day late, up to a week, at which point you will receive a zero on the assignment.

Class Attendance and Participation: Regular class attendance and participation in class discussions are expected and required. I will take attendance every day at the beginning of class, and it is your responsibility to make sure your attendance has been noted.

Exceptions, Excuses, and Make-Ups: If you know in advance that you will not be able to turn in an assignment on time or take an exam due to a documented religious, medical, or other significant reason, you need to speak with me before the assignment is due to make alternative arrangements. Failure to do so may result in an inability to be excused.
**Blackboard and Turnitin.com:** Unless otherwise noted, all assignments should be turned in on Blackboard under “Assignments,” NOT the Digital Dropbox AND on Turnitin.com. All announcements concerning the course that I make in class also will be posted on Blackboard. In addition, I will post copies of the syllabus, handouts, and assignments on Blackboard. You can reach Blackboard through the CUNY portal (http://portal.cuny.edu). The class ID for Turnitin.com is 6547455 and the password is POL244IMM.

**John Jay Email:** Please make sure that I am able to communicate with you via your John Jay email address. In other words, you should regularly check your John Jay email address (or have it forwarded to your personal email account), and make sure that you maintain your account so that your inbox does not exceed capacity, etc.

**Citation:** In writing your papers and final exam, you are not expected to consult sources beyond those we have covered in class. I uphold broadly accepted standards of scholarship and citation. Your papers and final exam must be adequately cited, and your information must be properly credited to their sources. In this vein, please use APA citation style when writing your paper. You can find an APA style guide on the library’s website. I am quite happy to help you learn how to cite properly and/or provide resources on doing proper citation, so if you’re unfamiliar with the process, or wish to fine tune your skills, just ask. I would much rather that you ask for help, then unintentionally plagiarize.

**Plagiarism:** And speaking of proper citation, I will not tolerate plagiarism in your written work. Seriously. Among other things, plagiarism includes copying text (phrases, sentences, paragraphs, etc.) and ideas directly from a source without citing them and/or claiming text and ideas as your own. It is imperative that you cite your sources properly. Whether intentional or unintentional, claiming another’s work as your own is plagiarism. Intentional plagiarism will result in a failing grade and expulsion from the course. Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the Undergraduate Bulletin for further explanation.

**Maintaining a Respectful Classroom Environment:** You and your fellow students will likely have strongly-held convictions about a number of the topics we will discuss in this class, and you may wish to express those convictions. Or maybe you will want to explore an idea with which you are uncomfortable, in a safe environment, without fear of being ridiculed. To these ends, we must create a classroom environment which is respectful and supportive. My aim is not that we all agree or have the same (well-informed) opinions on the topics we will discuss; rather, I’m assuming that we will NOT agree or hold the same opinions. This class is designed for you to figure out what YOU think, not necessarily to agree with your fellow classmates. As such, it is of utmost importance that you engage with your fellow classmates in a respectful manner and not belittle someone if s/he does not agree with you or holds a different opinion. After all, we get people to agree with our perspective not by ridiculing them, but by kindly engaging with their opinions, and then providing evidence which might help them shift their opinion. Let’s make this classroom a space in which we practice this type of constructive and supportive discourse.

And finally, don’t surf the internet, send email, or text message while in class. Please arrive to class on time and be prepared to participate. Feel free to eat, as long as you eat quietly and stay tidy.

**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.

**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.

**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. Please see the Undergraduate Bulletin, p. 230 for a complete statement of this policy.
Assignments and Exams
Post all assignments to Blackboard and Turnitin.com by the time specified.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Due Date and Time</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Assignment #1: Paper</td>
<td>“Who are ‘We the People’?” (approx. 4-5 pages)</td>
<td>Monday, September 30 Due by midnight</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>In Class portion today, and Take Home Essay also due today by midnight</td>
<td>Wednesday, October 23</td>
</tr>
<tr>
<td>Assignment #2: Paper</td>
<td>“Personal/Family Immigration History” (approx. 4-5 pages)</td>
<td>Wednesday, November 6 Due by midnight</td>
</tr>
<tr>
<td>Assignment #3: Paper and in-class debate</td>
<td>In-class immigration debate: Topic TBD. Position Paper. (approx. 4-5 pages)</td>
<td>Monday, December 9 Due in class</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Due at the date and time of scheduled final exam (TBA)</td>
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<tr>
<td>Attendance and Participation</td>
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Grade Scale
98-100: A+
93-97.9: A
90-92.9: A-
87-89.9: B+
83-86.9: B
80-82.9: B-
77-79.9: C+
73-76.9: C
70-72.9: C-
67-69.9: D+
63-66.9: D
60-62.9: D-
59.9 and below: F

Course Outline and Readings
Part 1: Understanding migration and membership: Who are “We the People”? 

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td><strong>M 9/2</strong></td>
<td>LABOR DAY: NO CLASS</td>
<td></td>
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<tr>
<td><strong>W 9/4</strong></td>
<td>ROSH HASHANA: NO CLASS</td>
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</table>
*Assignment #1 distributed today* |
| **M 9/23** | Assimilation and Incorporation 2 | In-class activity today. No required reading, but bring Carens, Walzer, and Huntington to class with you, as we will be discussing these readings in class. |
Paul Krugman (27 March 2006), “North of the Border” |

### Part 2: Setting the Stage: History and Context of Immigration to the US

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</table>
*ASSIGNMENT #1 DUE TONIGHT BY MIDNIGHT*  
Assignment #2 distributed today |
<p>| <strong>W 10/2</strong> | 1890s through 1920s 1 | FILM: <em>New York: A Documentary Film</em>, part 4. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 10/14</td>
<td>Midterm Review Sheet distributed in class today.</td>
<td>COLUMBUS DAY: NO CLASS</td>
</tr>
<tr>
<td>W 10/23</td>
<td>Midterm</td>
<td>IN CLASS PORTION TAKE HOME ESSAY DUE TONIGHT AT MIDNIGHT</td>
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**Part 3: Contemporary Immigration Politics: Issues, Debates, Challenges, Solutions**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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</table>
| | | ASSIGNMENT #2 DUE TONIGHT BY MIDNIGHT  
Assignment #3 distributed today |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 11/27</td>
<td>NO CLASS TODAY: CLASSES FOLLOW A FRIDAY SCHEDULE</td>
<td></td>
</tr>
<tr>
<td>M 12/9</td>
<td>In-class Immigration Debate</td>
<td>ASSIGNMENT #3 DUE IN CLASS TODAY</td>
</tr>
<tr>
<td>W 12/11</td>
<td>Wrapping up</td>
<td>Final Exam Preparation</td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: November 18, 2013

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):
   
   Name(s): Louis Kontos and Richard Ocejo
   Email(s): rocejo@jjay.cuny.edu
   Phone number(s): 212-237-8687


4. Current course description:

   This course reveals the basic principles common to societies around the world and throughout time, and how social theories are used to guide policy and spark change. Sociological theories are contrasted with major psychological, economic and political outlooks about human behavior. The modern theories grapple with crucial issues like the reasons for revolution, the problems with developing nations, the effects of bureaucratization, the roots of alienation, and the role of ideology and the media in shaping courses.

   a. Number of credits: 3 credits
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 201 and SOC 314

5. Describe the nature of the revision: Change of title, course description, learning outcomes, and prerequisites.

6. Rationale for the proposed change(s): The course now provides a critical overview of contemporary theoretical debates within sociology rather than being strictly limited to theories regarding modernization. These are changes are being made so that the course will be a better fit in the sociology major.

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

   a. Revised course description: This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.
b. Revised course title: Contemporary Sociological Theory

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Contemporary Sociological Theory

d. Revised learning outcomes:

By the end of this course, students will be able to:

- Critically discuss the concepts, themes, and arguments related to several contemporary theoretical schools and debates in sociology based on primary texts.
- Distinguish between contemporary and classical modes of theorizing.
- Apply contemporary theories to specific contexts in society.
- Analyze the nature of the relationship between theory and research, including problems associated with operationalizing concepts and testing theoretical hypotheses.

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 201, SOC 101, SOC 232, SOC 3XX: Classical Sociological Theory

8. Enrollment in past semesters: This course has not been taught in recent years.

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?

___X___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 2/14/14

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dave Brotherton
John Jay College of Criminal Justice  
The City University of New York  
524 West 59th Street, New York, NY 10019

Contemporary Sociological Theory (SOC 315, Spring 2014)

Professor: Richard E. Ocejo  
Class times: XXXXXX  
Classroom: XXXXXX

Contact hours: Walk-in or by appointment  
Phone: 212.237.8687  
Email: rocejo@jjay.cuny.edu  
Office location: 3258 North Hall

Course Description:
This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.

Required Text:
The readings listed below are from Seidman and Alexander’s The New Social Theory Reader: Contemporary Debates. 2008. Routledge. ISBN: 0415437709

Learning Objectives:
By the end of this course, students will be able to:

- Critically discuss the concepts, themes, and arguments related to several contemporary theoretical schools and debates in sociology based on primary texts.
- Distinguish between contemporary and classical modes of theorizing.
- Apply contemporary theories to specific contexts in society.
- Analyze the nature of the relationship between theory and research, including problems associated with operationalizing concepts and testing theoretical hypotheses.

Course Prerequisites:
ENG 201, SOC 101, SOC 232, SOC 3xx (Classical Sociological Theory)

Assignments:
Exams: There are three exams, each with three essay questions on prior readings and class discussions. The final exam will be cumulative. Each exam question asks students to either identify core elements of an author’s theoretical argument or compare and contrast the theories of two different authors. Students will also have to provide an example of a specific context in society to which they can apply these theories. Exams will be held in the library computer classroom and will be approximately 10 pages each. Students will be allowed to use their notes.

Reading discussion: At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth 3-page memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present.

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Approved by UCASC, March 28, to College Council, May 13, 2014
Grading:
Class participation: 25
Reading memo: 25
Exams: 150 (3 at 50 points each)
Total: 200 points

A  93 - 100% = 186 - 200 points
A- 90 - 92.9 = 180 - 185
B+ 87.1 - 89.9 = 174 - 179
B  83 - 87 = 166 - 173
B- 80 - 82.9 = 160 - 165
C+ 77.1 - 79.9 = 154 - 159
C  73 - 77 = 146 - 153
C- 70 - 72.9 = 140 - 145
D+ 67.1 - 69.9 = 134 - 139
D  63 - 67 = 126 - 133
D- 60 - 62.9 = 120 - 125
F  below 60 = below 119

Note that I take the percentage of your total points out of 200 to determine your final grade.

“Class Participation” includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

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

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)

Accessibility services/ADA policy: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student’s eligibility from the OAS, located at 1L.66.00 (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation
notice sent to the professor.

**Extra work during the semester statement:** There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

**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 professor as to whether or not to give the grade of Incomplete.

### Course Schedule

**Week 1.** Introduction

**Week 2.** General and Critical Theory

Critical theory developed in the 1930s in opposition to philosophical arguments associated with foundationalism and essentialism, and in opposition to sociological positivism. Over the 20th century, the term critical theory retained its affinity to Marxism but loosened ties. Nowadays the term is associated with a broader range of synthetic discourses regarding problems and contradictions of society. In this section we retrace the origins of critical theory and explore the themes that remain central to its disparate manifestations.

Jurgen Habermas, “Contributions to a discourse theory of law and democracy” (pp. 30-38)
Axel Honneth, “Personal identity and disrespect semiotic structuralism” (pp. 39-46)
Marshall Sahlins, “Historical metaphors and mythical realities” (pp. 47-55)
James Clifford, “On ethnographic allegory” (pp. 56-61)

**Week 3.** The Linguistic Turn

In the mid 20th century a previously implicit and occasioned concern with symbolic language was brought to the foreground in sociology – including with regard to labeling, diagnostic categories, ideological narratives and other aspects of the social construction of reality. In this section we examine the role of symbolic and expressive language in the definition of social problems, deviance, disorder and normalcy.

Michel Foucault, “Power/Knowledge” (pp. 69-75)
Pierre Bourdieu, “Outline of a theory of practice” (pp. 76-87)
Stuart Hall, “Cultural studies” (pp. 88-99)
Frederic Jameson, “The political unconscious: Narrative as a socially symbolic act” (pp. 101-111)

**Week 4.** EXAM

**Week 5.** Normative Theorizing / Theories of Justice

Normative theorizing takes form around questions about personal and social responsibility. This mode of theorizing has always had a strained relationship with sociology because of the latter’s preoccupation with the idea of neutrality in its description and explanations of social phenomena. Yet, description and explanation of social problems routinely imply the need for the development of a different society, whereby exploitation and oppression are rejected as organizing principles. In this section we examine the relation between theories of justice and normative theorizing in sociology.

Michael Walzer, “A defense of pluralism and equality” (pp. 112-122)
John Rawls, “Political liberalism” (pp.123-129)
Alasdair MacIntyre, “Whose justice? Which rationality?” (pp. 130-137)

Week 6. Post-structural Theory / Post-Modern Ethics

The idea of the postmodern evokes a deep skepticism regarding notions of progress, reason and universality, which distinguish the modern period. In sociology, postmodernism found support in theories that abandoned structuralist themes such as the existence of stable meaning in intellectual categories and ideological concepts in heterogeneous societies. In this section we examine various attempts to conceptualize a postmodern ethics.

Zygmunt Bauman, “Postmodern ethics” (pp. 138-146)
Richard Rorty, “Pragmatism, relativism, and irrationalism” (pp. 147-155)
Seyla Benhabib, “Feminism and the question of postmodernism” (pp. 156-162)

Week 7. Gender Identity

Throughout most of its history sociology has not paid sufficient attention to gender related issues or gender itself as a topic. The situation began to change with second-wave feminism in the 1960s, which subverted stereotypical thinking about gender. It is now typical in sociology to treat gender as a cultural product rather than an essence or an expression of biological differences. At the same time, gender has become an increasingly important dimension of sociological theorizing about disparate topics. In this section we examine the ideology and politics of gender relations and identity.

Judith Butler, “Imitation and gender insubordination” (pp. 222-227)
Jeffrey Alexander, “Performance and Power” (pp. 228-234)
Nancy Fraser, “From redistribution to recognition?” (pp. 285 – 294)
Anthony Giddens, “Self and society in the late modern age” (pp. 343-354)
R.W. Connell, “Gender as a structure of social practice” (pp. 325-333)
Uma Narayan, “Westernization and third world feminism” (pp. 334-342)

Week 8. EXAM

Week 9. Body Politics

The sociology of the body is a relatively new but quickly growing field of inquiry. It revolves around questions about the relation between cultural norms and self-image, desire, and lived experience. In this section we examine ways in which culture sexualizes (and desexualizes) the body, together with critical theoretical responses to normative ideologies predicated variously on traditional or contemporary stereotypes of the body -- including with regard to manner of appearance, physical attractiveness, and expression of desire.

Diana Fuss, “Hetero/Homosexuality” (pp. 235-237)
Steven Seidman, “Shifts in normative heterosexuality” (pp. 260-264)
David Halperin, “Queer politics” (pp. 295-314)
Susan Bordo, “The body and the reproduction of femininity” (pp. 358-367)

*Weeks 10-11. Society and the Nation State

The idea of civil society as something apart from the nation state has its roots in classical liberal
philosophy but has become relevant to more critical and more sociological discourses, particularly in the context of globalization. In this section we examine the ways in which state institutions are transgressed and reconstituted through the neo-liberal reorganization of society.

Jean Baudrillard, “Simulcra and simulations” (pp. 205-214)
David Harvey, “The condition of postmodernity” (pp. 176 – 184)
Jean L. Cohen and Andrew Arato, “The utopia of civil society” (pp. 185 -194)
Mary Kaldor, “Global civil society” (pp. 163-175)
Manuel Castells, “A new society” (pp. 195- 204)
Ulrich Beck, “The cosmopolitan perspective” (pp. 215-222)
Mahmood Mamdani, “From direct to indirect rule” (pp. 238-247)
George Steinmetz, “The new U.S. empire” (pp. 248-259)
Edward Said, “Orientalism” (pp. 265-272)
Paul Gilroy, “Postcolonial melancholia” (pp. 273- 284)

*I will announce which readings we will cover each week in advance*

*Weeks 12-13. Race / Class*

Race based politics have been a feature of American society since its inception; along with racialized discourses that transformed ideological and cultural differences and disputes into features of race. Nowadays, sociological accounts routinely demonstrate that race is a social construct that reproduces relations of power. At the same time, it cannot be said that sociology in the mainstream is free of cultural prejudice or that sociological discourse has rid itself of culturally specific, ethnocentric, assumptions about disparate cultures. In this section we examine contemporary racial and ethnic relations and features of racialization that warrant critical engagement in sociology and other discourses that claim to be about society.

Iris Marion Young, “Justice and the politics of difference” (pp. 343-352)
Will Kymlicka, “Multicultural citizenship” (pp. 353- 361)
Benedict Anderson, “Imagined communities: reflections on the origin and spread of nationalism” (pp.362-369)
Partha Chatterjee, “Whose imagined community?” (pp. 369-372)
Francis Fukuyama, “The end of history” (pp. 373- 387)
Samuel Huntington, “The clash of civilizations” (pp. 389- 395)
Michael Omi and Howard Winant, “Racial formation” (pp. 396- 403)
Ruth Frankenberg, “The mirage of an unmarked whiteness” (pp. 404- 4011)

*I will announce which readings we will cover each week in advance*

Week 14. REVIEW

Week 15 - Final Exam
Date: 21 April 2014  
To: UCASC  
From: Mark McBeth, Chair, General Education Sub-Committee  
Re: Proposal for Three Separate Revisions to the General Education Policies in the College Option

Since the first reading of this proposal, the General Education Subcommittee has further discussed these issues and now has rewritten them as three distinct proposals for separate votes. Additionally, Dean Pease has met with Jessica Gordon Nembhard of Africana Studies, Valerie Allen of English, Richard Haw of ISP (via email), and Gerry Markowitz, Andrea Balis, and Allison Kavey of History to further address their concerns. As a result of those discussions, we put forth the following three proposals.

