I. Adoption of the Agenda

II. Election of the Secretary to the College Council

III. Minutes of the May 15, 2014 College Council (attachment A), Pg. 2

IV. Approval of the Members of the College Council Committees (attachment B), Pg. 5

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C3) – Interim Dean Allison Pease

New Courses
C1. CSCI 3XX Databases and Data Mining, Pg. 25
C2. LIT 2XX The Making of Science (SCI WLD), Pg. 37
C3. SOC 3XX Food Justice (JCII), Pg. 53

VI. Report from the Committee on Graduate Studies (attachment D1-D2) – Dean Anne Lopes

New Courses
D1. ICJ 705 Human Rights and Counterterrorism, Pg. 69

Programs
D2. Change in Advanced Certificate Program: Advanced Certificate in Terrorism Studies, Pg. 83

VII. 2013-2014 College Council Committee Activity Report (attachment E), Pg. 86

VIII. 2014-2015 College Council Calendar (attachment F), Pg. 87

IX. New Business

X. Administrative Announcements – President Travis

XI. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XII. Announcements from the Student Council – President Shereef Hassan
The College Council held its sixth meeting of the 2013-2014 academic year on Thursday, May 15, 2014. The meeting was called to order at 1:53 p.m. and the following members were present: Schevaletta Alford, Dale Barleben, Elton Beckett, Warren Benton, Adam Berlin, Jane Bowers, Claudia Calirman, Anthony Carpi, Katarzyna Celinska, Lynette Cook-Francis, Janice Dunham, Margaret Escher, Diana Falkenbach, John Gutierrez, Maki Haberfeld, Charles Jennings, Shaobai Kan, Karen Kaplowitz, Katherine Killoran, Maria Kiriakova, Louis Kontos, Anru Lee, Anne Lopes, Nancy Marshall, Gabriella Mungalsingh, David Munns, Hyunhee Park, Jay Pastrana, Allison Pease, Robert Pignatello, Nicole Ponzo, Carina Quintian, Dainius Remeza, Raul Romero, Raul Rubio, Caridad Sanchez, Rosann Santos-Elliott, Francis Sheehan, Carmen Solis, Charles Stone, Ivonne Torres, Julio Torres, Robert Troy, Fritz Umbach and Janet Winter.


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

Dean Pease withdrew Proposals 2 and 3 of Item C18 on page 187 and 188 since they were not approved by UCASC.

The motion was seconded and approved unanimously.

II. Minutes of the April 23, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Proposal from the Mission Statement Review Committee (attachment B)
A motion was made to adopt the Mission Statement as presented. The motion was seconded and passed.

In Favor: 38    Oppose: 1    Abstentions: 5

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 –C22)
A motion was made to adopt the new course marked C1 – C10 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C1-C10 as presented:

New Courses
C1.  AFR 3XX  Environmental Racism (JCII)
C2.  SUS 2XX  Introduction to Sustainability Studies (WC)
C3.  SOC 1XX  Tabloid Justice: Causes & Consequences of Crime Sensationalism (JCI)
C4. BIO 2XX (211) Microbiology
C5. CHE 3XX  Inorganic Chemistry
C6. CSCI 4YY (412) Network Security & Forensics
C7. SOC 2XX  Sociology of Mental Illness
C8. SOC 3XX  Classical Sociological Theory
C9. SOC 4XX  Senior Seminar in Sociology
C10. SPA 2XX  Conversation and Composition in Spanish

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C11-C17 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C11-C17 as presented:

Course Revisions
C11. ART 125  Graphic Arts (Com)
C12. BIO 220  The Incredible Living Machine: The Human Body
C13. CHE 123  The Extraordinary Chemistry of Ordinary Things
C14. CHE 126  The Chemistry of Cooking
C15. PHI 204  Logic (MQR)
C16. POL 244  Law & Politics of Immigration
C17. SOC 315  Contemporary Sociology

The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked “C18. Proposal to Revise the Prerequisites for the General Education Program/College Option: Justice Core II (300-level) section”. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked “C19. Proposal for a New BS in Fraud Examination and Financial Forensics”. The motion was seconded and passed.

In Favor: 40  Oppose: 0  Abstentions: 4

A motion was made to adopt the proposal marked “C20. Proposal for a New Minor in Accounting”. The motion was seconded and approved unanimously.
A motion was made to adopt the proposal marked “C21. Proposal for a New Minor in Fraud Examination”. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked “C22. Proposal for a New Certificate Program in Forensic Accounting”. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachments D1 – D4)
A motion was made to adopt the new course marked “D1. PAD 7XX Public Oversight of Policing”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D2. PAD 819 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “D3. FCM 74X Applied Cryptography”. The motion was seconded and approved unanimously.

A motion was made to adopt the proposal marked “D4. Change in the Advanced Certificate in Crime Prevention and Analysis”. The motion was seconded and approved unanimously.

VI. Proposed College Council Calendar for 2014-2015 (attachment E)
A motion was made to adopt the calendar as presented. The motion was seconded and approved unanimously.

VII. New Business
Vice President Robert Troy made a motion to approve the list of Spring 2014 and Summer 2014 graduates pending completion of all academic requirements. The motion was seconded and approved unanimously by faculty only.

In the future, the link for the list of graduates should be available to all faculty.

The meeting was adjourned at 2:48 p.m.
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College Council Membership

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

Administration:
1. President (chairperson)                           Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Vice President for Student Affairs                   Lynette Cook-Francis
5. Vice President for Enrollment Management             Robert Troy
6. Associate Provost for Strategic Initiatives/          Anne Lopes
   Dean of Graduate Studies
7. Interim Dean of Undergraduate Studies                 Allison Pease
8. Associate Provost & Dean of Research                  Anthony Carpi

Faculty:
   a. Full-time faculty elected from each academic department:
9. Africana Studies                                     Xerxes Malki
10. Anthropology                                         Robert Furst
11. Art and Music                                         Claudia Calirman
12. Communication & Theater Arts                         Marsha Clowers
13. Counseling                                           Katie Gentile
14. Criminal Justice                                      Frank Pezzella
15. Economics                                             Ian Seda
16. English                                              Carmen Kynard
17. Health and Physical Education                         Vincent Maiorino
18. History                                               Edward Paulino
19. Interdisciplinary Studies Program                     Andrea Balis
20. Latin America and Latina/o Studies                    John Gutierrez
21. Law, Police Science and CJA                          Lior Gideon
22. Library                                               Maria Kiriakova
23. Mathematics and Computer Science                      Hunter Johnson
24. Modern Languages and Literature                      Silvia Dapia
25. Philosophy                                            Kyoo Lee
26. Political Science                                     James Cauthen
27. Psychology                                            Tom Kucharski
28. Public Management                                     Warren Benton
30. Sciences                                              Marcel Roberts
31. SEEK                                                  Schevaletta Alford
32. Sociology                                             Jay Pastrana
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

<table>
<thead>
<tr>
<th>33. Library</th>
<th>Janice Dunham</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. English</td>
<td>Karen Kaplowitz</td>
</tr>
<tr>
<td>35. Law &amp; Police Science</td>
<td>Staci Strobl</td>
</tr>
<tr>
<td>36. History</td>
<td>Fritz Umbach</td>
</tr>
<tr>
<td>37. Science</td>
<td>Daniel Yaverbaum</td>
</tr>
<tr>
<td>38. Science</td>
<td>Francis Sheehan</td>
</tr>
<tr>
<td>39. Science</td>
<td>Artem Domashevsykiy</td>
</tr>
<tr>
<td>40. Psychology</td>
<td>Charles Stone</td>
</tr>
<tr>
<td>41. Law &amp; Police Science</td>
<td>Jennifer Dysart</td>
</tr>
<tr>
<td>42. Psychology</td>
<td>Diana Falkenbach</td>
</tr>
<tr>
<td>43. Psychology</td>
<td>Dainius Remeza</td>
</tr>
<tr>
<td>44. English</td>
<td>Margaret Escher</td>
</tr>
<tr>
<td>45. English</td>
<td>Louis Kontos</td>
</tr>
<tr>
<td>46. Sociology</td>
<td>Raul Rubio</td>
</tr>
<tr>
<td>47. Modern Languages &amp; Literatures</td>
<td>Katarzyna Celinska</td>
</tr>
<tr>
<td>48. Law &amp; Police Science</td>
<td>Adam Berlin</td>
</tr>
<tr>
<td>49. English</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Melinda Powers - English</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
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<td>Vacant</td>
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<td>Vacant</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Michael Scaduto
52. Rosann Santos-Elliott
53. Janet Winter
54. Nilsa Lam
55. Sandrine Dikambi

One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.
Tiffany Onorato

Students:
56. President of the Student Council          Shereef Hassan
57. Vice President of the Student Council     Faika Kabir
58. Treasurer of the Student Council         Norris James
59. Secretary of the Student Council         Grace Theresa Agalo-os
60. Elected At-Large Representative           Kyle Roberts
61. Elected graduate student representative  Kristal Wilkins
62. Elected graduate student representative  Nicole Ponzo
63. Elected senior class representative      Taisha Lazare
64. Elected senior class representative      Tiffani Kennedy
65. Elected junior class representative      Muhammad Rehman
66. Elected junior class representative      Arturo Urena
67. Elected sophomore class representative   Giovanni Perina
68. Elected sophomore class representative   Alma Huskic
69. Freshman representative designated according to a method duly adopted by the Student Council. Vacant

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

| 1. VACANT  | 2. Vacant |
College Council Interim Executive Committee

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

- President (chairperson)          Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- Senior Vice President for Finance and Administration  Robert Pignatello
- Vice President for Student Affairs     Lynette Cook-Francis
- President of the Faculty Senate      Karen Kaplowitz
- Vice-President of the Faculty Senate  Fritz Umbach
- Two (2) other members of the Faculty Senate
  1. Warren Benton
  2. Francis Sheehan
- President of the Higher Education Officers Council  Sandrine Dikambi
- Vice-President of the Higher Education Officers Council  Nikki Hancock-Nicholson
- President of the Student Council     Shereef Hassan
- Vice-President of the Student Council  Faika Kabir

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

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

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren Benton
  2. Karen Kaplowitz
  3. Carmen Kynard
  4. Marcel Roberts
  5. Raul Rubio
  6. Francis Sheehan
  7. Robert Till

- Two (2) higher education officers
  1. VACANT
  2. VACANT

- Three (3) students
  1. Shereef Hassan
  2. Faika Kabir
  3. Kyle Roberts
Undergraduate Curriculum and Academic Standards Committee