Accompanying this memorandum, you will find the individual proposals for separate and distinct vote:

1. Proposal to Revise General Education Prerequisites at the 300 Level of the College Option
2. Proposal to Revise General Education Prerequisites at the 200 Level of the College Option
3. Proposal to Revise General Education Rewording of Objectives in the 200 Level and 300 Level of the College Option

Also as an addendum to these materials, I have attached the original memorandum discussing the issues of these proposals.
PROPOSAL # 1:

Proposal to Revise General Education Prerequisites at the 300 Level of the College Option of the General Education Program

Proposal: The General Education Committee in conjunction with the Office of the Dean of Undergraduate Studies proposes the following shift in the General Education Program:

1. All students must have junior-level standing (at least 60 credits) to enroll in 300-level general education courses. (Justice Core II).

Proposed Changes for Extant Courses in the Category: All courses at the 300-level will require that students have at least 60 credits before enrolling. Currently, this proposal does not suggest any other changes at the 300-level beyond this prerequisite alteration.

Rationale: Requiring that students enrolling in these courses have junior-standing (at least 60 credits), we ensure that students have taken courses that will prepare them for the knowledge and skills acquisition expected at this level of their education. Moreover, scaffolding students’ learning experiences in this way better prepares them for the upper-level work that they will need to complete in their 400-level courses as well as capstones (if required).
PROPOSAL # 2:

Proposal to Revise General Education Prerequisites at the 200 Level of the College Option of the General Education Program

Proposal: The General Education Committee in conjunction with the Office of the Dean of Undergraduate Studies proposes the following shift in the General Educational Program:

1. All courses in the Learning from the Past category of the College Option require sophomore standing (at least 30 credits) as a prerequisite.

Proposed Changes for Extant Courses in the Category: All courses previously approved for the Learning from the Past Category (AFR 150, HIS 127, ISP 160, ISP 264, LIT 237) will need to submit course revisions: those courses at the 100-level will need to become 200-level courses and require that students accumulate 30 credits prior to enrolling.

Rationale: Our new general education program requires 42 credits, only three of which students must take in the junior year or later. As such, the majority of students will complete their gen ed coursework in their first three semesters. Currently, the college offers 86 courses in the gen ed at the 100-level and 69 courses in the gen ed at the 200-level. However, of those 69 at the 200-level, only 7 require sophomore standing (i.e., 30 credits) as a prerequisite.

<table>
<thead>
<tr>
<th>Courses in Gen Ed</th>
<th>Quantity</th>
<th>No Prereq</th>
<th>ENG 101</th>
<th>ENG 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-level</td>
<td>86</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-level</td>
<td>69</td>
<td></td>
<td>62</td>
<td>7</td>
</tr>
</tbody>
</table>

Very few of our courses actually target students at the sophomore level. This sophomore-level gap in the gen ed curriculum causes two concerns: (1) we have no common experience for sophomores by which we can target their specific needs of curricular enrichment or academic support, and (2) the course sequence doesn’t currently scaffold learning skills from the 100 to the 300-level within the gen ed.

When John Jay originally planned its own gen ed, we had a 200-level justice course that would have performed this function. However in the current general education program, the sophomore year remains indistinct from the freshmen year.

In creating a greater distinction between academic years in the general education program, sophomores can more readily assume enhanced writing and research opportunities and will strengthen student learning, which in turn will better prepare them for their 300-level gen ed coursework as well as for their progress in their majors.
PROPOSAL # 3:

Proposal to Revise General Education Rewording of Objectives at the 200 Level and 300 Level of the College Option of the General Education Program

Proposal: The General Education Committee in conjunction with the Office of the Dean of Undergraduate Studies proposes the following shift in the General Educational Program:

1. Learning outcomes of the Learning from the Past category will alter slightly to safeguard a scaffolded curriculum and, therefore, a sequentially designed set of gen ed courses. See italicized/bolded changes to outcomes for Learning from the Past below. See also accompanying document for a 100 to 400 level value-added rubric, articulating the incremental developmental of students’ skills through these gen ed courses. The value-added rubric communicates students imagined progress as they move through the College Option.

D. Learning from the Past Learning Outcomes:

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences through focused persuasive/argumentative inquiry.
- Analyze the significance of major developments in U.S. and World History through evidence-based inquiry.
- Differentiate multiple perspectives and discourses on the same historical topic.
- Demonstrate advanced planning abilities and insightful reflection to accomplish course outcomes.
- Engage in co-curricular activities (i.e., clubs, student activities, lectures, art exhibitions, tutoring, academic advisement, community service) to develop academic goals and foster personal growth.

Proposed Changes for Extant Courses in the Category: All course descriptions in the College Options will need to articulate the objectives, while also allowing for individual instructors to consider how they will relate and teach these objectives within their courses.

Rationale: While faculty have made extensive efforts to fulfill the new objectives during this transitional period of our general education curriculum, some gaps in the incremental scaffolding of student engagement exist as students progress through the college option. This disparity becomes particularly true at the 200 and 300 levels when courses no longer guide students in insightful reflection about their learning processes, linking their past course endeavors with their current and future coursework. Similarly, students currently don’t have guidance in how to use college support services, participate in on-campus events, join college clubs, or acquire internships that increasingly make their college educational experience richer and more integrated with the professional and civic lives they will lead after graduation.
In making students more cognitively aware of their educational progress as a process and helping them develop their relationships to the college community and beyond, this series of courses in the College Option can strengthen student learning, which in turn will better prepare them in their gradual development toward graduation and their transition into life after college. (See accompanying rubric for this proposal.)
### The Learning Outcomes in the College Option

#### Justice and the Individual 100-level
- Investigate and articulate one’s relationship to significant issues of justice through focused persuasive/argumentative inquiry
- Identify problems and propose solutions through evidence-based inquiry
- Assess one’s contributing role in relationship to diverse people through examination of multiple perspectives and discourses
- Demonstrate effective planning and reflection to accomplish course outcomes
- Engage in co-curricular activities (i.e., clubs, student activities, lectures, art exhibitions, tutoring, academic advisement, community service) to develop academic goals and personal growth.

#### Learning from the Past 200-level
*Writing Intensive preferred (30 credits or more)*
- Demonstrate knowledge of formative events, ideas or artifacts in the arts, humanities, mathematics, natural sciences or social sciences through focused persuasive/argumentative inquiry
- Analyze the significance of major developments in U.S. and World History through evidence-based inquiry
- Differentiate multiple perspectives and discourses on the same historical topic
- Demonstrate advanced planning abilities and insightful reflection on course material and one’s own learning behaviors to accomplish course outcomes
- Engage in co-curricular activities to relate academic goals and personal growth to actual, applied learning experiences.

#### Struggles for Justice in U.S. 300-level
*(60 credit prerequisite preferred)*
- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the United States through focused persuasive/argumentative inquiry
- Analyze how struggles for justice have shaped U.S. society and culture through evidence-based inquiry
- Differentiate multiple perspectives and discourses on the same subject
- Demonstrate self-imposed planning initiatives and insightful reflection to accomplish personal outcomes related to social goals
- Engage in co-curricular activities *both on campus and off* (i.e., clubs, student activities, lectures, art exhibitions, tutoring, academic advisement, community service, internships) to enforce the social justice ideals purported in this series of courses; students’ reflections then support how their education and community service can appear on their evolving resumes.

#### Justice in Global Perspective 300-level
*(60 credit prerequisite preferred)*
- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world through focused persuasive/argumentative inquiry
- Analyze how struggles for justice have shaped societies and cultures throughout the world through evidence-based inquiry
- Differentiate multiple perspectives and discourses on the same subject
- Demonstrate self-imposed planning initiatives and insightful reflection to accomplish personal outcomes related to social goals
- Engage in co-curricular activities *both on campus and off* (i.e., clubs, student activities, lectures, art exhibitions, tutoring, academic advisement, community service, internships) to enforce the social justice ideals purported in this series of courses; students’ reflections then support how their education and community service can appear on their evolving resumes.
ADDENDUM: ORIGINAL MEMO TO UCASC CONCERNING THESE PROPOSALS

Date: 28 February 2014

From: General Education Committee
   Jessica Gordon-Nembhard
   Sandra Swenson
   Hernandez Estevez
   Judy-Lynne Peters
   Gregory Umbach
   Dante Tawfeeq
   Andrea Balis
   Jay Gates
   Rebecca Weiss

To: UCASC

Re: Proposed Changes to General Education Prerequisites in the College Option: A Discussion

At the bequest of the Office of Undergraduate Studies, the General Education Committee has reviewed and drafted a proposal to revise General Education Prerequisites at the 200 and 300 level of the College option of the General Education Program and adjust the wording of the Learning from the Past Learning Outcomes. (See attached separate proposals, addressing each step in this change.)

This change in the Gen Ed prerequisites would require that all courses in the Learning from the Past category of the College Option would require students to have sophomore standing (at least 30 credits) as a prerequisite and that all students have junior-level standing (at least 60 credits) to enroll in 300-level gen ed courses. In addition, learning outcomes of the Learning from the Past category will alter slightly to scaffold the curriculum, ensuring that students experience a sequentially-designed series of general education courses. The more extended rationales of these changes follow:

• Making sophomore standing a prerequisite for Learning from the Past offers benchmark course where the college can target sophomore students for advisement, support services, and co-curricular initiatives. Currently, the college can easily contact and serve freshmen through a variety of courses, and the positive effects of this outreach have been recorded through increased freshmen retention, but we do not have obvious ways to find or target sophomores. With these students taking one general education course as sophomores, we can continue to provide targeted advising, support services, and student engagement initiatives to this important segment of the student body.
• Scaffolding the courses through prerequisites and the accompanying learning objectives ensures that students have a more transparent connection between the different levels of our College Option courses. Rather than disparate learning experiences, students will understand the interconnections between the content and the skills that transfer incrementally from our basic to more advanced general education courses.

• Using the College Option courses to reinforce our students’ developmental growth through a “vertical” curriculum prepares them for even more highly advanced analytical and communicative work that professors will expect of them in their major and eventually capstone courses. Without this vertical sense of accrued knowledge and skills, students may not recognize the multiple ways that they have grown as they move toward graduation.

• This effort to interrelate College Option courses reflects the values of John Jay’s original gen ed plan where students not only gain more knowledge and skills, but also become increasingly engaged in the college as contributing citizens. The revised learning objectives are designed to foster self-awareness in our students as to how their education relates to the college’s social justice ideals and the students’ role in society.

Concerns about these changes:

In considering the full range of implications of this prerequisite change, the Gen Ed Sub-Committee has also recognized some negative, yet possibly resolvable, administrative effects. Overall the committee supports the rationales and efforts of this proposal, yet they likewise recognize the logistic and curricular problems that may occur for the smaller department whose freshman-level courses both introduce students to their department as well as provide students the departmental contact to consider minors within those smaller departments. The African Studies department, for example, has some serious reservations about this change and potentially has much to lose because right now AFR150 is extremely popular as it is. It attracts many freshmen to it, who then go on to take other AFR courses, which then positions them to minor in Africana Studies. The department strategically submitted that course to Learning from the Past, and it now essentially replaces the ETH courses the department offered that were required in the old gen ed version. While Africana Studies does not disagree that more scaffolding in gen ed might be desirable in theory, how such a decision plays out also exhibits the challenge of having disproportionate consequences. To such a department which is also the only department with a course in Learning form the Past that does not have a major, the impact could be extremely negative and a serious blow—perhaps unnecessarily so. The History Department faculty shares similar concerns in how this new policy may affect their introductory courses within the categories (a.k.a., “buckets”).

One solution would be to allow Africana Studies a waiver to keep AFR 150 as a 100-level course and remain in Learning from the Past with the new learning options. Another solution would be to change the requirements of all 200-level general education courses (in the College Option if necessary) to require sophomore status and the revised learning outcomes, rather than to just change those courses in Learning from the Past. We have sixty-nine 200-level courses so far, making them all require sophomore status would make
more sense and not penalize the 100-level courses that are gateway courses into a major or minor.

In addition, how would the college handle students who already took the 100-level version of the Learning from the Past course this past academic year? Would they be grandfathered in and the old version they took remain acceptable? Would students consider that fair? And what does this mean for transfer students who would not have this 200-level requirement in their previous college? Would they have to take an extra gen ed course? Or would they too unfairly not have to take a 200-level gen ed course? Since so many of our students are transfer students, this seems a significant challenge to address.

The Committee also advises that the administration provide some data about course offering at these levels of the Gen Ed offering in the College Option that might reveal the ensuing logistical problems of such a policy change.

The proposals have been articulated as three separate proposals so that UCASC can consider the separate (albeit interrelated) benefits and implications of each of these policy alterations. The General Education Sub-Committee would like to place this proposal before the UCASC committee so that members can discuss, amend if necessary, and, ultimately, ratify as a college policy.

Thank you for your attention and consideration.
Proposal for a New Major in Fraud Examination and Financial Forensics

I. Background

John Jay College proposes to offer a B.S. in Fraud Examination and Financial Forensics. This degree prepares students to pursue careers in fields that combat white collar crime and corporate malfeasance. As a college located in the nation’s financial capital and dedicated to educating and advocating for justice, we are uniquely poised to prepare students to think broadly about issues of justice and corporate crime while equipping them with the skills to detect financial fraud. This was understood at John Jay when it began to recruit faculty with expertise in fraud examination some six or seven years ago and when a specialization in Forensic Financial Analysis was created for the B.S. in Economics that was launched in 2008.

Recognizing that a program related to fraud examination and forensic financial analysis fits wonderfully with John Jay College’s commitment to “educating for justice” is not the same thing, however, as recognizing how such a program is most effectively offered to interested students. Curriculum delivery is a learning process on every level, including that of program structure. Such has been the case with our fraud and financial analysis curriculum.

This memo seeks to explain the rationale for a change to the B.S. in Economics that will beget a distinct B.S. degree in Fraud Examination and Financial Forensics (FEFF). It offers reasons for the elimination Specialization C. Forensic Financial Analysis from the B.S. in Economics, and the simultaneous creation of the new, stand-alone FEFF major.

A. Strengthening of the curriculum:

As an independent major the Fraud Examination and Financial Forensics program is able to develop a distinct identity that facilitates its shaping of student experience in ways more closely consonant with the field’s unique learning requirements than was possible via Specialization C. At 54 credits, the program is more thoroughly structured than is the 36 credit B.S. in Economics, yet at the same time the structure includes an elective component that requires majors to choose within a diverse array of liberal arts courses, while the opportunity to pursue additional applied coursework is nevertheless maintained.

More specifically, what is gained on the accounting skills side of the menu is a 200-level course in Accounting Information Systems, a two-course 300-level sequence of Intermediate Accounting, and a 400-level Seminar in Forensic Financial Analysis. These additions assure a deeper skills portfolio of great value for the student, post-graduation. At the same time, as a program that is self-consciously interdisciplinary, FEFF requires three courses not required under the B.S. in Economics, namely, PHI 102, POL 101 and SOC 101. Moreover, its Part Four.
Elective area requires selection of no fewer than two courses from a liberal arts electives-in-major list that includes ANT 230, ART 230 and SOC 203.

In short, the extraction of the Specialization C subject area from the B.S. in Economics, and its delivery through an FEFF major, allows for a combination of depth and breadth in both subject knowledge and analytic capacities that is more specifically tailored to fraud examination and financial forensics than was achieved under the B.S. in Economics.

B. Clarity for students:

The existence of concentrations within majors usefully promotes sub-specialization within a discipline, but also carries the risk of compelling a student choice before the student is well-oriented enough to discern all its implications. That risk is amplified if the difference between choice options is significant in terms of the match between associated learning outcomes at the more advanced level of study, and the career path the student hopes to pursue. Specialization A, Economic Analysis, provides very strong foundations for a number of graduate school and work world options, but is less supportive of the aspirations of students who see themselves fighting financial chicanery in the future. While we would hope that such a student would be advised well enough to not elect the “wrong” concentration, the proposed action eliminates the risk.

C. The recent elimination of Specialization B:

The specialization structure of the B.S. in Economics is already a shadow of its original self, having shrunk from three to two specializations when, at the end of AY 2012-13, Specialization B, Investigation of Economic Crimes, was retired for insufficient student interest. Whatever attraction may attach to the opportunity for specialization as such is outweighed by the benefits described under A. and B. above.

II. Process requirements for this proposed change

Because there is substantial overlap between the curriculum of the Financial Forensic Analysis specialization of the B.S. in Economics, on the one hand, and that of the proposed B.S. in Fraud Examination and Financial Forensics, on the other, the University’s Office of Academic Affairs has deemed this proposed program suitable for “expedited” review as a new program. Under this form of review a number of forms – including a sample undergraduate program schedule and forms related to F/T and P/T faculty coverage of courses and % of F/T faculty time devoted to the program – will be submitted to Central Office which will in turn relay they to the New York State Education Department (NYSED) for their review. Neither the University nor NYSED will demand a full proposal with the associated narrative.

For the sake of UCASC’s review, however, material additional to what we are supplying New York State is in order. With this in mind, what follows might be called an abbreviated version of the justificatory narrative that would ordinarily accompany a standard proposal.
III. Fraud Examination and Financial Forensics

A. Purpose and Goals:

The BS in *Fraud Examination and Financial Forensics* will provide an interdisciplinary program of study that seeks to integrate knowledge of accounting with law; criminal, civil and social justice, and related disciplines. The purpose is to obtain a more comprehensive view of fraud that extends beyond the limited framework of any single disciplinary framework.\(^1\) Accordingly, the *Fraud Examination and Financial Forensics* program seeks to be integrative and holistic – where we learn from each of the disciplines to gain insights that only an interdisciplinary education can provide. Students will be provided ample opportunities to choose among a variety of existing fraud-related courses and be required to learn the essential foundational competencies deemed necessary for entry into the anti-fraud professions.

This degree program covers the following four major sections of the professional certification offered through the Association of Certified Fraud Examiners.\(^2\)

I. Financial Transactions and Fraud Schemes
II. Law
III. Investigation
IV. Fraud Prevention and Deterrence

While students will master the knowledge required for certification, the degree program will provide learning opportunities that reach far beyond the common body of knowledge required for certification. Consequently, the program in *Fraud Examination and Financial Forensics* should not primarily be viewed as examination preparation. This program is a rigorous academic program that expects students to develop critical skills such as those identified by the *CUNY Jobs Task Report 2012*.\(^3\) These skills include the following.

I. Strong analytic and problem-solving skills
II. Project management skills
III. Oral, written and presentation skills
IV. Interpersonal skills
V. Learning agility and information literacy skills
VI. International skills
VII. Technology skills

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1 Light (2001, pg.126) states, “Many seniors single out interdisciplinary classes as the courses that meant the most to them.” In addition, he also claims, “Students praise faculty members who go out of their way to create something of a multidisciplinary experience, even in a traditional class within a discipline. To do this, a professor often creates a task that draws on the different expertise and backgrounds of class members.” Light, Richard J. (2001). *Making the most of college: Students speak their minds*. Cambridge,Massachusetts: Harvard University Press.


Briefing and succinctly stated, this program will meet students’ educational goals for those who desire a comprehensive and in-depth understanding of fraud and financial forensics. The program does this by maintaining close relationships with the professional anti-fraud community and continuously monitoring through student learning outcome assessments.

B. Employment Outlook:

This program also is well aligned with a wide variety of students’ career objectives. According to Kranacher, Riley and Wells (2011), “The academic and professional disciplines of fraud examination and financial forensics embraces and creates opportunities in a number of related fields, including accounting, law, psychology, sociology, criminology, intelligence, information systems, computer forensics, and the greater forensic science fields. Each group of these professionals plays an important role in fraud prevention, deterrence, detection, investigation, and remediation.” They go on to report, “The demand for students who have specialized qualifications in fraud and financial forensics has grown significantly and is likely to continue to grow. The increasing demand is creating an unprecedented opportunity for those professionals who develop the knowledge, skills, and abilities associated with fraud examination and financial forensics.”

Careers in Fraud and Financial Forensics and employment opportunities include positions in the following.

I. Government and law enforcement (e.g., Regulatory agencies, FBI, Criminal Investigation Division of the IRS, Drug Enforcement Agency, Inspectors Generals of numerous local, state, and federal agencies and local law enforcement)

II. Professionals Service Firms (e.g., CPA firms, law firms, and other consulting firms, some of which specialize in litigation advisory services)

III. Corporations and non-profit organizations (e.g., Internal audit, corporate compliance, security, and internal investigations)

Recognizing the need for improved training and education in fraud and financial forensics, the National Institute of Justice (NIJ) funded a research project titled, “Education and Training in Fraud and Forensic Accounting: A Guide for Educational Institutions, Stakeholder Organizations, Faculty and Students.” According to this research report,

“Recent corporate accounting scandals have led to increased legal and regulatory requirements (e.g., Sarbanes-Oxley Act of 2002, Public Company Accounting Oversight Board (PCAOB)) for improved corporate governance. These requirements address internal controls for detecting and deterring fraud and encourage financial statement auditors to be more aggressive in searching for fraud. This, in turn, has resulted in increased demand for entry-level practitioners and professionals who have greater fraud awareness, as well as knowledge and skills related to fraud

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5 Available online at [www.ncjrs.gov/pdffiles1/nij/grants/217589.pdf](http://www.ncjrs.gov/pdffiles1/nij/grants/217589.pdf)
and forensic accounting. On a more basic level, traditional accounting graduates entering the profession as corporate accountants and internal and external auditors are expected to have a greater understanding of fraud and forensic accounting. Furthermore, as a result of the threat of terror activities, corruption and racketeering, the Department of Justice, the Department of Homeland Security, and law enforcement agencies have placed greater emphasis on white-collar crime, money laundering, and terrorist financing. In addition, there is a growing demand for accountants in forensic and litigation advisory services. Another unfortunate reality is the increasing victimization of individuals targeted in fraud (e.g., identity theft). Raising awareness of fraud prevention measures and assisting in remediation procedures are crucial to effectively addressing this growing problem in society.

Clearly, there is a need for providing quality education in fraud and financial forensics. Employment prospects for graduates of the proposed program should be excellent. Secondly, in our opinion, there is simply no better place to offer such a program than John Jay College of Criminal Justice - the “preeminent national and international leader in educating for justice.”

Our mission statement reflects a commitment to “interdisciplinary approaches” and seeks to offer a curriculum that “balances the arts, sciences, and humanities with professional studies.”

C. Naming the Program:

Naming this professional field of study has been the subject of much debate – sometimes heated debate. Professional service firms (e.g., Consulting and CPA firms), professional organizations (e.g., Association of Certified Fraud Examiners (ACFE) and the American Institute of Certified Public Accountants), academic organizations (e.g., American Accounting Association), governing bodies, government agencies, textbook authors, and universities have all struggled with defining and naming the field. We too have debated the naming of our program and have, after much discussion, reached a consensus on calling the program Fraud Examination and Financial Forensics.

It is most important to include Fraud Examination in the title. The ACFE has spent over 25 years to elevate the anti-fraud fields to be recognized as a full-fledge profession. Use the term Fraud Examination has been a priority to this professional association. The ACFE continues to require the use of Fraud Examination to be eligible for their generous support for higher education. Furthermore, potential students from all over the world would likely use Fraud Examination to search for academic programs. In addition, the ACFE has been very generous for our students (e.g., providing 10 scholarships and 100 free conference participations each year) and, hence, we would like to continue with this close relationship.

An issue with using investigation rather than examination is that most states have laws concerning who can be licensed private investigators (PIs) and this program is not designed to meet those standards. The ACFE discourages the use of word investigation and prefers the use of examination, a broader concept that includes fraud prevention, fraud detections and remediation as well as investigation. The American Accounting Association also had difficulties deciding on a title for their newly created section in this field. After much heated debate, they ended up calling the new section Forensic and Investigative Accounting and Joe Wells (founder of the ACFE) promptly resigned and published an open resignation letter.

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6 See: http://www.jjay.cuny.edu/aboutus/77.php
describing his opposition to the naming of the new section. KPMG also had difficulties deciding on a title for this practice area. They ended up calling it simply, “Forensics.” Clearly, this title won’t work for us.

Calling our program simply *Fraud Examination* would be incomplete because there are many areas of study, (e.g., anti-money laundering, dispute services, valuations) which are part of financial forensics but don’t necessarily involve fraud. Hence, we add *Financial Forensics* to the title to include a broader area of study.

**D. Interdisciplinarity in the Curriculum:**

According to the Association for Interdisciplinary Studies, “Klein and Newell (1998) offer the following widely-quoted definition of interdisciplinary studies:

> A process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession… [It] draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective. (p. 393-4)”

Clearly, the complexity of the growing problem of fraud in our society cannot adequately be addressed by any single discipline. In an article published in the *Journal of Accounting Education*, LaSalle [2007, p. 74-87] wrote the following about why accountants can benefit from interdisciplinary education, “…Arguably the best professors are ones who are able to cross the boundaries of one isolated discipline (e.g., accounting) and teach students integrative and interdisciplinary perspectives. For example, an interdisciplinary approach to fighting the problem of fraud could engage students to think about the problem through the lens of an accountant (teaching students to think like accountants), but also to think about the problem of fraud from alternative frames of references, such as from a lawyer’s perspective, a criminologist’s perspective, law enforcement and/or a psychological perspective. Advocates of an interdisciplinary approach would claim that accountants will be better accountants if they question the inherent limitations of their own frame of reference by contrasting, reconciling, and viewing the problem of fraud from the lenses of other specialized disciplines committed to fighting the growing problem of fraud in our society.”

Although there are a wide variety of disciplines represented in this proposed major (i.e., it is multidisciplinary), this is not what makes the major interdisciplinary. What makes this proposed major interdisciplinary is the attempt to engage students to think outside the boundaries of any single discipline. In other words, a program could include, say a dozen different disciplines, but it would not be interdisciplinary if those discipline were all taught in separate little silos. What matters most is not how many separate disciplines are covered, but whether we can engage students to drop their default model (whatever that may be) and to think critically about the complexities of fraud problems from alternative perspectives. Five of the courses are specifically designed to interdisciplinary, despite the fact that four of the five have ACC prefixes.
E. Accounting in the Curriculum:
The current specialization (Specialization C - Forensic Financial Analysis) has only one single-disciplinary course in accounting, ACC 250. Our student learning outcome assessment suggests this has been woefully inadequate. For example, students have much difficulty with the Auditing (ACC 308) course. Understandably, it is difficult to learn how to audit accounting information without a more thorough understanding of accounting than can be taught in just the single (ACC 250) required course. This has left a gaping whole in the curriculum and our students are not as well equipped as they should be to apply for positions as forensic accountants or fraud examiners. To address the deficiency, the proposed new curriculum includes three new courses in accounting, bringing the total to number of single-disciplinary accounting courses to four.

Accounting books and records don’t commit fraud – people do. Nevertheless, frauds are often committed by altering or manipulating accounting records. Therefore, it is quite helpful to understand how these books and records are kept. In addition, frauds are commonly concealed in accounting books and records. Hence, it is essential for students to understand the way in which frauds are concealed in the books and records. This type of evidence (i.e., evidence of concealment) is particularly helpful because it helps establish the legal element of intent, as opposed to a simple unintentional error. If students don’t understand, say the difference between a general journal, sales journal, and a general ledger, they will not be able to look in the right places to find evidence of the cover-up. Likewise, if students don’t understand how a voucher system works, it would be unlikely for them to know where to look for breakdowns in internal controls or how those controls can be circumvented or overridden to commit fraud. If they don’t understand the acquisition and purchasing cycle, they will not be able to help design systems to prevent billing schemes or bid-rigging schemes. Similarly, if students don’t understand the revenue cycle, they will not be able to help design systems to prevent asset misappropriation or skimming of cash receipts.

Understanding accounting information systems is also helpful for locating suspicious transactions and locating hidden or missing funds. Another example is the understanding of the payroll cycle. Students in this major should understand how employees can alter certain accounting records to create ghost employees, pad their overtime hours and rates, and commit other kinds of payroll fraud. Clearly, the Accounting Information Systems (ACC 2xx) course is extremely useful for students in this proposed major.

The Intermediate Accounting course sequence is necessary to prepare students for examining (i.e., prevent, detect, investigate and assist with prosecution and remediation) financial statement fraud (i.e., Management Fraud). For example, it is essential to understand principles of proper revenue recognition to determine whether a corporation is overstating revenue for purposes of committing management fraud (e.g., Mattel’s bill and hold scam). It is also important for students to distinguish between capital expenditures and operating expenses (e.g., WorldCom’s scandal where they improperly capitalized contracts for use of telecommunications, Royal Ahold’s improper capitalization of promotional allowances). It is also important for students to
understand how LIFO (Last-In-First-Out) method of inventory valuation can lead to an overstatement of inventories, understatement of cost of goods sold, and hence, reported income.

Likewise, it is also important is to understand proper accounting for goodwill (e.g., Tyco International). On the liabilities side (mostly Intermediate Accounting II), it is important for students to understand when and how liabilities (including contingent liabilities) should be disclosed (e.g., Enron’s off-book liabilities, Lehman Brothers’ collateralized debt instruments and repurchase (REPO 105) agreements). In short, students will be better able to prevent, detect, investigate and assist with expert testimony if they thoroughly understand generally accepted accounting principles that are taught in these intermediate accounting courses. Hence, the Intermediate Accounting courses (ACC 3xx and ACC 3yy) are a significant improvement over the current program.

Another important reason to increase the number of required accounting courses from one to four is a little counterintuitive. Increasing the required accounting courses should allow us to include even more interdisciplinarity in the interdisciplinary courses. The reason is that instructors of the interdisciplinary courses will not have to spend as much time explaining accounting methods and will therefore have more time to compare and contrast alternative frameworks. Hence, requiring more accounting should enhance the interdisciplinarity in the interdisciplinary courses.

F. Credit Hours in the Curriculum:

Then total number of required credit hours increases from 36 credits required for the specialization to 54 credits for the proposed program. The additional credit hours are necessary to include the much-needed additional accounting courses and to include more liberal arts, including required liberal arts and elective liberal arts. The additional credit hours also bring the program closer to the credit hours required in most other professional undergraduate degrees. A sample, including all CUNY colleges that offer BS accounting degrees, is shown below.
### Articulation Agreements and Joint/Dual Degree Programs:

The new major will work much better for students with AS or AAS degrees in Accounting from the community colleges and New York City College of Technology. Adding the Intermediate Accounting courses, the Accounting Information Systems course and the Business Law course, will allow students to make more progress toward degree completion than they ever have before. This will render articulation agreements unnecessary because students will be able to transfer a greater number of specific courses without the need for negotiating special treatments. The Dual/Joint degrees will have to be revised, but changes will not have to be substantial.

### Faculty Resources:

Incremental revenue generated from the major should provide sufficient funds to support additional lines. We have had only one full-time tenure track or tenured faculty available for the current specialization. However, we should have four full-time faculty by the fall 2014 semester. We are also fortunate to have such a strong pool of highly qualified adjuncts and other contingent faculty available.
I. Student Interest/Enrollment:

The proposed BS in *Fraud Examination and Financial Forensics* will replace the current *Forensic Financial Analysis (FFA) Specialization* within the current BS in Economics program. Enrollments in this specialization are difficult to estimate because many of our students have been misclassified as other specializations and/or other majors. Nevertheless, recorded enrollments are as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
<th>Graduations</th>
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</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>6</td>
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</tr>
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<td>Spring 2009</td>
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<td>Fall 2009</td>
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</tr>
<tr>
<td>Spring 2011</td>
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<tr>
<td>Fall 2011</td>
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<td>14</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>143</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>133</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Past Student Enrollments in Forensic Financial Analysis Specialization

Projected Student Enrollment

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
<th>YEAR V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>30</td>
<td>50</td>
<td>40</td>
<td>62</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>40</td>
<td>65</td>
<td>50</td>
<td>81</td>
</tr>
<tr>
<td>Totals</td>
<td>105</td>
<td>131</td>
<td>167</td>
<td>224</td>
</tr>
</tbody>
</table>

*Please note: These projections are based on current freshmen and sophomores in the Forensic Financial Analysis track electing to choose this new major in year 1. These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2011 entering class). In the fifth year, graduates from the program are considered in the projections at a 22% rate, which is our average over the five most recent years (fall 2008 cohort).

7 The goal of proposed BS in *Fraud Examination and Financial Forensics* is explicitly not to prepare students for the CPA exam nor is it to prepare them for graduate studies. Nevertheless, the proposed curriculum is a substantial improvement over the FFA specialization for students who may choose to extend their education through graduate studies, including the Advanced Graduate Certificate in Forensic Accounting offered at John Jay College and the Master of Science in Accountancy offered at Baruch College. See Appendix to review how the program articulates with the MPO-IO Advanced Graduate Certificate in Forensic Accounting.
J. Organizational and Governance Structure:

The new program will be offered by in the Department of Public Management and will be subject to the standard structure for a departmental major. The Department Chair, in consultation with the Department Committee on Faculty Personnel and Budget, will appoint the Deputy Chair who will serve as coordinator for the program. The departmental faculty will elect a separate five-member program curriculum subcommittee with at least three members drawn from the full-time accounting faculty.
K. Curriculum

FRAUD EXAMINATION AND FINANCIAL FORENSICS 54 Credits

PART ONE. FOUNDATIONS 12 Credits

Required
PHI 102 Ethical Foundations of the Just Society (College Option: Justice & Individual, FYS)
OR PHI 201 Ethical Theory
SOC 101 Introduction to Sociology (Flexible Core: Individual and Society),
ECO 101 Principles of Economics
STA 250 Principles and Methods of Statistics (MAT 108 or 141)

PART TWO. CORE ACCOUNTING COURSES 15 Credits

Required
ACC 250 Introduction to Accounting
ACC 2xx Accounting Information Systems
ACC 3xx Intermediate Accounting I
ACC 3yy Intermediate Accounting II
ACC 308 Auditing

PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES 15 credits

Required
ACC 265 Digital Forensics for the Fraud Examiner
ACC 307 Forensic Accounting I
ACC 309 Forensic Accounting II
ACC 410 Seminar in Forensic Financial Analysis

Select one course:
ECO/SOC 360 Corporate and White-Collar Crime OR
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

*Note: PAD 331 will be retitled “Fraud, Waste, Abuse and Corruption in Public and Publicly-Regulated Organizations.” ACC 250 will be an alternative prerequisite to PAD 140, so students will be able to take this course without any additional prerequisites. The Department of Public Management Curriculum Committee has approved this change in prerequisites. In contrast, SOC/ECO 360 (which PAD 331 replaces) has three prerequisites: SOC 101, SOC 203 and one course in economics. SOC/ECO 360 could be reinstated as a required course, if the departments involved could agree to eliminate the prerequisites.
PART FOUR. ELECTIVES  12 Credits

Select four courses from the two areas: Applied, and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives. Students should meet with their advisors before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses).