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

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

- Interim Dean of Undergraduate Studies (Chairperson) Allison Pease
- Vice President for Enrollment Management Robert Troy
- Executive Academic Director of Undergraduate Studies Kathy Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies C. Jama Adams
2. Anthropology Ric Curtis
3. Art and Music Ben Bierman
4. Communication & Theater Arts Marty Wallenstein
5. Counseling Lynette Cook-Francis
6. Criminal Justice Chongmin Na
7. Economics Mathieu Dufour
8. English Al Coppola
9. Health and Physical Education Susan Larkin
10. History Anissa Helie
11. Interdisciplinary Studies Program Susannah Crowder
12. Latin American and Latina/o Studies Lisandro Perez
13. Law, Police Science and CJA Heath Grant
14. Library Marta Bladek
15. Mathematics and Computer Science John Bryk
16. Modern Languages & Literature Aida Martinez-Gomez
17. Philosophy Mary Ann McClure
18. Political Science Brian Arbour
19. Psychology Michael Leippe
20. Public Management Judy-Lynne Peters
21. Sciences Sandra Swenson
23. SEEK Monika Son
24. Sociology Crystal Jackson

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Muhammad Rehman
There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- **Assistant Vice President & Dean of Students (chairperson)**
  - Kenneth Holmes

- **Director of Athletics**
  - Carol Kashow

- **Director of The Center for Student Involvement & Leadership**
  - Danielle Officer

- **Two (2) members of the faculty**
  1. Alexa Capeloto
  2. Nicole Elias

- **Six (6) students**
  1. Joanne Jeung
  2. Kenny Gonzalez
  3. Nancy Umana-Melendez
  4. Daniel Melendez
  5. Steve Beauduy
  6. **VACANT**
As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Jeffrey Kroessler
  2. John Matteson
  3. Martin Wallenstein

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. C. Jama Adams
  2. Margaret Escher
  3. Sandy Lanzone
  4. Roger McDonald
  5. Liliana Soto-Fernandez
  6. Lorraine Moller

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Aiman Mahmoud
  2. Nathalie Velasco
  3. Chaoqi Chen
  4. Kenny Gonzalez
  5. Thamanna Hussain
  6. VACANT

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

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

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

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Associate Provost for Strategic Initiatives / Dean of Graduate Studies Anne Lopes
- Interim Dean of Undergraduate Studies Allison Pease
- Associate Provost & Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American & Latino/a Studies Lisandro Perez
  13. Law, Police Science and CJA Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literature Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthen

2014-2015
Revised: September 16, 2014
19. Psychology
   Angela Crossman
20. Public Management
   Warren Benton
21. Sciences
   Larry Kobilinsky
   Charles Nemeth
23. SEEK
   Nancy Velazquez-Torres
24. Sociology
   Ric Curtis

Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
   1. Amy Adamczyk
   2. David Munns
   3. Rosemary Barbaret

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

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

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

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis
- Vice President for Enrollment Management Robert Troy
- Associate Provost for Institutional Effectiveness James Llana
- Executive Director for Human Resources Kevin Hauss
- Associate Provost for Strategic Initiatives / Dean of Graduate Studies Anne Lopes
- Interim Dean of Undergraduate Studies Allison Pease
- Associate Provost & Dean of Research Anthony Carpi
- Assistant Vice President for Financial and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Fritz Umbach
- Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Fritz Umbach
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latina/o Studies Lisandro Perez
  13. Law, Police Science and CJA Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literature Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
  20. Public Management Warren Benton
  21. Sciences Larry Kobilinsky
23. SEEK  Nancy Velasquez-Torres
24. Sociology  Ric Curtis

- Chairperson of the Higher Education Officers Council, or designee Sandrine Dikambi
- Two (2) higher education officer representative
  1. VACANT
  2. VACANT
- President of the Student Council or designee Shereef Hassan
- Treasurer of the Student Council or designee Norris James
- One (1) additional student representative Daniel Melendez
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. VACANT
  2. VACANT

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

- Senior Vice President of Finance and Administration (chairperson)  Robert Pignatello
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- President of the Faculty Senate  Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee  Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee  Fritz Umbach
- Chair of the Council of Chairs  VACANT
- Vice Chair of the Council of Chairs  VACANT
- One (1) representative chosen by the Council of Chairs  VACANT
- Chair of the Higher Education Officers Council  Sandrine Dikambi

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost’s Director for Operations, Kinya Chandler shall staff the subcommittee.

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

- Associate Provost for Institutional Effectiveness (chairperson)  James Llana
- Senior Vice President of Finance and Administration  Robert Pignatello
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- President of the Faculty Senate  Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
  1. Chair of the Faculty Senate Fiscal Affairs Committee  Thomas Kucharski
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee  Fritz Umbach
- Chair of the Council of Chairs  VACANT
- Two (2) representatives chosen by the Council of Chairs
  1. VACANT
2. VACANT

- Chair of the Higher Education Officers Council
- One (1) student representative
  1. Raquel Maragh (not certified)

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

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

- Associate Provost for Strategic Initiatives /  
  Dean of Graduate Studies (chairperson)  
  Anne Lopes
- Assistance Vice President & Dean of Students  
  Kenneth Holmes
- Vice President for Enrollment Management  
  Robert Troy
- Chief Librarian  
  Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice  
     Avram Bornstein
  2. Digital Forensics and Cybersecurity  
     Richard Lovely
  3. Forensic Mental Health Counseling MA/JD  
     James Wulach
  4. Forensic Mental Health Counseling  
     Silvia Mazzula
  5. Forensic Psychology  
     Diana Falkenbach
  6. Forensic Science  
     Mechthild Prinz
  7. International Crime and Justice  
     Rosemary Barberet
  8. Protection Management  
     Charles Nemeth
  9. MPA: Public Policy & Administration  
     Marilyn Rubin
  10. MPA: Inspection & Oversight  
     Warren Benton
- BA/MA Director  
  Chitra Raghavan
- Two (2) graduate students
  1. J. Ceema Samimi-Luu (not certified)
  2. VACANT
Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Joshua Clegg
  2. Keith Marcus
  3. Elizabeth Nisbet
  4. Daniel Martens Yaverbaum
- Two (2) students
  1. Raquel Mann
  2. VACANT

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- **Provost and Senior Vice President for Academic Affairs** (chairperson) Jane P. Bowers
- **Director of Operations, Office of the Provost** Kinya Chandler
- **President of the Faculty Senate** Karen Kaplowitz
- **Vice President of the Faculty Senate** Fritz Umbach
- **Chairperson of each academic department**
  1. **Africana Studies** C. Jama Adams
  2. **Anthropology** Anthony Marcus
  3. **Art and Music** Roberto Visani
  4. **Communication & Theater Arts** Seth Baumrin
  5. **Counseling** Lynette Cook-Francis
  6. **Criminal Justice** Evan Mandery
  7. **Economics** Jay Hamilton
  8. **English** Valerie Allen
  9. **Health and Physical Education** Jane Katz
  10. **History** Allison Kavey
  11. **Interdisciplinary Studies Program** Richard Haw
  12. **Latin American & Latino/a Studies** Lisandro Perez
  13. **Law, Police Science and CJA** Maki Haberfeld
  14. **Library** Larry Sullivan
  15. **Mathematics and Computer Science** Douglas Salane
  16. **Modern Languages and Literature** Silvia Dapia
  17. **Philosophy** Jonathan Jacobs
  18. **Political Science** James Cauthen
  19. **Psychology** Angela Crossman
  20. **Public Management** Warren Benton
  21. **Sciences** Larry Kobilinsky
  22. **Security, Fire & Emergency Management** Charles Nemeth
  23. **SEEK** Nancy Velazquez-Torres
  24. **Sociology** Ric Curtis
Council of Undergraduate Program Coordinators

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

- Interim Dean of Undergraduate Studies (chairperson)  Allison Pease
- Coordinators of Undergraduate Majors
  1. Anthropology  Johanna Lessinger
  2. Computer Science and Information Security  Spiros Bakiras
  3. CIS in CJ and PAD  Spiros Bakiras
  4. Criminal Justice (B.A.)  Evan Mandery
  5. Criminal Justice (B.S.)  Eric Piza
  6. Criminal Justice Management  Salomon Guajardo
  7. Criminology  Louis Kontos
  8. Culture and Deviance Studies  Ed Snadjr
  9. Dispute Resolution  Maria Volpe
  10. Economics  Catherine Mulder
   11. English  John Staines
   12. Fire and Emergency Services  Donnell Harvin
   13. Fire Science  Donnell Harvin
   14. Forensic Psychology  Daryl Wout
   15. Forensic Science  Larry Kobilinsky
   16. Fraud Examination & Financial Forensics  Randall LaSalle
   17. Gender Studies  Katie Gentile
   18. Global History  Matthew Perry
   19. Humanities and Justice  David Munns
   20. International Criminal Justice  Klaus Von Lampe
   21. Latin American and Latina/o Studies  Jose Luis Morin
   22. Law and Society  Maxwell Mak
   23. Legal Studies  Monica Varsanyi (co-chair)
   24. Library  Harold Sullivan
   25. Philosophy  Karen Okamoto
   26. Police Studies  Mary Ann McClure
   27. Political Science  John Decarlo
   28. Psychology  Andrew Sidman
   29. Public Administration  Samantha Majic (co-chair)
   30. Security Management  Deryn Strange
   31. Sociology  Peter Mameli

Samantha Majic (co-chair)
Monica Varsanyi (co-chair)
Committee on Honors, Prizes and Awards

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Assistant Vice President & Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement & Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Sanjair Nair
  2. Violet Yu
  3. Preeti Chauhan
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Thamanna Hussain
  2. Nathalie Velasco
  3. Sanjida Meem

Special Committee of the College Council

Committee on Faculty Elections

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

1. Schevaletta Alford
2. Katarzyna Celinska
3. Ekaterina Korobkova
4. Samantha Majic
5. Hyunhee Park

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Leona Lee
2. Staci Strobl
3. Toy-Fung Tung
4. VACANT
5. VACANT
College-Wide Assessment Committee

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

- **VACANT** (Chair)
- Director of Assessment (ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness (ex officio) James Llana
- Seven (7) Full-time Faculty Members
  1. James De Lorenzi
  2. Elizabeth Jeglic
  3. Marie-Helen Mares
  4. Bonnie Nelson
  5. Denise Thompson
  6. **VACANT**
  7. **VACANT**

- Three (3) Higher Education Officers
  1. **VACANT**
  2. **VACANT**
  3. **VACANT**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 2/4/2014

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: Mathematics and Computer Science

   b. Name and contact information of proposer(s) Spiridon Bakiras
      Email address(es) sbakiras@jjay.cuny.edu
      Phone number(s) 212-484-1181

2. a. Title of the course Databases and Data Mining

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

   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 exposes students to knowledge that is moderately abstract and technically demanding. Concepts such as entity-relationship diagrams and relational model, as well as indexing and file structure, are presented at a theoretical level. This requires the student to have significant maturity, and the ability to connect intricate technical elements with an overarching formal paradigm. Material relating to relational algebra and relational database design requires students to have a considerable facility in mathematics, and the term project requires competence in programming. Thus, we believe that the course should be offered at the 300 level.