Category A. Liberal Arts Electives:
Select 2-4 courses:
ANT 230 Culture and Crime
ART 230 Issues in Art and Crime
COM 113 Oral Communication
ECO/SOC 360 Corporate and White-Collar Crime
ECO/PSC 315 Economic Analysis of Crime (ECO 101)
LAW 206 The American Judiciary
PHI 231 The Big Questions: An Introduction to Philosophy
PHI/LAW 310 Ethics and Law (PHI 231)
PSY 101 Introduction to Psychology
PSY 372 Psychology of Criminal Behavior (PSY 101 & PSY 242)
SOC 203 Criminology (SOC 101)
SOC 206 The Sociology of Conflict and Dispute Resolution (SOC 101)
SPE 218 Managerial Communications (SPE 113 or COM 113)

Category B. Applied Electives:
Select 0-2 courses:
ACC 251 Introduction to Managerial Accounting
ACC 381/382 Accounting Internship or ACC 383/384 Accounting Internship Intensive
ACC 2yy Selected Topics in Fraud Examination and Financial Forensics
CSCI 270/SEC 270 Security of Computers and Their Data
ECO 235 Finance for Forensic Economics (MAT 108, ECO 101)
ENG 235 Writing for Management, Business and Public Administration
LAW 202 Law and Evidence
LAW/ACC 264 Business Law
PAD 343 Administration of Financial Resources (prerequisite PAD 140)
PSC 207 The Investigative Function
### Table 1a: Undergraduate Program Schedule

- **Indicate academic calendar type:** **X**_Semester  _Quarter  _Trimester  _Other (describe)

<table>
<thead>
<tr>
<th>Term: Freshman, Fall</th>
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<th>Term: Freshman, Spring</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Req Core: ENG 101 Composition I</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Req Core: MAT 105 College Algebra</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: US Exp POL 101 American Gov</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Col Opt: JCI: PHI 102 Ethical Found of Just Society</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Flex Core 6th: World Cult:</td>
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<td><strong>Term credit total:</strong></td>
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<td><strong>Course Number &amp; Title</strong></td>
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<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>STA 250 Introduction to Accounting</td>
<td>3</td>
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<tr>
<td>STA 250 Principles of Statistics</td>
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<td>X</td>
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<td>Col Option: Com: FL 102</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Req Core: Life &amp; Physical Sci</td>
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<tr>
<td>Liberal Arts Major Elective #1</td>
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<td>12</td>
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</tr>
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<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>ACC 3xx Intermediate Accounting I</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ACC 307 Forensic Accounting I</td>
<td>3</td>
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<td></td>
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<tr>
<td>Liberal Arts or Applied Elective in major #3</td>
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<td>College Option: 300-level Justice Core II</td>
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<tr>
<td>LIBERAL ARTS ELECTIVE or MINOR</td>
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<td><strong>Term credit total:</strong></td>
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<td><strong>Course Number &amp; Title</strong></td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
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<tr>
<td>ACC 410 Seminar in Forensic Financial Anal</td>
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<tr>
<td>PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations</td>
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<td></td>
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<td>FREE ELECTIVE OR MINOR</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FREE ELECTIVE OR MINOR</td>
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<tr>
<td><strong>Term credit total:</strong></td>
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<td>3</td>
<td>6</td>
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</table>

**Program Totals:**

Credits: 120  
Liberal Arts & Sciences: 66 (min)  
Major: 54  
Elective & Other: 66
<table>
<thead>
<tr>
<th>Cr: credits</th>
<th>LAS: liberal arts &amp; sciences</th>
<th>Maj: major requirement</th>
<th>New: new course</th>
<th>Prerequisite(s): list prerequisite(s) for the noted courses</th>
</tr>
</thead>
</table>


Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are *full-time at the institution* and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Randall E. LaSalle  
Associate Professor  
Major Coordinator | ACC 307 Forensic Accounting I  
ACC 308 Auditing | 100% | Ph.D. Accounting  
Drexel University | Former Certified Public Accountant and current Certified Fraud Examiner. Numerous scholarly contributions in auditing and forensic accounting. |
| Vijay S. Sampath  
Assistant Professor | ACC 3xx Intermediate Accounting I  
ACC 3yy Intermediate Accounting II  
ACC 309 Forensic Accounting II | 50% | Doctor of Professional Studies in Business with a concentration in Management and International Business  
Pace University;  
MBA Finance, Rutgers U. | Certified Public Accountant  
Certified Fraud Examiner, and Accredited in Business Validation  
Extensive recent relevant work experience |
| Frederick W. Gerkens  
Associate Professor | ACC 250 Principles of Accounting  
ACC 309 Forensic Accounting II  
ACC/LAW 264 Business Law | 40% | LL.M. Banking, Corporate & Finance Law, Fordham University School of Law  
J.D. New York Law School  
MBA Finance and Accounting, Temple University | Certified Public Accountant  
Member of the Forensic and Valuation Services Section of the AICPA  
Actively licensed and practicing attorney at law - State of New York  
Extensive recent relevant work experience |
| David Shapiro | ACC 309 Forensic Accounting II  
ACC 410 Seminar in Forensic Financial Analysis | 50% | J.D. Seton Hall University  
MBA Seton Hall University | Attorney-at-Law (State of New Jersey)  
Certified Public Accountant (State of New Jersey, inactive) |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Malachowski</td>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
<td>MBA, University of Phoenix BS in Economic Crime Investigation, Utica College AAS, Criminal Justice</td>
<td>Certified Anti-Money Laundering Specialist (CAMS) Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Director of Forensic Services at KPMG LLP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry M. Dachowitz</td>
<td>ACC 309 Forensic Accounting II ACC 410 Seminar in Forensic Financial Analysis</td>
<td>MBA, Harvard Business School</td>
<td>Certified Public Accountant Extensive recent relevant work experience Independent financial and management consultant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Cedeno</td>
<td>ACC 251 Introduction to Managerial Accounting ACC 308 Auditing</td>
<td>MA in Economics with concentration in Advance Accounting, Brooklyn College. Bachelor of Business Administration in Accounting, Baruch College</td>
<td>Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Director, Accounting, Audit &amp; Compliance, John Jay College</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham Rivera Investigator, Morgan Stanley</td>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
<td>Bachelor of Arts in Psychology, The City College of New York (CCNY)</td>
<td>Certified Fraud Examiner, Digital Forensics Certified Practitioner, Encase Certified Examiner, Certified Information Security Manager Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Judith Samuels Samuels, CPA</td>
<td>ACC 250 Introduction to Accounting ACC 264 Business Law</td>
<td>MS Taxation, New York University Bachelor of Business Administration in Accounting, Hofstra University</td>
<td>Certified Public Accountant</td>
</tr>
</tbody>
</table>
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FEFF Text for bulletin:

**Fraud Examination and Financial Forensics**
Bachelor of Science

The Fraud Examination and Financial Forensics major provides an interdisciplinary program of study that integrates knowledge of accounting principles and techniques with intellectual tools supplied from social science and other disciplines. The aim is to present a more comprehensive view of fraud that extends beyond the limited framework of any single disciplinary framework. Students will have ample opportunity to choose from among a variety of existing fraud-related courses while being required to learn the essential foundational competencies deemed necessary for entry into the anti-fraud professions.

**Learning outcomes. Students will:**

- Evaluate symptoms of fraud and conduct fraud risk assessments based on an evaluation of internal control structures.
- Effectively use technologies to locate, access, analyze, interpret and report on data using facts and appropriate statistical techniques.
- Develop an investigative methodology based on the fraud theory and using both inductive and deductive reasoning.
- Demonstrate knowledge of professional rules of conduct and ethical principles.
- Communicate findings of a forensic investigation clearly and accurately, both orally and in writing. This includes learning the opportunities and challenges posed by inter-professional and interdisciplinary communication and how to bridge professional frames of reference to facilitate interpersonal collaboration and communication among lawyers, accountants, law enforcement officers, and investigators. Students will also demonstrate some knowledge of each discipline’s lexicon to aid communication among the various disciplines. Students will participate in an interdisciplinary team to develop a unique and creative pro-active fraud prevention program that incorporates and integrates their knowledge of law, criminology, the criminal justice system, and accounting.

**Credits required.** 54

**Coordinator.** Professor Randall LaSalle, Department of Public Management (212-484-1308, rlasalle@jjay.cuny.edu)

**Courses**

**PART ONE. FOUNDATIONS**

12 Credits

*Required*

- PHI 102 Ethical Foundations of the Just Society (College Option: Justice & Individual, FYS) or PHI 201 Ethical Theory
- SOC 101 Introduction to Sociology (Flexible Core: Individual and Society),
- ECO 101 Principles of Economics
- STA 250 Principles and Methods of Statistics (MAT 108 or 141)

**PART TWO. CORE ACCOUNTING COURSES**

15 Credits

*Required*

- ACC 250 Introduction to Accounting
- ACC 2xx Accounting Information Systems
- ACC 3xx Intermediate Accounting I
- ACC 3yy Intermediate Accounting II
- ACC 308 Auditing

Approved by UCASC, April 25, to College Council, May 13, 2014
PART THREE. FRAUD AND FINANCIAL FORENSIC COURSES  15 credits

Required
ACC 265 Digital Forensics for the Fraud Examiner
ACC 307 Forensic Accounting I
ACC 309 Forensic Accounting II
ACC 410 Seminar in Forensic Financial Analysis

Select one course:
ECO/SOC 360 Corporate and White-Collar Crime, OR
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations

PART FOUR. ELECTIVES  12 Credits

Select four courses from the two areas: Applied, and Liberal Arts Perspectives. At least two must be from Liberal Arts Perspectives. Students should meet with their advisors before selecting which electives best meet their educational and career objectives. Students may choose to emphasize breadth (i.e., by choosing electives across different disciplines) or depth (i.e., by choosing a cluster of related courses)

Category A. Liberal Arts Electives:
Select 2-4 courses:
ANT 230 Culture and Crime
ART 230 Issues in Art and Crime
COM 113 Oral Communication
ECO/SOC 360 Corporate and White-Collar Crime
ECO/PSC 315 Economic Analysis of Crime (ECO 101)
LAW 206 The American Judiciary
PHI 231 The Big Questions: An Introduction to Philosophy
PHI/LAW 310 Ethics and Law (PHI 231)
PSY 101 Introduction to Psychology
PSY 372 Psychology of Criminal Behavior (PSY 101 & PSY 242)
SOC 203 Criminology (SOC 101)
SOC 206 The Sociology of Conflict and Dispute Resolution (SOC 101)
SPE 218 Managerial Communications (SPE 113 or COM 113)

Category B. Applied Electives:
Select 0-2 courses
ACC 251 Introduction to Managerial Accounting
ACC 381/382 Accounting Internship or ACC 383/384 Accounting Internship Intensive
ACC 2yy Selected Topics in Fraud Examination and Financial Forensics
CSCI 270/SEC 270 Security of Computers and Their Data
ECO 235 Finance for Forensic Economics (MAT 108, ECO 101)
ENG 235 Writing for Management, Business and Public Administration
LAW 202 Law and Evidence
LAW/ACC 264 Business Law
PAD 343 Administration of Financial Resources (prerequisite PAD 140)
PSC 207 The Investigative Function
APPENDIX

Articulation of the BS in FEFF with the MPA-IO Advanced Certificate in Forensic Accounting

Table 1. Required Accounting Courses
that satisfy the degree requirements and CPA-150

<table>
<thead>
<tr>
<th>FFA Specialization</th>
<th>BS in Fraud Examination and Financial Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 250 Introduction to Accounting</td>
<td>ACC 250 Introduction to Accounting</td>
</tr>
<tr>
<td>ACC 307 Forensic Accounting I</td>
<td>ACC 307 Forensic Accounting I</td>
</tr>
<tr>
<td>ACC 308 Auditing</td>
<td>ACC 308 Auditing</td>
</tr>
<tr>
<td>ACC 309 Forensic Accounting II</td>
<td>ACC 309 Forensic Accounting II</td>
</tr>
<tr>
<td>ACC 410 Seminar in FFA</td>
<td>ACC 410 Seminar in FFA</td>
</tr>
<tr>
<td>ACC 3xx Intermediate Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACC 3yy Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACC 2xx Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>15 cr.</strong></td>
</tr>
</tbody>
</table>

Current FFA Specialization does **not** meet the minimum 24 accounting credit hour requirements for admissions to the Advanced Certificate in Forensic Accounting – it is 12 credit hours short. Therefore, current students must have additional accounting transferred-in or take additional accounting courses.

Proposed BS in Fraud Examination and Financial Forensics does meet minimum 24 accounting credit hour requirements for admissions the Advanced Certificate in Forensic Accounting.
**Table 2. Elective Accounting Courses**
that can be taken to satisfy the degree requirements and CPA-150

<table>
<thead>
<tr>
<th>FFA Specialization</th>
<th>BS in Fraud Examination and Financial Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>None - the FFA specialization does not include any accounting electives</td>
<td>ACC 251 Introduction to Managerial Accounting 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ACC 381/382 Accounting Internship 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ACC 2xx ACC 2xx Special Topics in Fraud Examination and Financial Forensics 3 cr.</td>
</tr>
<tr>
<td></td>
<td>ACC 2yy Accounting Information Systems 3 cr.</td>
</tr>
</tbody>
</table>

**Table 3. Elective and Required Non-Accounting Courses**
that can be taken to satisfy the degree requirements and the General Business Content Area of CPA-150

<table>
<thead>
<tr>
<th>FFA Specialization</th>
<th>BS in Fraud Examination and Financial Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 265 Business Law*</td>
<td>ACC 265 Business Law* 3 cr.</td>
</tr>
<tr>
<td>ECO 220 Macroeconomics**</td>
<td>PHI 102 or PHI 201 Ethical Foundations of the Just Society or Ethical Theory** 3 cr.</td>
</tr>
<tr>
<td>ECO 225 Microeconomics**</td>
<td>ENG 235 Writing for Management, Business and Public Administration* 3 cr.</td>
</tr>
</tbody>
</table>

* Elective added after the Advanced Certificate in Forensic Accounting was approved.
** Required
Table 4. An Example of how a graduate from the BS in Fraud Examination and Financial Forensics can satisfy the Accounting Content Area of CPA-150

<table>
<thead>
<tr>
<th>Accounting Content Area</th>
<th>Required Undergraduate</th>
<th>Elective Undergraduate</th>
<th>Required Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting and Reporting</td>
<td>ACC 250 Introduction to Accounting</td>
<td>ACC 251 Introduction to Managerial Accounting</td>
<td>ACC 710 Advanced Financial Reporting</td>
<td>12 cr.</td>
</tr>
<tr>
<td></td>
<td>ACC 3xx Intermediate Accounting I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 3yy Intermediate Accounting II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost or Managerial Accounting</td>
<td>ACC 308 Auditing</td>
<td>ACC 702 Strategic Cost Management</td>
<td></td>
<td>6 cr.</td>
</tr>
<tr>
<td>Taxation</td>
<td>ACC 703 Advanced Taxation</td>
<td></td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>Auditing and Attestation Services</td>
<td>ACC 307 Forensic Accounting I</td>
<td>ACC 715 Analytical Methods in Inspection and Oversight</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>Accounting Research</td>
<td>ACC 309 Forensic Accounting II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 2xx Accounting Information Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Accounting Courses</td>
<td>ACC 705 Forensic Accounting and Auditing</td>
<td></td>
<td></td>
<td>15 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24 cr.</strong></td>
<td><strong>3 cr.</strong></td>
<td><strong>18 cr.</strong></td>
<td><strong>58 cr.</strong></td>
</tr>
</tbody>
</table>

1 The Accounting Content Area requires 33 accounting credits with at least one course in each of the following areas:
   - Financial accounting and reporting
   - Cost or managerial accounting
   - Taxation
   - Auditing and attestation services
Table 5. Example of how a graduate from the *BS in Fraud Examination and Financial Forensics* can satisfy the **General Business Content Area** of CPA-150²

<table>
<thead>
<tr>
<th>General Business Content Area</th>
<th>Required Undergraduate</th>
<th>Elective Undergraduate</th>
<th>Required &amp; Elective Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics &amp; Professional Responsibilities</td>
<td>PHI 102 Ethical Foundations of the Just Society or PHI 201 Ethical Theory</td>
<td>ACC/LAW 264 Business Law</td>
<td>PAD 758 Ethics, Integrity and Accountability*</td>
<td>15 cr.</td>
</tr>
<tr>
<td>Business and Accounting Communications</td>
<td>STA 250 Principles and Methods of Statistics</td>
<td>ENG 235 Writing for Management, Business and Public Administration****</td>
<td>PAD 700 Public Administration*</td>
<td>21 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PAD 723 Assessments, Audits and Investigations in Human Resources*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PAD 713 Management of Information and Technology or PA 745 Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development and Evaluation or PAD/CJ 747 Computer Applications in Public Policy and Management***</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PAD 740 Public Sector Inspection and Oversight*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PAD 748 Project management**</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>6 cr.</strong></td>
<td><strong>6 cr.</strong></td>
<td><strong>24 cr.</strong></td>
<td><strong>36 cr.</strong></td>
</tr>
</tbody>
</table>

² The **General Business Content Area** requires 36 credits. Ethics courses and Communications (written or oral) courses may be taken from Liberal Arts Department.
New Minor Proposal Form*

1. **Department(s) proposing this minor:** Department of Public Management

2. **Name of minor:** Accounting Minor

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

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

   The accounting minor is beneficial for anyone who wants to be involved in management, leadership, or administration in a meaningful way. The understanding of accounting assists them in fulfilling their organizational objectives, whatever those objectives may be. The emphasis of this minor is on the use of financial information rather than preparation of financial information. Students should speak with their advisor about how this minor can satisfy some of the educational requirements to sit for the CPA Exam.