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

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.)

   Data management is a fundamental field in basic computer science, concerned with the efficient storage and retrieval of a wide variety of data. Without an understanding of these concepts, it is difficult to comprehend how modern database management systems operate. Like faculty in similar majors at other institutions, we want students in our major to be able to administer and operate complex database systems.
that are found in virtually every organization today. Such knowledge will enable our students to pursue careers as database administrators, which is one of the most well paid jobs in computer science.

Similarly, data mining is a field closely related to database systems that teaches students how to discover patterns and/or outliers in very large data sets. Such skill is very important in the field of computer and network security, and is increasingly finding application in forensic investigations involving digital data.

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 understand the fundamental principles of database management systems (DBMS). Through projects, they will gain valuable skills on how to design scalable databases using entity-relationship diagrams. They will learn how to extract useful information from the database by discovering patterns within the underlying data. Finally, they will develop database analyst skills using SQL, and use this to implement several real-life database applications. Students will gain hands-on experience with a modern DBMS platform (MySQL) by completing several exercises in the computer lab. Upon successful completion of this course, students will be able to design and organize a database to manage their application data, and be able to design queries to extract useful information from a database.

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): ENG 102/201, CSCI 373

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

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

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

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

Course Learning Outcome #1: Understand and utilize basic database concepts, such as the relational model, entity-relationship diagrams, file storage, and indexing. (Course learning outcome 1 is directly related to the program learning objective #1 of the CIS major – use and critically evaluate theoretical approaches relevant to Computer Science.)

Course Learning Outcome #2: Interact with a database management system, using the SQL language. (Course learning outcome 2 is directly related to the program learning objective #2 of the CIS major – use and evaluate practical approaches relevant to Computer Science.)

Course Learning Outcome #3: Identify interesting patterns in large datasets, using the concepts of classification, association rules, and clustering. (Course learning outcome #3 is directly related to the program learning objective #1 of the CIS major – use and critically evaluate theoretical approaches relevant to Computer Science.)

Course Learning Outcome #4: Design, implement, test, evaluate and document a client-defined database, using the MySQL database management system. (Course learning outcome #4 is directly related to the program learning objectives #3 of the CIS major – Analyze the quality of programs in Computer and Science.)

Course Learning Outcome #5: Understand the ethical and legal issues that arise in managing data, particular highly sensitive data such as personally identifiable information. (Course learning outcome #5 is directly related to program learning objective number #5 – understand the ethical and legal requirements computer professional encounter as developers of systems and as caretakers of sensitive data.)

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 Science and Information Security
   This course will be an elective course.

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:
Required Core: English Composition _____  Quantitative _____  Natural/Life Sciences _____

Flexible Core:

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

11. How will you assess student learning?

The student learning will be assessed through homework assignments, in-class exams, and a term-project. 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.

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**

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

See appended SYLLABUS.

14. Date of **Department curriculum committee** approval ____2/3/2014____

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

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

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

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

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

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

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

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

19. **Approvals:**

   ______________________________________________________________________________________
   ______________________________________________________________________________________
   **Peter Shenkin**
   Chair, Proposer’s Department
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   Major or Minor Coordinator (if necessary)

Approved by UCASC, May 16, to College Council, September 22, 2014
Chair or Major Coordinator, Affiliated Department (if necessary)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Sample Syllabus for CSCI 3XX (Databases and Data Mining)

Syllabus Content:

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

Course title and section:
Databases and Data Mining

Professor’s name

Office location

Contact hours:

Phone

E-mail address

Course description
In this course, students will understand the fundamental principles of database management systems (DBMS). Through projects, they will gain valuable skills on how to design scalable databases using entity-relationship diagrams. They will learn how to extract useful information from the database by discovering patterns within the underlying data. Finally, they will develop database analyst skills using SQL, and use this to implement several real-life database applications. Students will gain hands-on experience with a modern DBMS platform (MySQL) by completing several exercises in the computer lab. Upon successful completion of this course, students will be able to design and organize a database to manage their application data, and be able to design queries to extract useful information from a database.

Learning outcomes
The successful student will be able to do the following at the end of the course:

1. Understand fundamental database concepts, such as relational model, entity-relationship diagrams, file storage, and indexing.
2. Interact with a database management system, using the SQL language.
3. Identify interesting patterns in large datasets, using the concepts of classification, association rules, and clustering.
4. Design and implement a client-defined database, using the MySQL database management system.

Course pre-requisites or co-requisites
Prerequisite(s): ENG 102/201, CSCI 373

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 Text

Reference Texts
- Pang-Ning Tan, Michael Steinbach, and Vipin Kumar, *Introduction to Data Mining*, Addison-Wesley.

**Grading**

Grades:

- Homework: 30%
- In-class exam: 35%
- Term Project: 35%

**Course calendar**

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>TOPICS</th>
<th>SECTIONS</th>
</tr>
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</table>
| Week 1  | • Introduction  
|         |   o Purpose of database systems  
|         |   o Relational databases  
|         |   o Database design  
|         |   o Database architecture  
|         |   o Database users and administrators  
|         | • Legal and ethical obligations of database administrators  
|         |   o Discrepancies in data  
|         |   o Database administrator password use and misuse  
|         |   o Selling old backup drives  
|         |   o Re-using data models from previous jobs  
|         |   o Knowledge regarding coworkers pay from the data  
|         |   o Knowledge regarding private company information  
|         |   o Knowledge of private personal information  
|         |   o Handling unusual requests for data  
|         |   o Providing sensitive data via email  
|         |   o Exaggerating sales data for your boss  | 1.1-1.12  
|         | Northcutt’s textbook, Chapter 8 |
| Week 2  | • Entity Relationship model and conceptual design  
|         |   o Entity Relationship (E-R) model  
|         |   o Constraints  
|         |   o Removing redundant attributes in entity sets  
|         |   o E-R diagrams  
|         |   o E-R design issues  
|         |   o Extended E-R features  | 7.1-7.8 |
| Week 3  | • Relational model  
|         |   o Structure of relational databases  
|         |   o Database schema  
|         |   o Keys  
|         |   o Schema diagrams  
|         | • Introduction to relational algebra  
|         |   o Fundamental relational algebra operations (selection, join, union, set difference, set intersection)  | 2.1-2.6 |
| Week 4  | • Relational algebra  
|         |   o Basic operators (select, project, union, set difference, Cartesian product, rename)  
|         |   o Additional operations (set intersection, natural join, assignment, outer join, division)  
|         |   o Null values  
|         |   o Extended relational algebra operations (generalized projection, aggregate functions)  | 6.1 |
| Week 5  | • SQL  
|         |   o Data definitions  
|         |   o Basic structure of SQL queries (select, where, and from clauses)  
<p>|         |   o Handling duplicates  | 3.1-3.6 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Sections</th>
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<tbody>
<tr>
<td>6</td>
<td><strong>Set operations (union, intersect, except)</strong></td>
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<td></td>
<td><strong>Null values</strong></td>
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<td><strong>SQL (contd.)</strong></td>
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<td>- Aggregate functions (avg, min, max, sum, count, group by)</td>
<td>3.7-3.9, 4.1-4.2</td>
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<td></td>
<td>- Nested subqueries (set membership, set comparisons, set cardinality)</td>
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<td>- Complex queries (the with clause)</td>
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<td>- Database modification (delete, insert, update)</td>
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<td><strong>IN-CLASS EXAM</strong></td>
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<tr>
<td>7</td>
<td><strong>Relational database design</strong></td>
<td>8.1-8.3</td>
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<tr>
<td></td>
<td>- Features of good relational design</td>
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<td>- Atomic domains and first normal form</td>
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<td>- Functional dependencies</td>
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<td>- Boyce-Codd normal form (BCNF)</td>
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<td>- Third normal form (3NF)</td>
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<td>- Decomposition using functional dependencies</td>
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<td>8</td>
<td><strong>Relational database design</strong></td>
<td>8.4-8.8</td>
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<td>- Functional dependency theory (closure of a set of functional dependencies, Armstrongs’s axioms, closure of attribute sets, canonical cover, extraneous attributes)</td>
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<td>- Testing for BCNF</td>
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<td>- BCNF decomposition</td>
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<td>- Testing for 3NF</td>
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<td>- 3NF decomposition</td>
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<td></td>
<td>- Database design process</td>
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<td>9</td>
<td><strong>Database security</strong></td>
<td>4.6</td>
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<tr>
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<td>- Authorization (read, insert, update, delete, index, resources, alteration, drop)</td>
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<tr>
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<td>- Privileges (grant, revoke)</td>
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<td>- Roles</td>
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<td></td>
<td>- Authentication</td>
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<td>10</td>
<td><strong>Storage and file structure</strong></td>
<td>10.1-10.6</td>
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<tr>
<td></td>
<td>- Physical storage media</td>
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<td>- Magnetic disk and flash storage</td>
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<td>- RAID (reliability, performance)</td>
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<td>- Tertiary storage</td>
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<tr>
<td></td>
<td>- File organization (records, free lists, slotted page)</td>
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<tr>
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<td>- Organization of records in files (heap, sequential, hashing, clustering)</td>
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<tr>
<td>11</td>
<td><strong>Indexing and hashing</strong></td>
<td>11.1-11.9</td>
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<tr>
<td></td>
<td>- Ordered indices</td>
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<td>- Dense and sparse index files</td>
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<td>- Primary and secondary indices</td>
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<td></td>
<td>- B+-trees</td>
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<td>- Hashing (static vs. dynamic)</td>
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<td>- Bitmap indices</td>
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<td></td>
<td>- Index definition in SQL</td>
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<tr>
<td>12</td>
<td><strong>Data mining</strong></td>
<td>20.3-20.5</td>
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<tr>
<td></td>
<td>- Decision support systems</td>
<td></td>
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<td>- Data warehousing</td>
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<tr>
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<td>- Classification (classification rules, decision trees, Bayesian classifiers, regression)</td>
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<td></td>
<td>- Association rules (support, confidence)</td>
<td></td>
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<td></td>
<td>- Finding association rules</td>
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<tr>
<td>13</td>
<td><strong>Data mining</strong></td>
<td>20.6-20.7</td>
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<tr>
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<td>- Other types of associations (positive and negative correlations, sequence associations, deviations from temporal patterns)</td>
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<tr>
<td></td>
<td>- Clustering (k-means, agglomerative, divisive)</td>
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<tr>
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<td>- Standard clustering algorithms</td>
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<tr>
<td>14-15</td>
<td><strong>Term project presentations</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 16, to College Council, September 22, 2014
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
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __April 4, 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: _______English_______
   b. Name and contact information of proposer(s): _______Al Coppola_______
   
   Email address: _______acoppola@jjay.cuny.edu_______
   Phone number: _______(646) 557-4600_______

2. a. Title of the course: _______Science in the Making_______
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): _______Science In The Making_______
   c. Level of this course ______100 Level ______X 200 Level ______300 Level ______400 Level

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

This course will be appropriate for the “Scientific World” option of the Pathways Flexible Core. As a 200-level course with a unique interdisciplinary design, this class will engage students in the analysis of literary and scientific texts from an earlier period of history and/or contemporary times while also engaging them in laboratory work that reproduces the scientific practices under study. While students will engage with select contemporary theoretical/critical texts in Science Studies and/or the History of Science, the focus will be primarily on the comprehension and analysis of primary texts and on the production and analysis of experimental data. Interdisciplinary study of this kind requires a familiarity with information from multiple knowledge domains. This mean students will be exposed to a broad scope of readings and will have to complete extensive writing and lab work, thus making the course appropriate for the 200 level.

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

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

Approved by UCASC, May 16, to College Council, September 22, 2014
This course provides an innovative entry into the Scientific World category of the flexible core by leading students to explore how both literary and material practices shape scientific knowledge. It draws upon recent theoretical and historical work in Science Studies to teach a deep and critical scientific literacy to John Jay undergraduates. Among historians and sociologists of science, the dominant theme has been to open up the putative “black box” of science in order to explore the roles that embodied practice, and social construction, have played in the making, witnessing, verification, and propagation of scientific knowledge. By giving students direct experience of the scientific practices that produced new scientific discoveries, as well as their literary and imaginative mediation, this course will lead students to a rich understanding of the strenuous labor (both material and rhetorical) that is required to fabricate our “Scientific 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.)

   This unique, interdisciplinary class explores what it takes to make science. What does it take to produce a scientific fact? How are those facts deployed to make up a theory? How does a theory make it by being accepted as a settled truth among the scientific elite as well as among the public at large? Focusing on several crucial scientific discoveries from a given historical period, students will read primary sources in the history of science, perform laboratory experiments modeled on historical practices, and read literary responses to these innovations to investigate how these ideas traversed domains of culture. Students will be assessed on both their lab reports and their critical essays. By exploring science as an embodied and social knowledge-making practice, students will arrive at a nuanced and critical perspective on how we became modern in a scientific world.

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

   **ENG 101**

6. Number of:
   a. Class hours 2
   b. Lab hours 1
   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):

Approved by UCASC, May 16, to College Council, September 22, 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?

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.
5. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
6. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world.

NB: Pathways requires that Scientific World courses satisfy 6 learning outcomes.

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)

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:**

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

Approved by UCASC, May 16, to College Council, September 22, 2014
10b. Please explain why this course should be part of the selected area.

Through laboratory experiments and/or empirical observation diaries, which they will produce in emulation of the primary sources they will be reading in the scientific literature, students will gather, interpret, and assess information from a variety of sources and points of view; evaluate evidence and arguments critically or analytically; and identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world. Their readings in contemporary literary responses will prompt them to articulate and evaluate the impact of technologies and scientific discoveries, and their final analytical essay will lead to the production of well-reasoned evidence-based arguments that will require them to articulate and evaluate the empirical evidence supporting a scientific or formal theory.

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

Every semester ______  Number of sections: ______
Fall semesters only __X__  Number of sections: __2___
Spring semesters only ______  Number of sections: ______

11. How will you assess student learning?

Periodic low-stakes writing assignments in response to course readings; experimental/observational laboratory reports; analytic essay.

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__  ➢ LexisNexis Universe ______
  ➢ EBSCOhost Academic Search Complete  _X__  ➢ Criminal Justice Abstracts ______
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ______  ➢ PsycINFO ______
  ➢ Sociological Abstracts ______  ➢ JSTOR __X__
  ➢ SCOPUS ______
13. **Syllabus – see attached**

14. Date of Department curriculum committee approval: April 4, 2014

15. Faculty - Who will be assigned to teach this course? ___Coppola, Burleigh, Reitz and Allen___

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

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

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

   _____Not applicable
   _____No
   _X_Yes. If yes, give a short summary of the consultation process and results.

   In order to design the sample syllabus I have provided, I had extensive planning meetings with Sandra Swenson (and then later with Daniel Yaverbaum) of the Science Department. Drs. Swenson and Yaverbaum assisted me in the conceptualization and design of the laboratory exercises, and they will be consulting with me when I teach the course. When the class is offered, I will be teaching the two lecture/discussion sections, and a lab instructor will be provided by the Science department to teach the lab sections.

   I also consulted with Professor David Munns of the History Department, who developed a course in traditional history of science for the Scientific World segment of Pathways. Professor Munns was helped with the final selection of the theoretical and history of science texts on the sample syllabus.

   Additionally, Professor Mark McBeth, of the English Department and the chair of the General Education subcommittee, and Professor Marta Bladek of the Library faculty both provided specific resources and strategies for helping to guide students through the challenging readings of the 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:

Valerie Allen  
Chair, English Department
CUNY Common Core

Course Submission Form

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

College | John Jay College, CUNY
---|---
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX) | LIT 2XX
Course Title | Making Science
Department(s) | English
Discipline | Literature
Credits | 3
Contact Hours | 3
Pre-requisites (if none, enter N/A) | ENG 101
Co-requisites (if none, enter N/A) | N/A
Catalogue Description | This unique, interdisciplinary class explores what it takes to make science. What does it take to produce a scientific fact? How are those facts deployed to make up a theory? How does a theory make it by being accepted as a settled truth among the scientific elite as well as among the public at large? Focusing on several crucial scientific discoveries from a given historical period, students will read primary sources in the history of science, perform laboratory experiments modeled on historical practices, and read literary responses to these innovations to investigate how these ideas traversed domains of culture. Students will be assessed on both their lab reports and their critical essays. By exploring science as an embodied and social knowledge-making practice, students will arrive at a nuanced and critical perspective on how we became modern in a scientific world.

Special Features (e.g., linked courses)
Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

Approved by UCASC, May 16, to College Council, September 22, 2014
E. Scientific World

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

| Students will read primary source texts related to important scientific discoveries, which will involve critical reading and thinking skills. They will have to assess literary responses to those scientific discoveries, which will range from the critical to the satiric to the celebratory. They will also conduct experimental trials and empirical observations that emulate the historical scientific practices. | • Gather, interpret, and assess information from a variety of sources and points of view. |
| Students will evaluate evidence and arguments both in the composition of their lab reports (where they will have to analyze and extrapolate from their own data). They will also immerse themselves in scientific controversies surrounding new and potentially threatening discoveries, requiring them to assess the arguments and assumptions of both sides of the debate. | • Evaluate evidence and arguments critically or analytically. |
| Students will prepare a final analytical essay that will assess the role that literary representations and other mediations of elite scientific knowledge have on the establishment of scientific truth. | • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

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

| This course will require students to learn and apply concepts from the history and sociology of science. There will be secondary readings in science studies theorists, specifically as pertaining to the roles that material practice and social construction play in the making of scientific knowledge. | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| Students will interrogate the basis upon which key scientific discoveries move from new and disputed matters of fact to settled hypotheses to generally acknowledged truth in the scientific and nonspecialist communities. | • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| Readings in the literary responses to scientific innovation, and the final analytical essay, will require students to understand and evaluate the way in which new discoveries are mediated across and in turn transform the wider culture. | • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. | • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 W. 59th St., NEW YORK NY 10019

The Scientific World:
Science in the Making

Lecturer:
Prof. Al Coppola  
Department of English  
Office: NB 7.65.23  
Office Hours: tba  
Phone: (646) 557-4600  
Email: acoppola@jjay.cuny.edu

Laboratory Instructor:
TBA  
Department of Sciences  
Office: tba  
Office Hours: tba

COURSE DESCRIPTION:
This unique, interdisciplinary class explores what it takes to make science. What does it take to produce a scientific fact? How are those facts deployed to make up a theory? How does a theory make it by being accepted as a settled truth among the scientific elite as well as among the public at large? Focusing on several scientific discoveries from a given historical period, students will read primary sources in the history of science, perform laboratory experiments modeled on historical practices, and read literary responses to these innovations to investigate how these ideas traversed domains of culture. The course will meet two sessions a week for lecture/discussion with one additional session in the lab, and students will be assessed on both their lab reports and their critical writing. By exploring science as an embodied and social knowledge-making practice, students will arrive at a nuanced and critical perspective on how we became modern in a scientific world.

In this particular version of the course:
This semester we will study a crucial development in the history of Western modernity: the rise of empirical science in the seventeenth and eighteenth centuries. Students will read literary responses to innovations in three domains of the so-called “new science” of experimental natural philosophy: astronomy, microscopy and electricity. However, students in this class will also immerse themselves in the actual scientific writings and practices of this period by performing laboratory experiments and observations modeled on the historical practices, so that they can learn first-hand what was required to make new natural knowledge in the early modern period. Students will gain literacy in modern scientific knowledges and practices while exploring first hand how those ideas were first innovated and warranted as truth. This class will expose students to the strenuous work (both physical and rhetorical) that was required to establish the new science, and to the ways in which it was celebrated and savaged by contemporaries. By exploring early modern science as an innovative, embodied and controversial knowledge-making practice, students will arrive at a nuanced and critical perspective on how we became “modern” in a scientific world.

Approved by UCASC, May 16, to College Council, September 22, 2014
**LEARNING OBJECTIVES:**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world: specifically, history of science, and the life and physical sciences.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world: specifically, the role of science in shaping the emergent modernity of the 17th and 18th centuries.

**REQUIRED TEXTS:**
The following books are required, and can be bought at the John Jay bookstore. If you wish to shop elsewhere, please purchase them by their ISBN number, as we all must have the same editions.