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

   - Apply critical thinking skills: identify critical elements of an accounting issue, analyze financial information using an appropriate framework, distinguish between relevant and irrelevant financial information and derive conclusions about the accounting or management problem.
   - Demonstrate oral communication skills: communicate effectively with management professionals, deliver an organized accounting or management presentation, and speak in an organized manner on an accounting or management topic.
   - Demonstrate written communication skills: Organize relevant financial information for an accounting or management report, and use appropriate writing formats.
   - Analyze ethical issues: identify ethical issues in an accounting/management context, critically apply ethical reasoning to an accounting/management situation, choose an appropriate course of action based on professional ethical standards, and evaluate multiple stakeholders’ perspectives in the accounting/management situation.

Approved by UCASC, March 28, to College Council, May 15, 2014
Utilize technology skills: Identify uses of spreadsheets in accounting applications, develop spreadsheets for accounting applications, identify uses of data bases for accounting information systems.

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

It is often said that accounting is the language of business. As such, a minor in accounting is beneficial for anyone who wants to be involved in business in a meaningful way. It also helps those involved in public management or the management of large non-profit organizations, where the understanding of accounting assists them in fulfilling their organizational objectives, whatever those objectives might be. The minor also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in business, government and non-profit organizations.

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

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

- ACC 250 Introduction to Accounting
- ACC 251 Introduction to Managerial Accounting
- ACC 307 Forensic Accounting I (*Prerequisites:* ACC 250)
- ACC 308 Auditing (*Prerequisites:* ACC 307)
- ACC 3xx Intermediate Accounting I (*Prerequisites:* ACC 250)
- ACC 3yy Intermediate Accounting II (*Prerequisites:* ACC 3xx Intermediate Acctg I)

8. **Administration of the minor:**

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

   Randall E. LaSalle
   6.66.03 New Building, 524 West 59th Street, New York, NY
   Office Phone: 212-484-1308
   Email: rlasalle@jjay.cuny.edu

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

   Each course must be completed with a grade of C or higher
   Not open to students majoring in the proposed BS in Fraud Examination and Financial Forensics.

Approved by UCASC, March 28, to College Council, May 15, 2014
9. **Statement on expected enrollment and resources required:**

Approximately 15 students are expected to enroll. Some of these students will likely be students who are also enrolled in the proposed Fraud Examination minor. We expect that no incremental sections of the accounting courses will be required beyond those required for students majoring in the BS in Economics with Specialization in Financial Analysis or students majoring in the proposed major in Fraud Examination and Financial Forensics. Hence, no additional resources will be required. No additional release time will be required to administer the minor.

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

Library resources have been sufficient for existing accounting courses.

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

No additional library resources will be required.

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

No additional facilities, computer labs, or other resources will be required.

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

The Department of Public Management schedules all of the accounting courses in this minor.

13. **Name(s) of the Chairperson(s):**

F. Warren “Ned” Benton

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** March, 2014
New Minor Proposal Form*

1. **Department(s) proposing this minor**: Department of Public Management

2. **Name of minor**: Fraud Examination Minor

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

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

   The Fraud Examination minor considers the following areas: financial transactions & fraud schemes, civil and criminal Law related to fraud, investigations, and fraud prevention & deterrence. Topics such as corruption, asset misappropriation and fraudulent financial statements are central to the minor.

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

   - Identify symptoms of fraud and design and conduct procedures to proactively search for fraud and develop programs to prevent such fraud.
   - Conduct a fraud risk assessments, including brainstorming for particular settings and obtaining a sufficient knowledge of internal controls to identify opportunities for fraud, the risk of management override and the possibility of collusion.
   - Develop necessary well-written working papers and other documentation appropriate for the matters under investigation.
   - Communicate effectively, both orally and in writing. This includes oral communications for case presentation, deposition and courtroom testimony. It also includes written communication; report writing skills and techniques.
   - Evaluate the design of antifraud techniques and controls and test their operating effectiveness; make recommendations for improvements and assist in the implementation of fraud prevention programs.
6. **Rationale/justification for the minor** (why is this minor important to include in the College's curriculum? what benefits do students derive from taking this minor?):

The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The minor also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in business, government and non-profit organizations. The courses also cover the educational material necessary to become a Certified Fraud Examiner and other professional certifications associated with financial crime. The minor will also help prepare students for graduate studies in White Collar Crime and/or Financial Crime.

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

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

   - ACC 250 Introduction to Accounting
   - ACC/LAW 264 Business Law
   - ACC 265 Digital Forensics for the Fraud Examiner
   - ACC 307 Forensic Accounting I (*Prerequisite:* ACC 250)
   - ACC 309 Forensic Accounting II (*Prerequisites: ACC 307*)

   *Choose one of the following:*
   - ACC 380 Selected Topics in Fraud Examination & Financial Forensics (*Prerequisite: ACC 250*)
   - ACC 410 Seminar in Forensic Financial Analysis (*Prerequisites: ACC 309*)

8. **Administration of the minor:**

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

      Randall E. LaSalle
      6.66.03 New Building, 524 West 59th Street, New York, NY
      Office Phone: 212-484-1308
      Email: rlasalle@jjay.cuny.edu

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

      Each course must be completed with a grade of C or higher
      Not open to students majoring in the BS in Economics with Specialization in Financial Analysis or students majoring in Fraud Examination and Financial Forensics.

Approved by UCASC, March 28, to College Council, May 15, 2014
9. **Statement on expected enrollment and resources required:**

   Approximately 30 students are expected to enroll. Some of these students will likely be students who are also enrolled in the proposed Accounting Minor. We expect that no incremental sections of the accounting courses will be required beyond those required for students majoring in the BS in Economics with Specialization in Financial Analysis or students majoring in the proposed major in Fraud Examination and Financial Forensics. Hence, no additional resources will be required. No additional release time will be required to administer the minor.

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

   Library resources have been sufficient for existing courses.

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

   No additional library resources will be required. However, if resources are available, it could be helpful to subscribe to the *Journal of Forensic & Investigative Accounting*.

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

   No additional facilities, computer labs, or other resources will be required.

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

   The Department of Public Management schedules all of the accounting courses in this minor.

13. **Name(s) of the Chairperson(s):**

   F. Warren "Ned" Benton

   Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** March, 2014
Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department. 

Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program type</td>
<td>Check program type</td>
</tr>
<tr>
<td></td>
<td>X Certificate</td>
</tr>
<tr>
<td></td>
<td>_ Advanced Certificate</td>
</tr>
</tbody>
</table>
| Institution name and address | John Jay College of Criminal Justice  
City University of New York  
524 West 59th Street  
New York, NY 10019 |
| Additional information: | Specify campus where program will be offered, if other than the main campus: N/A  
If any courses will be offered off campus, indicate the location and number of courses and credits: N/A |
| Program title, credits, and proposed HEGIS code | Program title: Forensic Accounting Certificate  
Credits: 24  
Proposed HEGIS code: 0502.00 |
| Program format | Check all program scheduling and format features that apply: (See definitions) |
| | i) Format: X Day _ Evening _ Weekend _ Evening/Weekend  
_ Not Full-Time |
| | ii) Mode: _ X Standard _ Independent Study _ External _ Accelerated  
_ Distance Education* |
| | iii) Other: _ Bilingual _ Language Other Than English |
| Related degree program(s) | Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: Not applicable |
| Contact person for this proposal | Name and title: Ms. Katherine Killoran, Executive Academic Director, Office of Undergrad Studies  
Telephone: 212-484-1347  
Fax:  
E-mail: kkilloran@jjay.cuny.edu |
| CEO (or designee) | Name and title: Dr. Jane P. Bowers, Provost & Senior Vice President for Academic Affairs  
Signature and date: |
If the program will be registered jointly\(^1\) with another institution, provide the following information:

<table>
<thead>
<tr>
<th>Partner institution’s name:</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and title of partner institution’s CEO:</td>
<td></td>
</tr>
<tr>
<td>Signature of partner institution’s CEO:</td>
<td></td>
</tr>
</tbody>
</table>

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

   a) Provide a brief description of the program as it will appear in the institution’s catalog.

   **Answer:** Forensic accounting is the application of general theories and methodologies of accounting for purpose of resolving financial issues in a legal setting. The Forensic Accounting Certificate provides in-depth learning opportunities to advance students’ knowledge of fraud examination and to develop skills in the use of investigative and analytical techniques to resolve allegations of fraud and other potential white-collar and financial crimes. The certificate provides comprehensive coverage of all types of financial crimes, but concentrates on fraud prevention, fraud detection, fraud investigation and remediation. The types of fraud schemes studied include corruption schemes, asset misappropriation, and fraudulent financial statements.

   b) List educational and (if appropriate) career objectives.

   **Answer:** The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The certificate also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in both the private and public sectors. The certificate covers the four main sections of the professional certification in fraud examination offered by the Association of Certified Fraud Examiners. These sections include: (1) financial transactions and fraud schemes, (2) law, (3) investigation, and (4) fraud prevention and deterrence.

   c) How does the program relate to the institution’s mission and/or master plan?

   **Answer:** John Jay College of Criminal Justice’s mission recognizes the need to develop graduates who have “professional competence to confront the challenges of crime…” [Page 2, John Jay @50 Master Plan] The Forensic Accounting Certificate does precisely that – it develops professional competence in forensic accounting to confront the challenges of financial crimes, including fraud.

   d) Describe the role of faculty in the program’s design.

   **Answer:** The faculty designed the curriculum based on their expertise and continuous monitoring of both academic and practitioner literature. Much of the program’s design is based on the National Institute of Justice (NIJ) funded a research project titled, “Education and Training in Fraud and Forensic Accounting: A Guide for Educational Institutions, Stakeholder Organizations, Faculty and Students.”

   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

   **Answer:** No external partners are directly involved. However, the National Institute of Justice research report referred to above relied heavily on input from numerous subject matter experts in fraud examination and forensic accountants.

   f) What are the anticipated Year 1 through Year 5 enrollments?

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\(^1\) If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
**2. Sample Program Schedule**

Complete the sample program schedule (Table 1) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

*See Table 1 for Sample Program Schedule*

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

*Not applicable*

- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

*There are no new courses for the Forensic Accounting Certificate. Course descriptions of existing courses are as follows.*

**ACC 250 Introduction to Accounting**  
3 HOURS, 3 CREDITS  
This course will consider topics that are basic to the accounting process while giving attention to criminal accounting manipulations. Students completing this course will have a broad understanding of the accounting cycle. Students will gain knowledge of the basic accounts found in the accounting system including revenues, expenses, assets, liabilities and equity accounts. Students will learn how to prepare basic financial statements and analyze them to determine the fiscal viability of an organization. Attention will be given to cases involving accounting scandals and frauds. This course prepares students for ACC 307 Forensic Accounting I.  
*Prerequisite: ENG 101*

**ACC 251 Introduction to Managerial Accounting**  
3 HOURS, 3 CREDITS  
This course introduces financial and managerial accounting, with an emphasis on managerial reporting. It provides students with the necessary skills to interpret, analyze, and research financial statement information. Students will acquire a basic understanding of how financial accounting affects the managerial accounting process and how to use financial statements to monitor budgets. Students will apply these skills to supervise daily operations, plan future operations and develop overall organizational strategies. The course prepares students for ACC 307 Forensic Accounting I.  
*Prerequisite: ENG 101*

**ACC 264 Business Law (Same course as LAW 264)**  
3 HOURS, 3 CREDITS  
This course covers the role of law in business with a focus on contractual and other civil law. Topics include the legal environment,
agency, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. The course requires case analysis, problem solving, and oral and written communication.

**Prerequisite:** ENG 101

**ACC 265 Digital Forensics for the Fraud Examiner**

3 HOURS, 3 CREDITS

This course provides an overview of processes and techniques used by digital forensic examiners. Best practices for securing, obtaining, and analyzing digital evidence pertaining to fraud investigations are studied. Basic knowledge of computer hardware, equipment and specialized forensic software applications is also covered. This course is designed for students who want to work more effectively with computer forensic specialists and students who want to prepare for more advanced and specialized study in digital forensics.

**Prerequisite:** ENG 101

**ACC 307 Forensic Accounting I**

3 HOURS, 3 CREDITS

This course provides students with an overview of forensic accounting. It will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between intentional deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment.

**Prerequisites:** ENG 102 or 201, and ACC 250

**ACC 308 Auditing**

3 HOURS, 3 CREDITS

This course is a study of the processes conducted by independent, internal and government accountants to provide auditing and assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor’s understanding of internal controls, with an emphasis on fraud prevention.

**Prerequisites:** ENG 102 or 201, and ACC 307

**ACC 309 Forensic Accounting II**

3 HOURS, 3 CREDITS

This course provides an understanding of how specific types of frauds are committed against an organization and on behalf of an organization. By learning how managers and employees commit frauds, students will be better prepared to prevent, detect and investigate those frauds. Expert witnessing and reporting are also covered.

**Prerequisites:** ENG 102 or 201, and ACC 307

**ACC 410 Seminar in Forensic Financial Analysis**

3 HOURS, 3 CREDITS

This seminar course provided an understanding of financial statement analysis techniques and commercial data-mining software. Statistical and analytic methods are used to evaluate potential fraud activities.

**Prerequisites:** ENG 201, ACC 308, ACC 309

### 3. Faculty

a) **Complete the faculty tables** that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only on request.

   - See Table 2 for full-time faculty
   - Table 3 for part-time faculty
   - Table 4 has been omitted as there are no new faculty to be hired

b) **What is the institution’s definition of “full-time” faculty?**

   **Answer:** A full-time faculty member is tenured or on a tenure-track line.
4. Financial Resources and Instructional Facilities

a) **Summarize** the instructional facilities and equipment committed to ensure the success of the program.

Answer: No special instructional facilities are required for this Certificate. John Jay’s classrooms are all equipped with computer and overhead projector for the instructor. ACC 265 Digital Forensics for the Fraud Examiner requires the use of a computer lab, which has always been available.

b) Complete the new resources table (Table 5). Table 5 for new resources has been omitted, as there are no new resources required.

5. Admissions

a) List all **program admission requirements** (or note if identical to the institution’s admission requirements).

Answer: Admission requirements are identical to the institution’s admission requirements. However, the certificate is not open to students majoring in the BS in Economics with Specialization in Financial Analysis or students majoring in Fraud Examination and Financial Forensics.

b) Describe the process for evaluating exceptions to those requirements.

Answer: There should be no exceptions to the admission requirements.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: John Jay is recognized as an institution that serves underrepresented groups at large. We also reach out to minority groups through speaking engagements at CUNY community colleges.

6. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: The program director and faculty who teach the courses in the certificate are dedicated to student success. Students expect close one-on-one mentoring, advising and teaching. In addition, the college has an accessibility program for students with disabilities.

7. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: Not applicable

8. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including a timetable and the use of data to inform program improvement.

Answer: Student learning outcomes are assessed three times per year: fall, spring, and summer. The assessment data are reviewed each semester to identify gaps in student learning and, perhaps, redundancies.