As indicated in the schedule of classes below, a number other required texts will be available as free e-books on the Internet, or in reading packets available on the John Jay Library’s eReserve and/or Blackboard. You will be required to have all books and pdfs with you in class on the assigned days.

**COURSE REQUIREMENTS**
In order to master the scientific concepts and demonstrate proficiency in the required laboratory activities, and in order to demonstrate a firm grasp of the literary texts and produce sound arguments about them, you will be required to perform a variety of tasks:

**Experiential Learning (30%)**: For each of the three units in the course, you will be required to perform a series of laboratory tasks and/or empirical observations, which will be written up in the format specified.

**Reading Response Wikis (30%)**: You will be required to write reading responses for all of the major texts that will be assigned: this includes the literary works, the historical scientific papers, and the articles/chapters by contemporary historians of science. While your work will be graded individually, the entire class will collaborate on the Wiki, which will be a forum for sharing ideas and insights before the class meets to discuss the assigned readings. The Wiki is available on the class Blackboard site.

**Final Essay (30%)**: You will be required to write a 4-6 page critical essay that develops an argument that will be rooted in your experience of what it took to “make” scientific knowledge in the early modern period and/or the role of imaginative writing in the establishment of modern science. The essay will be due on the last day of class.

Approved by UCASC, May 16, to College Council, September 22, 2014
Participation (10%): You will be required to have steady attendance and play an active role in class discussions and lab activities. See the attendance policy below for additional requirements.

BLACKBOARD/E-RESERVE
You will be required to use Blackboard and/or the library’s ERes system to access some required readings and to participate in online discussions. Blackboard is accessible through the CUNY portal, and we will go over the login procedure. Course readings on ERes can be found by searching for this class by my last name, and using the password “swift”.

ATTENDANCE & PARTICIPATION
Attendance and participation are mandatory. You must schedule work, childcare and doctors’ visits outside class time. Beyond merely “showing up,” you will be expected to make thoughtful comments in class and to comport yourself in a professional manner—this means no cell phones, no iPods, no cross-talk, no wandering in and out. Absences from class, lateness, and failure to prepare will adversely affect your grade. More than three absences will lower your final average by one whole letter grade. More than five absences will result in a failure for the course. Two latenesses will count as one absence. Students who disrupt class will also count as half-absent. Please note that I do not distinguish between “excused” and “unexcused” absences—either you’re here or you’re not!

TURNITIN.COM:
You will be required to submit all essays via Turnitin.com before the class period in which they are due. The class ID=xxxx and the Password=xxxx.

LATE & MISSED WORK
Essays not submitted to Turnitin.com cannot be graded. Late papers will drop a third of a grade for each class day they are late. Failing to submit a lab assignment or paper will result in a grade of zero on that assignment. It is not possible to pass this class if the labs or the paper is incomplete.

THE WRITING CENTER
The Writing Center is a valuable service that provides free tutoring to students of John Jay; they can help you at every stage in the writing process. Please note that if I give you a Referral form to the Writing Center, you must attend or your final essay grade may be penalized.

PLAGIARISM
Plagiarism is a serious offense. We will work during the semester on the skills needed to handle quotations, paraphrases, and summary without plagiarism. However, incidents of academic dishonesty will be reported to the Deans, and penalties may include failing the assignment, receiving a final grade reduction, and/or failing the course. Plagiarism and cheating are violations of CUNY’s academic integrity policy (http://web.cuny.edu/academics/info-central/policies.html). By registering for this course, you are promising to abide by all the requirements stated in this policy. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

SCHEDULE OF ASSIGNMENTS AND READINGS
All readings MUST be completed before the day they are to be discussed. You are required to bring the readings and your notebook to all class sessions.

Class will meet three times a week:
Sessions marked (lab) will meet in the laboratory classroom, led by our lab instructor tba. All other sessions will be lectures/discussions by Professor Coppola in the regular classroom.

Week 1: Introduction

Introduction to the design of the course and key concepts: science, natural philosophy, experiment, empiricism, virtual witnessing. Critical reassessment of “scientific revolution” and “paradigm shift.” Discussion of what is new about the “new science.” Introduce the concept of science in the making: science as product of embodied praxis and craft knowledge. Discussion of the rhetorical and epistemological work required to establish experimental natural philosophy. Orient students to laboratory/empirical work.

At the beginning of each unit, students will be directed to a series of links and resources on the class Blackboard site: videos, encyclopedia entries, etc. which have been selected to help them master the requisite background knowledge for each unit, which they may not have mastered in high school. The emphasis will be on accessible, video-based content that will not add to the reading load.

1 Introduction. Review of syllabus and interdisciplinary course design. Definition and critique of key concepts. Powerpoint on iconography of early modern science/natural philosophy. Introduce students to background information resources on Blackboard.

2 Discussion of Steven Shapin, *The Scientific Revolution*, 1-64.


Week 2: Astronomy

Begin astronomy unit. Read and discuss foundational text of early modern science, *Sidereus Nuncius*. The role of instruments and the challenge of establishing their reliability. What is “new” about Galileo’s method? How does Galileo ensure the verification/replication/virtual witnessing of his results? Students begin the astronomy observation diary they will be keeping over the next three weeks, and the schedule of required observational tasks. Instruct students in the proper method for making and recording accurate observations. For the lab assignment, students will be reporting their observations of a seasonally-appropriate celestial transit (identifying and noting its coordinates, the object’s physical appearance, weather phenomena, other notable observations) but they will also keep a diary of what it took to make these observations (how and where and with what kinds of assistance).


3 (lab) Orientation to laboratory classroom and the course’s experiential learning component. Review of lab safety and perils of plagiarism. Distribute and review Astronomy Observation Assignment. Instruction for proper method of making and recording astronomic observations; use of sextant and compass. Students begin with naked-eye observations while journaling about the circumstances of how and where and when they do the work and the difficulties they face. Strategies for dealing with environmental and other challenges.
Week 3

Students continue astronomical observations. In their diaries, they record observations tracking seasonally-appropriate astronomical events as well as the material circumstances and challenges associated with the work. Begin reading Fontenelle’s classic of Enlightenment science popularization. How and why does Fontenelle promote the new Copernican and Cartesian natural philosophy? Consideration of the role of wonder, pleasure and social exclusivity in the establishment of the new science’s cultural capital.

1. Powerpoint/Lecture on optics and 16c telescope and microscope design.


3(lab) Review of Astronomy Diaries with troubleshooting of difficulties. Review students’ initial data. Students instructed in how to represent and interpret observational data. Introduction to graphing, interpolation. Comparison to Galileo’s method of presentation and proof.

Week 4

Students continue astronomy diaries, now with the aid of a simple telescope whose magnification power is comparable to Galileo’s. Lab instruction in the interpretation of data and formulation of plausible hypotheses. Discussion of the challenges to accurate observations by geography, embodiment, imperfect craft knowledge, etc. Continue discussion of Fontenelle. How relevant is Fontenelle’s account of doing astronomy to their own experience? Consideration of the gender and imperial ideologies implicit in Fontenelle’s account of 17th century natural philosophy.

M. *Conversations on the Plurality of Worlds*, 23-73 & notes.

W. Aphra Behn, introduction to her translation of Fontenelle’s *Conversations*. (eRes)

3 (lab) Exercise in interpreting/interpolating data. Also, students determine the magnification power of simple telescope using early modern and contemporary methods.

Week 5

Students complete astronomy diaries. Introduce the second unit on microscopy, the early Royal Society and the popular fascination with new scientific knowledge and practice by “virtuosi,” or amateur gentleman enthusiasts. Students instructed in the optics of microscopy and historical and contemporary microscope design. Students directed to the Blackboard site’s background resources and links.

1. *Astronomy Observation Diaries Due.* Powerpoint lecture/discussion on “virtuoso” natural philosophy and the Royal Society.

2. Discussion and analysis of select early numbers of *The Philosophical Transactions* (handout).

3(lab) Robert Hooke, *Micrographia*. Technical introduction to Hooke’s microscope as described and illustrated in his preface. Comparison to contemporary designs.
Week 6
Begin reading Hooke’s lavishly-illustrated, bestselling account of his microscopic research. Assessment of preface, his agenda for natural philosophy as a corrective to the limitations of human sense and understanding. Analysis of the rhetorical strategies of his texts and images, as well as the matters of fact that he first discovered and reported. Students begin to build their own simple microscopes based on Hooke’s design.

1. Hooke, Micrographia: Preface and Observations 1 (point), 2 (razor), 3 (lawn), 4 (taffety), 5 (silk).

2. Hooke, Micrographia: Observations 6 (glass canes), 7 (fiery sparks), 12 (gravel in urine), 14 (frozen figures), 15 (Kettering stone), 20 (blue mold).

3 (lab) Building an early modern microscope.

Week 7
Continue reading Micrographia. Complete construction of simple microscopes and begin replicating Hooke’s observations. Are his matters of fact obvious to see in the microscope? What kinds of specialized knowledges and practices are required to “see” what Hooke claimed to see in his microscope? What do these images “mean” and how can they be “used”?


2. Hooke, Micrographia: Observations 37-9 (feet, wings and head of a fly), 42 (blue fly), 43 (gnats), 48 (hunting spider), 51 (crab-like insect), 53 (flea); 55 (mite), 59 (stars).

3 (lab) Complete the building of an early modern microscope and begin making observations. Instruction in microscope technique and draftsmanship.

Week 8
Continue efforts to replicate Hooke’s observations. Students will develop lab reports that display their knowledge of optical principles. Students will also draw and describe their own microscopical observations in these reports, analyze their efforts alongside of Hooke’s, and critically reflect on the challenges of recording and representing fleeting microscopic images in words and pictures. Begin reading Shadwell’s Virtuoso, a notorious and popular satire of Hooke and the larger field of 17c “virtuoso” natural philosophy. How does the play represent the usefulness and reliability of contemporary experimental natural philosophy? What other social disorders does it link to science?


3 (lab) Replicating Hooke’s observations I. Students prepare specimens and then verbally and visually describe them.
Week 9
Continue to attempt to replicate Micrographia. Continue analysis of Shadwell’s critique of the virtuosi. Consideration of the role of gender and class ideology in the play’s satiric program.

1  The Virtuoso, Act IV- Act V, 82-142.


3 (lab)  Replicating Hooke’s observations II. Students observe a louse/bedbug specimen and then verbally and visually record their observations. Comparison to Hooke’s images and description of a louse.

Week 10
Students complete microscope laboratory assignment. Begin final unit on 18th century electricity. Introductory powerpoint lecture/discussion. Direct students to background resources on Blackboard. Read Priestley’s influential polemical history of the then-new science of electricity. Review of key concepts and historical practices pertaining to early electrical research. Consideration of the unbounded ambition and optimism in Priestley’s account.