9. Transfer Programs

If the program will be **promoted as preparing students for transfer to a program at another institution**, provide a copy of an articulation agreement with the institution

Not applicable
Table 1: Program Schedule

- Indicate academic calendar type: X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACC 250 Introduction to Accounting</td>
<td>3</td>
<td></td>
<td>ENG 101</td>
</tr>
<tr>
<td></td>
<td>ACC 251 Introduction to Managerial Accounting</td>
<td>3</td>
<td></td>
<td>ENG 101</td>
</tr>
<tr>
<td></td>
<td>ACC 307 Forensic Accounting I</td>
<td>3</td>
<td></td>
<td>ENG 102 or 201</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACC 308 Auditing</td>
<td>3</td>
<td></td>
<td>ENG 102 or 201, and ACC 250</td>
</tr>
<tr>
<td></td>
<td>ACC 309 Forensic Accounting II</td>
<td>3</td>
<td></td>
<td>ENG 102 or 201, and ACC 307</td>
</tr>
<tr>
<td></td>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
<td>3</td>
<td></td>
<td>ENG 101</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
<td>3</td>
<td></td>
<td>ENG 102 or 201, ACC 308 and ACC 309</td>
</tr>
<tr>
<td></td>
<td>ACC 264 Business Law</td>
<td>3</td>
<td></td>
<td>ENG 101</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals: Credits: 24
**New**: indicate if new course  
**Prerequisite(s)**: list prerequisite(s) for the noted courses
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Randall E. LaSalle  
Associate Professor  
Program Director | ACC 307 Forensic Accounting I  
ACC 308 Auditing | 50% | Ph.D. Accounting – Drexel University  
Former Certified Public Accountant and current Certified Fraud Examiner  
Numerous scholarly contributions in auditing and forensic accounting. |  |
| Vijay S. Sampath  
Assistant Professor | ACC 309 Forensic Accounting II | 20% | Doctor of Professional Studies in Management and International Business – Pace University  
MBA Finance, Rutgers University  
Certified Public Accountant, Certified Fraud Examiner, and Accredited in Business Valuation.  
Extensive recent relevant industry experience. |  |
Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Malachowski</td>
<td>ACC 410 Seminar in Forensic Financial Analysis</td>
<td>MBA, University of Phoenix BS in Economic Crime Investigation, Utica College AAS, Criminal Justice</td>
<td>Certified Anti-Money Laundering Specialist (CAMS) Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Frederick W. Gerkens</td>
<td>ACC 309 Forensic Accounting II</td>
<td>LL.M. Banking, Corporate &amp; Finance Law, Fordham University School of Law J.D. New York Law School MBA Finance and Accounting, Temple University</td>
<td>Certified Public Accountant Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Helen Cedeno</td>
<td>ACC 251 Introduction to Managerial Accounting ACC 308 Auditing</td>
<td>MA in Economics with concentration in Advanced Accounting, Brooklyn College. Bachelor of Business Administration in Accounting, Baruch College</td>
<td>Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Abraham Rivera</td>
<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
<td>Bachelor of Arts in Psychology, The City College of New York (CCNY)</td>
<td>Certified Fraud Examiner, Digital Forensics Certified Practitioner, Encase Certified Examiner, Certified Information Security Manager Extensive recent relevant work experience</td>
</tr>
<tr>
<td>Judith Samuels</td>
<td>ACC 250 Introduction to Accounting ACC 264 Business Law</td>
<td>MS Taxation, New York University Bachelor of Business Administration in Accounting, Hofstra University</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>Henry M. Dachowitz</td>
<td>ACC 309 Forensic Accounting II ACC 410 Seminar in Forensic Financial Analysis</td>
<td>MBA, Harvard Business School</td>
<td>Certified Public Accountant Extensive recent relevant work experience</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Not applicable – No new faculty to be hired

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
</table>

Table 5: New Resources

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

Not applicable – No new resources are required

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Library</td>
<td></td>
<td></td>
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<tr>
<td>Laboratories and Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
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<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<td></td>
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<tr>
<td>Total all</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information

New York State Education Department
Office of Higher Education
Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234
(518) 474-2593 Fax: (518) 486-2779
EXPEDITEDCERTS@mail.nysed.gov
Definitions for Certificate and Advanced Certificate Proposals

I. General Definitions

Adequate, approved, equivalent, satisfactory, sufficient: Adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner. Higher education means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.

Advanced Certificate: For the purposes of the expedited certificate process, a Certificate program that is composed of graduate-level courses.

Branch campus: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

Certificate: A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

College: A higher educational institution authorized by the Regents to confer degrees.

Commissioner: The Commissioner of Education.

Course: An organized series of instructional and learning activities dealing with a subject.

Credit: A unit of academic award applicable towards a degree offered by the institution.

Curriculum or program: The formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

Department: The Education Department of the State of New York.

Extension center: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

Extension site: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

Junior college or two-year college: A higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

Principal center: The location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, principal center means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.
Registration: Approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

Semester hour: A credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

University: A higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.

II. Format Definitions

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Day Program: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

Distance Education: A major portion of the requirements for the degree or other award can be completed through study delivered by distance education.

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Language: The program is taught in a language other than English.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 24-credit program that leads to a Certificate that cannot be completed in two semesters. Such programs are not eligible for TAP payments to students.

Standard: For programs having Independent, Distance Education, External, or Accelerated formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Weekend: All requirements for the degree or other award must be offered during weekend study.

* From TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER, § 50.1
PROPOSAL FOR A NEW GRADUATE COURSE

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, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 3/12/14
Date of Program approval: 3/11/14
Date of CGS approval: 3/13/14

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcos F. Soler, Ph.D.</td>
<td><a href="mailto:msoler@jjay.cuny.edu">msoler@jjay.cuny.edu</a></td>
<td>347-420-4058</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Master of Public Administration: Inspection and Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Public Oversight of Policing</td>
</tr>
<tr>
<td>Abbreviated Title</td>
<td>Public Police Oversight</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The course recognizes the academic and professional interest in police oversight and the role oversight plays in redefining the relationship between police and the communities they serve. The course prepares students to evaluate and monitor police conduct and policing performance from an oversight perspective. It examines the authority of the police, different types of police misconduct and corruption, the consequences of that misconduct and various efforts to control police behavior through institutional and non-institutional forms of oversight.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>30 hours plus conferences</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs.)

The goal of this course is to prepare students for public service careers in organizations dedicated to the inspection and oversight of law enforcement and to advance the study of public administration through scholarly and applied research and community service. This course will prepare students for responsibilities involving the investigation and inspection of individual and organizational conduct and performance in police departments, with an emphasis on police deviance, misconduct and corruption. It will prepare student to apply key management concepts and policy skills in a particular oversight environment.

4. **Degree requirements satisfied by the course:**

For the MPA-PPA program, the course will fall under the “Criminal Justice Policy and Administration” specialization.

For the MPA-IO program, the course will fall under the following specializations:
- Organizational Assessment and Monitoring
- Investigation and Operational Inspection
- Independent and Contractual Inspection and Oversight

5. **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):

6. **Learning Outcomes:**
   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

Students should achieve four specific learning outcomes. After successfully completing the course, students should be able to: (i) demonstrate familiarity with the main themes, terms, institutions and actors in the field of police oversight; (ii) demonstrate understanding of the academic and non-academic literature on police oversight; (iii) conduct graduate-level research on policing and police oversight issues; and, (iv) connect current affairs to complex academic and professional debates.

   b. How do the outcomes relate to the program’s outcomes?
1. Students will demonstrate knowledge of, skills, and competencies of leadership and management in public governance that are required to excel in police oversight organizations;

2. Students will achieve understanding of how to participate in and contribute to the policy process by: (a) developing knowledge of and applying different policy process model to management and strategic planning of police oversight organizations; (b) understanding the influence of politics on police oversight policy choices and practices of policy analysis; (c) being able to plan a research or policy analysis project that make appropriate use of quantitative and qualitative tools;

3. Students will demonstrate how to think critically, solve problems and make decisions applying a public service perspective by: (a) being able to define and diagnose varieties of police misconduct and oversight decision situations, collect and analyze policing data, develop effective course of action and evaluate the effectiveness of police oversight results; and (b) understanding how to incorporate professional inspection and oversight code of ethics in public service decisions;

4. Students will apply the skills and perspectives of inspection and police oversight by: (a) demonstrating knowledge of auditing and OIG statutory requirements; (b) being able to describe how government policies and guidelines affect current models of police oversight; and (c) being able to apply to the analysis of oversight agencies core technical skills such as report writing, case sampling and performance measurement; and

5. Students will demonstrate understanding of the basic principles of how to investigate criminal and managerial fraud, waste, abuse and corruption in policing.

c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

The students will be assessed in three ways: a) they will be asked to write two policy and research memoranda connecting academic literature to present challenges in police oversight, including identifying right remedies and tools for specific forms of police deviance and misconduct; b) they will be given an in-class final exam that will assess whether the students has acquired keys concepts, terminology and methodology of analysis; and, c) they will be evaluated upon their class participation

7. **Proposed texts and supplementary readings** (including ISBNs):

There is no required textbook for this seminar. There will be a collection of articles and book chapters assigned for each week of class (see syllabus). However, I recommend a list of supplementary books.

**Recommended books**


Tim Prenzler, Police Corruption: Preventing Misconduct and Maintaining Integrity (CRC Press, 2009) 978-1420077964


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

JSTOR, EBSCOhost

b. Books, Journals and eJournals

College subscribes to all major journals in the security field and has a more than adequate collection of primary texts. Journal lists includes but are not limited to:

Books Chapters/Books


Journals

British Journal of Criminology 40 (2000)
Criminal Justice and Behavior 34.8 (2007)
Police Quarterly 5 (2002); 6 (2003); 7 (2004)
Aggression and Violent Behavior 10 (2005)
Michigan Law Review 92.6 (1994)
Criminal Justice and Behavior 34 (2007)
The Journal of Criminal Law and Criminology 85.2 (1994)
Policing and Society , 15: 2 (2005)
American Journal of Police 15.3 (1996)
Criminal Justice Review 22 (1997)
Journal of Criminal Justice 30 (2002); 32 (2004); 35 (2007)
American Politics Research 33 (2005)
Australian Journal of Public Administration, 64.2 (2005)
Theoretical Criminology 11 (2007)
Criminology 44.4 (2006)

9. Identify recommended additional library resources

N/A

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).

N/A

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:

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.

Marcos F. Soler, PhD, Adjunct Professor, Political Science Department & Deputy Executive Director for Policy and Strategic Initiatives, NYC Civilian Complaint Review Board

14. Other resources needed to offer this course:

None

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

N/A
OVERSIGHT OF POLICING
John Jay College of Criminal Justice
Department of Public Management
City University of New York

Course Name, Hours and Location

Code TBD
Hours TBD
Location TBD

Instructor

Marcos F. Soler, Ph.D.,
Department of Public Management
524 West 59th Street
Room 09.65.35
Phone: 1-347-420-4058
Email: msoler@jjay.cuny.edu
Office Hours: TBD and by appointment

Course Pre-requisites

Prerequisite: TBD

Course Description

The purpose of this course is to prepare students to assess, evaluate and monitor police conduct and policing performance from an oversight perspective. The course recognizes the importance of police oversight and the role it plays in redefining the relationship between police and the communities they serve.

This course examines the authority of the police, different types of police misconduct, the consequences of that misconduct and various efforts to control police behavior through institutional and non-institutional forms of oversight.

The course is structured around three main themes. The first theme is police integrity and the understanding of police misconduct. This section focuses on the historical study of police misconduct, root causes and varieties of police misconduct. The second theme is oversight and inspection. This section analyzes models of oversight, the traditional tension between internal and external forms of review, the emergence of investigative bodies and auditors and the increasing role of the public, media and civic organizations in demanding police oversight. The
third theme is accountability. This section emphasizes program development and evaluation and seeks to measure how effective oversight institutions and actors are in bringing about lasting policing reforms. It explores tools as well traditional and non-traditional forms of accountability. The course concludes with a review of how police oversight is conducted in international and multi-national contexts.

Learning Outcomes

I expect students to achieve four specific learning outcomes. After successfully completing the course, students should be able to: (i) demonstrate familiarity with the main themes, terms, institutions and actors in the field of police oversight; (ii) demonstrate understanding of the academic and non-academic literature on police oversight; (iii) conduct graduate-level research on policing and police oversight issues; and, (iv) connect current affairs to complex academic and professional debates.

More specifically, I expect students to learn specific learning objectives that are key components of the MPA-IO program:

1. Students will demonstrate knowledge of, skills, and competencies of leadership and management in public governance that are required to excel in police oversight organizations;
2. Students will achieve understanding of how to participate in and contribute to the policy process by: (a) developing knowledge of and applying different policy process model to management and strategic planning of police oversight organizations; (b) understanding the influence of politics on police oversight policy choices and practices of policy analysis; (c) being able to plan a research or policy analysis project that make appropriate use of quantitative and qualitative tools;
3. Students will demonstrate how to think critically, solve problems and make decisions applying a public service perspective by: (a) being able to define and diagnose varieties of police misconduct and oversight decision situations, collect and analyze policing data, develop effective course of action and evaluate the effectiveness of police oversight results; and (b) understanding how to incorporate professional inspection and oversight code of ethics in public service decisions;
4. Students will apply the skills and perspectives of inspection and police oversight by: (a) demonstrating knowledge of auditing and OIG statutory requirements; (b) being able to describe how government policies and guidelines affect current models of police oversight; and (c) being able to apply to the analysis of oversight agencies core technical skills such as report writing, case sampling and performance measurement; and
5. Students will demonstrate understanding of the basic principles of how to investigate criminal and managerial fraud, waste, abuse and corruption in policing.

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Readings

Required Reading:

There is no required textbook for this seminar. There will be a collection of articles and book chapters assigned for each week of class.

A detailed list of class readings is included in the course outline/contents section of this syllabus. A compilation of articles will be placed on Blackboard. All journal articles are available at the Lloyd Sealy library and at the Lloyd Sealy library on-line.

In addition, students will be directed to visit a series of on-line resources and services where assigned materials and reports can be found for free.

Recommended books


Tim Prenzler, Police Corruption: Preventing Misconduct and Maintaining Integrity (CRC Press, 2009) 978-1420077964


Course Requirements, Course Arrangements, Rules and College Wide Policies

Course Requirements

The class is a combination of lectures, student presentations, class activities and discussions. With the support of the National Association for the Oversight of Law Enforcement (NACOLE), I plan to invite outside experts and practitioners for specific sessions.

Readings: You are expected to come to each class having read the materials listed for that date on the course outline below. Each lecture and class activities will cover material relevant to the assigned reading so you will only be prepared to understand the material if you come to class having read the assignment.

Attendance and Participation Policy: Missing classes will affect your grade. Some course work will be completed in class. All assignments will only be fully explained in the class prior to due date. A big part of the class will involve discussions and sharing ideas, and it is important that everyone participates. Additionally a portion of your grade will be based on your participation during class discussions. There is no way to learn the material, complete the project, or to get a good grade without regular attendance.

Grading:

Course grades are determined as follows:

1) One in-class final exam, counting for 30% of the course grade.
2) Class participation, counting for 10% of the course grade
3) Two memoranda assignment, counting for 60% of the course grade (30% each).

The First memoranda will be about identifying and analyzing varieties of police misconduct. The second memoranda will be about evaluating the effectives of models or tools of police oversight.

Careful and detailed reading and writing is essential at the graduate level. As you may know, unlike undergraduate work, graduate level writing must go beyond merely summarizing the assigned readings. Everything you write at this level should include some kind of original contribution – argument, analysis, methodological approach, etc.
Rules:

Rule 1: Respect the opinions of other students. We all have different perspectives and should be allowed to express them without fear of being verbally attacked.

Rule 2: Students may miss no more than TBD course meetings to receive credit for this course. More than TBD absences automatically may result in a course grade of “WU.” Exceptions to the rule will have to be mediated between the instructor, the student, and the Department.

Rule 3: Attendance will be taken during class. Please be on time for class. Late arrivals are extremely disruptive. Please restrain from leaving the classroom during class.

Rule 4: The use of cell phones, pagers, and other electric and electronic devices – except computers and tablets – is prohibited. All such devices are to be turned off before entering the classroom. Any student whose electronic devices repeatedly disrupt class will be asked to leave.

Rule 5: Assignments are to be completed on time. Any work turned in after the assigned deadline will be docked 10% for each day past the due date. Missed work will receive an F. The only exception to the rule is the submission of a doctor’s note or other document verifying serious illness or hospitalization, or an equally significant impeding event.

Rule 5: 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)

Rule 6: Any work submitted as part of the academic requirements is assumed to be original work unless it is properly quoted or cited. Academic dishonesty is a serious offense and will be treated as such. All members of the university must adhere to the college policy on cheating and plagiarism. If you are unsure about how to comply with
the college policy, please ask me before it is too late. Also, the Library has free guides
designed to help students with such compliance matters.

The College Policy on Cheating reads: "Students are prohibited from using books,
notes, and other reference materials during examinations except as specifically
authorized by the instructor. Students may not copy other students' examination papers,
have others take examinations for them, substitute examination booklets, submit papers
written by others, or engage in other forms of academic dishonesty." (John Jay College

The College Policy on Plagiarism reads: "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
restateinent, 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

Any work submitted as part of the academic requirements is assumed to be original
work unless it is properly quoted or cited in APA format (Use the Publication Manual of
the American Psychological Association). Otherwise it will be viewed as literary theft. If
you have any questions regarding APA citing or format, please ask me.

For the purposes of detecting plagiarism, the College subscribes to Turnitin.com and
Blackboard has a similar module called SafeAssign. All written assignments will be
subjected to review by Turnitin.com. Students will be required to submit their final
prospectus assignment directly to Turnitin either prior to or by the deadline. Therefore
that assignment must be submitted electronically to turnitin.com as well as to the
professor via blackboard. Given the nature of the paper for this class, the written work
should be original work for each student. However, if you will be using material that you
have used for written assignments in other courses please discuss with the professor
prior to avoid any confusion.

Detailed Course Outline/Course Calendar

Week 1

Thesis and Course Oversight: What is Police Oversight?
- Understanding the police

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- Foundations of Oversight

Required reading:


Recommended reading:


Part I: Understanding Police Misconduct

Week 2

The Study of Police Misconduct: Rotten Apples or Rotten Barrel?

- History of police abuses in the United States
- Explanations of police misconduct

Required reading:


Martin Sellbom, Gary L. Fischler and Yossef S. Ben-Porath, “Identifying Mmpi-2 Predictors of Police Officer Integrity and Misconduct,” Criminal Justice and Behavior 2007; 34.8 985-1004

Recommended reading:


**Week 3**

Varieties of Police Misconduct: The Use and Abuse of Force by Police

**Required reading:**


**Recommended reading:**


Week 4
Varieties of Police Misconduct: Understanding and Controlling Police Abuse of Authority

Required reading:

David Weisburd and Rosann Greenspan, “Police Attitudes Toward Abuse of Authority: Findings from a National Study,” NIJ Research Brief May 2000


Recommended reading:


Week 5
Varieties of Police Misconduct: Policing Protest and Public Disorder

Required reading:


Recommended reading:

Donatella della Porta and Herbert Reiter, “The Policing of Protest in Western Democracies,” In Policing Protest: The Control of Mass Demonstrations in Western Democracies


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**Part II: Oversight: Prevention and Control of Police Misconduct**

**Week 6**

Models of Police Oversight: Internal Review

**Required reading:**


**Recommended reading:**


**Week 7**

Models of Police Oversight: External Oversight (Investigations and Review Boards)

**Required reading:**


**Recommended reading:**

Week 8

Models of Police Oversight: Police Auditors, Monitors and Inspector Generals

Required reading:


Recommended reading:


Week 9

Models of Police Oversight: Federal Supervision, Consent Decrees and Judicial Monitors

Required reading:


Recommended reading:


Week 10

Models of Police Oversight: Non-Government Organization, Private Actors and the Media

Required reading:


Recommended reading:


Part III: Accountability: Evaluating the Effectiveness of Police Oversight

Week 11

Evaluating the Effectiveness of Police Oversight

Required reading:


Recommended reading:


Week 12
Accountability Tools: Reporting, Open and Accessible Data Systems and Early Warning Systems

Required reading:


Recommended reading:


Week 13

Accountability Tools: Collaborative Policing, Mediation and Other Forms of Measuring Police Integrity

Required reading:


Recommended reading:


**Weeks 14 & 15**

Globalization of Police Oversight: Identifying Police Fraud and Corruption from a Comparative Perspective

Note: In these sessions, we will pay special attention to the prevention of police fraud and corruption from an international perspective. We will also look at recent cases of police abuse of pension systems as well as the privatization of police services.

Andrew J. Goldsmith, Complaints Against the Police: The Trend to External Review (Clarendon Press, 1991) (selected chapters)


<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>TBD</td>
<td>In class</td>
<td>Thesis and Course Overview</td>
</tr>
<tr>
<td>Sep</td>
<td>TBD</td>
<td>In class</td>
<td><strong>The Study of Police Misconduct:</strong> Rotten Apples or Rotten Barrel?</td>
</tr>
<tr>
<td>Sep</td>
<td>TBD</td>
<td>In class</td>
<td>Varieties of Police Misconduct: The Use and Abuse of Force</td>
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<tr>
<td>Sep</td>
<td>TBD</td>
<td>In class</td>
<td>Varieties of Police Misconduct: Understanding and controlling abuse of authority</td>
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<tr>
<td>Oct</td>
<td>TBD</td>
<td>In class</td>
<td>Varieties of Police Misconduct: Policing Protest and Public Disorder</td>
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<table>
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<tr>
<th>TBD</th>
<th>In class</th>
<th>Models of Police Oversight: Internal Review</th>
<th>Oversight: Prevention and Control of Police Misconduct</th>
<th>TBD</th>
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<tbody>
<tr>
<td>TBD</td>
<td>In class</td>
<td>Models of Police Oversight: External Review (Investigative Review Boards)</td>
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<td>TBD</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Models of Police Oversight: Police Auditors and Monitors</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Models of Police Oversight: Federal Supervision, Consent Decrees and Judicial Monitors</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Models of Police Oversight: Non-Institutional Actors and The Media</td>
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<td>TBD</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Evaluating the Effectiveness of Police Oversight</td>
<td>Accountability: Evaluating the Effectiveness of Police Oversight</td>
<td>TBD</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Accountability Tools: Reporting Open and Accessible Police Data Systems, Early Warning Systems</td>
<td></td>
<td>TBD</td>
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<tr>
<td>Dec</td>
<td>In class</td>
<td>Collaborative Policing, Mediation and Other Forms of Measuring Police Integrity</td>
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<td>TBD</td>
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<tr>
<td>TBD</td>
<td>In class</td>
<td>Police Oversight from a Comparative Perspective</td>
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<td>TBD</td>
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<tr>
<td>TBD</td>
<td></td>
<td>Research Presentations</td>
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PROPOSAL FOR A NEW GRADUATE COURSE

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, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 3/10/14
Date of Program approval: 3/11/14
Date of CGS approval:

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya E. Coke</td>
<td><a href="mailto:tcoke@jjay.cuny.edu">tcoke@jjay.cuny.edu</a></td>
<td>(973) 509-7443</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:coketanya@gmail.com">coketanya@gmail.com</a></td>
<td>(212) 237-8985</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Master’s of Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 819</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy</td>
</tr>
<tr>
<td>Abbreviated Title</td>
<td>The independent Sector</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course provides an introduction to the role of non-profit organizations and charitable foundations in the so-called “independent sector” – i.e., organizations that are neither government nor business. The course examines the history and theory of non-profits in the United States, their relationship to government, and their role in social change. The course also instructs students on the fundamentals of non-profit governance, strategic planning and fundraising.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>None</td>
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<tr>
<td>(specify which are pre, co, or both)</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>30</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

The goal of this course is to prepare students for careers in non-profits, or to expose students in government sector to issues that arise in contracting or advocacy relationships with non-profits. This is the only course covering the nonprofit and philanthropic sectors offered in the Department of Public Management. The non-profit sector has roughly doubled in size since 1980; in an era of devolution, federal and local governments increasingly rely on non-profits to deliver essential services. The course exposes students to the process of incorporating a non-profit, applying for grants, and measuring performance.

4. **Degree requirements satisfied by the course:**

This course will satisfy a mission element for both MPA programs.

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

   Yes [ X ]  No [ ]

   If yes, please provide the following:
   I. Semester(s) and Year(s): Spring 2014
   II. Teacher(s): Tanya Coke
   III. Enrollment(s): 12
   IV. Prerequisite(s): None

6. **Course Learning Outcomes:**
   a. **Knowledge Outcomes:** What do you expect students to be able to demonstrate knowledge or understanding of after taking this course?

   Students will be able to:

   Understand the key challenges and rising influence of the independent sector during an era of reduced public funding and devolution of government functions.

   - Evaluate the legal justification for special treatment of non-profit organizations under the U.S. tax code, including restrictions on the use of charitable funds for lobbying activities.
   - Analyze theories and models of effective non-profit governance, including board composition and leadership
   - Assess the advantages and constraints of public-private partnerships.

   Apply planning strategies to non-profit management:

   - Distinguish between the vision, mission, objectives, outputs and outcomes of a non-profit organization, and apply these key concepts to draft a logic model for a hypothetical non-profit organization.
   - Evaluate an organization’s needs with respect to governance and oversight
   - Plan backwards from desired outcomes to identify policy and social services, target audiences, and programmatic strategies aligned to outcomes.
Use and apply effective fundraising strategies:

- Research and analyze the goals and objectives of a target funder, using various sources.
- Understand the components of an effective fundraising strategy and grant application.
- Analyze and identify reasonable benchmarks and deliverables to be completed by the end of the grant period.

b. **Performance Outcomes**: What do you expect students to be able to do after taking this course? (e.g. data presentation, assessments, research)

Students will be able to:

- Conceive a not-for-profit organization that addresses a specific public or social need, and develop a mission statement and governance plan (board and/or membership structure and vision) appropriate to its size and mission.
- Develop goals, objectives and a logic model for the organization’s strategic plan.
- Produce a high quality fundraising application
- Strengthen oral presentation skills to present a PowerPoint presentation that persuasive argues for the creation and funding of the organization.

c. **Assessment**: How will students demonstrate that they have achieved the outcomes of the course?

During the course of the semester, students will “found” a hypothetical organization operating in one of the key sectors of the non-profit world (social service; advocacy; religious/arts or philanthropy). Over the course of the semester, students will draft several foundational documents necessary to effective non-profit management and fundraising: a memo explaining the mission and vision of the organization, directed to a board member recruit; a board matrix; a logic model outlining programmatic goals, strategies, and outcomes. Students will also prepare a 7-10 page grant application to an existing government or private philanthropy.

Students must also post at least 6 reflections, responsive to the readings and the discussion questions, by the date of the class for which they are assigned.

For the final exam, students will deliver a 15-minute oral PowerPoint presentation to a hypothetical audience of donors and/or prospective board members. The rest of the class will serve as the audience, and offer clarifying questions and critiques of the organizational plan. The PowerPoint should present a compelling statement of the need for the organization (identifying gaps it would fill in the advocacy, service or philanthropic landscape), and describe its vision, mission, governance structure, key activities or grantmaking strategies, and anticipated outcomes.

7. **Proposed texts and supplementary readings** (including ISBNs):

Non-textbook readings for each week are posted on Blackboard.

**Recommended books**


**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**

   b. **Books, Journals and eJournals**

   College subscribes to all major journals and has an adequate collection of primary texts. Journal lists includes but are not limited to:

   **Books Chapters/Books**


   **Journals**

   Chronicle of Philanthropy
   NonProfit Quarterly
   Harvard Business Review
   Thought and Action

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Articles on non-profits drawn from The New York Times and other newspapers

9. Identify recommended additional library resources
N/A

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). N/A

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:

   Tanya Coke, Distinguished Lecturer, Department of Public Management, John Jay College. Ms. Coke holds a Juris Doctor from New York University School of Law, where she was Editor in Chief of the Law Review. Ms. Coke has 25 years experience as a defense lawyer, advocate, consultant and program manager in leading social justice non-profits and philanthropies, including as a co-director of Criminal Justice Programs at the Open Society Foundations and senior consultant to the Atlantic Philanthropies. Until 2013, she was also a member of the Board of Education for the Montclair Public Schools and the New Jersey School Boards Association School Security Task Force.

   Approximately 1/3 of the class sessions will invite leading practitioners from the nonprofit and philanthropic sector as guest speakers and discussants, for approximately 45 minutes.

14. Other resources needed to offer this course:
None

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

Rev. Spring 2014
Office of Graduate Studies
See attached.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
Department of Public Management
PAD 819, Sec. 50
The Independent Sector: Contemporary Issues in Non-Profit Organizations and Philanthropy

Course Syllabus

Tanya E. Coke, J.D.  Spring 2014
Office: North Hall 3526  Thursday: 6:15 – 8:15
Phone: (973) 509-7443  Location: North Hall 3510
(212) 237-8985
E-mail: tcoke@jjay.cuny.edu  Office Hours: Th 4-6 p.m. and by appt

Course Description:
This course provides an introduction to the role of non-profit organizations and charitable foundations in the so-called “independent sector” – i.e., organizations that are neither government nor business. The course examines the history and theory of non-profits in the United States, their relationship to government, and their role in social change. The course also instructs students on the fundamentals of non-profit governance, strategic planning and fundraising.

Course Objectives:
Through assigned readings, class discussions and projects, students will learn to:

Analyze models (in historical context) of non-profit-government relations, including public-private partnerships, lobbying and other forms of influence.

- Evaluate the legal justification for special treatment of non-profit organizations under the U.S. tax code, including restrictions on the use of charitable funds for lobbying activities by non-profit organizations.
- Analyze theories and models of effective non-profit service and advocacy organizations.
- Assess the advantages and constraints of public-private partnerships.
- Understand the key challenges and rising influence of the independent sector during an era of reduced public funding and devolution of government functions.

Apply planning strategies to non-profit management:

- Distinguish between the vision, mission, objectives, outputs and outcomes of a non-profit organization, and apply these key concepts to draft a logic model for a hypothetical non-profit organization.
- Evaluate an organization’s needs with respect to governance and oversight.
Use and apply effective fundraising strategies:

- Research and analyze the goals and objectives of a target funder, using various sources.
- Understand the components of an effective fundraising strategy and grant application.
- Analyze and identify reasonable benchmarks and deliverables to be completed by the end of the grant period.
- Integrate knowledge of a funders’ profile to draft a compelling funding application.

Strengthen oral presentation and persuasion skills:

- Apply oral advocacy skills to present a persuasive argument for the creation and funding of a new non-profit organization.

Performance Objectives

By the end of the course, students should be able to:

- Conceive a not-for-profit organization that addresses a specific public or social need, and develop a governance plan (board structure and vision) appropriate to its size and mission.
- Develop goals, objectives and a logic model for the organization’s strategic plan.
- Produce a high quality fundraising application and Powerpoint presentation that persuasively argues for the creation and funding of the organization.

Required Textbooks (available for purchase in the John Jay bookstore)


Non-textbook readings for each week are posted on Blackboard, under “Content” in weekly folders.

Semester at a Glance:

Week 1: January 30, 2014
Why an Independent Sector? Historical Underpinnings and Key Policy Issues in the Contemporary Non-Profit Sector

Week 2: February 6, 2014
Non-Profit Governance: the Role of Mission and the Board

Week 3: February 13, 2014
Keeping the State Happy: Non-Profit Start Up, Incorporation and Lobbying Regulations

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*** Assignment Due: Vision/Mission

** No Class on February 20 (Classes follow Monday schedule)

Week 4: February 27, 2014
The Non-Profit as Advocate for Social Change

*** Assignment Due: Vision Mission/Board Structure

Week 5: March 6, 2014
Current Issues in Philanthropy

Week 6: March 13, 2014
Strategic Planning in Non-Profits & Philanthropy

Week 7: March 20, 2014
Non-Profit Governmental Relations: The Challenge of Public Funding for Social Service Organization

Week 8: March 27, 2014
Practicum: Writing a Logic Model for Your Organization

*** In-Class Assignment Due: Logic model with long-term impact, short/medium-term goals, key activities and environmental opportunities/constraints

Week 9: April 3, 2014
Non-Profit Marketing and Communications

Week 10: April 10, 2014
Traditional Fundraising: Writing an Effective Grantmaking Application

*** Assignment Due: Bring to class the program criteria or grant guidelines for three potential grant funding sources for your organization.

** No Class April 17 (Spring Break)

Week 11: April 24, 2014
Creative Revenue Generation and Social Enterprise

*** Assignment Due: Grant Application (7-10 pages single spaced)

Week 12: May 1, 2014
Executive Leadership in Arts Organizations

Week 13: May 7, 2014 (Project Presentations)
Week 14: May 14, 2014 (Project Presentations)
Week 15: May 21, 2014 (Project Presentations)
Assignments and Grading:

During the course of the semester, students will “found” a hypothetical organization operating in one of the key sectors of the non-profit world (social service; advocacy; religious/arts or philanthropy). Over the course of the semester, students will draft several foundational documents necessary to effective non-profit management and fundraising.

Students must also post at least 6 reflections, responsive to the readings and the discussion questions, by the date of the class for which they are assigned. This means a responsive reflection should be posted approximately every other week; you are free to choose which topics among the 12 topical classes. These should be posted on the Blackboard discussion board; reflections responsive to other students’ comments are highly encouraged. The reflections should be at least ¾ of a page (single-spaced) worth of text.

For the final exam, students will deliver a 15-minute oral PowerPoint presentation to a hypothetical audience of donors and/or prospective board members. The rest of the class will serve as the audience, and offer clarifying questions and critiques of the organizational plan. The PowerPoint should present a compelling statement of the need for the organization (identifying gaps it would fill in the advocacy, service or philanthropic landscape), and describe its vision, mission, governance structure, key activities or grantmaking strategies, and anticipated outcomes. Students are expected to practice their presentations in advance for smooth flow, and to anticipate questions and concerns from stakeholders. Presenting students should dress in appropriate business attire.

Assignments will be weighted as follows:

- Class Participation (including 6 responsive reflections on Blackboard discussion board, and critique of fellow students’ presentations) 10%
- Vision, mission statement and board design 10%
- Logic model outlining long-term goals, interim outcomes and key activities 20%
- A polished grant application 30%
- Stakeholder PowerPoint Presentation 30%

Policy on Late Submissions

Late assignments will result in a 10-point deduction for every day the assignment is past due.

Weekly Assignments:

**Week 1: January 30, 2014**

Why an Independent Sector? Historical Underpinnings and Key Policy Issues in the Contemporary Non-Profit Sector

What are the forces that gave rise to the creation of an third sector, neither business nor government, in the United States? How are changes in social and government landscape – in particular, the shrinking of the public fisc, demographic changes, and the rise of corporate culture— influencing the non-profit sector in the 21st century?
Readings:

- Jossey-Bass, read short segment on “the Conservative Revolution” in chapter 1 (Peter Dobkin Hall, “Historical Perspectives on Non Profit Organizations in the United States”).

**Week 2: February 6, 2014**

**Non-Profit Governance: the Role of Mission and the Board**

Non-profit organizations are said to be “self-governing.” This class will explore two key governance structures that guide and constrain the actions of non-profit organizations: mission and the board of directors.

**Discussion questions:** Do you think a mission statement can truly constrain organizational decision-making? What are the circumstances under which this is more or less likely to happen? What are the key distinctions between the role of board and staff in a non-profit organization?

Readings:

- Alice King, “How to Create an Effective Board,” Non-Profit World (on Blackboard)
- Board Source, Board Matrix (on Blackboard)

**Assignment:** Bring two mission statements to class – at least one from an organization in which you currently or formerly have worked. During class, we will improve upon the mission statement.

**Week 3: February 13, 2014**

**Keeping the State Happy: Non-Profit Start Up, Legal Requirements and Lobbying Regulations**

The legal requirements for starting a non-profit are in large part governed by the IRS tax code. **Discussion questions:** What do you think is the key distinction between 501©(3) non-profits and other types of c(3) organizations, that justifies the tax-deductibility of their contributions? What is the justification for limiting lobbying by 501©(3) organizations?