1  Microscope Lab Assignments Due.  Powerpoint lecture/discussion on 18c electricity.


3 (lab)  Orientation to electrical apparatus. Introduction to the modern science of electricity and explanation of the different ways in which 18c scientists conceptualized and described electrical phenomena. Review of lab safety protocols for working with electricity.

Week 11
Introduction to enlightenment science recreations and the popular market for electrical performances and apparatuses for experimentation in the home. Electricity as domestic instruction and amusement. Analysis of the ideological effects of this scientific/pedagogical trend. Students construct basic electrical apparatuses modeled on 18c experiments. Students begin performing these experiments in “amusing physics.” In their lab report for this unit, students will give an account of their own reconstruction of one of a number of famous 18c electrical amusements and demonstrate their ability to explain the phenomena both in the terms used in the 18c and in modern terms. Students will critically reflect on the social and physical experience of making these experiments in a group setting, and analyze the influence of these embodied practices on the elevation of electricity as the “fluid of life” in later 18c formulations by Erasmus Darwin and Luigi Galvani.

1  Readings in 18c electricity: Benjamin Martin, Stephen Gray and electrical entertainments (eRes)


3 (lab)  Static electricity generators and reproducing 18c electrical entertainments.
Week 12

Students continue to conduct electrical experiments and interpret their historical impact. Readings in Franklin, Darwin and Galvani that explore the increasing centrality of electricity to the new explanatory paradigms of late 18th-century life sciences. Students build a leyden jar (an early capacitor) which first allowed for electrical charge to be stored and discharged on command.

1  Readings in 18c Electricity: Franklin (eRes)
2  Readings in 18c electricity: Erasmus Darwin and Luigi Galvani (eRes).
3  (lab) Building a Leyden Jar.

Week 13

Students begin reading Shelley’s Frankenstein, which will be analyzed as a response both to the ambitions of the new late-18c electro-chemical sciences, and to the so-called “scientific revolution” more generally.

1  Mary Shelley, Frankenstein, Volume I, pp. 45-115.
3  (lab) Electricity Laboratory Report Due. Demonstration and exercises in iatroelectricity and galvanism.

Week 14

Students submit final lab report, complete analysis of Frankenstein, and begin final essay development. The final essay will require students to analyze the role that the social and/or the body had on the development of scientific thought in the long eighteenth century. Students will be required to focus their analysis on a specific cluster of evidence comprising a scientific text, a set of laboratory practices, and a literary response.

1  Frankenstein, Volume III, pp. 175-244.
2  Essay development.
3  (lab) Recitation on optical and electrical science.

Week 15

Students complete essays and discuss their projects with their peers. Concluding discussion of course themes and findings through engagement with Latour’s theory of hybridity and Pickering’s account of the “mangle” or wringer of embodied scientific practice.

2  Bruno Latour, We Have Never Been Modern (Harvard UP: 1993), 1-46 (eRes)

Final Exam Period:
Final Essay Due. Time/Location TBA. Final Discussion.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted ___4/15/14_________________

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 __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 ______ Food Justice__________

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

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 a basic understanding of sociological concepts such as norms, deviance and globalization, provided in Soc. 101. The concepts are of a complexity, and the readings are substantial enough to merit a 300 level designation.

   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.)

   Food justice is fundamentally concerned with where our food comes from, and how it is grown, manufactured, and consumed. Such issues are highly politicized and subject to substantial debate and regulation. They include:
   - the use of pesticides, the depletion of topsoil and the colony collapse of bees in managing crops
   - the life and death of animals in the food production chain and the treatment of meat packers
   - the planetary and health consequences of eating food out of season, thus consuming food that has traveled great distances and is full of preservatives
• genetically modified food
• the false promises of food marketing and advertising
• the health consequences of our food choices, including obesity, diabetes and heart disease
• conflicts around the definition of “organic”
• decisions about what to place in school lunches

Such topics have been central to global farm workers’ movements and a slow food movement, as well as films such as Food Inc., Supersize Me, and Zero Impact Man. Furthermore, many have argued that international price controls and structural adjustment programs push cultures with sustainable agricultural practices to adopt monocultures for export. This often disrupts sustainable lifestyles and propels migration. Hence, global agricultural policy and food justice concerns are intricately connected with malnutrition and global migration. With an understanding of food justice, our students will bolster their background in many issues in which they have a strong concern.

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 deploys the theoretical and methodological tools of sociology to explore issues of food: what we eat, who consumes it and how it is created. All of these are fundamental issues of justice. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affect health, living standards, and migration patterns. Students will meet the objectives of the course by completing a mid-term and final exam, as well as a term paper analyzing one food item in terms of food justice concerns.

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):

   SOC 101, 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:

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 Sustainability Minor’s learning objectives. During this course, students will:

- Explore concepts, issues, and debates surrounding food justice through a sociological lens.
- Adopt a sociological perspective to probe political and economic frames of food justice, and discover how social movements and the discretionary implementation of regulations are vital to considering whose agenda is furthered, enforced or neglected.
- Engage in qualitative and quantitative reasoning in understanding the objective threats posed by food justice concerns, and how they are mediated by the social dynamics of responses.
- Think critically about the workings of power, claims-making and barriers to social change by examining how food justice issues are fundamentally social issues.
- Examine about how seemingly natural phenomena are mediated through socially determined responses, aiding them in responding to such matters in everyday life.

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 minor in Sustainability and Environmental Justice. It will also serve as an elective in the new Sociology major, Track B. Inequality and Social 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:

   College Option:

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
</tr>
<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 16, to College Council, September 22, 2014
10b. Please explain why this course should be part of the selected area.

This course will focus on how many have struggled on food justice issues around the world. Globally, many continue to fight for farm workers’ rights; accurate food labeling; healthier school lunches; sustainable, organic and non-genetically modified agriculture; and less reliance on petroleum in food production, packaging and transportation. Such concerns are equally local and global, as much of our food has traveled thousands of miles, whereas locally, it would be out of season. Consumers are thus intimately connected with the conditions of farm workers and agricultural practices around the world.

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 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 trace the production and transportation involved in one local food item, and analyze this process in light of the course readings. 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_______________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes___X___ No________

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

      ➢ The library catalog, CUNY+_X___
      ➢ EBSCOhost Academic Search Complete _X___
      ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X_
      ➢ LexisNexis Universe _X_
      ➢ Criminal Justice Abstracts _____
      ➢ PsycINFO _____

Approved by UCASC, May 16, to College Council, September 22, 2014
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, Janice Johnson Dias, Monica Varsanyi

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 food justice course currently exists, and no currently existing courses cover the same topics using the theoretical and methodological tools of sociology. The word “food” appears only once in the Undergraduate Bulletin, under a community service opportunity to work with the nonprofit group, Just Food.

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
    Name of Chair giving approval, Proposer’s Department

Approved by UCASC, May 16, to College Council, September 22, 2014
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SOC 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Food Justice</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Sociology; Sustainability Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Sociology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>SOC 101, ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>NA</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course deploys the theoretical and methodological tools of sociology to explore issues of food: what we eat, who consumes it and how it is created. All of these are fundamental issues of justice. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affect health, living standards, and migration patterns. Students will meet the objectives of the course by completing a mid-term and final exam, as well as a term paper analyzing one food item in terms of food justice concerns.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended ATTACHED</td>
</tr>
</tbody>
</table>

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

- [ ] current course
- [ ] revision of current course
- **XX** 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><strong>XX</strong> 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.
I. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since our food is produced and transported from around the world, any understanding of food justice must be global in scope. This course addresses this global dimension in each week’s readings. Specifically, the book <em>Food Rebellions!—Crisis and the Hunger for Justice</em> provides a global perspective on food justice issues. We read the introduction to this book in week 1, and in week 4 we explore how issues of food justice are integrally related to oil dependence and displacement (migration) (a theme also covered in two other readings); we read how food justice issues are enmeshed with global politics in weeks 7 and 8 (a theme also covered in two other readings); and we read about the efforts to forge new food routes in week 11 (also covered in two other readings). We discuss Slow Food, an international movement arising primarily out of Italy and France, but with strong international ties, in week 13, and we read about the new food politics in week 15, which is global in scope. We will read about and discuss “Africa and the end of hunger” in week 16. Other weeks, on food production, consumption, and social movements are all global in scope. Hence, global considerations are not merely an add-on or a secondary consideration—they are central and vital to understanding this subject matter.</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
</tbody>
</table>

| A powerful theme in the course explores how indigenous groups around the world are resisting or accommodating to demands of such international bodies as the International Monetary Fund and the World Bank to impose structural adjustment programs. Such programs often drive local cultures away from long-standing sustainable agricultural practices, to unsustainable monocultures produced primarily for export on the world market. The economic crises that result from such impositions are often the driving forces behind large-scale international migrations. | • Differentiate multiple perspectives on the same subject |

| This course will probe a wide diversity of perspectives on the above themes, as captured in the readings and in various documentary films. |
SAMPLE SYLLABUS

Food Justice: Soc 3XX
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
This course deploys the theoretical and methodological tools of sociology to explore issues of food: what we eat, who consumes it and how it is created. All of these are fundamental issues of justice. Through case studies from around the world, students will explore how the ways our food is produced, marketed, distributed and consumed affect health, living standards, and migration patterns. Students will meet the objectives of the course by completing a mid-term and final exam, as well as a term paper analyzing one food item in terms of food justice concerns.

Course Objectives
The aim of this course is to move students towards thinking about food in terms of justice. In the process of production, are the lands, the animals, the workers and consumers treated justly? Ultimately, such questions of justice revolve around sustainability: do all parties involved flourish under existing conditions, or do they tend to suffer and become sick? Students in this course will learn about many cases in which food injustice has been carried out, and will learn how to recognize, diagnose, and document such cases on their own.

Learning Outcomes
This course will help our students work to achieve many of the Sustainability Minor’s learning objectives. During this course, students will:

- Explore concepts, issues, and debates surrounding food justice through a sociological lens.
- Adopt a sociological perspective to probe political and economic frames of food justice, and discover how social movements and the discretionary implementation of regulations are vital to considering whose agenda is furthered, enforced or neglected.
- Engage in qualitative and quantitative reasoning in understanding the objective threats posed by food justice issues, and how they are mediated by the social dynamics of responses.
- Think critically about the workings of power, claims-making and barriers to social change by examining how food justice issues are fundamentally social issues.
- Critically examine how seemingly natural phenomena are mediated through socially determined responses, aiding them in responding to such matters in everyday life.