- Grobman, chapter 4; skim chapter 13

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Office of Graduate Studies
- Thomas Silk, “The Legal Framework of the Non-Profit Sector” (BB)
- Forbes, “The Dead C – Should Associations be Tax Exempt?” (on BB)
- Washington Post, “IRS Ends Two-Year Tax Probe of NAACP,” September 1, 2006 (on Blackboard)
- NPR, “IRS Scrutiny Worse for Conservatives,” July 30, 2013 (on Blackboard)

Assignment due: Draft Vision, Mission Statement for your new non-profit. Include a 2-3 page memo explaining why you were moved to found this organization, and how it fills a need or gap in the field. See detailed instructions on Blackboard.

** February 20 (no class – classes follow Monday schedule)

Assignment due: Revised vision/mission memo, with board chart and bios of board members. Use the Board Matrix template from last week’s readings to describe and justify the size and appointees to your Board. Although we do not have class, please email me the memo by February 20.

Week 4: February 27, 2014
The Non-Profit as Advocate for Social Change

Advocacy organizations have proliferated in the past 25 years, and run the gamut from civil rights organizations to those working for clean environment and smaller government. Tax-exempt organizations engaging in political activities have also proliferated.

Discussion question: Reflect on the hallmarks of effective advocacy organizations discussed in the California Endowment’s publication, and provide an example a social change advocacy group you view as highly impactful. What do you think has made this organization’s work succeed? Attach a link to their website or an article discussing their work.


Week 5: March 6, 2014

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Current Issues in Philanthropy

Large-scale philanthropy is a uniquely American phenomenon, one explicitly encouraged by government through tax deductions on charitable giving. Discussion questions (address at least 2 out of 3 questions): In an era of rising income equality, does the social good of private philanthropy justify the loss of tax revenue that might be distributed more equitably by government? What are the implications for transparency and democracy when large donors seek to influence policy through non-profit service or advocacy organizations? What are the implications for non-profits of the corporatization of philanthropy and metrics of impact?

- Gara LaMarche, “Can Democracy and Philanthropy Be Reconciled?” Haas Lecture Series (March 7, 2013) (on Blackboard)
- Pablo Eisenberg, “Philanthropy Shifts Power to Donors,” in Chronicle of Philanthropy, August 20, 2013

Guest Lecturer: Gara LaMarche, director, Democracy Alliance; former CEO, the Atlantic Philanthropies; www.democracyalliance.org

Week 6: March 13, 2014
Strategic Planning in Non-Profits and Philanthropy

In this session, we will review the basic tenets of strategic planning in non-profit organizations: how to engage the board and other stakeholders in strategic planning; assessing the landscape (e.g., analyses of needs, opportunities and threats), theory of change, activities and outcomes. Part of the class will be spent applying these concepts to your hypothetical organization.

- Grobman, chapter 15, pp. 267-296.

Guest Speakers: Kavitha Mediratta, the Atlantic Philanthropies (http://www.atlanticphilanthropies.org/news/atlantic-grantees-make-strong-case-school-discipline-policy-reform)

Week 7: March 20, 2014
Non-Profit Governmental Relations: The Challenge of Public Funding for Social Service Organizations

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Discussion questions: When and how are relationships between non-profits and governments cooperative, and adversarial? What are the advantages and disadvantages of acting as a government contractor or grantee, for non-profits?

- Jossey-Bass, Chapter 21 (Steven Rathgeb Smith, “Managing the Challenges of Government Contracts)

- Guest Lecturer: Donna Lawrence, former director, JPB Foundation

**Week 8: March 27, 2014**

**Practicum: Writing a Logic Model for Your Organization**

We will spend this class working in pairs or small groups to draft your organization’s logic model.

Discussion questions: What are some of the challenges inherent in writing a logic model for a non-profit social service or organization, as opposed to a for-profit business?

- Composite Logic Model for Advocacy organizations (review slides for CLM, Definitions, and Guiding Questions) at http://www.innonet.org/index.php%3Fsection_id=6%26content_id=637

*** In-Class Assignment Due: Logic model with long-term impact, short/medium-term goals, key activities and environmental opportunities/constraints

**Week 9: April 3, 2014**

**Non-Profit Marketing and Communications**

Communicating with outside audiences (change agents, clients, donors, community) is a new game in the 21st century.

Discussion questions: What are some of the principles that guide effective marketing and communications? How are innovative non-profits using the Internet and social media in their communications?

- Jossey-Bass, Chapters 11 (Brenda Gainer, “Marketing for Non-Profits”)
- Jossey-Bass, Chapter 12 (Kathy Bonk, “Strategic Communications”)

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• Grantmaking Guidelines for April 24 assignment (on Blackboard)

Guest Speaker: Alan Jenkins, Executive Director, The Opportunity Agenda
www.opportunityagenda.org

Week 10: April 10, 2014

Traditional Fundraising: Writing an Effective Grantmaking Application

In this class we will explore traditional means of fundraising, and review the components of a compelling grantmaking application, highlighting differences in grantmaking priorities of government, private foundation and individual donors.

***Assignment: Print out and bring to class the webpages of three potential grant-funding sources for your hypothetical organization (i.e., the grant guidelines or program page).

• Grobman, chapter 8, pp. 141-152.
• Jossey-Bass, chapters 18 & 19 (Young, “Developing Nonprofit Resources” and Fogal, “Designing and Managing the Fundraising Program”)

** NO CLASS APRIL 17 – SPRING BREAK

Week 11: April 24, 2014

Creative Revenue Generation and Social Enterprise

Non-profits are increasingly turning to new forms of revenue generation that focus on earned income, as grant opportunities from government and private philanthropy decline. Discussion questions: What is the definition of a “social enterprise,” and how does it differ from other forms of earned income? What are some of the advantages and disadvantages of launching an enterprise business within a non-profit context?

• Jossey-Bass, chapter 20 (Scott T. Helm, “Social Enterprise and Nonprofit Ventures”)

Assignment Due: Draft Grant Application. The grant application should be 7-10 pages single spaced, 12 point type, 1” margins, and written for a “real-life” foundation or government funding source you have researched on the web or through the Foundation Library. The application should describe the organization’s mission, staffing, proposed activities, prospective deliverables and outcomes. Grant applications guidelines will be provided in advance. The application must also include a cover memo to your E.D. or board chair, with a list of 5 prospective funders and explanation as to why you’ve targeted those donors.
Week 12:  May 1, 2014  
Executive Leadership in Arts Organizations

What are the key leadership challenges facing managers of arts organizations in today's environment? In this class, we will explore how leaders of cultural non-profits are being approaching management during an era of increasing competition for audience, and declining public funding.

Discussion questions: In the Chicago Museum case study, the board is faced with the dilemma of hiring an executive director with strong managerial and fundraising skills, or a strong background in the field. How would you strike the balance between these criteria?

- O'Neill, Non Profit Nation: A New Look at the Third America (San Francisco: Jossey-Bass, 2002), pp. 53-72; 135-150 (available on Blackboard)
- Chicago Art Museum Case Study, JFK School of Government (available on Blackboard)

Guest Lecturer:  David Isay, Executive Director, StoryCorps  
www.storycorps.org

Week 13:  May 8, 2014  
Project Presentations  (last names S – Z)

Assignment Due: 10-12 minute Donor/Board PowerPoint Presentation detailing organization’s vision, mission, board structure, key goals, strategies and anticipated outcomes

Week 14:  May 15, 2014  
Project Presentations, continued (last names J – R)

Week 15:  May 22, 2014  
Project Presentations, continued (last names A- I)

Statement of College’s Policy on Plagiarism:

An unpleasant and hopefully unnecessary topic in this class, but here is the College’s statement on the subject.

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
PROPOSAL FOR A NEW GRADUATE COURSE

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, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 4/3/14
Date of Program Approval: 4/3/14
Date of CGS Approval: 4/8/2014

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Lovely</td>
<td><a href="mailto:rlovely@jjay.cuny.edu">rlovely@jjay.cuny.edu</a></td>
<td>8685</td>
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2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Digital Forensics and Cybersecurity</th>
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<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>FCM 74X</td>
</tr>
<tr>
<td>Course Title</td>
<td>Applied Cryptography</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This is an introductory course in applied cryptography. Students will learn the fundamental concepts behind modern cryptographic systems, including one-way hash functions, symmetric cryptography, public key cryptography, digital signatures, authentication and key management. In addition to the theoretical background, students will also learn how to implement a large variety of cryptographic protocols using the OpenSSL and GMP cryptographic libraries.</td>
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<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Undergraduate entrance requirements and familiarity with C</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<td>Contact Hours (per week)</td>
<td>3</td>
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<tr>
<td>Lab Hours</td>
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3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
Cryptography is a vital element in the theory and practice of cybersecurity and digital forensics. A theoretically ground practical proficiency in the ways cryptography is used is essential for a professional in the field. As cryptography is widely relevant this topic is covered in various FCM courses but in a limited manner. This course will provide the breadth and depth to explore the topic more thoroughly and offer practice in using crypto tools.

4. **Degree requirements satisfied by the course:**

The course will serve as a Forensics and Security elective.

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

   Yes __X____ No ______

   If yes, please provide the following:
   I. Semester(s) and Year(s): Spring 2014
   II. Teacher(s): Spiros Bakiras
   III. Enrollment(s): 14
   IV. Prerequisite(s): D4CS entrance requirements and familiarity with C

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   - Familiarity with history of classical cryptography
   - Familiarity with the primary concepts of modern crypto systems
   - Familiarity with the ways cryptography is used in data communications and storage
   - Ability to implement protocols using standard libraries
   - Ability to explore and create crypto tools using C programming language

   b. How do the course outcomes relate to the program’s outcomes?

   Course outcomes bolster a student’s understanding and practice of cryptography, a vital tool for cybersecurity and conundrum for forensics.

   c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

   Examination and practical exercises, presentation

7. **Proposed texts and supplementary readings (including ISBNs):**

   **REQUIRED:** Bruce Schneier, Applied Cryptography, 2/E, John Wiley & Sons, 1996.

   **REFERENCES** (for use in exercises):

   - Pravir Chandra, Matt Messier, and John Viega, Network Security with OpenSSL, O'Reilly Media, 2002.

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**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**  Not applicable

   b. **Books, Journals and eJournals**  Collection is adequate

9. **Identify recommended additional library resources**  None

10. **Estimate the cost of recommended additional library resources (For new courses and programs):**  None

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).

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:**  Spiros Bakiras; Doug Salane

14. **Other resources needed to offer this course:**  None

15. **If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:**  No conflict foreseen

16. **Syllabus**
Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

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.
John Jay College of Criminal Justice  
The City University of New York  
SYLLABUS  

FCM 74x  
Applied Cryptography

INSTRUCTOR  
Professor Spiros Bakiras  
Office 6.25.19NB  
Office Hours: TBA  
Phone 212-484-1181  
sbakiras@jjay.cuny.edu

DESCRIPTION:  
This is an introductory course in applied cryptography. Students will learn the fundamental concepts behind modern cryptographic systems, including one-way hash functions, symmetric cryptography, public key cryptography, digital signatures, authentication and key management. In addition to the theoretical background, students will also learn how to implement a large variety of cryptographic protocols using the OpenSSL and GMP cryptographic libraries.

PREREQUISITES:  
C programming experience

LEARNING OUTCOMES:  
Upon finishing the course, students will be able to demonstrate:

- Familiarity with history of classical cryptography
- Familiarity with the primary concepts of modern crypto systems
- Familiarity with the ways cryptography is used in data communications and storage
- Ability to implement protocols using standard libraries
- Ability to explore and create crypto tools using C programming language

TEXTS:  

REFERENCES (for use in exercises):


METHOD OF ASSESSMENT:  

- One midterm examination … 50%
- 5-6 programming projects … 50%
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 terms 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.

PROPOSED SCHEDULE OF LECTURES:

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>TOPICS</th>
<th>SECTIONS</th>
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<tbody>
<tr>
<td>Weeks 1-2</td>
<td>• Foundations</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td>• Classical cryptography</td>
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<td>Week 3</td>
<td>• Basic cryptographic protocols</td>
<td>Ch. 2-3</td>
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<td>Week 4</td>
<td>• Key length</td>
<td>Ch. 7-8</td>
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<td></td>
<td>• Key management</td>
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<td>Weeks 5-6</td>
<td>• Symmetric key cryptography</td>
<td>Ch. 9, Ch. 12</td>
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<td>Weeks 7-9</td>
<td>• Public key cryptography</td>
<td>Ch. 11, Ch. 19</td>
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<td>Week 10</td>
<td>• One-way hash functions</td>
<td>Ch. 18</td>
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<td></td>
<td>• Message authentication codes</td>
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<td>Week 11</td>
<td>• Digital Signatures</td>
<td>Ch. 20</td>
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<td>Week 12</td>
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<td>MIDTERM EXAM</td>
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<td>Week 13</td>
<td>• Key-exchange algorithms</td>
<td>Ch. 22</td>
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<tr>
<td>Week 14</td>
<td>• Real world examples</td>
<td>Ch. 24</td>
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<td>Week 15</td>
<td>Presentations</td>
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Program Name and Degree Awarded: Advanced Certificate in Crime Prevention and Analysis
HEGIS Code: 0799
NY State Program Code: 34457
Effective term: Fall 2014

Date of Program Approval:
Date of CGS approval: 4/8/2014

Rationale for proposed changes:

When the advanced certificate was created in 2011, one required course, CRJ 786, was mistakenly listed as having no prerequisites. This course in fact has CRJ 710 and CRJ 715 as prerequisites, which means the advanced certificate actually requires 18 credits. CRJ 710 and CRJ 715 are required for the MA in Criminal Justice, and students in that program have no problem meeting these prerequisites. Students not in the MA program, however, should be made aware of the actual credit requirement for this program. This change makes explicit these additional requirements. No other changes are involved.
### Requirements for the Degree Program:

**[Strike through what is to be changed.]**

### Requirements for the Certificate Program

- An undergraduate degree from an accredited institution
- Satisfactory GRE scores
- Satisfactory letters of reference

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<tr>
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<tbody>
<tr>
<td>CRJ 710 Issues in Criminal Justice 1: Theory and Courts</td>
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<tr>
<td>CRJ 715 Research and Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 716 Using Computers in Social Research (Prerequisite(s): CRJ 715 or its equivalent)</td>
<td>3</td>
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<tr>
<td>CRJ 739 Crime Mapping</td>
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<tr>
<td>CRJ 786 Problem-Oriented Policing</td>
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<tr>
<td>CRJ 787 Seminar in Crime Analysis and Crime Prevention (Prerequisites: CRJ 739 and 786)</td>
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<tr>
<td>CRJ 710 Issues in Criminal Justice 1: Theory and Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 715 Research and Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 716 Using Computers in Social Research (Prerequisite(s): CRJ 715 or its equivalent)</td>
<td>3</td>
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<tr>
<td>CRJ 739 Crime Mapping</td>
<td>3</td>
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<tr>
<td>CRJ 786 Problem-Oriented Policing (Prerequisites: CRJ 710 and 715)</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 787 Seminar in Crime Analysis and Crime Prevention (Prerequisites: CRJ 739 and 786)</td>
<td>3</td>
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</table>

**[Underline the changes.]**

### Electives

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>12</th>
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<tbody>
<tr>
<td>Electives</td>
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<td>Total credits required:</td>
<td>18</td>
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</tbody>
</table>

### Does this change affect any other program?

[X] No [ ] Yes

If yes, what consultation has taken place?

---

Rev. Spring 2014
Office of Graduate Studies
## Proposed College Council Calendar 2014-2015

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 26, 2014</td>
<td>Tuesday, September 9, 2014</td>
<td>Monday, September 22, 2014</td>
</tr>
<tr>
<td>Monday, September 29, 2014</td>
<td>Wednesday, October 8, 2014</td>
<td>Thursday, October 23, 2014</td>
</tr>
<tr>
<td>Monday, October 27, 2014</td>
<td>Thursday, November 6, 2014</td>
<td>Tuesday, November 25, 2014</td>
</tr>
<tr>
<td>Tuesday, November 25, 2014</td>
<td>Wednesday, December 3, 2014</td>
<td>Thursday, December 11, 2014</td>
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<tr>
<td>Tuesday, January 20, 2015</td>
<td>Thursday, January 29, 2015</td>
<td>Wednesday, February 11, 2015</td>
</tr>
<tr>
<td>Friday, February 13, 2015</td>
<td>Wednesday, February 25, 2015</td>
<td>Wednesday, March 11, 2015</td>
</tr>
<tr>
<td>Friday, March 20, 2015</td>
<td>Wednesday, April 1, 2015</td>
<td>Tuesday, April 21, 2015</td>
</tr>
<tr>
<td>Friday, April 23, 2015</td>
<td>Tuesday, May 5, 2015</td>
<td>Tuesday, May 12, 2015</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings and the College Council meetings will be held in room 9.64NB. The blue chairs are reserved for members of the Council. Non-members are asked to sit in the white chairs.

### Additional meetings if needed

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, November 25, 2014</td>
<td>Tuesday, December 2, 2014</td>
<td>Wednesday, December 10, 2014</td>
</tr>
<tr>
<td>Wednesday, April 22, 2015</td>
<td>Thursday, April 30, 2015</td>
<td>Monday, May 11, 2015</td>
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