Accessibility Services/ADA Policy

Approved by UCASC, May 16, to College Council, September 22, 2014
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 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)*

**Extra Credit Policy**

College wide policy as stated in the 2013/2014 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
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.”

Required Readings
Sections from six trade paperbacks are required for this course:

Immigrants*. Boston: Beacon Press.
Holt-Giménez, Eric and Raj Patel, with Annie Shattuck. 2009. *Food Rebellions!–Crisis and the
Press.

These are available at a reasonable price at the John Jay bookstore.

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. Whether an absense is excused is up to your
instructor’s discretion. *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 will trace the production, transportation and consumption process of one local food item, and analyze it in terms of the course readings. In the third week of class you will write a brief (1-3 page) proposal regarding which food you would like to trace, in which market, and how you propose to trace 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 even conduct site visits (subject to instructor approval) to find where, and by what means your food item is produced and arrives for consumption. *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 learned of the origins of your food item, and 3) an analysis the production and transportation of your food source in light of the food justice issues that are central to 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. *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. However, in order to get a top grade, students will be expected to achieve standards of excellence in their work. If you are dissatisfied with any grade you receive, you must submit a written request for a review of the grade, including a defense, no later than one week after the work is handed back to the class. By requesting a review of the grade you receive, you invite the possibility that the new grade will be lower than the original grade, as well as the possibility that it will be higher. Points will be distributed as follows:

- **Attendance/Participation/Quizzes:** 15%
- **Term Paper Proposal:** 5%
- **Mid-Term:** 25%  
  - A  93-100  
  - B+ 88-89.9  
  - C+ 78-79.9  
  - D+ 65-69.9
- **Final Exam:** 25%  
  - A- 90-92.9  
  - B  83-87.9  
  - C  73-77.9  
  - D  55-64.9
- **Final Paper:** 25%  
  - B- 80-82.9  
  - C- 70-72.9  
  - D- 50-54.9
- **Term Paper Oral Presentation:** 5%

Approved by UCASC, May 16, to College Council, September 22, 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>

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.

Week 1: Introduction
Begin to mull over and conduct exploratory research on your paper proposal.

Part I: An Unjust Food System
Week 2: Growing and Producing Food, Part 1: Crops
Gottlieb and Joshi: Chapter 1, pp. 13-29.

Week 3: Growing and Producing Food, Part 2: Meat
Gottlieb and Joshi: Chapter 1, pp. 30-38.
Research Proposal Due

Week 4: Oil Dependence and Displacement
Bacon: pp. 51-80.
Pollan: pp. 32-64.

Week 5: Accessing Food
Gottlieb and Joshi: Chapter 2, pp. 39-58.

Week 6: Consuming Food
Gottlieb and Joshi: pp. 59-74.
Schlosser: “Success,” pp. 91-111.

**Week 7: Food Politics**
Gottlieb and Joshi: pp. 75-98.

**Week 8: The Food System Goes Global**
Gottlieb and Joshi: pp. 99-120.
Holt-Giménez: pp. 21-90.

**Week 9: Review and Mid-Term**

**Part II: Food Justice Action and Strategies**

**Week 10: Reinventing Farming**
Andrews: Chapter 5, pp. 113-130.
Gottlieb and Joshi: Chapter 6, pp. 123-150.
Pollan: pp. 123-133.

**Week 11: Forging New Food Routes**
Gottlieb and Joshi: pp. 151-176.
Pollan: pp. 239-261.

**Week 12: “Organic” Food**
Pollan: pp. 134-238.

**Week 13: Slow Food**
Gottlieb and Joshi: pp. 177-196.

**Week 15: A New Food Politics**
Gottlieb and Joshi: pp. 197-220.

**Oral Presentations**

**Final Exam**
**Final Paper Due**

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**General Writing Guidelines***

Format and Presentation

Approved by UCASC, May 16, to College Council, September 22, 2014
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.
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: May 8, 2014
Date of Program Approval: May 7, 2014
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>Rosemary Barberet</td>
<td><a href="mailto:rbarberet@jjay.cuny.edu">rbarberet@jjay.cuny.edu</a></td>
<td>212 237 8676</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>International Crime and Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ICJ 705</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights and Counterterrorism</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The purpose of this course is to explore the spectrum of state responses to the threat of terrorism and understand the impact of counter-terrorism laws, policies, and practices on human rights. While the course will primarily address the rule of law and human rights implications of counter-terrorism measures, it will also explore issues of efficacy and legitimacy surrounding states’ counterterrorism policies. The course will cover relevant international human rights and international humanitarian law frameworks which already give states flexibility to protect national security, but within strictly defined limits. The course will address the ways in which anti-terrorism policies can threaten specific human rights, including but not limited to: the right to life; freedom from torture and arbitrary detention; the right to a fair trial; freedoms of association and expression; right to privacy, and the right to non-discrimination. At the conclusion of the course, students will have a deeper understanding of international law obligations that States must fully comply with while countering terrorism. (Revised Fall, 2013 as approved by the Dean of Graduate Studies)</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
</tbody>
</table>

Rev. Spring 2014
Office of Graduate Studies
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).

Among the strengths of John Jay’s curriculum is our robust and diverse approach to the topics of terrorism and counter-terrorism. John Jay’s students are well served by the range of course offerings within these broad areas, across multiple academic disciplines and taught by faculty that are active researchers – and have professional experience – in this field. Few colleges can claim to offer the kind of balanced and rigorous approach to terrorism education that we do at John Jay.

These strengths are particularly evident in our MA programs. Our Certificate in Terrorism Studies attracts students that seek to advance their knowledge of this field, towards careers in policy, operational and research roles. Certificate students participate in extra-curricular events – especially those of the Center on Terrorism – which add much to the intellectual life of our campus.

This course adds further value to our institutional expertise in the area of terrorism studies. While our present course offerings reveal a unique breadth and depth of coverage, we do not currently have a class that focuses on the specific topic of human rights and counterterrorism. Moreover, given the explicitly international focus of the course, and its grounding in the field of international law, the course is of particular relevance to IC&J students, complementing their core coursework in international law and deepening their understanding of this important field. In sum, this course will expose students to issues that are at the heart of contemporary policy and operational debates about place of human rights considerations in counter-terrorism decision-making.

4. **Degree requirements satisfied by the course:**

Valid as an elective for the IC&J MA program. Valid as an elective for the Certificate in Terrorism Studies.

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): Fall, 2012; Spring, 2014 as ICJ 805
   II. Teacher(s): Tom Parker, Jamil Dakwar
   III. Enrollment(s): 15; 6
   IV. Prerequisite(s): None

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 will be able to demonstrate knowledge of

- the origins, causes and goals of terrorist organizations
- the spectrum of state responses to terrorism
- the application of international human rights standards to terrorism and counterterrorism
- methods for evaluating the efficacy and legitimacy of counterterrorism actions.

Students will be able to

- critically analyze primary and secondary documents on terrorism, counterterrorism and human rights
- participate in informed debates on these topics through their oral contributions to in-class discussions
- develop and answer a research question through using the methods of social science
- articulate their knowledge in writing in an in-class exam and a take-home paper.

b. How do the course outcomes relate to the program’s outcomes?

Program objectives are as follows:

Students will integrate interdisciplinary knowledge to explain the causes and consequences of international crime, and to analyze and assess the workings of institutions, mechanisms and processes of international criminal justice, as well as related developments in law and policy worldwide

Students will critically analyze and apply research techniques in international crime and justice to the planning and execution of research projects

Students will develop the necessary multicultural communication skills to enable them to advance their arguments effectively in academic and professional settings in the United States and abroad

The objectives for the course are in line with all three program objectives.

c. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

Students will participate in presentations of the readings, class debates and discussion, and the writing of a research paper. The instructor will engage in a periodic outcomes assessment exercise through which the course objectives will be matched to one assignment and students’ performance will be evaluated, to be validated by another program faculty member.

7. Proposed texts and supplementary readings (including ISBNs):

See syllabus

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.

A librarian was consulted for the original experimental course proposal form, Maria Kiriakova. Please note that since the College has a longstanding certificate in terrorism studies, our library has more than adequate holdings in terrorism that can be used for this course.

Rev. Spring 2014
Office of Graduate Studies
8. Identify and assess the adequacy of available library resources
   a. Databases
      Multidisciplinary; Adequate
   b. Books, Journals and eJournals
      Adequate
9. Identify recommended additional library resources
None at this time
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).
    World Political Science Abstracts
    Criminal Justice Abstracts
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:
    Jamil Dakwar (Adjunct, Director of ACLU Human Rights Program); Peter Romaniuk (Associate Professor, Political Science); George Andreopoulos, (Professor, Political Science).
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:
    The director of the Advanced Certificate program in Terrorism Studies asked to make this course a permanent offering.
16. Syllabus: See attached

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Office of Graduate Studies
COURSE INFORMATION

Instructor: Prof. Jamil Dakwar  
Department: MA in International Crime and Justice, Sociology Department, 3225 North Hall  
Course Code: ICJ 805  
CLASS: Thursday, 6:15 – 8:15pm, Westport 107  
Contact: jdakwar@jjay.cuny.edu or 212.519.7850  
Twitter: @jdakwar  
Office hours: By appointment

COURSE DESCRIPTION:

The purpose of this course is to explore the spectrum of state responses to the threat of terrorism and understand the impact of counter-terrorism laws, policies, and practices on human rights. While the course will primarily address the rule of law and human rights implications of counter-terrorism measures, it will also explore issues of efficacy and legitimacy surrounding states’ counterterrorism policies. The course will cover relevant international human rights and international humanitarian law frameworks which already give states flexibility to protect national security, but within strictly defined limits. The course will address the ways in which anti-terrorism policies can threaten specific human rights, including but not limited to: the right to life; freedom from torture and arbitrary detention; the right to a fair trial; freedoms of association and expression; right to privacy, and the right to non-discrimination. At the conclusion of the course, students will have a deeper understanding of international law obligations that States must fully comply with while countering terrorism.

Prerequisites: None

CORE READINGS:


Other recommended readings:


Nature and Amount of Work Required: Attendance at lectures is mandatory. If you miss more than three sessions during the semester, your grade will be affected. Assigned reading should be completed BEFORE coming to class each week.

Your course grade will be based upon the following:

- Class presentations (20%)
- Midterm take-home exam (30%)
- Final take-home exam (40%)
- Student’s overall contribution to seminar discussion (10%)

Grade Numerical Value Percentage Equivalent:

- A 93.0-100.0
- A- 90.0- 92.9
- B+ 87.1- 89.9
- B 83.0- 87.0
- B- 80.0- 82.9
- C+ 77.1- 79.9
- C 73.0- 77.0
- C- 70.0- 72.9
- F 70 and below

Your overall performance will be evaluated using the standard John Jay College plus/minus grading scale.
COURSE STRUCTURE

This course will draw on a wide range of sources to introduce legal and human rights issues associated with counter-terrorism policies and measures adopted by the United States and other governments in the aftermath of the September 11, 2001 terrorist attacks. The course is divided into two parts. In the first part, the students will be introduced to the international human rights framework and the basic conceptual controversies associated with defining the phenomenon of terrorism. We will consider some of the policies and measures which were adopted as part of the United States-led “War on Terror.” Then, students will be introduced to some of the bodies of international law that place constraints on the counter-terrorism measures that governments may adopt. Special attention will be paid to the issue of states of emergency, and the idea that some human rights safeguards may be restricted or even suspended during times of crisis. Finally, we will examine the two dominant paradigms – criminal justice and warfare – that typically frame state responses to a terrorist threat and their implications on human rights.

In the second part of the course, we will look at concrete state practices that have been utilized in the name of national security and challenged in domestic courts and before regional and international human rights bodies as violations of individual rights and international law. Students will explore ethical, legal, and efficacy questions related to counter-terrorism measures, including the use of torture and coercive interrogation techniques, “extraordinary rendition” and secret detention, indefinite detention and military trials, targeted killings, mass electronic surveillance, racial profiling and terrorist watch-lists. The course will conclude with a discussion of comparative lessons drawn from the impact of these measures on the rule of law and human rights, as well as the relationship between respect for human rights and effective counter-terrorism policy.

Course Learning Outcomes:

1. Knowledge Outcomes

   Students will demonstrate knowledge of:
   a. Basic concepts of international human rights
   b. Definitions of terrorism and spectrum of state responses to terrorism
   c. The application of international human rights standards to terrorism and counterterrorism
   d. The significance and consequences of the US “War on Terror”

2. Performance Outcomes

   Students will be able to:
   a. Critically analyze primary and secondary documents on terrorism, counterterrorism and human rights
   b. Participate in informed debates on these topics through their oral contributions to in-class discussions

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Office of Graduate Studies
c. Develop and answer a research question through using the methods of law and social science
d. Articulate their knowledge in writing 2 take-home exams

JJC ACCOUNT

Only your official John Jay student e-mail address will be used for all course-related notifications. It is your responsibility to check your John Jay e-mail on a regular basis. If you do not check your John Jay e-mail regularly, please make sure that you have it forwarded to your preferred account (e.g., AOL, Hotmail, Gmail) so that you can receive and reply to class-related messages in a timely fashion.

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 L.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.

THE WRITING CENTER

The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College of Criminal Justice. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it.

ACADEMIC INTEGRITY

Cheating

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

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

Plagiarism

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

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

NOTE: I reserve the right to modify this syllabus to incorporate events, speakers, or film showings that arise and are relevant to the learning objectives of this course.
COURSE CONTENT

Class 1 (January 30): **Introduction**

Class 2 (February 6): **Definition of Terrorism**
- Excerpts from H. Duffy (pp. 17-46).
- P. Wilkinson (Chapter 1: Terrorism, Insurgency and Asymmetrical Conflict)

Class 3 (February 13): **International Human Rights Law and Principles**

Class 4 (February 27): **Terrorism and International Humanitarian Law**
- Texts of Articles 2 and 3 common to the four *1949 Geneva Conventions*.

Class 5 (March 6): **Terrorism and Human Rights: State of Emergency or “New Normal”**
  [http://www.ifj.org/assets/docs/028/207/3e83f1c-fbfc2cf.pdf](http://www.ifj.org/assets/docs/028/207/3e83f1c-fbfc2cf.pdf)
- L. Henkin (Chapter 14: Terrorism and Counterterrorism, pp. 1546-1605)
  http://www1.umn.edu/humanrts/gencomm/hrc29.html
  http://www.unhchr.ch/tbs/doc.nsf/0/58f5d4646e861359c1256ff600533f5f

Class 6 (March 13): The 'War on Terrorism': Law Enforcement or War Paradigm

  http://www.refworld.org/pdfid/402ba91c15.pdf
  http://www.foreignaffairs.com/articles/59902/ruth-wedgwood-kenneth-roth/combatants-or-criminals-how-washington-should-handle-terrorists
  http://www.state.gov/s/l/2006/98861.htm
  http://www.icrc.org/eng/assets/files/other/rona_terror.pdf

Class 7 (March 20): Torture

  http://muse.jhu.edu/journals/hrq/summary/v028/28.4nowak.html
  http://detaineetaskforce.org/

Class 8 (March 27): Secret Detention and “Extraordinary Rendition”

• L. Henkin (Chapter 1: Introductory Case Study: The Human Rights Implications of Extraordinary Renditions, pp. 1-40)
• El Masri Decision European Court of Human Rights. Summary of Judgment:  
  http://hudoc.echr.coe.int/sites/eng/pages/search.aspx#"itemid":["003-4196815-4975517"]}
  http://www.nytimes.com/2012/12/14/world/europe/european-court-backs-cia-rendition-victim-khaled-el-masri.html?_r=0

Class 9 (April 3): **Indefinite Detention and Military Trials**


• “IACHR, UN Working Group on Arbitrary Detention, UN Rapporteur on Torture, UN Rapporteur on Human Rights and Counter-Terrorism, and UN Rapporteur on Health reiterate need to end the indefinite detention of individuals at Guatánamo Naval Base in light of current human rights crisis.” May 1, 2013. 


Class 10 (April 10): **Privacy, Freedom of Speech and Mass Electronic Surveillance**


Class 11 (April 24): **Drone Strikes and Targeted Killings**

Class 12 (May 1): **Ethnic Profiling, Terrorism Watch-lists, and Discrimination**
Class 13 (May 8): **Access to Justice and Right to Remedy**


Class 14 (May 15): **Future of Human Rights and CT**

  [http://www.ifj.org/assets/docs/028/207/3e83f1c-fbfc2cf.pdf](http://www.ifj.org/assets/docs/028/207/3e83f1c-fbfc2cf.pdf)
- P. Wilkinson (Chapter 13: Towards a Response to Terrorism Based on Democratic Principles and Respect for Human Rights)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES IN A CERTIFICATE PROGRAM

The following is the revised curriculum for the Advanced Certificate in Terrorism Studies.

Program Name and Degree Awarded: Advanced Certificate in Terrorism Studies
HEGIS Code: 2105
NY State Program Code: 34851
Effective term: Spring 2015

Date of Program Curriculum Committee approval: 5-8-14
Date of CGS approval: 5-13-14

Rationale for proposed changes:

These changes to the Advanced Certificate in Terrorism Studies expand the official list of electives so that it is brought up to date and includes courses that have recently been created or are being offered again after a hiatus. The change also include the updated title for CRJ 772.
<table>
<thead>
<tr>
<th>REQUIREMENTS FOR THE CERTIFICATE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must complete the four designated courses (the two core curriculum requirements and two program electives), earning a grade of B or higher.</td>
</tr>
<tr>
<td>REQUIRED COURSES SUBTOTAL: 6</td>
</tr>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>CRJ 744 Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 772 Seminar in Terrorism Studies*</td>
</tr>
<tr>
<td>* These seminars meet on alternate Fridays during the academic year and require two full semesters of seminar attendance to complete course hours and attendance requirement. The seminars are also open to the public and discussion is wide-ranging.</td>
</tr>
<tr>
<td>ELECTIVES (SELECT TWO) SUBTOTAL: 6</td>
</tr>
<tr>
<td>PSY 729 Psychology of Terrorism</td>
</tr>
<tr>
<td>CRJ 746 Terrorism and Apocalyptic Violence</td>
</tr>
<tr>
<td>CRJ 789 Violence Across the Globe</td>
</tr>
<tr>
<td>CRJ 797 Homeland Security and International Relations</td>
</tr>
<tr>
<td>CRJ 798 Homeland Security and Terrorism</td>
</tr>
<tr>
<td>* Experimental and other elective terrorism courses are also offered under the Forensic Science, Forensic Psychology and Public Administration programs. With the approval of the Certificate Program Coordinator, students may use other unlisted courses to satisfy the elective requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-total Electives</th>
</tr>
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<tbody>
<tr>
<td>Total credits required: 12</td>
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</table>

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<tr>
<td>CRJ 748 Counter-Terrorism for Law Enforcement</td>
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<tr>
<td>CRJ 765 Social Movements, Revolution and Terrorism</td>
</tr>
<tr>
<td>CRJ 784 Organized Crime</td>
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<tr>
<td>CRJ 789 Violence Across the Globe</td>
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<tr>
<td>CRJ 797 Homeland Security and International Relations</td>
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<tr>
<td>CRJ 798 Homeland Security and Terrorism</td>
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<tr>
<td>ICJ 705 Human Rights and Counter Terrorism</td>
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</table>

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<th>Sub-total Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits required: 12</td>
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</table>
Does this change affect any other program?

____X____ No  ____ Yes

If yes, what consultation has taken place?
## Updated 2013-2014 College Council Committee Activity Report

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
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</thead>
<tbody>
<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Student Evaluation on the Faculty</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
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</tr>
<tr>
<td>Council of Undergraduate Program Coordinators</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Student Interests</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>UCASC</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Faculty-Student Disciplinary Committee (formally Judicial Committee)</td>
<td></td>
<td></td>
<td>Y</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Budget and Planning Committee</td>
<td>Y</td>
<td>Y†</td>
<td>Y</td>
<td>5</td>
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<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
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<tr>
<td>College Wide Assessment Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>8</td>
<td>7</td>
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<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee and the Strategic Planning Subcommittee of the Budget &amp; Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>11</td>
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</tbody>
</table>

†May minutes have not yet been approved, therefore not submitted

---

**Submitted Proposals and Reports for Academic Year 2013-2014**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Proposals/Reports</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate Curriculum and Academic Standards</td>
<td>90</td>
</tr>
<tr>
<td>Mission Statement Review Committee</td>
<td>1</td>
</tr>
<tr>
<td>Vice President Robert Troy</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>9</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
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</table>

Total: 103

101 proposals and reports were put on the College Council agenda for consideration in academic year 2013-2014.

**Last Updated: September 15, 2014**
John Jay College of Criminal Justice
The City University of New York

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>
</tr>
</tbody>
</table>